Correlational study on socioeconomic status and academic performance of Senior High School Students in a Laboratory School

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Abstract

It is evident that students can come from different socioeconomic backgrounds and this may be a factor that influences their academic performance. This study was determined to examine the correlation of socioeconomic status (SES) and academic performance of senior high school students in Leyte Normal University. A correlational research design was used to investigate the relationship between socioeconomic status, as measured by parents' highest educational attainment, occupational status, and average monthly family income, and academic performance, as measured by the respondents' first semester general weighted average (GWA). A sample of 108 senior high school students from the STEM and HumSS strands, which completed an online survey questionnaire that assessed their socioeconomic profile and academic performance. Following the Pearson product-moment correlation coefficient (Pearson r), the results displayed a significant correlation between SES and academic performance, indicating that students from higher SES backgrounds tend to have a higher GWA than those from lower SES backgrounds.

Keywords: Socioeconomic status, academic performance, correlation, senior high school students.

Introduction

Background of the Study: The best way to raise one's quality of life is through education. Varieties of opportunities are opened, which is crucial for young people. However, some factors affect education and academic performance. The students' socioeconomic status can significantly impact their academic performance.

The relationship between socioeconomic status (SES) and academic performance has been widely studied in the field of education. SES is often measured by factors such as income, education level, and occupation and is used to understand the social and economic context in which a student is raised[1,2]. Academic performance, on the other hand, is typically measured by grades, test scores, and graduation rates.

Individuals or families can be categorized into socioeconomic statuses ranging from low, middle, and high. This measurement involves three parts: occupation, educational attainment, and income[3]. Low socioeconomic level individuals typically have less access to resources than people with higher socioeconomic status[4].

Parents' socioeconomic status is a significant factor that can impact a child's academic achievement in school, with parental education level being one of the most critical variables[5]. Research conducted within the past decade has consistently shown that students from low socioeconomic status (SES) backgrounds tend to have lower academic performance than their peers from high-SES backgrounds[6,7]. Factors such as differences in access to resources, exposure to stress, and lack of

parental involvement have been identified as contributors to this relationship, often referred to as the "achievement gap"[8-10] which has been studied in various countries around the world, including the United States, Canada, and the United Kingdom[11-13].

The achievement gap is a complex issue influenced by various factors, including access to resources such as books, computers, and internet access, and the quality of education provided in schools[14,15]. Factors such as poverty, discrimination, and lack of parental involvement can also affect the relationship between SES and academic performance[11,15]. Social and economic policies should be implemented to promote equal educational opportunities for children from low-income families[5].

Low social mobility and growing inequality are problems in many modern societies. The OECD nations are experiencing the most significant levels of income inequality since the 1980s, and the economic recovery that has been evident since 2010 has kept this trend strong[16]. Long-term growth is not only threatened by rising inequality and poor social mobility; democratic societies are also fundamentally challenged[17]. According to extensive studies, a child's family is the most accurate predictor of future academic performance and, in many circumstances, access to well-paying and high-status employment. There are often several obstacles to learning for children from low-income and uneducated homes. Less money in the household frequently means fewer educational tools like books, games, and interactive learning items available at home. Higher socioeconomic class parents are more likely to start by giving their kids the financial backing and home resources they need for independent study[7].

Three main social classes are considered in the Philippines, namely, the low-income class, the middle-income class, and the high-income class[18]. The Philippine Statistics Authority[19] estimates in their Family Income and Expenditure Survey from 2015 that the low-income class makes up 58.4% of the population, while the middle-income class and high-income class make up 40% and 1.4%, respectively. In another survey by the International Social Survey Program, 34.6% were from the lower class, 63.4% were from the middle class, and 3.2% were from the higher class. Furthermore, the student population for the school year 2022 – 2023 is 28 million, according to the Department of Education[20]. When counting only senior high school students, the number narrows down to 2.7 million.

Writing this research, the researchers have had different choices for its research locale and scope since there has yet to be a study conducted about the relationship between socioeconomic status and student's academic performance in Tacloban City, Philippines. With that gathered information, we conducted a survey, mainly on the senior high school students of Leyte Normal University - Integrated Laboratory School. The researchers found that this study would benefit the school the most. The conclusions and recommendations in this study will help school officials, students, parents, and future researchers conduct a similar study.

