



SOCIO-ECONOMIC STATUS AND ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study investigated the effect of socio-economic status on the academic performance of the Grade VI Pupils from the select central and non-central elementary schools in Santa Ana District. It utilized a descriptive-correlational research design and carried out a total population of 113 respondents from the selected public elementary schools. A checklist questionnaire was used to gather necessary data which include the Socioeconomic profile of the respondents and their grades for 1st and 2nd grading. Results revealed that family household size, parents' educational attainment, and parents' occupation have a significant effect on the academic performance of the learners. This study is believed to have an impact on broadening the ideas, knowledge, and understanding of the families, parents, and government agencies on how to improve the education of every Filipino child.

Keywords: *Economic Status, Academic Performance, Family Size, Parent's Occupation, Educational attainment*

INTRODUCTION

Education is an important part of one's life. It is one process for surviving in this challenging world since it helps people to develop skills that will be useful in the future. Education opens a world of possibilities in our lives. Aside from the knowledge and skills learned, this will help us to be better citizens, get an ideal career, and contribute to economic prosperity. Hence, the researchers in this study have focused on education.

According to Article XIV, Section 1 of the Republic of the Philippines' 1987 Constitution, the state shall preserve and promote the right of all people to quality education at all levels and shall take appropriate efforts to make such education accessible to all. As a result, education is one of every child's essential rights. Children should have access to appropriate education to broaden their knowledge and potential.

On the other hand, there are a lot of factors that influence the education of children, particularly in their academic performance at school. Family socioeconomic status (SES) is the main factor influencing academic achievement (Luo 2022). The socio-economic factor is "the social standing or class of an individual or a group". This definition is given by the American Psychological Association (APA-2018). Socioeconomic status is a phrase used to indicate where a person or group stands on the socioeconomic scale. It is based on a variety of social and economic characteristics, including place of residence, income, degree, and type of education, and type and prestige of work. Socioeconomic status can be categorized into three, high, middle, and low socioeconomic status.

The influence of the family in assisting learners to survive and realize the importance of education cannot be overstated. Their families' help is desperately required. If parents are invested in their children, they may assist them in identifying their strengths and weaknesses and in setting learning objectives (Roy and Giraldo-Garca, 2018). This is very difficult, particularly in areas where farming and fishing are the primary sources of income, such as in Santa Ana, Cagayan Valley. This has a significant impact on how they will provide for their family, particularly their children, and includes meeting their educational needs for them to attain strong academic performance.

Research Questions

This study aimed to determine the relationship between the Socio-economic status of Grade VI Pupils of Sta. Ana District to their academic performance.

Specifically, this study answered the following questions;

1. What is the socio-economic profile of the respondents in terms of:
 - a. Family household size
 - b. Parent's Educational attainment
 - c. Parents' Occupation
 - d. Gross monthly household income
 - e. Place of residence
 - f. House Ownership
2. What is the academic performance of the respondent in the first and second quarter for the S.Y 2022-2023?
3. Is there a significant relationship between respondents' socio-economic status and their academic performance?

Hypothesis

The following hypotheses were formulated and tested at a level of 0.05.

Ho: There is no significant difference in the academic performance of pupils when classified according to socio-economic profile.

Ha: There is a significant difference in the academic performance of pupils when classified according to socio-economic profile.

Significance of the Study

The result of the study is beneficial to the following;

The government agency (DSWD) would greatly benefit from this study because it would provide data that they would use in implementing programs that could help the learners with their educational needs.

This study would also benefit the school administration, as it would help them craft projects and programs to assist the learners who are most in need.

The findings of this study would also benefit the teacher. Through this study, they would have the chance to understand the learners and develop some strategies to help them. This would serve as an eye-opener for the teachers to understand the dynamics of their work and how they could make a difference in the life of every learner.

For the parents, the result of this study would help them understand their role in the education of their children. Likewise, this would help parents realize their responsibility and the importance of providing the right amount of needs to their children.

This study would also benefit the pupils. It would give an idea of the relationship between their socio-economic status and academic performance and the ways in which they can adjust themselves in case their economic status hinders their scholastic standing.

Finally, this document would act as a resource or reference for future researchers. Simultaneously, the outcomes of this research would serve as a foundation for conducting a study in the future when comparable scenarios arise.

