Socio-economic, psychological and environmental factors in the academic performance of elementary pupils of Alfonso Lista District, Ifugao, Philippines

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Abstract

Academic performance is a vital indicator of pupils' achievement and success. Thus, the primary purpose of this study is to determine the pupils-related factors in the academic performance of public elementary pupils of Alfonso Lista District, Ifugao, Philippines. This study used a structured survey questionnaire developed and validated by the researcher and expert master teachers. A total of 150 pupils from the eleven public elementary schools served as the respondents. The frequency count and percentage, the weighted mean, pearson product moment correlation and the f-test using one way ANOVA (Analysis of Variance) were utilized to realize the objectives of the study. Results revealed that factors such as socio-economic, psychological, and environmental may sometimes affect academic performance. The family income, attitude towards school, attendance in school, time location and study habits, quality of classmates and friends, and the learning environment has bearing with the academic performance of pupils. The respondents also perceived that home and learning environment can affect their academic performance. It is then recommended that the administration should consistently endeavor to provide necessary instructional material resources available to teachers and pupils for better teaching-learning performance. Moreover, teachers and parents should exert more effort to create a total environment for pupils that optimizes the ability to learn to increase their academic performance.

Keywords: socio-economic, psychological, environmental, academic performance

INTRODUCTION

One of the goals of education is to bring about change, not merely in terms of transmitting knowledge, but also in terms of achieving capacities to do something, think, and develop habits, skills, and attitudes that characterize socially accepted and adjusted individuals. In this age of globalization, education is seen as a necessary component of all human endeavors. It is critical to the development of human capital, which is concerned with an individual's well-being and opportunities for a better life (Galama et al., 2017). In school, pupils are expected to continually give their best and perform academically because of beliefs that success in school complements success in life. With the words becoming more and more competitive, the need for a quality performance of pupils become a primary factor (Nuthanap, 2007) and is not only important to pupils but also to those around him/her (Singh and Thukral, 2010). It is safe to assume that through pupils to perform well inside and outside the school, it is necessary to determine the role of the socio-economic, psychological, and environmental factors in the academic performance of pupils in the school.

For several years, it has been pupils from a low socio-economic background do not perform effectively in school (Heystek, 2020). Most educators believe that low socio-economic status creates a negative effect on academic performance of pupils. When their basic needs are not met and if pupils are not properly fed or given proper hygiene care, it tends that they will not perform effectively in their academics. These deficiencies have a negative effect on a pupil's image and result in a learning of self- esteem. This lack of confidence defies the success a pupil may have in an academic environment (Adams, 2008).

Likewise, the school environment, which consists of the classrooms, libraries, laboratories, teachers' quality, school management, teaching approach, methods and techniques, and peers are variables that affect pupils' academic performance (Ajayi, et al., 2010 & Duruji, et al., 2014). Hence, the school environment remains an important area that should be studied and well managed to improve pupils' academic performance.

Furthermore, in the teaching-learning process, the school environment, which includes instructional spaces planning, administrative spaces planning, circulation spaces planning, spaces for conveniences planning, accessories planning, as well as the teachers and pupils themselves, are critical. The degree to which a student's learning can be improved is determined by their location within the school grounds, the organization of their classroom, and the availability of instructional materials and equipment. A well-planned school, it is claimed, will gear up intended educational outcomes that will facilitate good social, political, and economic emancipation, successful teaching and learning processes, and pupil academic performance. Teachers and pupils, as well as the learning process, are all affected by the physical aspects of the school. Teaching and learning are made difficult by poor illumination, noise, excessive levels of carbon dioxide in classrooms, and fluctuating temperatures. Ill maintenance and ineffective ventilation systems contribute to low health among students and teachers, resulting in poor performance and higher absenteeism rates (Clare, 2018; & Cephas, et al., 2021). These factors can have a negative impact on students' conduct, leading to increased teachers frustration and a bad learning attitude among pupils. Consequently, psychological factors maladjusted on emotionally disturbed children one or more of the following characteristics exhibited to a marked extent over a long period of time. Children with family problems normally experience such feelings of anxiety, insecurity, hostility, guide, and alienation. Ceka and Murati (2016) highlighted the parent's role as teachers among pupils. They said that home, school, and community exerted influence in the total education of the child and that classroom instruction and home development complemented each other.