It is required of teachers to teach certain learning objectives or academic standards at each grade level. However, a lot of other things might also have an impact on the quality of schooling. Several factors, including socioeconomic status, influence learners' academic performance, leading to low grades, a higher chance of lack of motivation, and reduced focus on education. By investigating where the senior high school students belong in the five socioeconomic classes and how they perform in school, this research aims to deeply understand the connection between the socioeconomic status of learners and their performance in school.

Research Questions: The main objective of this study is to identify and determine how the socioeconomic status of a student correlates to their academic performance; it seeks to have the following questions answered: i. What is the socioeconomic profile of the respondents in terms of: Parents' highest educational attainment; Parents' occupation; and Average monthly family income?. ii. Where do the respondents belong in the five socioeconomic classes?. iii. What is the level of academic performance of the respondents based on their first semester general average?. iv. What is the correlation of the respondents' academic performance and socioeconomic status?.
Significance of the Study: This study aims to determine the correlation of socioeconomic status and the academic performance of senior high school students in an integrated laboratory school. It is of importance to know the socioeconomic factors that affect a student's academic performance. The results of this research study will also be of great significance and beneficial to the following:

Students: This study will recognize various strategies in reducing factors that would affect student academic performances. By this, it will enable students to generate ideas on how they will cope with various issues, especially socioeconomic factors in managing their studies, time, mental and physical health.

Parents: This study will identify insights into the factors that may motivate and support their children's academic success, and to advocate for additional resources and support.

Teacher: The results of this study will also give teachers ideas of the correlation that students may encounter. The findings of the study could inform the development of interventions and strategies to support students from lower socioeconomic backgrounds and to promote their academic success.

School Administration: This research will assist the institution in resolving challenges in students' education and creating innovative strategies and techniques, particularly in terms of addressing educational inequalities and disparities that may exist between students from different socioeconomic backgrounds to make students' learning efficient.

Future Researchers: This study will be beneficial to researchers who want to do a similar study of the correlation of socioeconomic status and the academic performance of students, may it be public or private schools. The results of this study may also contribute to the ongoing discussion by examining the relationship between socioeconomic status and academic performance in a specific context.

Scope and Limitation: This study was focused on determining the different socioeconomic statuses of senior high school students to provide quantitative research that depicts the various grounds on how socioeconomic status correlates with students' academic performances. With this, a correlational research design was utilized for the study.

The primary respondents of this research study consists of senior high school students. This study is focused on Leyte Normal University - Integrated Laboratory School. The formulation, framework, and data gathering of the study were designed to identify the relationship between socioeconomic status and academic performance. This study was set in the academic year 2022 – 2023.

Definition of Terms: Academic Performance - the measurement of student achievement in different academic disciplines. Senior High School Students - learners from secondary level education, the 11th and 12th grade levels. Socioeconomic Status (SES) - a measure of one's social and economic status determined by factors such as income, education, and occupation.

Theoretical Framework: This study is supported by the socio-psychological analytic theory of Lam[21], a theoretical framework of the relationship between socioeconomic status and academic achievement of students — where the student's performance in academics is related to their socioeconomic status (SES).

Socio-psychological analytic theory is a theory that proposes that society and individuals are interconnected. This means that individuals aim to meet the needs of society and society helps them achieve that goal.

The socio-psychological analytic theory suggests that psychological mechanisms may play a part in influencing academic achievement, for example through socioeconomic indicators such as parental education and family financial resources. That is, higher socioeconomic status (SES) may guide students toward particular mindsets and behaviors that lead to higher academic achievement, such as a growth mindset and engagement in academic activities[22].

Consequently, parents with low income could affect their child's academic performance. Students who come from poor families are most likely to have fewer resources in school. The lack of allowance is one of the factors that students have affected academically due to not being able to buy the materials they needed and pay the funds in school. Because of this, there is a high risk that students may drop out of school. Therefore, it can be concluded that socio-psychological analytic theory is connected to the socioeconomic status of students and their academic achievements.

Review of Related Literature

Socioeconomic Status: When measuring the social class of an individual, there comes different approaches, varying depending on the timeline. One of the many approaches, socioeconomic status (SES), indicators of power, prestige, and control over resources, such as income, wealth, education level, and occupational status, are looked upon to determine one's position within a power hierarchy.

