



THE SOCIO-ECONOMIC STATUS OF STUDENTS AND ITS EFFECTS ON THEIR ACADEMIC PERFORMANCE

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ABSTRACT: *The socio-economic condition of the family plays a significant role in the educational development of student. According to Arig (2002) the very influential factor in the attitude of the students towards education is the presence of socio-economic condition which may not only affect his social relationship, but the preference of educational institution to have. This study aimed to determine the socio-economic status of the students of the College of Teacher Education and its effect to their academic performances. This study is guided by the lone hypothesis that there is no significant difference in the academic performance of respondents when grouped according to their socio-economic profile. The descriptive correlational method was used in this research study employing correlational treatment of the data to establish the relationship that exists between the socio economic and their academic performances. The respondents of the study are students of the College of Education of the Cagayan State University – as the main data source. The student-respondents were randomly chosen. A questionnaire which was patterned from the study of Andam et. Al was the devise utilized to gather the data and was designed to elicit necessary information regarding the social and economic status of the student-respondents. The questionnaire consist of two parts the first part consists of the social-status profile of the students while the second part delved on the economic-status information concerning. In addition to the questionnaire, documents concerning the student academic performance was also utilized which is gathered from the Registrar's Office. it is therefore concluded that there exist a significant difference on the academic performance of respondents when grouped according to their socio-economic status. On the basis of the significant findings and conclusions of the study, the researcher offered a recommendation that teachers should have a background investigation of the students' socio-economic status so as adopt the appropriate strategy in devising a teaching plan that could adaptive to the students' abilities.*

KEYWORDS: *socio-economic, demographic status, educational development, academic performance, income*

INTRODUCTION

The socio-economic condition of the family plays a significant role in the educational development of student. According to Arig (2002). The very influential factor in the attitude



of the students towards education is the presence of socio-economic condition which may not only affect his social relationship, but the preference of educational institution to have.

In the article of Arellano (2001), he stated that one of the most critical features of the present scientific movement in education is the recognition of the great differences in children. Individual differences among learners in their achievements, temperament and physical traits are contributed to human characteristics such as age and sex. This argument of Arellano was complimented by the ideas of Hetherington, et. al. (2006:433) who pointed out that age is always one of the most critical factors to be considered in setting up norms for children. When the child is 10, he is usually able to answer more items than when he is age 6, it is the maintenance of his position relative to other children of his age that is regarded as significant in evaluating his intellectual development. This was also the point of Parks, et. al. (2005:412) who believed that older children have a more realistic and accurate picture of their memory abilities and of those others than younger ones do. Younger children have a lesser appreciation and memory over viewed items while other children are more appreciative and remember them accurately. In classroom situations, age is considerable factor towards student's performance.

Brinkerhoff, et. al. (2005:423) emphasized that more important than the one level of education are the difference in type of education. From about the fifth grade differences emerge in academic performance, aptitudes and interests. Boys do better and more interested in science and math, whereas girls more often excel in verbal skills and consequently lead to focus their efforts on language and literature. The result of this early interest is a deviated inclination between the sexes and differences in performance. Similarly pointed out by Persell (2010:401) who stated that from early age, males and females are educated somewhat differently as well. Generally, girls begin intellectually ahead of boys. Girls tend to speak, read, and count sooner and in the early grades of the school they are better in math. Somewhere in high school, girl's performance begins to sag, and male show greater IQ gains from youth to adulthood. Even so, females earn higher grades in high school than males, but they are less likely to believe they can do college work. Even when woman attend prestigious college and earn the same grade as that of men, they have lower self-esteem and lower aspirations than men. These arguments were supported by Bassis et. al. (2008:423) who believed that male and female are different as a rule, girls



tend to be more verbal than boys are, and may begin speaking earlier. As a result, females excel in language subjects while males excel in tests of mathematical ability.

Another factor that may contribute to the achievements of students is the siblings order and size which was presented by Fogel and Melson (2003:496) and found out that sibling order and size are good determinants of academic success. First-borns and children of smaller families get more attention and talk from their parents than do later children and children from large families. Constant interaction from within the family can enhance the learning experiences and capacities of children in school. Older sibling may also gain intellectually from teach lay also gain intellectually from teaching their younger brothers and sisters. All these experience provide cognitive stimulation for the learners. Furthermore, Panopio (2004:14) also cited that the Filipino family is frequently said to be e The husband is usually the bread earner, although the wife shares in the struggle for a living. They also share in decision-making. The wife has domain over the household and rearing of the children although in cases of disciplinary problems, the father is the court of last resort. However, there is a generational authority, regardless of sex, so that the next to the parents, the eldest sibling has the authority,