Teachers, likewise, have been known to have a significant impact on students' academic performance, and they play an important role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interactions with students (Akiri, 2013). Teachers are essential to both teaching and learning, therefore it's no surprise that an effective teacher is defined as one who achieves desired outcomes while doing his or her duties as a teacher (Ping et al., 2018). Despite governments' large investments in public education, the quality of pupils produced has been found to be unequal to government expenditure. Following the observed decline in academic achievement, attitude, and values among elementary school pupils in public elementary schools, one might wonder if the high failure rates and failure of pupils, particularly in external examinations, are not a reflection of the instructional quality in the schools (Akiri, 2013). As a result, teachers' ineffectiveness on classroom contact with pupils can be attributed for pupils' low performance and generally acknowledged falling quality education of the Philippines.

Hence, numerous researches have been carried out to determine what factors contribute to improved academic outcomes. Academic performance is a key concern for educational scholars, as failure in national examinations signifies doom for pupils whose lives become unpredictable and depressing. The academic performance of students decides whether they will attend high school or other schools. Ergo, a pupil's academic performance in national examinations determines his or her achievement and success. It is for

this reason that the researcher was challenged to determine the related factors in the academic performance of pupils of Alfonso Lista District, Ifugao, Philippines.

CONCEPTUAL FRAMEWORK

The school has no worth without the pupils'. Pupils are the most essential asset for any educational institute. The social and economic development of the country is directly connected with the academic performance of pupils. The pupils' performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Ali et al., 2009).

Moreover, the primary goal of basic education among children is to meet their basic learning needs, knowledge, skills, attitudes and values necessary to survive, to improve the quality of life, and to continue learning as stated in Education for All goal (2015). This is because a nation's or community's progress is primarily determined by the quality of its education. It is widely held that the development of human resources must be the foundation for any meaningful progress. Much has been said about education as the vehicle for a society's socioeconomic, psychological, and environmental development.

In the Philippines, one of the basic bases in measuring academic performance of the pupils – is the National Achievement Test, a standardized test for elementary and secondary which reveals the factual realization of a poor academic performance or achievements among the learners.
In consonance with this, this study was conducted to determine the different factors towards the academic performance of grade VI pupils of Alfonso Lista District II. It further would like to find out if there is any significant difference between the factors affecting the academic performance of pupils and the profile of the respondents.

To better understand the conceptual framework, the principle of the input, process and output system analysis were in this study. The study consists of the input – (the respondents profile such as age, gender, educational attainment and length of service). Some factors that might be related to academic performance of the grade VI pupils like pupil's related factors such as socio-economic, psychological, environmental, and school related factors which include teachers and the administration. The process carries the assessment of the factors affecting the academic performance of pupils and the profile of the respondents and the output will be the recommendations on how to improve the academic performance of grade six pupils. Hence, the researcher evolves the paradigm of the study.
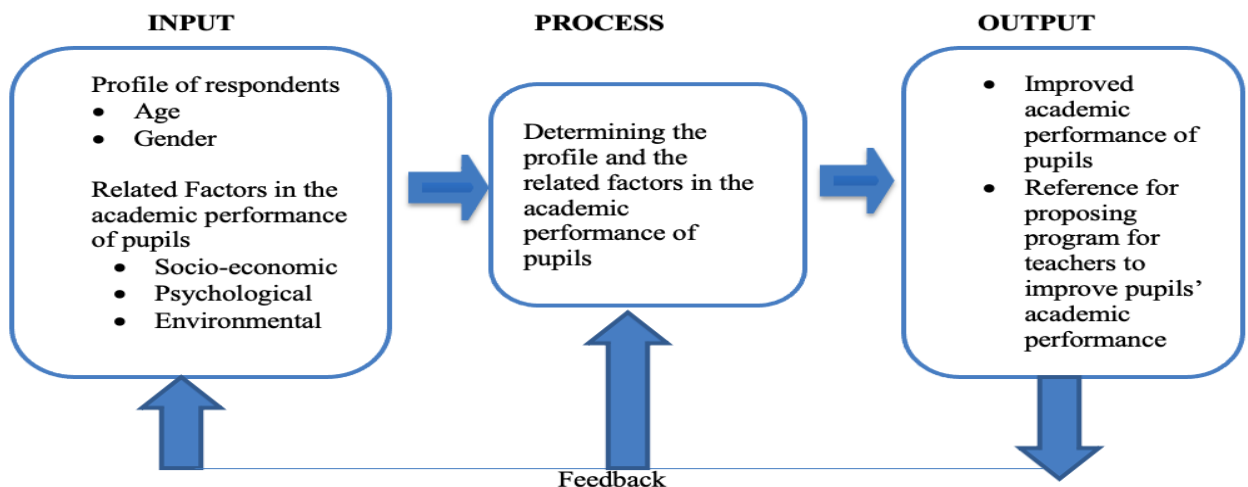