In a different study, findings show that SES indicators result in varying social position. When studying about youth educational attainment, parental educational attainment may be a better indicator of SES than parental income, because parents with postsecondary degrees are better able to provide the cultural and social capital regarding college-going that facilitates educational attainment. Meanwhile, when providing the financial support to complete one's postsecondary education, household income plays an important indicator[3]. Hence, William[23] said that there is not one "best" measure of SES that will cover all fields, therefore, it is necessary for researchers to carefully consider which factors(s) of social class are appropriate for what they intend to study.

Family income, parental education, and occupational status can affect children's academic achievement. Socioeconomic status (SES) is categorized into low, middle, and high class. According to Chung[24], low-SES have lower educational standards, less access to resources, and more dropout rates. Thus, an environment of low literacy and health problems may negatively affect the development and academic performance of children and continues to widen the gap between low-SES and middle-SES.

According to Baker[25], socioeconomic status (SES) refers to a combination of economic and social status, and is generally thought to influence health through the ability to purchase health promoting resources and treatments, socialization of early health habits, and the continuing socialization of health habits differs by SES. It has been posited that rather than SES influencing health, it is actually a reflection of health; less healthy individuals complete fewer years of school, miss more work days and earn lower incomes.

Socioeconomic status (SES) is a term that refers to a person's social and economic position within a society. It is often used to describe a person's level of education, income, and occupation. Research has shown that SES can have a significant impact on a child's development and academic achievement.

A study, conducted by Roos, Parcel, and Farkas[26], found that parental SES is positively associated with children's academic achievement. The study, which used data from the Early Childhood Longitudinal Study-Kindergarten Cohort, found that children from higher SES backgrounds had higher levels of academic achievement in reading, math, and science. The study also found that parental SES was positively associated with children's cognitive development, as well as their social and emotional well-being.

Luthar and Burack[27] found that children from lower SES backgrounds are more likely to experience negative outcomes such as poor health and mental health problems. The study, which used data from the National Survey of Children's Health, found that children from lower SES backgrounds were more likely to experience mental health problems such as anxiety and depression, as well as physical health problems such as obesity.

Another study conducted by Suleman et al.[28], found that children with strong socioeconomic status are most likely to have an excellent academic performance. On the other hand, children with low socioeconomic status are likely to have unsatisfactory results in their academic performance. The study, which used data from Rouse and Barrow[29] (2006) found that parents with low socioeconomic status have a huge impact on their child's academic achievement because it is the hindrance for them to obtain important resources that are used in school.

Parental SES is positively associated with children's academic achievement[20]. The study, which used data from the National Center for Education Statistics, found that children from higher SES backgrounds had higher levels of academic achievement in reading and math. The study also found that parental SES was positively associated with children's cognitive development and social and emotional well-being.

In conclusion, research has shown that parental SES can have a significant impact on a child's development and academic achievement. Children from higher SES backgrounds tend to have higher levels of academic achievement and better cognitive development, while children from lower SES backgrounds are more likely to experience negative outcomes such as poor health and mental health problems.

Occupational Status, Educational Attainment, and Income: Occupational status, educational attainment, and income can be considered the pillars of SES indicators and are used widely in social science research. Of these, psychologists are most inclined to assess educational attainment and occupational status, while sociologists and economists have relied more heavily on indicators of economic resources, such as income, earnings, and wealth[30].

With regards to the prestige of occupations, occupational status indices depend on society's perceptions, hence individuals who have worked in the labor market have strongly benefited in the measures of SES. In order to help in measuring one's occupational status, their most recent career and its brief description must be specified as per request of the researchers[3].

Educational attainment, another SES indicator, is measured by the highest degree or grade level respondents have completed. Directly using this with adults and indirectly with adolescents to establish a family's educational attainment is an advantage of this measure. Parents' educational attainment is often the chosen SES indicator in studies conducted to survey young students at school, or where parents are less reachable[31]. School data also generally provide information regarding the school's average level of parental education.

The last among the SES indicators, total family income, is one of the most commonly used SES indicators in social science research[30]. Income class data provide many advantages; they give dynamic information of individuals' access to and control over resources; and, income-dependent indices, such as median household income, are useful in cross-national economic comparisons[32].

Academic Performance: Academic performance refers to how well a student performs in school, specifically in terms of their grades, test scores, and other measures of academic achievement[33]. It is a complex phenomenon influenced by various personal, social, and environmental factors.