Literature Review

Foreign

Mutabeshya(2022) revealed in his study that family socioeconomic status has a significant effect on scholars ' academic achievement. Family socioeconomic statuses similar as family fiscal status, family size, and family stewardship, are linked to the objects of his study. Hence, it's suggested that preceptors, academy directors, and other stakeholders should put further trouble into addressing issues related to the socio-profitable status of families from which learners come.

In like manner, Suleman et al., (2012) stated that children with strong socioeconomic status show better academic performance in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic performance. In addition, Saifi (2017) investigated the effect of socioeconomic status on students' performance and the results revealed that parental education and occupation and facilities at home affect the student's achievement.

Further, Eamon (2016) revealed that students whose parental socioeconomic status is low do not show effective performance in school. The mentioned literature and studies, it implies that economic status directly impacts the performance of learners, hence teachers and parents should collaborate with parents in assisting them in their educational needs by tapping stakeholders that will help learners who have poor economic status.

In addition, (Barbarin & Aikens, 2015) Families from low socio-economic status group are less likely to have economic resources or time available to provide due academic support to their children. Existing literature in this field suggests that the children's initial reading capability is largely associated with the home literacy surroundings, the number of books owned, and parent suffering

Adamu and Dikko (2017) found from their study that parental background may have a significant influence on a student's academic achievement. Similarly, Amoo et.al (2018) findings revealed that parental socioeconomic status, educational level, and family size may have a significant relationship with the academic performance of students. Therefore,

it is recommended that government should provide some incentives that will encourage more students to enroll in formal education, such as scholarships, providing free transportation to school for students, establishing schools for adult education, and encouraging couples to imbibe family planning.

Another similar study conducted by Gobena (2018) revealed two results. First, it showed that family income did not bring anything new to students' academic achievement; second, there was a statistically significant negative relationship between sex and students' academic achievement. It was recommended that families should access education to encourage their children in schools.

Udayakumar et. Al (2022) examined the impact of socioeconomic factors on the academic performance of higher secondary school students. It was found that the educational levels of the mothers and their occupation factors considerably impact their children's academic performance. The influence of the Father's education and employment status is at a moderate level. The income of the family has negatively impacted the student's academic performance at a 1% level of significance. However, the types of schools and mediums of education also have a strong bearing on the student's academic performance at the higher secondary level. This study concludes that there is a direct relationship between socioeconomic factors and the academic performance of higher secondary school students.

Local

Original In the study conducted by Salve(2021) on the effect of the profile of parents similar as occupation, income, educational position, and home terrain on the achievement of the grade 9 scholars in TLE, it was concluded that the profile parents ' occupation, income and home terrain affect the achievement of grade 9 scholars in TLE to a great extent while the educational position of parents affect to a veritably great extent.

In the same study, Agullana et. Al (2022) conducted a study on the Socio-Economic Factors and Academic Performance of Senior High School Students using utilized the checklist method to gather relevant data from respondents wherein they were chosen using the stratified random sampling technique. After the Regression Analysis, it was found that Socio-Economic Factors significantly correlate with the academic performance of Senior High School students however each factor varies from its predicted value. Hence, it is recommended that the school as a learning human institution must cater to a socio-economic friendly atmosphere to provide students with high socio-economic profiles an opportunity to earn a satisfactory or outstanding academic performance.

Underpinning Theory/Philosophy

Adams and Singh (1980) created the Good Parent Theory, which reflected parents' societal views on the importance of quality education for their children. Low income, according to the argument, harms children not because poor families have less money to

spend on their children but because it reduces parents' ability to be good parents. The theory is divided into two parts.

The role model version and the parental stress version of the dominant psychological model, "parental stress," claims that poverty is stressful and that stress reduces parents' ability to be helpful, consistent, and involved in their children's education. Poor parenting affects children's social and emotional development, limiting their educational and social chances. The role model version highlighted parents' relationships with their children, but this does not always indicate that poor parenting is emphasized. Instead, it is commonly assumed that low-income parents create deviant attitudes, norms, and behaviors for success in the dominant culture.

In this situation, their children adopt their parents' dysfunctional conduct, lowering the children's odds of success. The theory is closely related to this study since it also looked at how parents' financial support for education affects their children's academic success.