Figure 1. Paradigm of the Study

RESEARCH OBJECTIVES

The primary purpose of the study was to determine the pupils-related factors in the academic performance of Grade VI pupils in Alfonso Lista District, Ifugao. Specifically, it answers the following questions: (1) What is the profile of respondents in terms of their age and gender?; (2) What are the pupils related factors in the academic performance of grade VI pupils?; (3) What is the relationship between academic performance of pupils and the related factors?; and (4) How do the related factors in the academic performance of Grade VI pupils differ when grouped according to profile?

METHODOLOGY

The descriptive survey method of research was used to gather necessary data and information regarding the problem of the study. The profile of the respondents were determined as well as identified factors affecting their academic performance. The respondent of the study comprises 150 grade VI pupils from the eleven (11) public elementary schools of Alfonso Lista District.

The primary data were collected using a structured survey questionnaire developed and validated by the researchers and expert master teachers. This tool was designed to measure the pupils' related factors in their academic performance. The list of grade VI pupils was taken from the Alfonso Lista District office. The researcher wrote a letter of request to the District Supervisor of Alfonso Lista for the conduct of the study in the different elementary schools of Alfonso Lista District. Upon the approval of the request, the researcher personally floated the questionnaire to the respondents. The data gathered were analyzed and interpreted with the use of descriptive statistics. The frequency count and percentage were used to determine the profile of the respondents. The weighted mean was used to determine the perception of the respondents on the related factors. Pearson Product Moment Correlation was used to determine the relationship of the academic performance of grade six pupils and the related factors while the f-test using one way ANOVA (Analysis of Variance) was used to interpret any significant difference in the respondents' perception on related factors when grouped by age and gender.

FINDINGS AND DISCUSSIONS

Profile of Respondents

Age

Table 1. Frequency and Percentage of Respondents' Age

Age in years	Frequency	Percentage
10 years old	6	4.00
11 years old	72	48.00
12 years old	58	38.70
13 years old	14	9.30
Total	**150**	**100.00**

Table 1 shows that 72 or 48% among grade six pupils of Alfonso Lista District II belong to the age of 12 while 6 or 4% pupils belong to the age of 10. This indicates that most of the pupils started formal education at their right age.

Gender

Table 2. Frequency and Percentage of Respondents' Gender

Gender	Frequency	Percentage
MALE	70	46.7
FEMALE	80	53.3
Total	**150**	**100.0**

Table 2 presents that grade six pupils of Alfonso Lista District II consisted of 80 or 53.3% females and 70 or 46.7% males. This implies that there are more female respondents than males.

Pupils Related Factors

Table 3. Respondents' Perception on Socio-Economic Factors

Socio-Economic Factors	Mean	Description
1.a. Number In the Family		
1.a.1. I have brothers/sisters who also go to school	1.49	Yes
1.a.2. I am the only child in the family	2.81	No
1.a.3. I am the only one who goes to school while my brothers/sisters do not go.	2.63	No
Average	**2.31**	**Sometimes**
1.b. Family Income		
1.b.1. My parents earn enough money to send me to school and give me what I need	1.21	Yes
1.b.2. My parents cannot afford to send me to school that's why I am a working student	2.92	No
1.b.3. My parents have jobs which is enough only to meet the needs of my family	1.45	Yes
Average	**1.86**	**Sometimes**
1.c. Support		
1.c.1. I am a full scholar	2.95	No
1.c.2. Someone sponsors my needs	2.65	No
1.c.3. I am supported by a foundation/organization in my studies	2.91	No
Average	**2.84**	**No**
1.d. Technology		
1.d.1. I use my cell phone even if it's already school time	2.94	No
1.d.2. I play computer games and gets addicted with it	2.81	No
1.d.3. I use dvd player, mp3 players, ipads, cameras, laptops, etc. in school	2.67	No
Average	**2.80**	**No**
Over-all average	**2.45**	**Sometimes**

Table 3 indicates the perception of the grade six pupils on socio-economic factors which obtained an overall average of 2.45 equivalent to "sometimes". Sub item 1.c. under support got the highest average of 1.86

equivalent to "no". On the other hand, sub item 1.b. under family income obtained the lowest average of 1.86 equivalent to "sometimes". This means that most of the respondents are not being supported by any organization, foundation, and scholarship. Furthermore, most of the parents of the respondents have jobs and can afford to send their children to school. This is reinforced by Siriin (2005), who claims that family income as a measure of socioeconomic position reflects the social and economic opportunities available to pupils.

