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SOCIO-INTELLECTIVE CHARACTERISTICS AND ACADEMIC PERFORMANCE OF TEACHER EDUCATION STUDENTS

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ABSTRACT

The study determined the relationship between the parental socio-economic status and the academic performance of College of Teacher Education (CTE) students in Surigao del Sur State University Main Campus, Philippines. The descriptive-evaluative study was done on 198 CTE students who were enrolled in 2nd to 4th year level of SDSSU Main in the School Year 2018-2019 through universal sampling. The Socio-Economic Status Scale (SES) used was constructed and standardized by Rajbir Singh et al. and previous General Point Average (GPA) Records from the Registrar's office were used to collect data. Data were analyzed using Frequency Count, Pearson Product Moment Correlation, and One Way ANOVA. The study revealed that most of the CTE students belong to low socioeconomic status. No significant relationship was found between socioeconomic factors of the parents and the academic performance of their children. On the other hand, there is no significant difference between the academic performance of the students when they were grouped according to high, middle and low socioeconomic status. As recommended by this study policy intervention and livelihood programs may be initiated to improve school quality for children most especially from disadvantaged or low socioeconomic status families.

Keywords: Socioeconomic Status, Academic Performance, College Students, Descriptive, Philippines

INTRODUCTION

Socioeconomic Status of the parents based on income, education, and occupation, is the important contributing factor in student's Academic Achievement. In the educational system, academic achievement undertakes primary importance. The education of a child is monitored by his academic achievement. In this context, the parent's socioeconomic status has a great impact on the learning and development of the child. Bhat et al (2016) stressed that the obligation of training always lies in the hand of the parents. Thus, family background and its socioeconomic status is a key to a student's life and outside of school and also influences student's academic achievement.

Various sources of literature are available which highlights the impact of socioeconomic status on the academic performance like Suleman et al., (2012) in his study found out that children who has a strong socioeconomic status show better academic performance in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic performance. Saifi (2011) also noted that parental education, occupation and

facilities at home affect the student's achievement. This idea is supported by Singh & Choudhary (2015) when they assert that children from high and middle socioeconomic status parents are better exposed to a learning environment at home because of the provision and availability of learning facilities. In contrast to this belief, children from low socioeconomic status parents do not have access to learning facilities. Hence, the opportunity to get to the top of their educational ladder may not be very easy. In another dimension, the result of regression analysis of Dahie et al. (2016) in their study, also shows that socioeconomic status (parents' education, parents' occupation, and parents' income) had a positive relationship with academic achievement at Secondary Schools in Mogadishu, Somalia.

In the College of Teacher Education, students face many challenges in their college life to sustain the status and to avoid re-routing from the program as well as advice to shift or transfer to other college or school. As observed, students experience a sleepless night to comply the course requirement and some experience fainting /collapse during class hours due to the absence of food intake during meal time, this is because of budget constraints. Adewale (2012) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, students' academic performance is greatly hindered. Although the majority of the parents are employed, their income still is not enough to support a big family as they are engaged in low paying jobs. Thus, their children find difficulty in managing their allowance. Some of them forced to get absent in school for they were compelled by their parents for labor. These are considered factors that affect the academic performance of the students in CTE.

The present study investigated whether parental socio-economic status affects the academic performance of the CTE students. According to Slavin (2006), there are some compensatory programs which are designed to help students from low-income families to overcome learning problems which can be associated with their social, economic status that have been successful. Thus, findings of this study shall be the basis for the CTE extension services to design or plan a livelihood program that caters the needs for the parents of the CTE students especially those parents who belong to low SES to improve their way of living.

Theoretical/Conceptual Framework

The study is anchored mainly on the theory of human motivation of Abraham Maslow. Abraham Maslow's Hierarchy of Needs suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. This hierarchy is often displayed as a pyramid. It is an indicator that the students must fulfill the lowest levels of the pyramid which is the most basic needs including the need for food, water, sleep, and warmth, before going to the top of the pyramid which is the more complex needs, the need for personal esteem and feelings of accomplishment take priority. These suggest that parental care and guidance are important for the children to satisfy their needs. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person to achieve individual potential.

In this study, socio-economic are anchored on the definitional view of concepts and are based on the Socio-Cultural and Concerted Cultivation theory. These theories also support the main theory. The theory of concerted cultivation by Lareau (2003) as cited by Diaz (2014), which stated that middle-class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Lareau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. An interesting observation that studies have noted is that parents from lower SES households are more likely to give orders to their children in their interactions while parents with a higher SES are more likely to interact and play with their children.

The basis of conceptualizing this study is the importance of determining the impact socio-economic factors on the academic performance of the CTE students since a person's education is closely linked to their life chances, income and well-being. Therefore, it is

important to have a clear understanding of what benefits and what hinders one’s educational attainment. It is imperative to notice that in ascertaining the reasons for the CTE students’ academic performance level, one should examine first their surrounding environment. This should be done to verify whether socio-economic factors such as the educational attainment, occupation, parents’ income, have a direct impact on the academic performance of the CTE students in SDSSU-Main Campus. Since socioeconomic status is one of the most research and debated factor among educational professionals that contribute towards the academic performance of the students (Singh & Choudhary 2015). With this, the concepts of this study were framed. The researchers believed that this study could help in improving the academic performance of the CTE students and designing a livelihood program for their parents.

