

Institutional Factors affecting Academic Performance of Marketing Students in Nueva Ecija

Kim Edward S. Santos, Antonio Jose D. Celis

¹Ph. DBA Candidate in Wesleyan University-Philippines

Instructor, College of Management of Business and Technology, Atate Campus, Nueva Ecija University of Science and Technology, Nueva Ecija, Philippines

kimmyte@gmail.com/kesantos@neust.edu.ph

²Ph. DBA Candidate in Wesleyan University-Philippines

Dean, College of Business and Accountancy, Wesleyan University-Philippines

antoncelisd@gmail.com

Abstract— With the growing diversity of students attending university, the factors affecting academic performance are becoming increasingly relevant. This paper described the institutional factors and the major category of the institutional factor affecting academic performance of marketing students in Nueva Ecija. This paper used descriptive method of research as it utilized survey questionnaire with likert-scale responses. A total 213 college students from private universities and colleges in Nueva Ecija were surveyed in this paper. Based on the findings, the researchers concluded that institutional factors categorized as instructional material and utility have minor affect to the academic performance of students. While the people and infrastructure category have moderate affect. Thus, the researchers recommended to improve the people and infrastructure categories of institutional factors to further uplift the academic performance of the marketing students. In the foregoing findings, the researchers specifically found out that method of lecture delivery as one of the institutional factors is the most influential affecting the performance of the students academically. Thus, the researchers recommended to focus on the development of methodologies of lecture delivery to further improve the academic performance which results to quality education.

Keywords— Academic Performance, Institutional Factor, Marketing Management, Marketing Students.

I. INTRODUCTION

With the growing diversity of students attending university, the factors affecting academic performance are becoming increasingly relevant. Yang and Lu (2001) stated that a good understanding of the factors influences the academic performance of the students will help related parties design suitable academic program and support activities. Further, Hu and Kuh (2002) concluded that academic preparation of students is impossible for an institution to unilaterally change without radically changing its educational mandate and constituent base.

McKenzie and Schweitzer (2001) concluded that academic performance predictors affect specific groups at various levels, for example, school leavers are negatively influenced by their degree of acceptance into the university. As such, Mushtaq and Khan (2012) found that the factors affecting

the student performance are communication, learning facilities, proper guidance and family stress.

In view of the foregoing insights, the researchers assessed the institutional factors affecting academic performance of marketing students in Nueva Ecija.

II. CONCEPTUAL FRAMEWORK

According to Cromley et al. (2016), Universities, colleges / schools, departments and programs implement policies that can affect the development of the students.

Adan (2016) found that the effect of physical resource adequacy on the academic performance of students strongly agreed that adequacy of physical resources had a positive impact on the academic performance of the pupils. Further, Wanjiru (2014) concluded that in many schools, the

inadequacy of instructional materials has impeded effective teaching and learning.

According to Frimpong et al. (2016), Institutional factors have a big impact on the academic performance of the graduates. On the contrary, Osaikhiuwu (2014) concluded that the institutional factors alone had no major impact on the performance of the students.

OBJECTIVE OF THE STUDY

The paper described the institutional factors and the major category of the institutional factor affecting academic performance of marketing students in Nueva Ecija.

III. METHODOLOGY

This paper used descriptive method as it is a basic research approach which looks at the situation as it exists in its present state (Williams, 2007). A total 213 college students from private universities and colleges in Nueva Ecija were surveyed. This paper utilized survey research as it incorporates scientific methods through critical analysis and evaluation of source materials, data analysis and interpretation, and generalization and prediction (Salaria, 2012).

IV. RESULTS AND DISCUSSIONS

Table 1. Institutional Factors affecting academic performance

Factors (Category)	WM	VI
Unfavorable learning environment (I)	3.28	MaA
Poorly equipped departmental and central libraries (IM)	2.43	MiA
Method of lecture delivery (P)	3.56	MaA
Overcrowded lecture rooms (I)	2.70	MoA
Unavailability of recommended texts (IM)	2.37	MiA
Late provision of reading/reference materials by lecturers (IM)	1.64	NA

Score	Verbal Interpretation
1.00 – 1.74	No affect (NA)
1.75 – 2.49	Minor affect (MiA)
2.50 – 3.25	Moderate affect (MoA)
3.26 – 4.00	Major affect (MaA)

Table 2 presents the categories of the institutional factors affecting academic performance of marketing students. Based on the gathered data, majority of the institutional factor categorized as Infrastructure (I) has garnered a weighted mean of 2.86 interpreted that it has moderate affect

