

Impact of Socioeconomic Status of Parents on the Students' Technology Livelihood (TLE) Achievement MSU-Sulu Laboratory High School

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Abstract: This utilized the grade 9 TLE students of Mindanao State University-Sulu Laboratory High School to determine the effect of the profile of parents such as occupation, income, educational level and home environment on the achievement of the grade 9 students in TLE. Weighted Arithmetic was used to determine the effect of the parents' profile on the achievement of the students in TLE and the level of achievement of the grade 9 students. The study concluded that the profile parents' occupation, income and home environment affect the achievement of grade 9 students in TLE to a great extent while educational level of parents affect to a very great extent. The achievements of the grade 9 students in TLE do not differed significantly when the achievements are grouped according to parents' occupation and income. There is significant difference of the achievements when grouped according to parents' educational level and home environment. The following recommendation was forwarded: To improve the achievement of the grade 9 students in TLE the teachers should give extra effort to give assistance to the parents who have low education level. The school administrators should strengthen the participation of parents in the Parent Teacher Association to give emphasis on the collaborative efforts of parents and teachers towards improvement of achievement in TLE subject. The school administrator should improve the TLE resources for practicum and the parents should not be bothered to contribute in the daily activities of the grade 9 students.

Keywords: Socioeconomic status of parents, TLE achievement, Impact on TLE achievement.

1. Introduction

Mindanao State University-Sulu Laboratory High School has started the successive implementation of the K+12 Curriculum since 2012 for grade 7 to grade 10 in 2015. The K+12 curriculum has given the teachers specific criteria in the computation of grades assessing the students' achievement level. The assessment system gave high percentage scores on performance of activities required by the teachers. In Technology Livelihood Education (TLE), the students are performing their activities in such a way that students will provide materials during cooking laboratory period to comply the requirements. Financial involvement is highly regarded

when the students are preparing for their activities, like for example in cooking different menu required by the TLE teachers. The students are contributing enough amount to buy the necessary food stuff for cooking. Obviously, the socio economic status of the parents may affect the TLE achievements of the students which are common to many schools in the world. Without complying the contributions the students cannot perform the activities, hence they acquired low or failing grades.

The association between socioeconomic status (SES) and students' academic achievement has been documented among many populations. For example, Ahmad and Khan (2012) and Ahmar and Anwar (2013) found a significant relationship between parental socioeconomic conditions and academic achievements of the children in secondary examination and it was concluded that the majority of children whose parents have better socioeconomic conditions performed better in secondary examination as compared to those children whose parents had low socioeconomic conditions. Ngorosho (2011) found five key variables (fathers' and mothers' education, house wall material, light source, and the number of books for school subjects in the homes) as significant indicators of home environment in rural eastern Tanzania. Ahawo (2009) found that in modern society, parents' influence plays a very important role in the academic life of a student. According to Otula (2007), effective provision of secondary education is hampered by SES of parents. Parents from low SES fail to provide their children with basic requirements for schools including books, pens or pencils, proper nutrition and supportive environment for learning. It is generally accepted that parental SES has an impact on students' academic achievement. For example, children whose parents are of high educational scales have a far better statistical chance of participating in secondary education (Halsey, Health & Ridge, 1980). Otula (2007) supported this by stating that effective learning involves partnership of students, teachers and parents. Parents' level of education has a multifaceted impact on children's ability to learn in school. In one study, children whose parents had primary school education or less were more

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than three times likely to have low test scores or grade repetition than children whose parents had at least secondary schooling (Goodwin & Goodwin, 1995).

In the same study, it was also found that parents' level of education not only influenced parent-child interaction related to learning but also the need for help at home that often comes at the expense of keeping children in school. Parents with little formal education may also be less familiar with the language used in school, limiting their ability to support learning and participate in school related activities (Omoraka, 2001). Although many constraints exist, schools can play a pivotal role in helping parents to enhance the home curriculum and improve the quality of parental involvement in their children's education. The strategies include for example, schools collaborating with organizations that can affect parenting in the pre-school years such as public health providers and non-governmental organizations (NGOs). Successful attempts to increase parental involvement have taken place around the world. One example is the creation of student newspapers in China (Majoribanks, 2001). Such newspapers exist at different levels of the education system in urban as well as rural zones. The result is that pupils and parents in urban areas have the possibility to read, which is of benefit in particular to the otherwise disadvantaged rural families (Goodwin & Goodwin, 1995).

As discovered in these previous studies, the researcher investigated the impact of socio economic status of the parents on the students' TLE achievements in grade 9 in MSU-Sulu Laboratory High School.

