



## THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS AND THE STUDENTS ACADEMIC ACHIEVEMENT OF THE BACHELOR OF SCIENCE IN ACCOUNTING INFORMATION SYSTEM

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**ABSTRACT:** *This study was conducted to determine the relationship of socioeconomic status and the academic achievement of the Bachelor of Science in Accounting Information System students of the Cagayan State University. This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled First Semester of SY 2018 – 2019. The respondents of this study were the Pioneer batch of the BS in Accounting Information System program of the college. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. Descriptive method was used to come up with a good result of the study. Result of the study revealed that majority of the family monthly income is below the poverty line and that majority of parents are farmers and only finished secondary education. The average family size falls under the bracket of 5 to 6 members and overall the general academic achievement level of the student-respondents falls under the average bracket. The result also shows that the academic achievement of students is significantly affected by the monthly family income, parent's occupation, parents educational attainment and family size. From the generated results it is therefore recommended that additional studies should be conducted to determine other variables that affect academic achievement and make use of more respondents to strengthen the results.*

**KEYWORDS:** *Socio-economic status, Academic achievement, Family income, Parents occupation, Parents educational qualifications, Family size, Bachelor of Science in Accounting Information System*

### INTRODUCTION:

The socio-economic status covers the quality of life characteristics as well as the opportunities and privileges afforded to people within society. It does not only cover income but also the educational achievement, financial status and various perceptions of social class and social status. It is a consistent and dependable predictor of a vast range of outcomes across the life span and it is significant to all spheres of behavioural and social science which includes education. According to Ovute (2009), socioeconomic status includes family monthly income, the occupation of parents, family size and parent's educational attainment. Gouc (2007), also stated that the socioeconomic status is the standing of a family in a certain society which is based on its background, income, power and prestige.

The socio-economic status is considered to be a major problem faced by many people in our country today. This is greatly felt in the increasing cost of living which makes the life of every



Filipino difficult. The difficulties experienced in life somehow affects education. According to Battle and Lewis, 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 or hinders educational attainment. Education is considered a life process of the people. According to Safaya, education is essential to normal living, without education the individual would be untrained for group life. Academic achievement assumes prime importance in the framework of an education system which targets the academic development of the student. Academic achievement is the centre of educational growth. Education is a lasting process. Academic performance plays a crucial role in obtaining further educational opportunities and later career opportunities.

The socio-economic status' role cannot be denied as it has a immense impact on behaviour, personality, learning, growth and development of the person and his educational or academic achievement. Thus, it is necessary to examine how the socioeconomic status affects the academic achievement of students. Therefore, this study is aimed to explore the relationship of socio-economic status and the academic/learning achievement of the Bachelor of Science in Accounting Information System students of the College of Business Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus.

## **STATEMENT OF THE PROBLEM**

This study aimed to determine the socio-economic profile of the BSAIS students of the College of Business, Entrepreneurship and Accountancy students of Cagayan State University, Andrews Campus for SY 2018-2019 and its relation to their academic achievement.

Specifically, the study sought to answer the following questions:

1. What is the socio-economic profile of the students in terms of the following:
  - 1.1 Family monthly income
  - 1.2 Parents occupation
  - 1.3 Parents educational attainment
  - 1.4 Family size
2. What is the academic achievement level of the students?
3. Does the socio-economic status of the students significantly affect their academic achievement?

## **METHODOLOGY**

This study made use of the descriptive research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the trainees.



This study was conducted at the Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were the first year Bachelor of Science in Accounting Information System students of the College of Business Entrepreneurship and Accountancy. Total enumeration was used by the researcher in obtaining the results.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean.

The academic achievement of the students was interpreted using the following interval with their corresponding descriptive scale.

