International Journal of Educational Research and Technology
IJERT: Volume 17 [2] June 2026: 22-27
P-ISSN 0976-4089; E-ISSN 2277-1557

Website: www.soeagra.com/ijert.html

The Relationship Between Socioeconomic Status and Academic Performance of Selected Grade 11 Students in Tabaco National High School

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ABSTRACT
This study investigates the relationship between socioeconomic status (SES) and the academic performance of selected Grade 11 students at Tabaco National High School. Using a descriptive-correlational research design, the study examines how key SES indicators—including family income, parental educational attainment, and household resources—relate to learners' general academic performance. Data were gathered through a structured questionnaire and verified with students' academic records. Statistical analyses, including Pearson's correlation, were employed to determine the strength and significance of relationships between variables.
Keywords: *Relationship, Socioeconomic Status (SES), Academic Performance*

Received 26.04.2026 Revised 10.05.2026 Accepted 20.06.2026

CITATION OF THIS ARTICLE
Martin Abraham A. Mejia, Ballon, Richard D., Ballon Shiela Mie M., Cardeno, Katrina P., Evangelista, Mikka R., Gratil, Marchie Joyce L. Jazul, Jeramae D., Jazul, Lyka M. The Relationship Between Socioeconomic Status and Academic Performance of Selected Grade 11 Students in Tabaco National High School. Inter. J. Edu. Res. Technol. 17[2] June 2026; 22-27.

INTRODUCTION

Socioeconomic status (SES)—which reflects a family's income level, educational background, and occupational standing—plays a pivotal role in shaping students' academic journeys. Research consistently points to the advantages that come with higher SES, such as access to learning tools, private tutoring, and a stable home environment that supports study. In contrast, students from lower SES backgrounds may face barriers like financial strain, limited access to academic support, and fewer educational opportunities. Exploring this dynamic is essential not only to uncover the roots of educational inequality but also to inform strategies that foster equity and empower learners from all walks of life.

Academic performance reflects how well a student meets the learning goals set by their school or program. This includes earning strong grades, engaging meaningfully in class discussions, and showing a clear grasp of the lessons and concepts taught. To succeed, students must cultivate good study habits, stay motivated, and manage their time wisely. But academic success goes beyond just content mastery—it also involves building essential life skills like critical thinking, communication, and teamwork. Supporting students in this journey means recognizing that learning is not just intellectual, but also emotional and social. A truly effective approach to improving performance must consider the whole learner, nurturing both their academic growth and personal well-being.

Shamim (2011) explored the link between students' socioeconomic background and their performance in English language assessments. The findings revealed that those from wealthier households consistently achieved higher scores, largely due to their early exposure to private English-medium education.

Aikens and Barbarin (2008) highlighted developmental challenges faced by children growing up in low-income settings. Their research showed that these children tend to develop language abilities at a slower pace, struggle with recognizing letters and phonological patterns, and are more vulnerable to reading-related difficulties.

Palardy (2008) examined academic disparities between schools serving different socioeconomic communities. The study found that students attending low-SES schools typically begin high school with academic skills lagging by over three grade levels compared to their peers from more affluent schools.

Honea (2007) explored how traits like perseverance and family socioeconomic background influence academic outcomes. Drawing insights from a sample of 315 students, 215 parents, and 46 teachers in a rural Southern community, the study revealed a meaningful statistical link between family SES and student achievement.
Ghani (2003) examined how socioeconomic factors shape the learning of English as a Foreign Language (EFL) in Pakistan. Using standardized assessments such as the Cambridge First Certificate and a cloze test, the findings highlighted a clear connection between SES and language proficiency.
Liu, Shih-Hsiung. (2015) analyzed the influence of self-perception, sense of control over life events (locus of control), SES, and previous academic performance on educational success. Among these, SES and prior achievement emerged as the most influential across different ethnic and gender groups.
Luster and McAdoo (1998) focused on academic achievement among Black children, identifying that those who excelled often came from smaller households with financial stability, educated mothers, and nurturing home environments. Their research introduced a risk index, showing that supportive family conditions were linked to stronger cognitive and social development, while multiple stressors increased the likelihood of academic and behavioral challenges.
Coley (2002) reported that students from higher SES families demonstrated stronger foundational math skills. Pursley (2002 investigated dropout patterns among Mexican-American youth, comparing those who left school with those who graduated between 8th and 10th grade. Using data from a 1988 cohort of 310 students, the study found that both socioeconomic background and time played significant roles in shaping academic performance and future educational goals.
Lastly, Benazir & Zamir, Shazia. (2021) assessed the relationship between SES, age, gender, educational level, and locus of control, but found no statistically significant associations among these variables.