2. Statement of the Problem

Review of literature in the other countries showed the effect of socio economic status on the secondary students' achievements. The financial status of the parents in Sulu is not that high to support the financial requirements of the TLE education, while the teachers are giving highest percentage points on performance of activities, most likely that students failed to perform the activities due to failure to give counterparts contribution would seemingly disturbed the students' TLE achievement. This study sought to answer the following research questions: [1] How does parents' occupation, income, level of education and home environment affects achievement of TLE grade 9 students in MSU-Sulu Laboratory High School? [2] To what extent does parental involvement in education of their children enhance achievement in TLE grade 9? [3] Is there significant difference between students' TLE achievements in grade 9 when the achievements are group according to parents' occupation, income, level of education and home environment?

3. Hypothesis of the Study

This study has provided evidence to prove the following research hypothesis. There is no significant difference between students' TLE achievements in grade 9 when the achievements are group according to parents' occupation, income, level of education and home environment.

4. Theoretical/Conceptual Framework

The present study was guided by the sociocultural theory. The sociocultural theory has profound implications for teaching, schooling, and education. The influence of sociocultural theory on education has resulted in broadening of our understanding of how and what children learn. A key feature of this emergent view of human development is that higher order functions develop out of social interaction (Hamer, 2005). According to Fler (2002) sociocultural theory challenges us to widen our perspective beyond that of the individual and of knowledge and meaning in isolation. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

SES is a broad construct representing a family's access to social and economic resources (Bradley & Corwyn, 2002). Empirical investigations most frequently assess SES using measures of three key variables: family income, parents' educational levels and parents' occupations (Bradley & Corwyn, 2002). Other measures of SES include household composition, income to poverty ratio and home ownership status (Jeynes, 2002). An examination of SES as a variable reveals inequity in access to and distribution of resources. In the context of the present study, SES is defined as consisting of parents' income, parents' educational levels and parents' occupations.

The impact of the socio-economic status of parents on the TLE achievements of G-9 Students provided motivational insight to develop the quality of education in TLE G-9. In the K+12 Basic Education Curriculum recognized the importance of the student performance in the activities of cooking, project making have given high rating in TLE when academic achievements is only in the second highest rating. The support of parents' socio-economic status was believed to improve the TLE achievements in G-9 because financial involvement made the activities successful. Without financial support for the students from their parents would eventually cause decline in the TLE achievements. Hence, in this study socio-economic status of parents were the independent variables and the TLE achievement in G-9 were the dependent variables and the TLE quality of education was the output with the assumption that parents are very supportive to give financial requirements for the study of their children. The conceptual paradigm of the study is given in figure 1.



Fig. 1. Conceptual framework of the study

5. Significance of the Study

This study assess the impact of socio-demographic profile of parent on the TLE achievements of grade 9 students in MSU-Sulu. The school administrator can facilitate the financial requirements for students' TLE activities involving cooking,

project making, and other TLE activities required financial requirements. The parents can understand the financial support they extended to their children to support TLE achievements in grade 9. The students can understand the burden of financial expenses to enhance their TLE achievements. The teachers can evaluate the effect of financial requirements to enhance TLE achievements.

The result of this study contributed to the literature on the effect of socio economic status of parents on the students' academic achievements in TLE grade 9. It provides the researcher scientific information based on descriptive research strategies. This study was focused and delimited to the impact of the socio economic status of parents on the students' achievements in TLE grade 9 at MSU-Sulu Laboratory High school during the school year 2015-2016. The study utilized only the grade 9 students as the main respondents of the study. The socio-economic status of the parents were based on the interview with the students.

6. Literature Review

The family plays a crucially important role in the dissemination of formal and informal education. Family characteristics represent a number of variables like education, occupation, income, gender status, size of siblings, beliefs, neighborhood and community having implication on the educational performance of the child/ward (Korenman *et. al.*, 1995).

A Family's socio-economic status correlates with academics achievements of their sibling at secondary level. That status is based on family income, parental educations, occupation and social status (Anderson, 1998). Families with high socio-economic status often are more successful in preparing their young children for school because of the access they enjoy to harness resources responsible to promote and support young children's development. They are able to provide their young children with quality of necessary education requirements and equipment.

With various learning activities at home since they have easy access to information regarding their children's health/ as well as social, emotional and cognitive development the families enjoying higher socio-economic status are informed enough to help children perform better Ramey and Ramey (1994) described the relationship of family socio-economic status of children's readiness for school. They opined that across all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children. For poor families, these challenges can be formidable.