Interval	Descriptive scale
85 and below	Below average
86 – 90	Average
91 and above	Above average

## RESULTS AND DISCUSSIONS

**Table 1.1**  
**Frequency and Percentage Distribution of Respondents Relative to Family Monthly Income**

Family Monthly Income	Frequency	Percentage
Below 5,000	25	32.05
P5,001.00 – P15,000.00	35	44.87
P 15,001 – P25,000.00	11	14.10
P25,001.00 and above	7	8.98
<b>Total</b>	<b>78</b>	<b>100.00</b>

Table 1.1 presents the frequency and percentage distribution of the student-respondents socio-economic status relative to family's monthly income. The table reveal that majority or 44.87 percent of the student-respondents have P5,001.00 – P15,000.00 as their monthly family income and 25 or 32.05 percent have monthly income of below P5,000.00. Only 7 or 8.98 percent have monthly family income of P25,000.00 and above. The result shows that majority of the student-respondents have monthly family income below the poverty line based on National Economic Development Authority bulletin of information. Further, Caritas Manila executive director Fr. Anton Pascual stated from an article published in the Philippine Star dated June 8, 2018 that the living wages for a family to be considered "out of poverty should be P20,000.00 a month.



**Table 1.2**  
**Frequency and Percentage Distribution of Respondents Relative to Parents Occupation**

Parents' Occupation	Frequency	Percentage
Government Employee	12	15.38
Sales Clerk/Vendor	7	8.97
Farmer	24	30.78
Carpenter	10	12.82
Driver	11	14.10
Electrician/Mechanic	3	3.85
OFW	7	8.97
Maintenance staff	4	5.13
<b>Total</b>	<b>78</b>	<b>100.00</b>

Table 1.2 presents the frequency and percentage distribution of the student-respondents socio-economic status relative to parents' occupation. As seen from the table, parents of 24 or 30.78 percent of the student-respondents are farmers and 12 or 15.38 percent are government employees, 11 or 14.10 percent are tricycle or jeepney drivers, 10 or 12.82 percent are carpenters. There are 7 parents whose occupation is related to sales and 7 parents also are working overseas. The data shows that majority of the parents of the student-respondents are farmers and minimum wage earners. The data further affirm the findings related on family income, wherein majority belongs to the below the poverty line as seen by the occupation of the parents of the student-respondents.

**Table 1.3**  
**Frequency and Percentage Distribution of Respondents Relative to Parents' Educational Attainment**

Parents' Educational Attainment	Frequency	Percentage
Elementary	17	21.79
High School	33	42.31
College	28	35.90
<b>Total</b>	<b>78</b>	<b>100.00</b>

Table 1.3 presents the frequency and percentage distribution of the student-respondents socio-economic status relative to parents' educational attainment. The table shows that the parents of the 33 or 42.31 percent of the student-respondents reached or graduated from high school while 28 or 35.90 percent are college graduate. On the other hand 21.79 percent or 17 are elementary graduate. The result confirms an article entitled poverty in the Philippines which states that majority of Filipino households have only achieved basic levels of education. It can be seen from the data gathered that parents having a low educational attainment is not a hindrance to pursue a college degree for the student-respondents.

**Table 1.4**  
**Frequency and Percentage Distribution of Respondents Relative to Family Size**

Family size	Frequency	Percentage
2 and below	6	7.69
3 – 4	25	32.05
5 – 6	33	42.31
7 – 8	10	12.82
9 and above	4	5.13
<b>Total</b>	<b>78</b>	<b>100.00</b>



Table 1.4 presents the frequency and percentage distribution of the student-respondents socio-economic status relative to family size. It can be seen from the table that 6 or 7.69 percent of the respondents have a family size of 2 and below; 25 or 32.05 percent have 3-4 members in the family; majority or 33 or 42.31 percent belong to a family with 5-6 members; 10 or 12.82 percent have 7-8 members in the family and the least with 4 or 5.13 percent have family size of 9 and above. The table shows that majority of the respondents belong to a family with an average of five or six members. The above observation is being backed up by a study conducted wherein they have found out that average family in the Philippines consist of 5 or more members.

