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**RELATIONSHIP OF SOCIO-ECONOMIC PROFILE, STUDY HABITS  
AND CLASSROOM CLIMATE TO THE ACADEMIC  
PERFORMANCE OF GRADE IV PUPILS  
IN THE DISTRICT OF ALFONSO,  
SCHOOL YEAR 1998-1999**

**LEONCIA A. SAGUN**

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## ABSTRACT

SAGUN, LEONCIA AVIÑANTE, Cavite State University, Indang, Cavite, April 1999. Relationship of Socio-Economic Profile, Study Habits and Classroom Climate to the Academic Performance of Grade IV Pupils in the District of Alfonso, SY 1998–1999.

Major Professor: Dr. Constanca G. Cueno

This study aimed to determine the relationship of socio-economic profile, study habits and classroom climate to the academic performance of Grade IV pupils in the District of Alfonso, SY 1998 – 1999.

Specifically, it sought to determine the:

1. socio-economic profile of Grade IV pupils;
2. study habits of grade IV pupils under the following aspects:
  - a. reading and note-taking techniques
  - b. habit of concentration
  - c. distribution of time and social relationship
  - d. general study practices
3. classroom climate of grade IV pupils according to the following factors:
  - a. conformity
  - b. responsibility
  - c. reward
  - d. organizational clarity
  - e. team spirit

4. academic performance of the respondents
5. relationship between socio-economic profile and study habits to the pupils' academic performance
6. relationship between classroom climate and academic performance of the respondents.

The study made use of the descriptive-correlational method using a questionnaire as its principal instrument. The respondents were the 919 Grade IV pupils in the District of Alfonso. Frequency counts, percentages, mean, standard deviation, Pearson-Product-Moment Correlation, chi-square, and contingency coefficient were used to analyze the data.

After analyzing and interpreting the data, the following findings were revealed: There were more pupil-respondents who belonged to households of four to six children.

Majority of the parents of the respondents were high school graduates. The study revealed that some of the Grade IV pupils lived in concrete dwellings. On the other hand, farming was number one occupation of the family heads of the respondents with a monthly income of below P 5,000. However, most of the pupil respondents owned television sets in their homes.

Regarding the profile of Grade IV pupils in terms of study habits, majority of the respondents "sometimes" practiced the following: reading and note-taking techniques, habits of concentration, distribution of time and social relationship and general study practices. However, the two statements under distribution of time and social relationship,

which are submitting test questions when called for and answering easy questions before the difficult ones, were "always" practiced by the respondents.

Many of the respondents "somewhat agree" with the classroom climate in their school. The Grade IV pupils obtained "satisfactory performance" in their class.

The socio-economic characteristics which are related to the academic performance of the pupils were: number of children, educational attainment of the family head and occupation of the family head. However, type of dwelling and monthly income were found not related to the pupils' academic performance.

It was also found that there was a significant relationship between classroom climate and academic performance of the pupil-respondents.

On the other hand, study habits were also significantly related to the pupils' academic performance.

## TABLE OF CONTENTS

<u>CHAPTER</u>		Page
I	INTRODUCTION .....	1
	Statement of the Problem .....	2
	Objective of the Study .....	3
	Significance of the Study .....	4
	Scope and Limitation of the Study .....	5
	Statement of Hypothesis .....	6
	Conceptual Framework .....	6
	Definition of Terms .....	9
II	REVIEW OF RELATED LITERATURE .....	12
III	METHODOLOGY .....	23
	Research Design .....	23
	Respondents of the Study .....	24
	The Instruments .....	24
	Validation of Instrument .....	24
	Data Gathering Procedure .....	25
	Operationalization of the Variables .....	25
	Statistical Tests Used .....	26
IV	RESULTS AND DISCUSSION .....	28
	Socio-Economic Profile of the Respondents .....	28



Number of children .....	28
Educational attainment of the family head .....	29
Type of dwelling .....	31
Occupation of the family head .....	32
Monthly income of the family head .....	33
Material possession of the family .....	34
Study habits .....	36
Reading an note-taking .....	36
Habits of concentration .....	37
Distribution of time and social relationship .....	41
General study practices .....	42
Classroom climate .....	43
Conformity .....	44
Responsibility .....	45
Rewards .....	46
Organizational clarity .....	47
Team spirit .....	47
Academic performance .....	51
Relationship of socio-economic profile, classroom climate and study habits .....	53

<u>CHAPTER</u>		<u>Page</u>
V	SUMMARY, CONCLUSION AND RECOMMENDATION.....	65
	Summary .....	65
	Conclusion .....	68
	Recommendation .....	69
	REFERENCES .....	71
	APPENDICES .....	75
	A – Permission to Administer Questionnaire .....	76
	B - Questionnaire Checklist .....	79



## LIST OF TABLES

Table		Page
1	Distribution of respondents based on the basis of number of children .....	29
2	Distribution of educational attainment of the family head of the pupil respondents .....	30
3	Type of dwelling of the pupil respondents .....	31
4	Distribution of the occupation of the family head of the pupil respondents .....	33
5	Distribution of monthly income of the family head .....	34
6	Distribution of material possession among the families of the respondents .....	35
7	Status of the study habits of the pupil respondents .....	38
8	Status of classroom climate .....	48
9	Distribution of respondents according to academic performance .....	52
10	Relationship of socio-economic profile, classroom climate, and study habits .....	57
11	Relationship between socio-economic profile, classroom climate, study habits and academic performance .....	63

## LIST OF FIGURE

Figure		Page
1	Conceptual Framework .....	8

## CHAPTER I

### INTRODUCTION

The child is the object of premium consideration in the total educational process. He is the beginning and the end of all the educational activities and efforts exerted by the teacher. As a human being, he is considered unique with a kind of personality which is quite different from others. As such, he should be given due importance and implementation of educational activities. Section 8, Article XV of the Philippine Constitution states:

All educational institutions shall aim to inculcate love of country, teach the duties of citizenship and develop moral character, personal discipline and scientific, technological and vocational efficiency.

Abracia (1985), on her report on elementary education, stressed that the foundation of a person's life-long education is in elementary education. It is during the elementary school years that the child develops his personality, his system of beliefs and values and all other aspects of human behavior. All that a child develops during these formative years becomes permanent which will be strengthened by his succeeding experiences.

Outside the family, the school has probably the greatest influence in the development of the individual. The classroom is therefore, the second home of the child. Just like the home, the school has its own social climate. It is the place where a group of children come together to educate themselves and each other with the friendly help of the teacher. The teacher shares with the children's parents in their obligation of directing the growth and personality development of the children.