Parents are required to place top priority on housing, clothing and health care. Educational toys, games and books may appear to be luxuries and parents may have the time, resources, energy, or knowledge to find innovative and less-expensive ways to foster young children's development. Affluent families quite often lack the time and energy to invest fully in their children's preparation for school and sometimes face a limited array of options for high-quality child care-both before their children start school and during the early school years. Kindergarten teacher's invariable report that children are arriving at school

inadequately prepared. Family with lower socio-economic status often lacks the financial, social and educational support that characterizes families with high socio-economic status. Lower income families have inadequate or limited access to community resources that promote and support children's development and school readiness. At secondary school level, children hailing from low socio-economic status are trained to respect authority and obey orders that employers like in manual laborers. Conformity and obedience are encouraged rather than individual critical thinking and evaluative abilities amongst the pupils at this.

Higher income youths are usually channelized into high school preparatory courses and thus eventually into higher status jobs, while lower-income students are typically guided into vocational courses, which lead to lower-status jobs. After passing secondary school certificate examination students from higher income families are more likely to attend high school than lower-income students. Those in elite educational centers learn independent thinking and decision-making skills elevating them to leadership positions. Meanwhile, in common schools and colleges, middle-class youth are taught responsibility, dependability and the ability to work without close supervision-qualities needed for middle-level professions and occupations. Goodlad (1984) has tried to find out the relationship that higher-income students tend to be in higher-track (higher at school. ability) classes and lower-class students in lower-track classes. Further discovery reveals that higher-track students were taught a more independent type of thinking, self-direction, creativity, critical thinking, pursuing individual assignments and active involvement in the process of learning'. By contrast, lower-track students were taught "a more conforming type of classroom behavior-working quietly, punctuality, co-food, operation, improving study habits, conforming to rules and expectations and getting along with other."

In Pakistan, we need a sound and eve dynamic educational policy at all levels of education. We have to meet the challenges of 21 century with missionary zeal. We need qualified, skilled and trained human resources in all the areas of socio-economic development. In this regard, on the top of everything, we have to build a strong and sound foundation of primary and secondary education in order to achieve the goal of inducting students in higher technical and professional education. Parents' income, profession, quality of life and standard of living have bearing on the performance of students during secondary level examination. Careful analysis of these factors through research, spanning over qualitative and quantitative aspects, substantiated by empirical data has helped to conduct and improve upon the study. Planners, specially, the educational planners may benefit from the empirical research of this kind pertaining to secondary level education entailing a filed survey of the District Malir-Karachi.

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feature of this emergent view of human development is that higher order functions develop out of social interaction (Hamer, 2005). According to Fler (2002) sociocultural theory challenges us to widen our perspective beyond that of the individual and of knowledge and meaning in isolation. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.

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In the context of the present study, SES is defined as consisting of parents' income, parents' educational levels and parents' occupations. Research has found that there is a high risk of educational underachievement for children who are from low income housing circumstances (Arias & de Vos, 1996). Children from low SES family are at a higher risk than advantaged children for retention in their grades, special deleterious placements during the school's hours and even not completing their secondary school education. Schools in poverty stricken areas have conditions that hinder children from learning in a safe environment (Arias & de Vos, 1996). In addition, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flu and colds.

These illnesses could potentially restrict a child's focus and concentration. Students from high SES families have favorable environment and availability of educational materials (Wood, 2002). Moreover, students from high SES families have enough time to stay at school as their parents are able to pay school fees and other contributions (Best & Kahn, 2006). Therefore, it seems that children whose families have income below the poverty line are far less successful educationally than children who live in families with income above the poverty line. The trend of students to accelerate in academics is connected to the educational status of the parents or relatives in the homes in which a child grows up. Bandura (1977) revealed that children who played truant or dropped out of school belonged to not only economically poor families but also to the parents with little formal education. It was found that educated parents tend to motivate their children in matters related to schooling and support them academically.

Educated parents have greater influence on the academic achievement of their children. Nevertheless, uneducated parents' influence on academic achievement of their children is low. In addition, parents' attitudes and involvement towards their children's learning vary according to educational level (Mganga & Mizambwa, 1997). SES hampers effective provision of secondary education. Parents from low economic

status fail to provide their children with basic requirement for school including books, maps, charts, pens or pencils, proper nutrition and supportive environment for learning. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (Best & Kahn, 2006).

Adequate nutrition is critical for normal brain development in the early years. Prevention of infections, diseases and injury prior to school enrolment are also critical to the early development of a quality learner. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least secondary schooling (Booth, 1996).

Bandura (1977) argues that students of all ethnic groups, from middle and high SES show average achievement on test scores and stay in school longer than low SES students. Halsey, Health and Ridge (1980) pointed out that parents and communities have been contributing to the education expenses of their children in the form of school fees, uniforms, physical infrastructures, school supplies and managerial service. However, children from low SES have problems in meeting financial obligations and lack of school fees is one of the factors contributing to the problem of dropouts among secondary school students. Therefore, students from low SES families lack consistent attendance to school. Likewise, Krishnawami (1993) noted that students from low SES may come to believe that doing well in school is impossible, as many friends and relatives never finished school.