STATEMENT OF THE PROBLEM

This research aims to find out the relationship between socioeconomic status and academic performance of Grade 11 students in Tabaco National High School. The research aims to solve the following problems:
1. What is the profile of the respondents in terms of the following:
Age
Gender
Family Income
Parent Occupation
Parent Education
2. What is the socioeconomic status of Grade 11 students in Tabaco National High School? 3. What is the educational status of Grade 11 students in Tabaco National High School?
4. Is there any significant relationship between the socioeconomic status and academic performance of the Grade 11 students in Tabaco National High School?
Null Hypothesis: There is no significant relationship between socioeconomic status and academic performance

MATERIAL AND METHODS

This research utilized a quantitative approach. Specifically, it employed a descriptive-correlational design to investigate the relationship between socioeconomic status and the academic performance of selected Grade 11 students at Tabaco National High School. The descriptive method was employed to describe the data on students' socioeconomic status and academic performance, while the correlational design was used to analyze the relationships between these variables.
The respondents in the study were selected from Grade 11 students enrolled at Tabaco National High School during the school year 2025-2026. Using stratified random sampling, a total of 325 Grade 11 students were selected using the Cochran's formula to represent different strands, including HUMSS, STEM, ABM, GAS, and TVL. A researcher-designed questionnaire was used as the instrument to gather the necessary information for the study. The questionnaire is divided into three parts: Part I - Demographic profile of the respondents, Part II - Socioeconomic status, which includes questions related to family income, parents' educational attainment, occupation, and household resources. Part III - Academic Performance: The students' General Weighted Average (GWA) from the previous semester was obtained from the school's records with their consent.
After validating the questionnaire for reliability, a letter was made addressed to the school head of Tabaco National High School requesting permission to conduct a survey. Copies of the questionnaire were personally distributed to the chosen respondents. The researchers instructed every respondent on how to answer the questions. The researchers assured the respondents regarding the confidentiality of their responses. Furthermore, respondents were informed about the voluntary nature of their participation.

This safeguard ensured respect for the participants' autonomy and prevented any feeling of obligation to comply with school authorities.

Permission to conduct this study was obtained from the participating school before distributing the questionnaires. The highest level of confidentiality was maintained throughout the conduct of this study by preserving the identity of the respondents and informing them that all data collected would be used solely for academic purposes. Authors of journals, books, papers, and websites from the internet that were used as references in the study were correctly acknowledged and credited.

To analyze the data, the researchers used frequency distributions to map the distribution of socioeconomic status among the respondents. The mean and percentage distributions were employed to describe the academic performance clearly and comprehensively. To determine the relationship between socioeconomic status and academic performance, Pearson's R Correlation Coefficient was applied, providing insights into the strength and direction of these relationships.

To determine whether socioeconomic status (SES) is significantly related to academic performance, **Pearson r** was computed using:

X Variable: SES Total Score

Y Variable: GWA values based on category

Sample Size: n = 325

Formula Used:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

RESULTS AND DISCUSSION

Profile of the Respondents

Age of Respondents

Age	Frequency	Percentage
14	1	0.3%
15	10	3.1%
16	252	77.5%
17	52	16.0%
18	8	2.5%
19	2	0.6%

Table 1. Distribution of Respondents by Age

Table 1 shows that the majority of respondents are 16 years old (77.5%), which is a typical age for Grade 11. Only a few respondents are outside the age range.