Table 4. Respondents' Perception on Psychological Factors

Psychological Factors	Mean	Description
1.a. Attitude Toward School		
1.a.1. I listen attentively to my teacher	1.42	Yes
1.a.2. I pass my project on time	1.65	Sometimes
1.a.3. I participate actively in school	1.41	Yes
Average	**1.49**	**Yes**
1.b. Attendance in School		
1.b.1. I don't absent in school	1.69	Sometimes
1.b.2. I come to school early	1.51	Sometimes
1.b.3. I am physically present but mentally absent	2.63	No
Average	**1.94**	**Sometimes**
1.c. Time location and study habits		
1.c.1. I study twice a day	2.01	Sometimes
1.c.2. I study only once a week	2.49	Sometimes
1.c.3. I study when it is needed and a test is approaching	1.95	Sometimes
1.c.4. I can study my lessons daily if I am not tired working at home	1.50	Sometimes
Average	**1.99**	**Sometimes**
1.d. Quality of teachers		
1.d.1. My teachers has good teaching skills and strategies which makes me listen attentively	1.03	Yes
1.d.2. My teacher guides and helps me whenever I have difficulties in understanding the lesson	1.03	Yes
1.d.3. My teacher encourages me and serves as my second parent whenever I have problems with my studies	1.03	Yes
Average	**1.03**	**Yes**
1.e. Quality of Classmates and Friends		
1.e.1. My classmates share their homework	2.15	Sometimes
1.e.2. My classmates always depends on me whenever there are tests, quizzes or homework	2.35	Sometimes
1.e.3. Some of my classmates are bright	1.08	Yes
1.e.4. I always go with my friends whenever they go anywhere	2.37	Sometimes
Average	**1.99**	**Sometimes**
Over-all average	**1.68**	**Sometimes**

Table 4 presents the perception of grade six pupils on psychological factors which obtained an overall average of 1.68 equivalent to "sometimes". Sub items 1.c. and 1.e. under time location and study habits, quality of classmates and friends recorded the highest average of 1.99 equivalent to "sometimes". However, sub item 1.d. under quality of teachers obtained the lowest average of 1.03 equivalent to "yes". It implies that a learner surrounded by bright classmates has a great influence on their learning that they can also be encouraged to do more in school as the bright pupils do. Likewise, respondents perceived that teachers were effective and had good teaching skills and strategies, making pupils listen attentively. It is also noted that

teachers' guidance and encouragement whenever there is a difficulty in understanding the lesson motivates pupils to learn more. This agrees with the study of Ajileye (2021) that quality teachers have a significant influence on students' academic performance.

Table 5. Respondents' Perception on Environmental Factors

Environmental Factors	Mean	Description
1.a. Health Condition		
1.a.1. I cannot easily copy a lecture note or assignment because of poor eyesight	2.94	No
1.a.2. I cannot listen very well to what my teachers say because my hearing ability is impaired	2.95	No
1.a.3. I get headaches whenever I listen to different lessons	2.74	No
Average	**2.88**	**No**
1.b. Home Environment		
1.b.1. I live in a peaceful and quiet residence or place	1.45	Yes
1.b.2. I have sources of information and knowledge which are available in the place where I live. (Books, newspapers, Computers, TV, radio, etc.)	1.61	Sometimes
1.b.3. Our house is far away from the school which is difficult to go in there every morning	2.56	No
1.b.4. I belong to a broken family that is why I can't concentrate with my studies	2.77	No
Average	**2.10**	**Sometimes**
1.c. Learning Environment		
1.c.1. I cannot concentrate on my studies because of some distractions such as noise	1.99	Sometimes
1.c.2. My school is complete with facilities in which I can stimulate learning and conducive for learning	1.89	Sometimes
1.c.3. My school is exposed to solutions that can constitute health hazards.	2.47	Sometimes
Average	**2.11**	**Sometimes**
Over-all average	**2.36**	**Sometimes**

Table 5 reveals the respondents perception on environmental factors which obtained an overall average of 2.36 equivalent to "sometimes". The sub item 1.a. under health conditions got the highest mean of 2.88 equivalent to "no" while sub item 1.b. under home environment got the lowest mean of 2.10 equivalent to "sometimes". This means that most of the respondents live in a peaceful and quiet place and sometimes have resources at home which can help pupils learn more at home. This is supported by Dzever (2015), who believes that a child's family history and surroundings have a big impact on and develop their views, personality, and behavior patterns, which lead to successful school performance.