According to Rwezahura (2005) in low socioeconomic environment children may have socialization experiences that promote competitiveness and reliance on external support. Woolfolk (2004) supports by arguing that because low SES students may wear old clothes, speak in dialect or be less familiar with books and school activities, teachers and other students may assume that those students are not bright and teachers may avoid calling them to answer questions in the classroom to protect them from embarrassment of giving wrong responses. This makes these students less attentive and do not concentrate on what is being taught, and in the end, they come to believe that they are not very good at schoolwork. This situation makes them perform poorly in the subjects and sometimes drop out from school because they are affected psychologically. Bandura (1977) points out that some low SES families cannot afford nutritional meals for their children. Poor nutrition in the early developmental years is associated with lower intelligent quotient (IQs), poorer attention to studies and lower memory ability. Children from high and middle SES settle into school environment very readily, since they have all the school requirements. This reflects concentration towards the schoolwork.

On the other hand, low SES children find the school environment very strange and hence lack of concentration to schoolwork, which may lead to poor performance. According to Halsey, Health and Ridge (1980) low SES parents tend to have lower aspirations, allowing their children to drift into

classes and relying on the decisions of others.

7. Research Method

This study used descriptive method. It used checklist questionnaire and interview guide. The study further described the impact of the socio-economic status of the parents on the students' achievements in TLE grade 9. The techniques of evaluation was using the K+12 G-9 evaluation procedures including the qualitative rating of the academic performance for K+12 curriculum school year 2013-2014 (Report Guidance Office General High School, 2015). 90 and above (Advanced); 85-90 (Proficient); 80-84 (Approaching Proficiency); 75-79 (Developing); 74 below (Beginning). The qualitative interpretation of the academic performance as recommended by the Department of Education in relation to the K-12 curriculum. A more elaborated interpretations of the qualitative ratings were as follows: *Advanced* – The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks; *Proficient* – The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks; *Approaching Proficiency* – The student at this level has developed the fundamental knowledge and skills and core understanding and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks; *Developing* – The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks; *Beginning* – The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.

This study was conducted in MSU-Sulu, Capitol Site, Patikul, Sulu. The respondents are the grade 9 students in TLE. The subject of the study was to determine the impact of the socio economic status of parents on the TLE achievements of the grade students. It used purposive sampling design. Purposive sampling identified the respondents based on the purpose of the study. It also utilized the TLE students in grade 9 in MSU-Sulu Laboratory high School. The class was composed of 36 students of which 13 are male and 23 are female. The whole class were used to answer the checklist questionnaire and interview with the students. The grades in TLE were used to evaluate the achievements of the grade 9 students.

This study used descriptive and inferential statistics in the treatment of data. Frequency and percentage distribution was used to determine the profile of the parents. Arithmetic Weighted Mean were used to determine the levels of TLE academic achievements.

8. Result

The parents' occupation ($\mu=4.42$) affect the achievement to a great extent. The income of parents ($\mu=4.36$) affect the

achievement to a great extent. The level of education ($\mu=4.63$) affect the achievement to a very great extent. And the home environment (4.26) affect the achievement of TLE grade 9 students in MSU-Sulu Laboratory High School to a great extent. The parental involvement ($\mu=4.45$) affect the education of their children to enhance achievement in TLE grade 9 to a great extent. The hypothesis is accepted between achievement, occupation and income. The hypothesis is rejected between achievement, educational attainment and home environment. There is no significant difference between students' TLE achievements in grade 9 when the achievements are grouped according to parents' occupation ($F=1.35$; $p = 1.46$ at $\alpha = 0.05$), income ($F = .875$; $p = 2.33$ at $\alpha = 0.05$). There is significant difference between students' TLE achievement when grouped according to level of education ($F = 5.43$; $p = .000$ at $\alpha = 0.05$) and home environment ($F = 3.46$; $p = 0.024$ at $\alpha = 0.05$). The level of achievement of the grade 9 students in TLE is (84.37) satisfactory.

9. Conclusion

The profile parents' occupation, income and home environment affect the achievement of grade 9 students in TLE to a great extent while educational level of parents affect to a very great extent. The achievements of the grade 9 students in TLE do not differed significantly when the achievements are grouped according to parents' occupation and income. There is significant difference of the achievements when grouped according to parents' educational level and home environment.

10. Recommendation

To improve the achievement of the grade 9 students in TLE the teachers should give extra effort to give assistance to the parents who have low education level. The school administrators should strengthen the participation of parents in the Parent Teacher Association to give emphasis on the collaborative efforts of parents and teachers towards improvement of achievement in TLE subject. The school administrator should improve the TLE resources for practicum and the parents should not be bothered to contribute in the daily activities of the grade 9 students.

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