Personal factors that can impact academic performance include motivation, study habits, cognitive abilities, and personality traits. Motivation is driving the force behind learning and is influenced by a student's goals, interests, and self-perception of their ability to learn[33]. Study habits, such as time management and organization skills, can also play a role in academic performance[34]. Cognitive abilities, including intelligence, memory, and problem-solving skills, can also impact a student's ability to learn and perform academically[35]. Personality traits, such as conscientiousness and openness to experience, have also been found to be related to academic performance[36].

Social and environmental factors that can impact academic performance include parental involvement, social support, and the learning environment. Parental involvement in education such as monitoring homework and communicating with teachers, has been found to have a positive impact on academic performance, particularly for younger children[37]. Social support from peers and family can also contribute to academic success by providing emotional and practical assistance[23]. The learning environment, including the quality of teaching and the resources available can also impact academic performance[38].

Study motivation and study skills are the strongest predictors of grades in individual classes, grade point average, and overall academic performance. In comparison to other noncognitive individual difference variables, these measures improve prediction of academic success more than any other variable examined[39].

In another study, conducted by Liu, Peng, and Luo[40], academic achievement is one of the most important indicators of students' performance and determining their educational attainment. Family socioeconomic status (SES) is the main factor influencing academic achievement, but it may vary across different socio cultural contexts. A meta-analysis was conducted on this relationship, which indicated that there is a relation between socioeconomic status and academic achievement.

In summary, academic performance is influenced by various personal, social, and environmental factors, including motivation, study habits, cognitive abilities, parental involvement, social support, and the learning environment. Understanding these factors can help educators and students identify areas for improvement and develop strategies to enhance academic performance.

SES effects on Student's environment: Socioeconomic status (SES) is a widely recognized factor that affects student achievement and school environments. Many studies have shown that students from lower SES backgrounds tend to have lower academic achievement and face more challenges in their school environments.

Lee, Burkam, and Ready[41] conducted a study that uncovered several key findings. Firstly, students from lower SES backgrounds tend to attend schools with less experienced teachers, limited resources, and a less demanding curriculum. Additionally, these students exhibited lower levels of engagement and motivation in school.

In addition, a study by Lareau[42] found that students from lower SES backgrounds tend to have less parental involvement in their education, which can affect their academic achievement and school experiences.

These studies demonstrate the negative impact of SES on school environments and student achievement. However, it is important to note that not all students from lower SES backgrounds face these challenges, and there are programs and interventions that can help to mitigate the effects of SES on school environments and student achievement.

Research Design and Methodology

Research Design: This study focuses on understanding the relationship between senior high school students' performance in school and their family's - SES. Therefore, it is only appropriate for study to use correlational research design.

In an online article, Bhandari[43] has defined correlational research design as a study that examines the relation between the variables of the study, whether it is a direction of positive or negative correlation, or no correlation at all. They also added that researchers do not possess control over the variables and can easily apply the conclusions to other populations.

Research Respondents: The researchers used a random sampling method to select the respondents. This sampling technique collects data from the total population in which each member of the population has an equal chance of being selected. To conduct this type of sampling technique, the researchers used Krejcie and Morgan table to determine how much sample size is needed to conduct the survey.

The researchers have set the senior high school students of Leyte Normal University - Integrated Laboratory School as their respondents for this study due to several factors. Firstly, because of its proximity to the researchers, there were minimum requirements to gather the necessary information. Furthermore, this school is also known for providing good quality education and is one of the competing schools in Tacloban City. Hence, students from different socioeconomic classes would opt to study here. The senior high school level has a total of 135 students. Using the Krejcie and Morgan table, it narrows down to 103 respondents. Since the researchers utilized the senior high school department, this kind of sample size will be convenient to ensure that the study will be time-bound.

Data Gathering Procedure: To gather the data, the researcher followed a systematic approach with a checklist questionnaire as data collection. The researchers prepared a survey of questions necessary for eliciting participant responses to get important information that may complete the study. The principal of the school was consulted for approval before the survey could be carried out. After acquiring permission from the school principal, the researchers secured the required permission of the participants before the survey was conducted. The survey was administered to the four sections of the senior high school department (Grade 11 HumSS, Grade 11 STEM, Grade 12 HumSS, and Grade 12 STEM), expecting to have 103 responses from the four sections in order to reach the target sample size. After gathering all pertinent data, the outcomes will be totaled and tabulated using our research instruments.

Respondents were encouraged to respond according to their experiences. Concealing the respondents' identities was administered to ensure their identity, and the information that was gathered were stored with the utmost confidentiality.