Research Paradigm

In this study, the independent variables include socio-demographic profiles such as family household size, parents' level of educational attainment, parents' occupation, gross household income, place of residence, and housing. In the context of this study, the researchers identified the socio-economic profile as the key determinant of the academic performance of the learners.

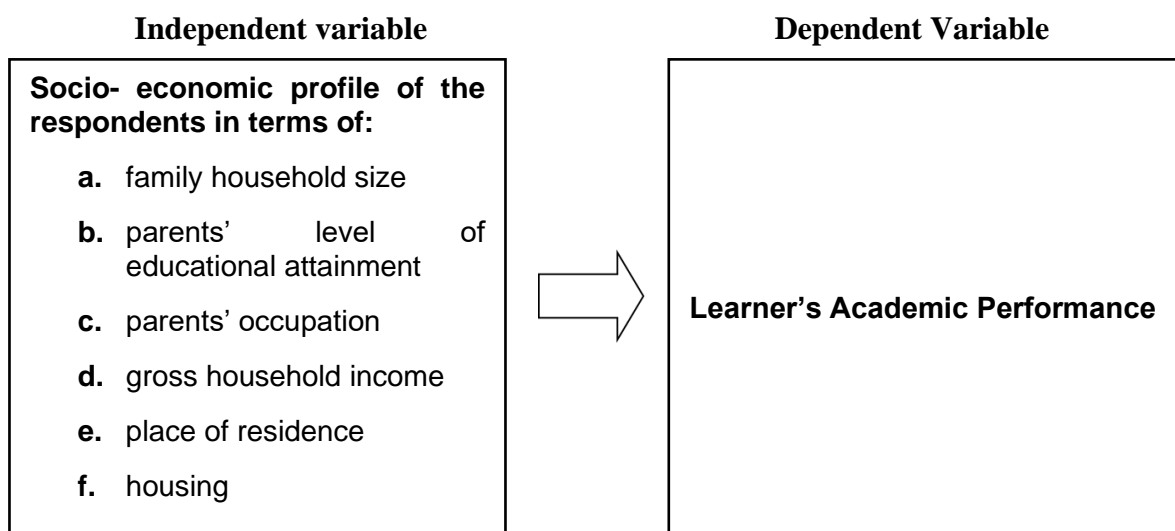


Figure 1. A Paradigm showing the relationship between the Independent Variables and Dependent Variables of the study.

METHODS

Research design

This research utilized quantitative study. Particularly, it employed descriptive-correlational design to describe the family socio-economic status of the pupils and its relationship to their academic performance.

Locale of the study

The study was conducted in selected central and non-central elementary schools in Santa Ana District. Two central schools includes Palawig Elementary School and Santa Ana Central School and two non-central schools are Casagan Elementary School and Santa Clara Elementary School.

Respondents of the Study

The respondents of the study were the Grade VI pupils of the selected elementary schools in Santa Ana District. A total population sampling was employed. The total population of the respondents is one hundred thirteen (113).

Instrumentation

A researcher-made questionnaire was the instrument used to gather necessary information on the study. The questionnaire was presented and validated by the Panel of specialists before its distribution.

Data Gathering Procedure

<https://ijase.org>

The researchers asked permission from the school heads of the selected elementary school to conduct and float questionnaires. Upon approval, researchers personally administered and explained to the pupils the confidentiality of the data that will be gathered. The researchers collected the data employing checklist questionnaires comprising their socio-economic profile and the first and second-quarter grades.

Data Analysis

The researchers made use of the frequency, mean, and percentage distribution to describe the socio-economic profile of the variables. To determine the significant difference between the socio-economic profile and academic performance ONE WAY ANOVA analysis was used.

Ethical considerations

Permission to conduct was obtained from the participating schools prior to the distribution of the questionnaires. The highest level of confidentiality was maintained in the conduct of this study by retaining the identity of the respondents and notifying them that all data acquired would be utilized solely for academic purposes.

Authors of journals, books, papers, and websites from the internet that were used as references in the study were correctly acknowledged and credited.