Sociologists believed in the influence of parents' education and occupation as one of the major factors that determine the socio-economic effect on the academic performance of students. This belief is supported in the arguments of Benneth, et. al. (2009:14) who recognized the strong connection of parents' education to students' learning success. A child born to parents associated with semi - and unskilled jobs attracting a low income does not provide sufficient stimulation, and the parents do not encourage this child to do well at school, because they themselves did not do well and they see little value in the education system. Teachers may fall to recognize the social problem of these children. Teachers have a simple task in educating children from middle class backgrounds. These children are most likely to be advantaged because their environment is more conducive to study and their parents know how to take an informed interest in their educational progress. In the same way as this was pointed out by Bargaza (2008) who rationalizes that college educated mothers are more in a position to provide wholesome environment than non - educated mothers. Furthermore, they are academically prepared to tutor, monitor and supervise the child in his school work. Farley (2006:416) also cited parents educational level to be one of



the best predictors of persons achievement. If you combine parental education with other aspects of socio-economic, the effect on educational performance and attainment is even greater. The amount of education you get is closely associated with the socio-economic you get is closely a socio-economic status and particularly the education of your parents - consistent w that education transmits inequality from generation to generation. Macarayan (2005) confirmed that parental role in education of children is the key factor, yet often overlooked. Policies should empower parents in their guidance. Adequate family income and parental education are the foundation for the investment policies to meet the needs students and to have a better performance. Dagohoy (2006) pointed out in her article "Education for a Better Life" that parents monitor closely the learning performance of their children, they even view children as an extension of themselves.

Relative to the influence of parent's education to child's academic achievements is parent's occupation. Farley (2006:433) insists that most students today come from single parent homes or homes where both parents work. Thus, they are subject to less supervision. In many cases too, child rearing is more permissive, which means that children may be learning less self -discipline. These changes do not necessarily prevent students from learning, but they may place a greater burden on the students to stimulate student interest and commitment to learning. Clearly, part of the problem is that our society has failed to provide quality, stimulating day care for children whose parents are employed.

Titschler (2003:424) noted that the discrepancies in academic achievements could not be accounted for in terms of how much money was spent in education per pupil, quality of school buildings number of libraries or even class sizes. In fact, a school presumably cannot overweigh usually the influence of the family especially the parents in school achievements. Children of working parents receive less supervision and may forego the tendency of tutoring whereas non-working parents can input guidance for every learning in school.

Contrary to this, Coser, et a. (2007:337) affirmed that inspite of the families dwindling role in the education of the young, family background is still the most important factor in academic performance. Co006D pared with the influence of different family backgrounds, school itself appears to have a little effect on how well students perform and how long they



stay in school. There is much evidence to show that the attitudes and values children bring to school outweigh those they learn in school.

Clearly, working parents can do much to motivate their children and encourage them to strive to earn good grades. Middle-class children, however, more often reinforce educational goals. Middle-class children live in an environment that encourages reading and other school related activities, they developed proper manners and use correct grammar; and, they play with children who share the same values and interests. Children who come from working-class backgrounds or who live in slum neighborhoods, grow up in an environment that does not usually encourage aspirations for educational achievements. Their parents must therefore, expend much effort, enforce more strict discipline and have much greater motivation themselves to give them the same kind of support for educational goals and academic performances.

Relative to factors earlier pointed out, the economic status and income of the family greatly affect the student achievement in the class. As this was argued by Fast (2008:25) who found out that the economic status of every individual plays a vital role in his education. On the other hand, Milan (1990) mentioned that the socio economic status of students may hinder the normal development of learning. Light, et. (2007:495) pointed out that the family's income bears a great influence on student's performance. He said that privileged classes have maintained their advantage over poorer performance and completing more years in school. There is a considerable evidence that equal opportunity is not a reality. Low income students are usually assigned to low academic classes. What is more serious, even those poorer children who later earn high scores academic aptitudes tests are far less likely to go to college than are more affluent students. Light further said that the most important consideration in looking to unequal patterns of higher education, performance and attainment among the groups is the tendency for students from lower economic groups to be channeled into lower status and lower quality of study and educational institutions. Farley (2006:243) found out that the most influencing factor in student academic achievement cannot be attributed to the apparent quality of the school but to the social background of the student. Students from educated parents and who had considerable educational resources in the home did well; students with the opposite background did poorly.