Correlation Between the Academic Performance of Pupils and the Related Factors

Table 6. Correlation Between the Academic Performance and Pupil Factors

Pupil Factors	Correlation Coefficient	Strength	p-value	Remarks
Number in the Family	-0.025	Negligible	0.757	Not Significant
Family Income	-.173[*]	Very Weak	0.035	Significant
Support	-0.038	Negligible	0.646	Not Significant
Technology	0.071	Negligible	0.387	Not Significant
Attitude Toward School	-.318[**]	Weak	0.000	Significant
Attendance in School	.182[*]	Very Weak	0.026	Significant
Time location and study habits	.395[**]	Weak	0.000	Significant
Quality of teachers	0.002	Negligible	0.977	Not Significant
Quality of Classmates and Friends	.363[**]	Weak	0.000	Significant
Health Condition	0.153	Very Weak	0.062	Not Significant
Home Environment	0.068	Negligible	0.407	Not Significant
Learning Environment	-.212[**]	Weak	0.009	Significant

Table 6 shows the correlation of factors and academic performance of pupils. Result indicates that there is negligible to weak association among the identified factors with academic experience. However, only family income, attitude toward school, attendance in school, time location and study habits, quality of classmates and friends, and learning environment have significant association with academic performance. This means that the mentioned factors were factors that have bearing on academic performance. This might be due to the academic performance of a learner which directly depends on the learners' attitude towards learning. His attitude was affected by his intrinsic and extrinsic environments. Therefore, one must have the proper amount of motivation and drive to achieve one's goal. Attitude towards school and attendance were related to a learners' intrinsic drive. If he has low self-esteem and a negative attitude towards school, he will not have the drive to achieve academic excellence. Likewise, if he carries positive attitudes, he will strive for excellence because of positive drive. On the other hand, family income, quality of classmates and friends, and learning environment were extrinsic drives that may directly affect the means of a learner towards learning. Along with this, children with more family income may be able to provide better facilities and materials for learning. However, attendance in school is necessary because pupils who come late and absent tend to have poor academic performance of learners. This was reinforced by Muasya (2016), who stated that absenteeism and tardiness to school by pupils were most certainly associated with poor academic performance.

Difference on the Respondents' Perception on the Factors when Grouped According to Profile

Table 7. Difference on the Factors when Grouped According to Pupil's Age

Factors		Age	Mean	Level	F-value	p-value	Remarks
Economic	Number in the	10	2.22	Sometimes			
	Family	11	2.31	Sometimes	.142	.935	Not
		12	2.31	Sometimes			Significant
		13	2.33	Sometimes			
	Family Income	10	2.06	Sometimes			
		11	1.86	Sometimes	.790	.501	Not
		12	1.85	Sometimes			Significant
		13	1.86	Sometimes			
		10	2.94	No			
	Support	11	2.84	No	.196	.899	Not
		12	2.83	No			Significant
		13	2.83	No			
		10	2.56	No			
	Technology	11	2.79	No	1.716	.166	Not
		12	2.82	No			Significant
		13	2.93	No			
Environment		10	1.28	Yes			
	Attitude towards	11	1.44	Yes	2.106	.102	Not
	School	12	1.54	Sometimes			Significant
		13	1.64	Sometimes			
		10	2.06	Sometimes			
	Attendance in	11	1.92	Sometimes	.583	.627	Not
	School	12	1.97	Sometimes			Significant
		13	1.95	Sometimes			
	Time Location	10	2.04	Sometimes			
	and Study Habits	11	2.01	Sometimes	.193	.901	Not
		12	1.97	Sometimes			Significant
		13	1.95	Sometimes			
	Quality of	10	1.17^a	Yes			
	Teachers	11	1.01^b	Yes	3.062	.030	Significant
		12	1.03^b	Yes			
		13	1.05^b	Yes			
	Quality of	10	1.88	Sometimes			
	Classmates and	11	2.03	Sometimes	.873	.457	Not
	Friends	12	1.96	Sometimes			Significant
		13	1.95	Sometimes			
Psychological	Health	10	2.94	No			
	Condition	11	2.89	No	1.047	.374	Not
		12	2.83	No			Significant
		13	2.93	No			
	Home	10	2.08^b	Sometimes			
	Environment	11	2.15^b	Sometimes	2.951	.035	Significant
		12	2.00^b	Sometimes			
		13	2.25^a	Sometimes			
	Learning	10	1.56^b	Sometimes			
	Environment	11	2.19^a	Sometimes	3.357	.021	Significant
		12	2.05^a	Sometimes			
		13	2.21^a	Sometimes			

Table 7 shows the difference in the factors when grouped by age of pupils. Result shows that there is no significant difference in the economic factors when grouped by age as indicated by p-value greater than 0.05. This means that old or young pupils have the same response in terms of the identified economic factors.