**Table 2.1**  
**Frequency and Percentage Distribution of Respondents**  
**Relative to the Academic Achievement Level**

Academic Grade Range	Frequency	Percentage
82 and below	9	11.54
83 – 90	54	69.23
91 and above	15	19.23
<b>Total</b>	<b>78</b>	<b>100.00</b>

Table 2 presents the frequency and percentage distribution of the student-respondents Academic Achievement Level. Out of the 78 total respondents, 9 or 11.54 percent falls under the below average; majority of them belongs to the average level with a percentage of 69.23 or 54 students; and 15 or 19.23 percent belongs to the above average bracket. Looking at the table, the general academic achievement level of the student-respondents falls under the average bracket.

**Table 3.1**  
**Test of Significant Relationship between the Student-respondents**  
**Family Monthly Income and Students Academic Achievement.**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	53.849 <sup>a</sup>	4	.000
Likelihood Ratio	52.866	4	.000
Linear-by-Linear Association	31.470	1	.000
N of Valid Cases	78		

$X^2_c = 53.85$                        $df=4$                        $P= 0.000$                       Decision: Reject Ho

The table reveals the result of the test of significant relationship between the student-respondents family monthly income and students' academic achievement. As revealed above, the value of chi – square of 0.000 which is below the 0.05 level suggests that the null hypothesis must be rejected, thus, a significant relationship exists. This implies that the academic achievement of students is greatly affected by the monthly family income. The result is backed up by the study conducted by Machebe, Ezegbe; Onuoha (2017) wherein they have found out that greater academic achievement for a student is attained by those students from financially buoyant families. Also, Smith et al., 2002; Hill et al., 2004; Rothstein 2004 shared the same observations stating that family income is one major factor that affects their children's educational level, competitive ability and performance. Another study conducted by Lacour and Tissington (2011) examined the effects of poverty



on academic achievement in the USA. They concluded their study that poverty directly affects academic achievement due to the lack of resources available for students' success; thus low academic achievement is closely correlated with lack of resources, with emphasis on financial resources.

**Table 3.2**

**Test of Significant Relationship between the Student-respondents Parents' Occupation and Students Academic Achievement.**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	127.210 <sup>a</sup>	14	.000
Likelihood Ratio	107.847	14	.000
Linear-by-Linear Association	56.459	1	.000
N of Valid Cases	78		

$X^2_c = 127.21$

df=14

P= 0.000

Decision: Reject Ho

The table reveals the result of the test of significant relationship between the student-respondents parents' occupation and students academic achievement. The table above indicates that there is a relationship between parents occupation and students academic achievement as indicated by p-values of 0.000 which is less than 0.05. This implies that the academic achievement of students is greatly affected by the parents occupation. From the observation from this study, the same result was generated by the study conducted by Mudassir and Abubakar (2015) wherein they have found out that students from parents with formal occupation perform well than those from parents with informal occupation, also, Adekey, (2002) stated in his study that it is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life.

**Table 3.3**

**Test of Significant Relationship between the Student-respondents Parents' Educational Attainment and Students Academic Achievement.**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	66.903 <sup>a</sup>	4	.000
Likelihood Ratio	65.863	4	.000
Linear-by-Linear Association	40.363	1	.000
N of Valid Cases	78		

$X^2_c = 66.90$

df=4

P= 0.000

Decision: Reject Ho

The table reveals the result of the test of significant relationship between the student-respondents parents' educational attainment and students' academic achievement. As revealed above, the values of chi – square which is 0.000 is less than the significant level of 0.05 suggests that the null hypothesis must be rejected, thus, a significant relationship exists. This implies that the academic achievement of students is greatly affected by the family size. The result can be supported by the study conducted by Musarat (2013) stating that there is a relationship between parental education and academic achievement of students. Also Femi (2012) generated the same result stating that parental qualification has



significant effect on students' academic performance. The same result was generated by Grissmer (2003), stating that parents' level of education is the most important factor affecting students' academic achievement and also Taiwo (1993) submits that parents' educational background influence the academic achievement of students.