Levine, et. al. (2003:416) emphasized that class differences in the class can be traced to the home. Many lower case and minority youngsters suffer from cultural deprivation. That is they are deprived of the experiences that foster cognitive development - experiences that middle that are class and upper class routine provided for their children Even as pre-school, lower class and minority children do not receive as much attent or informal instruction. They are not exposed often to books. As a result, they are handicapped before they even reach school. He further said that the higher the student social class is, the more likely he is to do well in school and to continue his education. Children from lower socio-economic status do not well in school as those from other class homes.

White, et. al. (2000:432) asserted that parents social class determine the neighborhoods in which children are raised, the type of school in which they enroll, their school performance and the standard of living they experience. Children from disadvantaged backgrounds are likely to experience economic hardships that work against them in all their daily experience in school. Furthermore, it is likely that their parents will be too caught up in the struggles of day to day living than to have the time or energy to help their children in their studies.

The differences are far more subtle than simple economics. Children reared in middle class families, for example are more likely than working class children to have been socialized toward independence, self-direction, curiosity, initiative and self-control. In addition, children of the middle and upper classes have more of what have been called cultural capital and social assets, such as familiarity and identification with elite culture. They are more likely to have been introduced to arts, music and books at home and to define themselves as cultured people. With these, academic differences among children are observed.

Similarly Hunt (2004:104) explained that the major significance of the class system is on the behavior or attitude of the social classes. The most obvious differences are those of come closely related to these are education, health, and living standards. The lower class may not only have less money, they may not also have chance for education honey, they may not also have chance for education. They have but little chance or opportunity to share in modern living due to improper sanitation, inadequate diet, insufficient medication and less chance for life itself. Distinction is a matter of task which is based on a background and



education. The proper class which has little education constitutes the majority of low class. Their preference are usually traditional and reflect antipathy towards imported patterns. The middle class includes the majority of the educational public while the high class is a rare species who comprise only a small segment of society. Poor or low social economic status as pointed out by Hunt has something to do with progress in education. As implied, families with a higher socio-economic status tend to give their children better chances for education and the tendency is they seem to perform better in school.

The academic success or failure of a college student does not only depend on his inherent intellectual factors. Some non-intellectual factors can also affect his academic performance.

STATEMENT OF THE PROBLEM

This study aimed to determine the socio-economic status of the students of the College of Teacher Education and its effect to their academic performances. More specifically, it seeks to answer the following questions:

1. What is the socio-economic status of the students in term of:

1.1.Social Status:

1.1.1.Ethnicity

1.1.2.Participation of membership in an organization

1.1.3. Religion

1.1.4. Language Spoken at home

1.1.5. Parent's educational attainment

1.1.6. Father's Attainment

1.1.7. Mother's Attainment

2.1. Economic Status

2.1.1. Father's Occupation

2.1.2. Mother's Occupation



2.1.3. Parent's Monthly Family Income

2.1.4. Other source of income

2. What is the level of Academic Performance of the respondents?

3. Is there a significant difference between the academic performance of respondents when grouped according to:

3.1. Social Status

3.2. Economic Status

RESEARCH HYPOTHESIS

This study is guided by the lone hypothesis that there is no significant difference in the academic performance of respondents when grouped according to their socio-economic profile.

METHODOLOGY

The descriptive correlational method was used in this research study employing correlational treatment of the data to establish the relationship that exists between the socio economic and their academic performances.

The respondents of the study are students of the College of Education of the Cagayan State University – as the main data source. The student-respondents were randomly chosen. A questionnaire is devised to gather the data and was designed to elicit necessary information regarding the social and economic status of the student-respondents. The questionnaire consist of two parts the first part consists of the social-status profile of the students while the second part delved on the economic-status information concerning. In addition to the questionnaire, documents concerning the student academic performances was also utilized which is gathered from the Registrar's Office.

STATISTICAL TOOLS

The data gathered were treated using descriptive statistic like frequency count, percentage, mean, standard deviation and range. The data were analyzed using the Microsoft program. Data are gathered collated and further presented in tables and figures.



Person will use to determine the relationship between socio-economic status of students like: ethnicity, membership of organization, religion, language spoken, fathers educational attainment, mother's educational attainment, fathers occupation, mothers occupation, parents monthly family income, other source of income.

On the other hand, the chi-square is used to test the relationship of academic performance and socio-economic profile such as: ethnicity, membership of organization, religion, language spoken, fathers educational attainment, mothers educational attainment, fathers occupation, mothers occupation, parents monthly family income, other source of income.

