

# Academic Performance Influenced to Select Variables

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**Abstract**— This study aimed to determine how the attitude of the pupils towards school affects their academic performance, specifically, in terms of pupils' profile: gender, parental educational attainment and family economic status; and the attitude towards school factors: class activities. In addition, the respondents' grades were collected to determine their class standing and to find out its relationship with the pupils' profile.

The respondents were the Grade Six pupils of Special Science Elementary School in Tambo Central School located at Tambo, Hinaplanon, Iligan City, Lanao del Norte. The descriptive and correlation research methodologies were used. A survey form attached with a checklist and the pupils' grades were employed and gathered.

The respondents which were the Grade Six pupils were mostly female. Most of the respondents' parents attained college level. The majority of the families have incomes reached P20,000 and beyond. Most respondents got high grades that fell under the proficient level. The findings also revealed that pupils' academic performance is significantly related to factors such as gender and family income.

**Keywords**—Academic Performance, Attitude, Parental Educational Attainment, Family Economic Status

## I. INTRODUCTION

**M**OST children don't seem to be enthusiastic in going to school meeting their classmates and playmates.

Sometimes, they just get their gadgets like cellphones or portable game consoles and don't bother playing outside the classroom and especially from their home that their grades would be affected. There are many things that can influence the performance of the children in school.

It is found out in the study of Okoro and Udoh (2014) that the children's learning and the efforts of doing the activities in school are influenced by their attitudes. In this study, the researchers aimed to determine how the attitude of pupils towards school affects their academic performance. Each individual has its own reason or drive on why he/she keeps going to school that can be influenced by some factors.

It has been asserted that boys are likely to simply give up and not enthusiastic as girls when it comes to studies (Candeias et al., 2011). Dayioğlu & Türüt-Aşik (2007) stated

that in different subject areas, the child's achievement in school can be influenced by some factors especially gender.

Research showed that there is a relation between the children's positive results to some extents, such as academic attainment, and the educational attainment of the parents yet the relation can be sought strong if the level of attainment of the parents is high (Child Trends Databank, 2014).

Boxer et al. (2009) suggested that parental education is an important index of socioeconomic status, and as noted, it predicts children's educational and behavioral outcomes.

This study is anchored to three theories namely: Social Learning Theory of Bandura, the Self-Determination and the Attribution Theory.

The conceptual framework of the study showed the interplay of the relationship between the dependent and independent variables. Gender, attitude, parental educational attainment, and family economic status are under the independent variables. The dependent variable was the academic performance of the pupils.

This study aimed to determine how the attitude of the pupils towards school would affect their academic performance. Specifically it sought to answer the following questions:

- 1) What is the profile of the Grade Six pupils in terms of:
  - a) Gender
  - b) Parental Educational Attainment
  - c) Family Economic Status
- 2) What is the attitude of pupils towards school in terms of:
  - a) Classroom activities
- 3) What is the academic performance of the pupils?
- 4) What is the relationship between the pupils' academic performance and the following:
  - 4.1) Profile factors
    - a) Gender
    - b) Parental Educational Attainment
    - c) Family Economic Status
  - 4.2) Attitude towards school:
    - a) Classroom activities

The descriptive-correlation method was used. In descriptive method, it was used to determine the attitude of the pupils towards school. A checklist was made in order to gather information regarding respondents' attitude towards teachers and school safety. Moreover, the first and second quarter grades were gathered from the school records, form 137E. On the contrary, the correlation was used to show the relationship between the academic performances of the pupils as it relates to their attitude towards teachers and school

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safety.

In gathering the data, the researchers conducted a survey on the Grade Six pupils in Special Science Elementary School of Tambo Central School. They went to the principal's office to ask permission in conducting the survey and were permitted to do so. Before the researchers distributed the checklist to the pupils, they stated the objectives of the study. Then, they instructed them what to do and then the checklist were distributed. They were given 5 minutes to answer. After answering, the checklists were retrieved to the researchers from the pupils. Finally, the researchers approached the adviser of the pupils and then gathered the first and second quarter grades of the pupils. The answers on the checklists were recorded on a table and were placed according to their groups. As to the grades, they were also recorded on the same table.

Based on the analysis of the data, the following were the findings:

The respondents which were the Grade Six pupils were mostly female. Most of the respondents' parents attained secondary and college level. There were no families that have incomes below P5000 but there were families reached from P5000 to P20,000 and beyond P20,000 in their income.

As to the attitude of pupils towards school according to classroom activities, the indicators that ranked first, second and third were described strongly agree and the indicators that ranked fourth and fifth were described as agree. This implies that the respondents have positive attitude towards schooling. Furthermore, it also means that homework supports the learning of the pupils and helps develop positive attitude towards their class activities.

In the respondents' academic performance, no respondents got a grade of 75 below. However, 2 respondents achieved grades ranging from 96 to 100 while 22 respondents achieved grades ranging from 89 to 95. Moreover, 11 respondents achieved grades ranging from 82 to 88. It has been implied that all of the respondents were in the proficient level.

In the relationship between attitudes of pupils towards their profile and academic performance, the father's and mother's educational attainment had p-values of .953 and .968, respectively. These values were greater than 0.05 level of significance, hence the null hypotheses were accepted. It is then suggested that the parents' educational attainment was not directly dependent to the pupils' achievements. On the contrary, gender and monthly family income had p-values of .007 and 0.29, respectively. These values are lesser than 0.05 level of significance; hence the null hypotheses were both not accepted. It has been implied that the performance of the pupils can be determined by gender. While the economic status of the family helps the child of what he or she needs in learning or in school.

In the relationship between attitude of pupils towards school factors and academic performance, the variable classroom activities has a p-value of .686, respectively. This value is greater than 0.05 level of significance, hence the null hypothesis is accepted. This implies that classroom activities does not have a direct influence to pupils' achievements.

The major findings of the study were as follows:

- 1) The Grade Six pupils were mostly female;
- 2) Majority of their parents attained secondary and college level;
- 3) In terms of monthly income, majority of their families earn an income ranging P20,000 and above; and
- 4) As to the attitude of pupils towards school, most of them strongly agree that they enjoy doing classroom activities and assignment help them to learn better and do well in school.

## II. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

Since most of the respondents were female, academic performance is determined by gender. Since their parents' educational attainment which was beyond elementary level, parent perceived that education is very important and highly prioritized. Lastly, the respondents' family economic status was above the poverty line. These families are able and willing to provide anything for their children to access learning resources and other school necessities.

Regarding classroom activities, the pupils see them helpful in their learning most especially doing assignments or homework. Parents can also provide assistance to their children accomplishing their assignments and in studying.

About their grades, the grades of the pupils in the first grading did not reach below 82% and their grades showed increase in the second grading. The pupils are responsible in their studies and they do well in school.

Since economic status of the parents showed significant relationship with the pupils' academic performance, that performance of the pupils in school is affected by gender and family income.

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