Pilot Testing and Revisions: To secure the validity and reliability of the survey questionnaire that the researchers have developed, they have conducted pilot testing prior to the gathering of data. This was done among junior high school students in Leyte Normal University – Integrated Laboratory School, located in Tacloban City.

After the evaluation of the research instrument by the validators (research experts and statisticians), the survey questionnaire has shown to seek only the necessary information to the study from the respondents. Furthermore, the research instrument had undergone several minor revisions to ensure the questions or items were thoroughly asked. Such revisions include the omission of the range in the average monthly family income item, instead having to specify the specific value, and the rephrasing of the question in the aforementioned item.

Data Analysis Technique: The researchers used a statistical treatment method, specifically, Pearson product-moment correlation coefficient, to inspect the data. Additionally, the data acquired from the respondents was arranged accordingly by the researchers. The responses given by the respondents were tabulated to determine their socioeconomic profile, as well as to convey a broad relationship between the different elements.

Table-1: Socioeconomic Status Measurement.

Parents' Educational Attainment	Score	Parents' Occupation	Score	Family's Monthly Income (in Php)	Score
Doctoral Degree	7	Professional	10	219,141 and above	12
Graduate	6	Semi-professional	6	131,485 to 219,140	10
Undergraduate	4	Clerical / Shop / Farm	5	79,700 to 131,484	6
High school	3	Skilled worker	4	43,829 to 79,699	4
Elementary	2	Semi-skilled worker	3	21,915 to 43,828	3
Illiterate	1	Unskilled worker	2	10,957 to 21,914	2
		Unemployed	1	Below 10,957	1

Socioeconomic Status Measurement: The gathered data based on the information the respondents' provided was classified into the five distinct classes of socioeconomic status: lower class, upper lower class, lower middle class, upper middle class, and upper class. The Kuppuswamy Scale, developed by Kuppuswamy[44] in 1976, is used to assess the socioeconomic status of a family. The scale uses three parameters: education, occupation, and monthly income. The combined score from each of these categories will yield a score of 3 to 29.

By adding all three scores from the different measurements above, the total score will be calculated, which will then identify as to where the individual's family belongs in the five socioeconomic classes.

Academic Performance Measurement: With the use of the Department of Education's[45] grading system, the academic performance of students was categorized based on the grades they have input, as indicated in the Table-3.

Table-2: Socioeconomic Status Measurement.

Total Score	Socioeconomic Class
26–29	Upper class
16–25	Upper middle class
11–15	Lower middle class
5–10	Upper lower class
Below 5	Lower class

Table-3: Academic Performance Measurement.

Descriptor	Grading Scale	Remarks
Outstanding	90–100	Passed
Very Satisfactory	85–89	Passed
Satisfactory	80–84	Passed
Fairly Satisfactory	75–79	Passed
Did Not Meet Expectations	Below 75	Failed

Results and Discussion

Demographics of Respondents: The findings of this study are built on the responses of 108 senior high school students to the survey questionnaire the researchers provided.

The research respondents had varied ages ranging from 16 to 20 years old, with female respondents being more prevalent than the males. Respondents from the academic track of STEM strand also outnumbered the respondents from HumSS.

Research Results: After collecting the data necessary for the study, the researchers have analyzed it to discover the results of the conducting of this research. Subsequently, this study has formulated three hypotheses: null hypothesis, alternative positive directional hypothesis, and alternative negative directional hypothesis.

i. Null hypothesis: There is no significant correlation between the socioeconomic status and academic performance of the senior high school students from the university. ii. Alternative positive directional hypothesis: In a directly proportional manner, the socioeconomic status significantly correlates with the academic performance of the senior high school students from the university. iii. Alternative negative directional hypothesis: In an inversely proportional manner, the socioeconomic status significantly correlates with the academic performance of the senior high school students from the university.