Method of collating and accessing semester results (P)	1.65	NA
Poor lecturer/student relationship (P)	3.19	MoA
Interruption of electricity supply (U)	2.47	MiA
Poor access to internet facilities (U)	3.28	MaA
Interruption of water supply (U)	1.52	NA
Incessant strike and closure of school (P)	2.06	MiA
Poor accommodation facilities (I)	2.61	MoA
Overcrowded exam time table (IM)	2.31	MiA
Average Weighted Mean	2.50	MoA

Legend:

Score	Verbal Interpretation
1.00 – 1.74	No affect (NA)
1.75 – 2.49	Minor affect (MiA)
2.50 – 3.25	Moderate affect (MoA)
3.26 – 4.00	Major affect (MaA)

Table 1 presents the institutional factors affecting academic performance of marketing students. Based on the gathered data, the method of lecture delivery interpreted that it majorly affects the academic performance of the marketing students with a weighted mean of 3.56. While, interruption of water supply interpreted that it has didn't affect the academic performance of the marketing students with a weighted mean of 1.52.

On the average, most of the institutional factors has a Moderate affect to the academic performance of marketing students interpreted by its weighted mean of 2.50.

Table 2. Category of Institutional Factors

Category	WM	VI
Infrastructure	2.86	MoA
People	2.61	MoA
Instructional Material	2.19	MiA
Utility	2.42	MiA
Average Weighted Mean	2.52	MoA

Legend:

Code	- Interpretation
I	- Infrastructure
P	- People
U	- Utility
IM	- Instructional Materials

to the academic performance. While, Instructional Material (IM) as institutional factor has minor affect to the academic performance of the marketing students.

On the average, it is evident that the category and its institutional factors have par results which moderately affect the academic performance of the marketing students.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the researchers concluded that institutional factors categorized as instructional material and utility have minor affect to the academic performance of students. While the people and infrastructure category have moderate affect. Thus, the researchers recommended to improve the people and infrastructure categories of institutional factors to further uplift the academic performance of the marketing students.

In the foregoing findings, the researchers specifically found out that method of lecture delivery as one of the institutional factors is the most influential affecting the performance of the students academically. Thus, the researchers recommended to focus on the development of methodologies of lecture delivery to further improve the academic performance which results to quality education.

REFERENCES

- [1] Adan, A. I. (2016). *Institutional factors influencing pupils' academic performance at Kenya certificate of primary examination level in public schools in Mandera East Sub-County, Kenya* (Doctoral dissertation, doctoral dissertation, University of Nairobi, Nairobi).
- [2] Cromley, J. G., Perez, T., & Kaplan, A. (2016). Undergraduate STEM achievement and retention: Cognitive, motivational, and institutional factors and solutions. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 4-11.
- [3] Frimpong, E. A., Agyeman, G. A., & Ofori, F. F. (2016). Institutional Factors Affecting the Academic Performance of Polytechnic Students in Ghana. *International Journal of Humanities & Social Science Studies (IJHSSS)*, 2(5), 102-109.
- [4] Hu, S., & Kuh, G. D. (2002). Being (dis) engaged in educationally purposeful activities: The influences of student and institutional characteristics. *Research in Higher Education*, 43(5), 555-575.
- [5] McKenzie, K., & Schweitzer, R. (2001). Who succeeds at university? Factors predicting academic performance in first year Australian university students. *Higher education research & development*, 20(1), 21-33.
- [6] Mushtaq, I., & Khan, S. N. (2012). Factors Affecting Students' Academic Performance. *Global journal of management and business research*, 12(9).
- [7] Osaikhiwu, O. C. (2014). Institutional factors affecting the academic performance of public administration students in a Nigerian University. *Public Administration Research*, 3(2), 171-177.
- [8] Salaria, N. (2012). Meaning of the term descriptive survey research method. *International journal of transformations in business management*, 1(6), 1-7.
- [9] Wanjiru, M. E. (2014). *INSTITUTIONAL FACTORS INFLUENCING STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC SCHOOLS IN LARI DISTRICT, KIAMBU COUNTY, KENYA* (Doctoral dissertation, University of Nairobi).
- [10] Williams, C. (2007). Research methods. *Journal of Business & Economics Research (JBER)*, 5(3).
- [11] Yang, B., & Lu, D. R. (2001). Predicting academic performance in management education: An empirical investigation of MBA success. *Journal of Education for Business*, 77(1), 15-20.