RESULTS AND DISCUSSIONS

Table 1. Frequency and Percentage Distribution of the Respondents according to their Ethnicity

Ethnicity	frequency	percentage
TAgalog	2	4.70
Cebuano	0	0.00
Ilocano	40	83.33
Bicolano	0	0.00
Itawes	6	12.50
TOTAL	48	100.00

Table 1 reveals the frequency and percentage distribution of the respondents according to ethnicity. The table shows that most of the respondents are Ilocano with total of 40 or 83.33percent.

Table 2. Frequency and Percentage Distribution of the Respondents according to their Participation of Membership in an Organization

Organization	Frequency	Percentage
Sangguniang Kabataan	2	4.17
Colsg	10	20.83
Non Members of Organization	36	75.00
TOTAL	48	100.00



The table shows the frequency and percentage distribution of the respondents according to their membership in an organization. As shown from the table, 36 or 75% of the respondent are not involve in any organization in school and in the community.

Table 3. Frequency and Percentage Distribution of the Respondents according to their Religion

RELIGION	Frequency	Percentage
Roman Catholic	36	75.00
Born Again	4	8.33
Iglesia Ni Kristo	4	8.33
Jehova's Witness	0	0.00
Baptist	2	4.16
United Methodist	2	4.16
TOTAL	48	100.00

Table 3 presents the frequency and percentage distribution of the respondents as to religion. It can be gleaned from the table that 36 or 75.00 percent of the respondents are Roman Catholic which may due to the fact that the country was under Spanish colonization of more three centuries.

Table 4. Frequency and Percentage Distribution of the Respondents according to their Dialect Spoken

LANGUAGE	Frequency	Percentage
Ilocano	36	75.00
Itawes	8	16.66
Tagalog	4	8.33
TOTAL	48	100.00

Table 4 shows the frequency and percentage distribution of the respondents according to their spoken dialect. It can be seen that most of the respondents speak Ilocano at home with a total of 36 or 75.00 percent.



Table 5. Frequency and Percentage Distribution of the Respondents according to their Father's Educational Attainment

FATHER'S EDUCATIONAL ATTAINMENT	Frequency	Percentage
Elementary level	16	33.33
Elementary graduate	8	16.66
High School level	6	12.50
High School graduate	10	20.83
College level	6	12.50
College graduate	2	4.16
TOTAL	48	100.00

Table 5 presents the frequency and percentage distribution of the respondents according to their father's educational attainment. The data show that the highest frequency of 16 or 33.33 percent of the fathers of the respondents did not finish elementary education.

Table 6: frequency and Percentage Distribution of the Respondents according to their Mother's Educational Attainment

MOTHER'S EDUCATIONAL ATTAINMENT	Frequency	Percentage
Elementary level	10	20.83
Elementary graduate	4	8.33
High school level	18	37.50
High school graduate	10	20.83
College level	2	4.16
College graduate	4	8.33
TOTAL	48	100.00

Table 6 presents the frequency and percentage distribution of the educational attainment of the respondents' mothers. As gleaned from the table, 18 or 37.50 percent of the mothers of the respondents only reached high school. This implies that their economic status may have hindered their attainment of a degree



Table 7: Frequency and Percentage Distribution as to Father's Occupation of the Respondents

FATHER'S OCCUPATION	Frequency	Percentage
farmer, fisher, laborer	48	100.00
government employee, private employee	0	0
OFW	0	0
TOTAL	48	100.00

The father's occupation of the respondents is presented in table 7 which shows that all are engaged in either farming or fishing which further implies that these are the common occupation of people in the place of study.

Table 8. Frequency and Percentage Distribution as to Mother's Occupation of the Respondents

MOTHER'S OCCUPATION	Frequency	Percentage
Housewife	44	91.67
Government employee, private employee	2	4.16
OFW	2	4.16
TOTAL	48	100.00

Table 8 presents the occupation of the mothers of the respondents. The table shows that 44 or 91.67 percent of the respondents' mothers are housewives which means that they have all the time to look for the needs of their children and the entire household.

Table 9. Frequency and Percentage Distribution of the Monthly Family Income Respondents' Parents

PARENTS MONTHLY INCOME	Frequency	Percentage
20,000 pesos and above per month	12	6.66
19,000 and below per month	0	0.00
10,000 and below per month	2	4.16
5,000 AND BELOW PER MONTH	34	70.83
TOTAL	48	100.00



Table 9 present the respondents' parents' monthly income. As gleaned from the table, 34 or 70.83 percent of the respondents' parents are earning 5,000 and below which implies that the family is living below the poverty line

Table 11. Analysis on the difference of the Academic Performance of the Respondents when grouped according to their Ethnicity

Source	SS	Df	MS	F	p-value
Treatment	6,610.2532	2	6,610.25318	8218.15	6.97e-31
Error	18.5000	46	0.80435		
Total	6,628.7532	48	0		

This table reveals that there is a significant difference on the performance of the respondents when grouped according to their ethnicity.