Socioeconomic Status Measurements: Parents' Highest Educational Attainment: In the scale that the researchers used, the Kuppuswamy Scale[44], under the parents' educational attainment category, there were six levels: illiterate, elementary, high school, undergraduate, graduate, and doctoral degree. Upon the collection of data, the researchers have sorted the responses from the online survey accordingly. With that, the survey had the following amount of responses from each level of educational attainment: none from the illiterate and elementary, 4 have only finished high school, 52 finished undergraduate, 45 responses from graduate level, and finally, 7 took the doctoral degree.
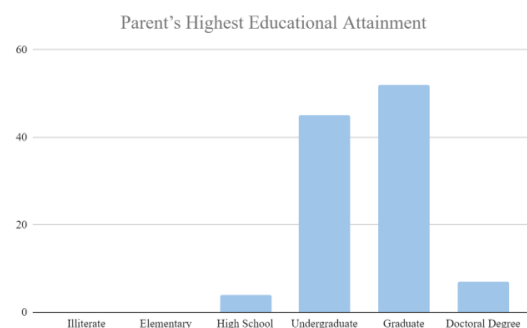
Figure-1: Responses from Parents' Highest Educational Attainment.

Parents' Occupational Status: In the category of parents' occupation, seven types of occupational status were listed. Specifically, unemployed, unskilled worker, semi-skilled worker, skilled worker, clerical / shop / farm, semi-professional, and professional.

Unemployed: This group is made up of individuals who are part of the workforce and meet three criteria: (1) they don't currently have a job, (2) they are ready and able to work, and (3) they are actively searching for employment, or not searching because they think there are no job opportunities, waiting to hear back from previous job applications, or unable to work due to temporary reasons such as illness, disability, weather, or waiting to be rehired or recalled for a job[46].
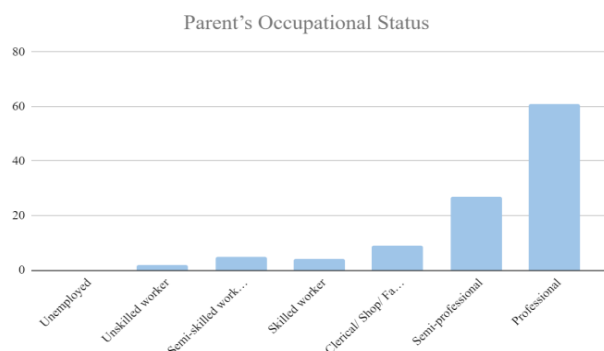
Unskilled worker: Unskilled workers are individuals whose jobs do not demand any particular talents or specialized knowledge for their performance[47].

Semi-skilled worker: A semi-skilled worker typically performs tasks that involve a defined routine, where the primary emphasis is not on their judgment or advanced skills, but rather on effectively carrying out assigned duties within a relatively specific job scope. In such roles, significant decisions are usually made by individuals other than the worker themselves[48].

Skilled worker: Skilled workers are individuals who possess specialized skills, knowledge, or abilities that they have acquired through various means such as formal or informal education, work experience, or training. They are considered experts in performing a particular job or task[49]. Clerical / Shop / Farm: This category refers to workers who perform clerical, retail, or farm work. Examples of workers in this category in the Philippines include assistants, proprietors, merchants, farmers, and secretaries[14].

Semi-professional: A semi-professional is someone who has some specialized education or training, but not enough to be considered fully qualified professionals. Examples of semi-professionals in the Philippines include social workers, journalists, seamen, and librarians[50].

Professional: A professional is someone who has a high level of specialized education or training and is licensed to practice their field. Examples of professionals in the Philippines include healthcare workers, lawyers, engineers, deans, and accountants[50].

Figure-2: Responses from Parents' Occupational Status.

The researchers have gathered these specific amounts of responses from each type: 2 which had parent/s that belonged in the unskilled worker, 5 semi-skilled workers, 4 skilled workers, 9 belonged in the clerical / shop / farm, 27 from semi-professional, and lastly, 61 belonged in the professional occupation type.

Average Monthly Family Income: In this section, the researchers based their data on the Philippine Institute for Development Studies[18], in which the family's monthly income brackets are as follows: below Php10,957, Php10,957 to Php21,914, Php21,915 to Php43,828, Php34,829 to Php79,699, Php79,700 to Php131,484, Php131,485 to Php219,140, Php219,141 and above.
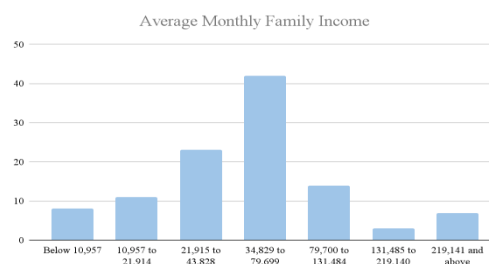
Figure-3: Responses from Average Monthly Family Income.