RESULTS

Table 1. Socio-economic Profile of the Respondents

CHARACTERISTICS		
FAMILY HOUSEHOLD SIZE	F	P
9 to 10	6	5.3%
7 to 8	20	17.7%
5 to 6	53	46.9%
3 to 4	34	30.1%
MOTHER'S EDUCATIONAL ATTAINMENT		
Master's Degree	2	1.8%
Bachelor's Degree	16	14.2%
College Undergraduate	3	2.7%
High School Graduate	50	44.2%
High School Undergraduate	17	15%
Elementary Graduate	12	10.6%

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Elementary Undergraduate	5	4.4%
Vocational Course	8	7.1%

FATHER'S EDUCATIONAL ATTAINMENT

Bachelor's Degree	29	25.7%
High School Graduate	41	36.3%
High School Undergraduate	23	20.4%
Elementary Graduate	2	1.8%
Elementary Undergraduate	14	12.4%
Vocational Course	4	3.5%

MOTHER'S OCCUPATIONAL

Unemployed	2	1.8%
Self-employed	79	69.9%
Government Employed	11	9.7%
Privately Employed	13	11.5%
OFW	8	7.1%

FATHER'S OCCUPATIONAL

Unemployed	15	13.3%
Self-employed	62	54.9%
Government Employed	20	17.7%
Privately Employed	16	14.2%

GROSS MONTHLY HOUSEHOLD INCOME

10,000&below	84	75.0%
10,001-20,000	19	17.0%
20,001-30,000	6	5.4%
30,001-40,000	2	1.8%
50,001&above	1	0.9%

PLACE OF RESIDENCE

Rural	112	100%
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HOUSE OWNERSHIP

Owned	102	91.1%
Rent	10	8.9%

It is shown in Table 1 that out of the total respondents, 53 or 46.9% have a family household size ranging from 5 to 6 members. On highest educational attainment, it shows that 50 or 44.2% of the respondents' mothers while 41 or 36.3% of the fathers finished secondary school. With regards to the parents' occupation, it indicates that most of them are self-employed which 79 or 69.9% among the mother and 62 or 54.9% of the fathers.

It also shows that 84 or 75% of respondents' gross household income range from 10,000 and below, while only 1 among them earned a gross income of 50,001 and above. In the place of residence of the respondents, all respondents live in rural areas. Majority also owned their homes with 101 or 91.1% while ten 10 or 8.9% just rented.

Table 2. Academic Performance of pupils for 1st grading and second grading

CHARACTERISTICS			
Grading Scale	Frequency	Percent	Description
90-100	23	20.35%	Outstanding
85-89	45	39.82%	Very satisfactory
80-84	30	26.55%	Satisfactory
75-79	13	11.51%	Fairly satisfactory
Below 75	2	1.77%	Did not meet expectation

It is shown in the table that 45 or 39.82% of the respondents gained the average grade range from of 85%-89% indicating a very satisfactory performance for the 1st and 2nd academic quarter. On the other hand, only 2 or 1.77% has an average grade below 75% and who did not meet the expectation.

Table 3. Relationship between Socio-economic status and Academic Performance

CHARACTERISTICS		
Variable	p-value	Decision
Family Household Size and Academic Performance	0.028	Reject Ho

The table shows that the computed p-value of 0.028 is higher than the 0.05 level of significance. It indicates that there is a significant difference in the academic performance of the respondents when classified according to household size. It implies that size of family has an impact on respondents' academic performance.

Variable	p-value	Decision
Parent's Educational Attainment and Academic Performance	0.028	Reject Ho

The table shows that the computed p-value of 0.028 is lower than the 0.05 level of significance. It indicates that there is a significant difference in the academic performance of the respondents when classified according to their parents' educational attainment. It is quite clear that parental education has significant effect on respondents' academic performance.

Variable	p-value	Decision
Parent's Occupation and Academic Performance	0.003	Reject Ho

The table shows that the computed p-value of 0.003 is lower than the 0.05 level of significance. This shows that there is a significant difference in the academic performance of the respondents when classified according to parent's Occupation. It implies that the work of the parents of the respondents has an impact on their academic performance.

Variable	p-value	Decision
Gross Household Income and Academic Performance	0.092	Accept Ho

The table shows that the computed p-value of 0.092 is higher than the 0.05 level of significance. Meaning that there is no significant difference in the academic performance of the respondents when classified according to Gross household income. It implies that the respondents' household income has no impact on their academic performance.

Variable	p-value	Decision
Housing and Academic Performance	0.848	Accept Ho

The table shows that the computed p-value of 0.848 is higher than the 0.05 level of significance. Meaning that there is no significant difference in the academic performance of the respondents when classified according to their kind of housing. It implies that the respondents' housing has no impact on their academic performance.