Table 12. Analysis on the difference in Academic Performance of the Respondents when grouped according to their Membership in Organization

Source	SS	Df	MS	F	p-value
Treatment	7,055.6476	2	7,055.64758	10142.49	6.23E32
Error	16.0000	46	0.69565		
Total	7,071.6476	48			

From this table, it can be seen that the academic performance of the respondents differ significantly when grouped according to their membership in organization with f-value of 10142.49 and p-value of 6.23E-32

Table 13: Analysis on the difference in Academic Performance of the Respondents when grouped according to their religion

Source	SS	Df	MS	F	p-value
Treatment	6,837.8855	2	6,837.88545	3063.73	5.60E-26
Error	51.3333	46	2.23188		
Total	6,889.2188	48			



It can be inferred from the table that there exist a significant difference in the academic performance of the respondents when grouped according to their religion with a f value of 3063.73 and p-value of 5.60E-26.

Table 14. Analysis on the difference in Academic Performance of the Respondents when grouped according to their Dialect Spoken

Source	SS	Df	MS	F	p-value
Treatment	6,919.1463	2	6,919.14625	17050.75	1.60E-34
Error	9.3333	46	0.40580		
Total	6,928.4796	48			

It shows in the table that when the respondents were grouped according to the dialect they are speaking at home, there exist a significant difference with f-value of 17050.75 and p-value of 1.60E-34

Table 15. Analysis on the difference in Academic Performance of the Respondent grouped according to their Fathers' Educational Attainment

Source	SS	Df	MS	F	p-value
Treatment	6,690.1540	2	6,690.15398	2543.36	4.69E-25
Error	60.500	46	2.63043		
Total	6,750.6540	48			

Based from the table, it can be inferred that there is a significant difference on the academic performance of the respondents when grouped according to their fathers' educational attainment with the f-value of 2543.36 and p-value of 4.69E-25

Table 16. Analysis on the difference in Academic Performance of the Respondents when grouped according to their Mothers' Educational Attainment

Source	SS	Df	MS	F	p-value
Treatment	6,650.1436	2	6,650,14358	3476.21	1.32E-26
Error	44.0000	46	1.91304		
Total	6,694.1436	48			



Based from the table, it can be inferred that there is a significant difference on the academic performance of the respondents when grouped according to their mothers' educational attainment with the f-value of 3476.21 and p-value of 1.32E-26

Table 17. Analysis on the difference in Academic Performance of the Respondents when grouped according to their Fathers' Occupation

Source	SS	Df	MS	F	p-value
Treatment	6,690.1540	2	6,690.15398	2543.36	4.69E-25
Error	60.5000	46	2.63043		
Total	6,750.6540	48			

The table points out that the fathers' occupation of the respondents has a significant difference to their academic performance with f-value of 2543.36 and p-value of 4.69E-25

Table 18. Analysis on the difference in Academic Performance of the Respondents when grouped according to their Mothers' Occupation

Source	SS	Df	MS	F	p-value
Treatment	6,650.1436	2	6,650.14358	3476.21	1.329E-26
Error	44.0000	46	1.91304		
Total	6,694.1436	48			

The table points out that there is a significant difference to the academic performance of respondents when grouped according to their mothers' with the f-value of 3476.21 and p-value of 1.329E-26.

Table 19. Analysis on the difference in Academic Performance of the Respondents when grouped according to their Parents Monthly Family Income

Source	SS	Df	MS	F	p-value
Treatment	6,603.6165	2	6,603.61645	4344.69	1.03E-27
Error	34.9583	46	1.51993		
Total	6,638.5748	48			

The table displays that there is a significant difference on the academic performance of the respondents when grouped according to their parents monthly family income with a f value of 4344.69 and p-value 1.03E-27



CONCLUSIONS

On the basis of the foregoing findings, it is therefore concluded that there exist a significant difference on the academic performance of respondents when grouped according to their socio-economic status

RECOMMENDATIONS

On the basis of the significant findings and conclusions of the study, the researcher offered a recommendation that teachers should have a background investigation of the students' socio-economic status so as adopt the appropriate strategy in devising a teaching plan that could adaptive to the students' abilities.

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