The online survey of the research was able to gather these specific amount of responses in terms of the family monthly income: eight (8) families had income below Php10,957, eleven (11) that belonged in the Php10,957 to Php21,914 range, twenty-three (23) responses that had a family income of Php21,915 to Php43,828, forty-two (42) families that had an average monthly income of Php34,829 to Php79,699, fourteen (14) that belonged in the Php79,700 to Php131,484 range, three (3) family that a monthly income of Php131,485 to Php219,140, and finally, seven (7) responses with an average family monthly income of Php219,141 and above.

Socioeconomic Status: Following the Kuppuswamy Scale[44], after the tabulation of data, the researchers calculated the total score of each individual response in accordance with the scale, which then reveals to where the respondents belong in the five different socioeconomic class: lower class, upper lower class, lower middle class, upper middle class, and upper class.
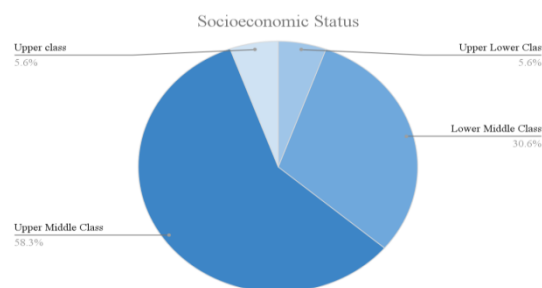
Figure-4: Socioeconomic Status of the Respondents.

Out of the 108 responses from the online survey the researchers administered, no respondents belonged in the lower class, six (6) fell under the upper lower class, thirty-three (33) were from the lower middle class, sixty-three (63) were from the upper middle class, and lastly, six (6) respondents belonged in the upper class.

Academic Performance: First Semester General Average: In this category, the measurement of academic performance that the researchers used was the first semester general average of the respondents. This is calculated by getting the mean of the summation of all semester final grades. With that, a different general average corresponds to five varying descriptors: did not meet expectations, fairly satisfactory, satisfactory, very satisfactory, and outstanding.
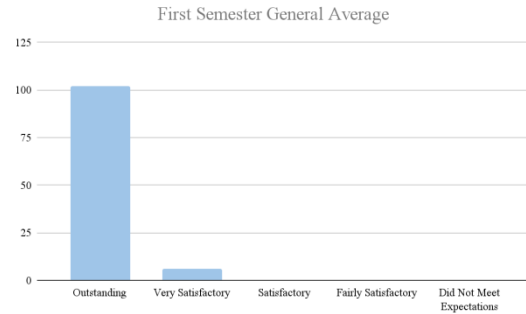
Figure-5: Responses from First Semester General Average of the Student.

After conducting an online survey to gather data, the amount of responses from each category are as follows: none had the failed, fairly satisfactory, and satisfactory remarks, six (6) that fell under the very satisfactory remarks, and finally, one-hundred-two (102) responses from outstanding academic performance.

Correlation of the Variables: As shown in Table-3, there are nine (9) variables that were added to the Correlational Matrix in Jamovi. The first one, named "AP", short for academic performance, contains the first semester general average of the students. The following two variables, "HEA1" and "HEA2", represent the mother's and father's highest educational attainment, respectively. The "OS1" and "OS2" denotes the occupational status of the mother and father, respectively. Then, "AMFI" refers to the score where the average monthly family income belongs in the Kuppuswamy Scale[44], and "AMFI (2)" refers to the actual and specific family monthly income that was inputted in the responses. Next, "SES Score" is the overall score for SES of each individual response, in accordance with the Kuppuswamy Scale[44]. And lastly, "SES" signifies where the responses belong in the socioeconomic classes, ranging from 1 as the lowest (Lower class) and 5 as the highest (Upper class).

Table-3: Correlational Matrix Results Using Jamovi.