DISCUSSION

On the family household size, most respondents have an average family size of 5 to 6 members. Based on the findings, there is a substantial relationship between family size

and the academic performance of students. This was supported by the study of (Wireko et al, 2022), which found that family size features had an impact on the academic performance of high school children and that a small family has a greater influence on academic success than a large family. The same study mentioned that family size is important in affecting educational quality and perceived influence on academic success. Furthermore, the fundamental needs of a small family are covered with a lesser fraction of the family's income than the basic needs of a large family.

Regarding respondents' educational attainment, most of the respondents' both mothers and fathers are high school graduates. Findings indicate that there is a link between parental education and academic success in students. In the study of (Idris et al., 2021) they found the significance of educated parents and their association with parental school-related decisions. It was determined that parental education was important for good child grooming. When compared to low and average-educated parents, the decisions of highly-educated parents are more meaningful and reflective.

This is also corroborated by the study of (Abu Bakar et al., 2017) stating that when parents' educational levels rise, so does their children's academic performance. However, when parents' educational skills fall, so does children's academic performance. According to the same study, it is critical to note that parents with higher degrees are always engaged in their children's education (Bangayan-Manera, 2019). It has been shown that, as compared to parents with higher educational levels, most parents with lower educational qualifications place less significance on their children's education. Along with this is the study (Innocent, 2020), which discovered that educated parents give a more suitable environment for studies at home than parents who are uneducated (Andres, 2022). As a result, children from literate families outperform their peers from illiterate homes in academics.

Occupation, most of the parents are self-employed. For the respondents' mothers, most of them are self-employed, and also the father. It was found that there is a significant difference in the academic performance of the respondents when classified according to parent's occupation. It implies that the work of the parents of the respondents has an impact on their academic performance. According to (Innocent, O. S. 2020), a student's performance is not primarily determined by his or her parent's occupation because current realities show children of illiterate parents and peasant farmers achieving their life goals as professors in numerous disciplines of learning.

In terms of household income, data reveals that respondents' gross household income range from 10,000 and below. Findings state that this variable has no significant difference in the academic achievement of respondents. It means that the household income of the respondents has no bearing on their academic performance. However, according to the findings of (Machebe et al, 2017), parents' income levels have an impact on their children's academic performance. Furthermore, parents can assist their children in improving their academic performance by providing the necessary moral, financial, and material support to encourage their children to perform academically at school. (Bangayan- Manera, 2020)

Statistically, it is also found that almost all of the respondents owned their houses and others just rented their homes. The computed p-value of 0.848 is higher than the 0.05 level of significance which indicates that there is no significant difference in the academic performance of the respondents when classified according to their kind of housing. It implies that the respondents' housing has no impact on their academic performance. However, this contradicts the findings of (Taofik et al., 2019), who discovered that the kind and quality of student housing had an impact on their academic success.

CONCLUSION

Based on the gathered data and interpretation following conclusions were drawn;

Family is very important for children to get the proper education they deserve. The number of family members in a household was found significantly related to pupils' academic performance. The study also emphasizes that parents' educational attainment has a major effect on their children's academic performance because current facts demonstrate that parents with high educational attainment are more concerned with their children's academic achievement. It has been discovered that parents' occupations have a substantial influence on their children's academic achievement; yet, in today's reality, many young people are motivated to accomplish their best in academics even if their parents do not have high-paying occupations. Furthermore, family income has no bearing on children's academic performance. Also, it is found that there is no effect on education regardless of whether the home is rented or owned.

RECOMMENDATION

Based on the parameters and results of this study, the researchers proposed the following recommendations:

Family involvement is much necessary. Parents should be educated on the significance of their involvement in their children's academic performance in school. Also, parents should be actively involved in motivating pupils to learn and in supervising students' academic work at home.

Schools should see to it that teachers consider the economic status of the learners when giving projects and activities. Teachers may consider giving projects that will not cost much to the learners. Schools should also provide scholarships or tap generous stakeholders that could provide financial assistance to ease the socio-economic burden of the life of the pupils.

Local Government Units should continue to promote family planning, especially to parents who have only limited income so that the needs of their children in their education would be properly met. LGU should continue providing assistance, specifically to the learners, and continue providing jobs for the parents.

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