As to the psychological factors, there is no significant difference grouped by age except that of the quality of teachers. Pupils aged 10 years have lower assessment than the older pupils. This implies that they feel that the indicators for quality of teachers are sometimes happening while the older ones have other responses. Other factors were assessed equally across age. As to environmental factors, there is significant difference grouped by age of pupils except for health conditions. Pupils assessed that they have the same health conditions. However, as to home and learning environment pupils differ in their assessment. Pupils aged 13 have lower assessment than the younger ones in home environment while those aged 10 have different assessment with the older ones in the learning environment. It further indicates that the factor on the quality of teachers has a significant effect on pupils' academic performance as perceived by the young ones aged 10. This is supported by the study of Ajidagba, et al. (2018) found that teachers' quality have a significant relationship with pupils' academic performance. Similarly, factors on home environment and learning environment were also perceived by the matured pupils' those aged of 13 can also affect their academic performance. This were supported by Ekanem (2004) and Egunsola (2014) that home influences the child at the most possible time of his life at a time when his mind is most receptive. Likewise, parents and teachers should then ensure that pupils homes are favorable to learning not only in school but in general. The home is the immediate environment of the child and to be the most significant and capable of promoting self-worth and academic performance. On the other hand, studies of Aina (2015) stated that the learning environment remains an important area to enhance pupils' academic performance.

Table 8. Difference on the Factors when Grouped According to Pupil's Gender

Factors		Gender	Mean	QI	t-value	p-value	Remarks
Economic	Number in the Family	Male	2.29	Sometimes	-0.753	0.453	Not Significant
		Female	2.33	Sometimes			
	Family Income	Male	1.87	Sometimes	0.335	0.738	Not Significant
		Female	1.85	Sometimes			
	Support	Male	2.83	No	-0.144	0.886	Not Significant
		Female	2.84	No			
	Technology	Male	2.8	No	-0.147	0.884	Not Significant
		Female	2.81	No			
Psychological	Attitude towards School	Male	1.47	Yes	-0.659	0.511	Not Significant
		Female	1.51	Sometimes			
	Attendance in School	Male	1.94	Sometimes	-0.244	0.808	Not Significant
		Female	1.95	Sometimes			
	Time Location and Study Habits	Male	1.98	Sometimes	-0.128	0.898	Not Significant
		Female	1.99	Sometimes			
	Quality of Teachers	Male	1.03	Yes	-0.233	0.816	Not Significant
		Female	1.03	Yes			
	Quality of Classmates and Friends	Male	1.94	Sometimes	-1.823	0.07	Not Significant
		Female	2.03	Sometimes			
Environment	Health Condition	Male	2.87	No	-0.408	0.684	Not Significant
		Female	2.88	No			
	Home Environment	Male	2.08	Sometimes	-0.637	0.525	Not Significant
		Female	2.12	Sometimes			
	Learning Environment	Male	2.15	Sometimes	0.747	0.456	Not Significant
		Female	2.08	Sometimes			

Table 8 shows the difference in the factors when grouped by gender of pupils. Result shows that there is no significant difference in the economic, psychological, and environmental factors when grouped by gender as indicated by p-value greater than 0.05. This means that male or female pupils have the same response in terms of the identified factors. The result of this study differs from the findings of Mlambo (2014) that men perform better than women in certain settings while women outperform men in other settings.

CONCLUSIONS AND RECOMMENDATIONS

It can be concluded that the majority of the pupil's respondents are female, and they belong to middle age. The pupil respondents perceived those factors such as socio-economic, psychological, and environmental may sometimes affect their academic performance. The family income, attitude towards school, attendance in school, time location and study habits, quality of classmates and friends, and the learning environment has bearing with the academic performance of pupils and the respondents perceived that home and learning environment can affect their academic performance. Based on these results, it is then recommended that administration should endeavor to provide necessary instructional material resources available to teachers and pupils for better teaching-learning performance. Both administrators and teachers should encourage pupils to develop positive attitudes and put forth more effort in order to improve their academic performance, and parents should do everything possible to improve their children's home environments in order to improve their academic performance at school.

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