Gender of Respondents

Gender	Frequency	Percentage
Female	206	63%
Male	119	37%
Total	**325**	**100%**

Table 2. Distribution of Respondents by Gender

Table 2 shows the distribution of respondents by their gender. It indicates that female students (63%) outnumbered male students (37%). This aligns with the World Economic Forum (WEF) 2020 Global Gender Gap Report, which states that females have a higher enrollment rate than males.

Monthly Family Income

Table 3. Distribution of Respondents by Monthly Family Income

Interpretation	Frequency	Percentage
Below ₱10,000	119	37%
₱10,001 – ₱20,000	78	24%
₱20,001 – ₱35,000	58	18%
₱35,001 – ₱50,000	34	10%
Above ₱50,000	36	11%

The data in Table 3 indicates that the majority of the respondents come from low-income households (37%), while 24% state that their monthly income is below ₱20,000. According to Tan (2024), limited financial resources can restrict students' access to educational materials, technology, stable study environments, and supplementary learning opportunities. This economic constraint may create disparities in academic preparedness and engagement compared with students from higher-income families who are better positioned to invest in learning supports. Although some students belong to middle- and higher-income brackets, the predominance of low-income households highlights the financial

challenges many learners face at Tabaco National High School. It underscores the importance of examining how these economic conditions may influence academic performance.

Parents' Occupation

Table 4. Distribution of Respondents by Parents' Occupation

Category/Description	Father's Frequency	Percentage	Mother's Frequency	%
1 – Unemployed / No regular income	204	62%	242	74%
2 – Laborer / Farmer / Vendor / Tricycle driver	31	10%	19	6%
3 – Skilled worker / Technician	48	15%	5	2%
4 – Office employee / Teacher / Government employee	30	9%	52	16%
5 – Professional / Business owner	12	4%	7	2%

The data indicates that a majority of parents (62% and 74%) are either unemployed or have casual jobs. This implies that a lot of households depend on fluctuating income sources that could hinder their capability to regularly support education and provide related materials in the house. A mere minority is found in the skilled (15% and 2%), office-based (9% and 16%), or professional sector (4% and 2%), which is linked with better financial stability. The resulting pattern brings to light possible economic limitations that might affect the quality of students' learning conditions and their academic involvement. jobs associated with higher financial stability. This distribution highlights potential economic constraints that may influence students' learning conditions and academic engagement.

Parents' Highest Educational Attainment

Table 5. Distribution of Respondents by Parents' Educational Attainment

Category/Description	Father's Frequency	Percentage	Mother's Frequency	Percentage
None	14	4.31%	6	1.846%
Elementary	24	7.38%	11	3.385%
High School	115	35.38%	107	32.92%
College	134	41.23%	164	50.46%
Post Graduate	38	11.69%	37	11.38%

The research results indicate that parents—mothers and fathers alike—have mostly attained a higher level of education, with mothers (50.46%) being more represented than fathers (41.23%). A smaller number of parents possess no education, indicating that the majority have been educated to at least a basic to moderate level. The percentage of parents holding master's degrees is more or less the same for both groups (about 12%). In short, the statistics point out that students belong to families with fairly moderate educational attainment, which may facilitate their being academically engaged in the home setting.

SOCIOECONOMIC STATUS

Interpretation of SES Level:
3.26 – 4.00 = High SES
2.51 – 3.25 = Moderate SES
1.76 – 2.50 = Low SES
1.00 – 1.75 = Very Low SES

Table 6. Distribution of Respondents based on Socioeconomic Status

SES INDICATOR	MEAN SCORE	INTERPRETATION
Family has sufficient income	3.39	High
Own study space	3.12	Moderate
Internet/gadget access	3.56	High
Parents can fund school needs	3.52	High
Can buy school supplies	3.47	High
Can afford extracurriculars	3.01	Moderate
Can eat three meals/day	3.72	High
Parents provide financial support	3.74	High
Own basic appliances	3.75	High
Own house and lot	3.54	High
Overall SES Mean:	**3.48**	**High**

The socioeconomic indicators analysis presents a clear picture that 11th-grade students are mostly from families with a high socioeconomic status, with an average being 3.48 in the whole group. The items concerning food, appliances, internet access, and financial support have received high scores, which means that the majority of the households can meet the basic needs as well as to provide the essential resources for learning. On the other hand, the moderate scores for study space and participation in

extracurricular activities indicate the existence of inequalities in the distribution of opportunities for enriched learning environments. Since these indicators rely on self-reporting, they are an expression of the students' views about their household resources. To sum up, the findings suggest that although the basic needs are mostly covered, access to enrichment opportunities is still uneven.