Correlation Matrix

Correlation Matrix

		AP	HEA1	HEA2	OS1	OS2	AMFI	AMFI (2)	SES Score	SES
AP	Pearson's r	—								
	p-value	—								
HEA1	Pearson's r	0.140	—							
	p-value	0.150	—							
HEA2	Pearson's r	0.146	0.334***	—						
	p-value	0.136	<.001	—						
OS1	Pearson's r	0.189	0.498***	0.190	—					
	p-value	0.051	<.001	0.051	—					
OS2	Pearson's r	0.253*	0.068	0.343***	0.311**	—				
	p-value	0.010	0.497	<.001	0.001	—				
AMFI	Pearson's r	0.066	0.135	0.014	0.108	−0.109	—			
	p-value	0.504	0.171	0.889	0.274	0.278	—			
AMFI (2)	Pearson's r	0.313**	0.111	0.211*	0.136	0.213*	0.588***	—		
	p-value	0.001	0.259	0.032	0.167	0.034	<.001	—		
SES Score	Pearson's r	0.369***	0.449***	0.432***	0.531***	0.502***	0.433***	0.760***	—	
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	—	
SES	Pearson's r	0.347***	0.402***	0.396***	0.529***	0.459***	0.387***	0.671***	0.922***	—
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	—

Note. $* p < .05, ** p < .01, *** p < .001$

After further inspecting the data acquired from the respondents, the researchers uncovered a few correlations between the variables of the research. With the use of Pearson product-moment correlation coefficient, the data gathered from the online survey questionnaire were analyzed. Subsequently, statistical analysis was performed using the Jamovi Correlation Matrix.

Responses in the average monthly family income section were the most diverse. With the responses obtained from the respondents, it was observed that the category of average monthly family income had the most assorted responses. When compared to the remaining two measurements of SES, the responses from parents' highest educational attainment clumped in the undergraduate and graduate level, and majority of the parents' occupational status were from the professional occupational field.

Although it had the most varied responses, upon examining the results of the study, there was no established relationship unveiled between average monthly family income and two of the measurements: mother's highest educational attainment and mother's occupational status. On the contrary, it instead had a major correlation with socioeconomic status, father's highest educational attainment, father's occupational status, and first semester general average[28].

Parents' highest educational attainment had the most significant correlation to socioeconomic status[22]. When analyzed, it was evident that parents' (both mother's and father's) highest educational attainment depicted a major significant correlation with socioeconomic status. Furthermore, mother's highest educational attainment and father's highest educational attainment had a significant correlation with each other. Additionally, the former substantially correlated with mother's occupation, and the latter correlated with father's occupation. Likewise, mother's occupational status had a correlation with father's occupational status.

Ultimately, after the same analysis was performed on the data acquired from socioeconomic status and academic performance, a p-value of <.001 was presented. Therefore, this outcome signifies the need to reject the null hypothesis. With this, the alternative hypothesis is considered. Among the two alternative hypotheses - positive and negative, the former is the one accepted.

Consequently, it suggests that the independent variable (socioeconomic status) and dependent variable (academic performance) do have a major relationship. Thus, the results of this study have appeared to show significant correlation between socioeconomic status and academic performance. This concludes that the findings of this research are parallel to the findings of the study entitled "The Relation between Family Socioeconomic Status and Academic Achievement" by Liu, Peng, and Luo[40].

Conclusion

With the intention of investigating the correlation of socioeconomic status and academic performance of students, different options were available to the researchers for their research respondents. Essentially, this study was conducted among senior high school students in a laboratory school located in Tacloban City.

To measure the respondents' socioeconomic status, the researchers made use of three SES factors, namely parents' highest educational attainment, parents' occupation, and average family monthly income. These determine as to which corresponding socioeconomic class they belong in. On the other hand, academic performance was measured by the students' first semester general average. The said required information was then asked by the researchers through an online survey. After sufficient data were gathered by the responses from the online survey, the researchers performed statistical analysis to determine the outcome of the study.

Among the three measurements of socioeconomic status, the category of average monthly family income had the most varied responses when compared to the other two: parents' highest educational attainment and occupational status, which had responses that leaned more towards undergraduate level (Bachelor's Degree) and professional occupation, respectively.

The findings of this study have shown to have a notable correlation between the two variables of this research. The students' socioeconomic status does significantly correlate with their academic performance. Herewith, the researchers conclude that the students from the laboratory school encounter socioeconomic experiences that influence their academic performance in school.

Recommendations: If future studies arise from a similar topic, the researchers recommend having more measurements of academic performance besides the grades of the students.

Furthermore, a larger student population is suggested, for the amount of sample size of the research can further improve the reliability of the study. Additionally, having a more varied senior high school strands of respondents for greater representation and inclusivity among the senior high school students. And ultimately, the researchers recommend having a quali-quantitative approach as the research method, as it will provide better results when correlating academic performance to socioeconomic status.

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