Research Methodology

The study used a descriptive-evaluative method of research. The CTE students were tapped as respondents of this study. The universal sampling technique was utilized because the respondents were all students in CTE enrolled in 2nd year – 4th year level of SDSSU-Main Campus. Data were gathered from the respondents through a standardized questionnaire by Rajbir Singh et al. and Previous Academic Progress Record (GPA in the 2nd semester of SY 2017-2018) from the registrar’s office. Protocol of the communication on the process of the conduct of the study was observed. Frequency Counting, Pearson- Product- Moment-Correlation, and One Way ANOVA were employed in the study.

Results and Discussion

Based on the result of the study, out of 198 CTE students, only nine belong to high SES. It was followed by the Middle (SES) having a frequency of 84. The highest number belongs to low SES having a frequency of 105. Out of 105 students, 87 of them were from 4th-year level, 13 were from 2nd- year level, and 5 of them were 3rd- year level. It denotes that most of the CTE students in SDSSU Main Campus were from a low socioeconomic background.

Table 1. Socio-economic status of the respondents

Year Level	Socio-Economic Status						Total	%
	Frequency of High SES	%	Frequency of Middle SES	%	Frequency of Low SES	%		
2 nd Year	1	11	6	7	13	12	20	10
3 rd Year	1	11	7	8	5	5	13	8
4 th Year	7	78	71	85	87	83	165	82
TOTAL	9	100	84	100	105	100	198	100

According to Rothstein (2004), socioeconomic status of parents does not only affect the academic performance but also makes it possible for children from low background to compete well their counterparts from high socioeconomic background under the same academic environment. Saifi and Mehmood (2011) studied the effect of SES on student’s Academic Achievement. The study revealed that SES of family affect Academic Achievement of a students in many ways. Besides, Pedrosa *et al.* (2006) in their study found that students who are coming from deprived and low socio-economic and educational background performed slightly better than the students having higher socio-economic and educational background.

Table 2. General point average (GPA) of the respondents

GPA	Frequency	Percentage (%)
1.0 - 1.4	19	9.60
1.5 - 1.9	157	79.29
2.0 - 2.5	21	10.61
2.6 - 3.0	0	0
3.1 and below	1	.50
TOTAL	198	100

Table 2 reflects the General Point Average (GPA) of the respondents. Most of them got 1.5 - 1.9 as their GPA during the 2nd semester of SY 2017-2018 having a frequency of 157 or 79.29%. This was followed by a GPA of 2.0-2.5 having a frequency of 21 or 10.61%. On the other hand, 19 out of 198 respondents got 1.0-1.4. Only 1 or .50% got a GPA of 3.1 and below. Results showed that the CTE students from low SES show a better academic performance in their chosen program. Although there is a greater number of students having low SES (as shown in table 1) still they obtained the passing grade. Maybe because students are required to maintain the final grade of 2.5 above in each subject as one of the policies in the college. Thus, they were trying their best to reach that grade despite the different factors they've encountered.

Table 3. The relationship between socio-economic status of parents and academic performance of their children

Variables Tested	Computed r	P-value	Decision	Conclusion
Socio-Economic Status of Parents and GPA of the Students	0.082	0.249	Failed to Reject Ho	Not Significant

*Significant at 0.05 level

Table 3 shows the relationship between the socioeconomic status of parents and the academic performance of their children in school. Our 1st hypothesis was accepted as the obtained *P-value* (0.249) was found insignificant at 0.05 level of significance. Thus, the results of the present study reveal that the socioeconomic status of parents has no relationship with the academic performance of their children in school. This implies that there are other factors aside from the socioeconomic status of parents that can help boost the academic success among CTE students. Although most of them don't have access to extra learning facilities at home still they are trying their best to show a good academic performance in school. Bracey (2004) in his study, concluded that socioeconomic status and poverty in schools or districts are not an excuse for low academic performance in students, but a condition.

Table 4. Significant difference on the academic performance of the students when grouped according to socio-economic status

Sources of Variation	Computed f	P-value	Decision	Conclusion
GPA of the Students when grouped according to Socio-Economics Status	0.76	0.470	Failed to Reject Ho	Not Significant

*Significant at 0.05 level

Table 4 shows the significant difference in the academic performance of the students when grouped according to socio-economic status. Our 2nd hypothesis was accepted as the obtained *P-value* (0.470) was found insignificant at 0.05 level of significance. It gives rise to the interpretation that students belonging to high, middle and low socioeconomic status do not show any difference in their academic achievement. It can be concluded that CTE students belonging to any year level regardless of their socioeconomic background are more focused, hardworking and pay more attention to secure good marks. They concentrate their energies on academic performance only.

CONCLUSIONS

The study revealed that most of the CTE students in SDSSU Main Campus belong to low SES. It has a greater percentage of students having low SES over high SES with a frequency of 105 or 53%. Most of them were from 4th year level with a General Point Average (GPA) ranges from 1.5-1.9 in the 2nd semester of SY 2017-2018 having a frequency of 157 or 79.29%. No significant relationship was found between socioeconomic status of parents and academic performance of their children in school. No significant difference was also found between the academic performances of the students when they were grouped according to socio-economic status

RECOMMENDATIONS

Since the study revealed that there is a greater percentage of students having low SES over high SES, this information should be used by the CTE extension services to enhance their linkage with the different barangays and the nearby towns as well, where the parents of the respondents resides. The administration together with the CTE extension services must initiate a livelihood programs just like soap making, coco-vinegar and soy sauce production in order to improve the status of the parents as well as to increase their way of learning. Aside from that, students belonging to low socioeconomic status should be financially helped and adequate scholarship should be given to them. Thus, support from the administration has a great impact to the academic performance of the CTE students in SDSSU.

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