ACADEMIC STATUS

Table 7. Distribution of Respondents based on Academic Status

GWA CATEGORY	FREQUENCY	PERCENTAGE
Outstanding (90 – 100)	201	61.85%
Very Satisfactory (85 – 89)	110	33.54%
Satisfactory (80 – 84)	12	3.43%
Fair (75 – 79)	3	0.86%
Needs Improvement (Below 75)	0	0%
MEAN GWA:	**92.52**	**Outstanding**

The respondents' academic performance is indeed very high, where more than half (61.85%) are classified as Outstanding and a third (33.54%) as Very Satisfactory. The mean GWA of 92.52 corroborates the rating of an overall Outstanding performance. This phenomenon may be attributable to various factors, such as parents' high educational attainment in most cases, sufficient access to digital tools and learning resources, and a school atmosphere that encourages academic involvement. The small number of students in the lower performance categories suggests that academic problems are not common in the sample.

Relationship Between Socioeconomic Status and Academic Performance

Interpretation for Pearson R:

– 0.19 = Very Weak
0.20 – 0.39 = Low
0.40 – 0.59 = Moderate
0.60 – 0.79 = Strong
0.80 – 1.00 = Very Strong

Interpretation for P – Value:

$p < 0.05$ = Significant
$p < 0.01$ = Highly Significant
$p < 0.001$ = Very Highly Significant
$p \geq 0.05$ = Not Significant

Table 8. SES and Academic Performance Relationship

Variables	Pearson R	P - Value	Interpretation
SES Total Score & GWA (Midpoint)	**0.3642**	<0.00001	Very Highly Significant, positive, low relationship

The correlation analysis revealed a very highly significant, positive low relationship between socioeconomic status and academic performance among Grade 11 students ($r = 0.3642$, $p < 0.00001$). This indicates that students with higher socioeconomic status tend to achieve slightly higher GWA scores, likely due to better access to learning materials, financial stability, and supportive home environments. Although the strength of the relationship is low, the extremely small p-value confirms that the result is statistically reliable and not due to chance. Therefore, the null hypothesis is rejected, confirming that socioeconomic status is significantly related to the academic performance of Grade 11 students at Tabaco National High School.

CONCLUSION

The study concludes that there is a very highly significant, positive, but low relationship between the socioeconomic status (SES) and the academic performance of Grade 11 students at Tabaco National High School. By analyzing the data through Pearson's R correlation, the researchers found a coefficient of 0.3642 ($p < 0.00001$), which led to the formal rejection of the null hypothesis. The narrative of the findings suggests that while many students come from low-income households—with 37% earning below ₱10,000 monthly and a majority of parents being unemployed or in casual labor—the overall socioeconomic mean remains "High" at 3.48. This is because most respondents reported that their basic needs, such as food, housing, and internet access, are consistently met. However, the study notes that

"enrichment opportunities," including dedicated study spaces and the ability to fund extracurricular activities, remain unevenly distributed among the student population. In terms of achievement, the students demonstrated an "Outstanding" academic status, maintaining a mean General Weighted Average (GWA) of 92.52. This high level of performance is attributed not only to the availability of digital tools but also to the educational background of the parents; over 50% of mothers and 41% of fathers are college graduates, providing a supportive home environment that facilitates academic engagement. Ultimately, the study concludes that while a higher socioeconomic status provides a slight advantage in terms of financial stability and learning resources, the "low" strength of the correlation indicates that students are often able to achieve high academic marks regardless of their specific economic bracket, provided their basic needs and parental support are present.

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