**Table 3.4**

**Test of Significant Relationship between the Student-respondents  
Family Size and Students Academic Achievement.**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	122.864 <sup>a</sup>	8	.000
Likelihood Ratio	100.736	8	.000
Linear-by-Linear Association	55.206	1	.000
N of Valid Cases	78		

$X^2_c = 122.86$

df=8

P= 0.000

Decision: Reject Ho

The table reveals the result of the test of significant relationship between the student-respondents family size and students academic achievement. As revealed above, the value of chi – square of 0.000 which is below the 0.05 level suggest that the null hypothesis must be rejected, thus, a significant relationship exists. This implies that the academic achievement of students is greatly affected by the family size. The said result is supported by the study conducted by Booth and Kee (2006) wherein they have confirmed that children from larger families have lower levels of education and also perform poorly in academics. Studies conducted by Guo and VanWey 1999; Downey 1995; Martínez 2002; Carabaña 2004; Calero 2006 coincides that as the number of family members increases, children's academic results become poorer

## SUMMARY OF FINDINGS

### 1. Socioeconomic Profile of the Respondents in Terms of the following Variables:

- 1.1 Family monthly income – Majority of the respondents, 35 or 44.87 percent belong to the bracket whose monthly family income ranges from P5,001.00 to P15,000.00 and majority of the respondents monthly family income falls under the below poverty line.
- 1.2 Parents occupation – Majority of the parents of the student-respondents or 30.78 percent are farmers and only 3 or 3.85 percent are electrician/mechanic.
- 1.3 Parent's educational attainment – Parents of the 33 or 42.31 percent of the student-respondents reached or graduated from high school while 28 or 35.90 percent are college graduate.
- 1.4 Family size – Majority or 33 of the respondents belong to a family with an average of five or six members and only 4 respondents belong to a family with 9 and above members.



2. The general academic achievement level of the student-respondents falls under the average bracket.
3. Test of Significant Relationship between the Students Respondents Socioeconomic Profile and Academic Achievement.
  - 3.1 Family monthly income - There is a relationship between the family monthly income and student's academic achievement as indicated by p-values of 0.000 which is less than 0.05. This implies that the academic achievement of students is greatly affected by the family monthly income.
  - 3.2 Parent's occupation - There is a relationship between parents occupation and students academic achievement as indicated by p-values of 0.000 which is less than 0.05. This implies that the academic achievement of students is greatly affected by the parent's occupation.
  - 3.3 Parent's educational attainment – There is a relationship between parent's educational attainment and student's academic achievement as indicated by p-values of 0.000 which is less than 0.05. This implies that the academic achievement of students is greatly affected by the parent's educational attainment.
  - 3.4 Family size - There is a relationship between the family size and student's academic achievement as indicated by p-values of 0.000 which is less than 0.05. This implies that the academic achievement of students is greatly affected by the family size.

## **CONCLUSIONS:**

Based from the research conducted, the following conclusions were realized.

1. The family monthly income of majority of the student-respondents is below the poverty line based on National Economic Development Authority bulletin.
2. Majority of the student-respondents parents are farmers.
3. Majority of the student-respondents parents have finished secondary education.
4. The family size falls under the average family size in the Philippines which is 5 – 6 members.
5. The academic achievement level of the student-respondents is average.
6. The academic achievement of students is significantly affected by the monthly family income, parent's occupation, parent's educational attainment and family size.

## **RECOMMENDATIONS:**

In the light of the foregoing findings, the researcher has the following recommendations to offer:

1. Additional studies should be conducted to determine other variables that affect academic achievement and make use of more respondents to strengthen the results.





2. Employ other important variables to determine the socioeconomic status of the students that would enhance the results.
3. This study should serve as a contribution to educational research that will facilitate in enriching the teaching and learning practices that may improve the academic performance of students from both high and low socioeconomic backgrounds.
4. The University should offer more scholarship programs to the poor but deserving students.
5. Establish a linkage with various foundations and other NGOs that would help poor but deserving students.
6. Students from good socio economic background should use the opportunity to attain good academic heights.

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