

**SOCIO-ECONOMIC STATUS EXTENT OF INFLUENCE
TO THE GRADE 10 STUDENTS' VALUES
AND ATTITUDES**

**RONIMER P. CERCADO
2017**

APPROVAL SHEET

This undergraduate thesis entitled “**SOCIO-ECONOMIC STATUS OF GRADE 10 STUDENTS: ITS INFLUENCE ON THEIR VALUES AND ATTITUDE**”, is prepared and submitted by **CERCADO, RONIMER P.** in fulfillment of the requirements for the degree **BACHELOR OF SECONDARY EDUCATION** major in **MATHEMATICS**, has been examined and approved.

EDGAR C. AYON, MAEd.
Adviser

PANEL OF EXAMINER

Approved by the committee of the oral examination.

EDGAR C. AYON, MAEd.
Chairman

Accepted and approved in fulfillment of the requirements for the degree **BACHELOR OF SECONDARY EDUCATION** major in **MATHEMATICS**.

October 2016
Date

REMEDIOS C. GUINO-O, MA. Ed.
Education Department Coordinator

ABSTRACT

This study is entitled "Socio-economic Status Extent of Influence to the Grade 10 students' Values and Attitude", conducted at Upper Klinan National High School with the number of forty (40) respondents.

This study aims to measure the performance level of the students based on their socio-economic profile and to determine its relationship between values and attitudes of the students. The terms were defined operationally and perceived by the used of researches and chosen references to complete the whole study.

The evaluation over which the students had been concretely expressed their positive and negative implant of their socio-economic status will absolutely affect their performance in school. It involves questions such as the socio-economic profile of the respondents encompasses of the following: Parents' Monthly Income, Family size, Parents Educational Attainment, Relationship between Family members and Parental Influence.

This study utilized descriptive-evaluative-correlative method of research in order to describe and evaluate the possible problems that the students encounter in their studies. This will be correlated to their values and attitudes in order to determine its relationship.

Upon the administration of the said study, there are processes undertaken to make an effective result. Along the process made, calculations

preceded by using Frequency and Percentage Distribution, Weighted arithmetic Mean and Pearson-R.

TABLE OF CONTENTS

| | Pages |
|----------------------|-------|
| TITLE----- | i |
| APPROVAL SHEET----- | ii |
| ABSTRACT----- | iii |
| ACKNOWLEDGMENT----- | iv |
| LIST OF FIGURES----- | ix |
| LIST OF TABLES----- | x |

CHAPTERS

I. THE PROBLEM AND ITS SETTING

| | |
|--------------------------------|---|
| INTRODUCTION----- | 1 |
| STATEMENT OF THE PROBLEM----- | 3 |
| HYPOTHESIS----- | 3 |
| SIGNIFICANCE OF THE STUDY----- | 4 |
| SCOPE AND DELIMITATION----- | 4 |
| DEFINITION OF TERMS ----- | 5 |
| CONCEPTUAL FRAMEWORK----- | 7 |

II. REVIEW OF RELATED LITERATURE

| | |
|--------------------------|---|
| RELATED LITERATURE ----- | 9 |
|--------------------------|---|

| | |
|--|-----------|
| RELATED STUDIES ----- | 20 |
| THEORITICAL FRAMEWORK----- | 24 |
| III. METHODOLOGY | |
| RESEARCH DESIGN----- | 26 |
| RESEARCH LOCALE----- | 26 |
| RESEARCH RESPONDENTS----- | 26 |
| RESERCH INSTRUMENT----- | 28 |
| DATA GATHERING PROCEDURE----- | 29 |
| STATISTICAL TREATMENT----- | 30 |
| IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA----- | 31 |
| V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION ----- | 39 |
| SUMMARY----- | 39 |
| FINDINGS----- | 40 |
| CONCLUSIONS----- | 41 |
| RECOMMENDATIONS----- | 42 |
| BIBLIOGRAPHY----- | 44 |
| APENDICES | |

| | |
|--|-----------|
| A. LETTER TO THE PRINCIPAL----- | 47 |
| B. LETTER TO THE RESPONDENTS----- | 48 |
| C. QUESTIONNAIRE----- | 49 |
| D. RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS OF GRADE 10 STUDNTS' AND THEIR BOTH VALUES AND ATTITUDE----- | 52 |
| CURRICULUM VITAE----- | 55 |

LIST OF FIGURES

| | | |
|---|---------------------------|----|
| 1 | CONCEPTUAL FRAMEWORK----- | 7 |
| 2 | RESEARCH DESIGN----- | 30 |

LIST OF TABLES

| | | |
|---|--|----|
| 1 | MONTHLY FAMILY INCOME----- | 31 |
| 2 | SIZE OF THE FAMILY----- | 32 |
| 3 | PARENTS EDUCATION----- | 32 |
| 4 | FAMILY RELATIONSHIP----- | 33 |
| 5 | PARENTAL INFLUENCE----- | 34 |
| 6 | STUDENTS' VALUES AND ATTITUDE REGARDING RESPECT----- | 35 |
| 7 | STUDENTS' VALUES AND ATTITUDE REGARDING RESPONSIBILITY AND OBEDIENCE----- | 36 |
| 8 | STUDENTS' VALUES AND ATTITUDE REGARDING LOVE AND CONCERN----- | 37 |
| 9 | STUDENTS' VALUES AND ATTITUDE REGARDING HONESTY----- | 37 |

CHAPTER I

THE PROBLEM AND ITS SETTING

INTRODUCTION

The ability to handle life's issues and demands is based upon psychological foundations of early family experiences. Within the society, parents identify certain values that are important for the development of their children (Goldsmith, 2005). "Families are the most central and enduring influence in children's lives regardless of their education, composition, income, or values" (Family Pediatrics Report, 2006).

We must not just educate our children and youth "to know" and "to do", we must also educate them "to be" and "to live together". Quality education recognizes the whole person and promotes education that involves the affective domain as well as the cognitive. Values such as love and concern, respect, tolerance, obedience, responsibility, honesty, peace, cooperation and freedom are cherished and aspired for the world over. Such values are the sustaining force of human society and progress. What children and youth learn is later woven into the fabric of society and so educated must have positive values at its heart and the resulting expression of them as its aim, if we are to seek to create a better world for all (Darling-Hammond, 2005).

Correct values and attitudes are taught within the family. The home, not the school provides the first educational experiences of the child. Yet, nowadays, the quality of family's togetherness no longer weighs as what originally patterned.

The culture and old ways were changed by revisions and innovations in the environment.

Families, especially parents, play a fundamental role in forming the values of children. The ability to cope with and adjust to life project and demands is based upon the psychological foundations of early family experiences. A study of college students found that the more positive the family experience, the more likely the students were to have a positive attitude and believed they were in control of their lives (Goldsmith, 2007).

Parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of the child. Educated parents can better understand the educational needs and their children's aptitude. They can help their children in their early education which affects their proficiency in their relative area of knowledge. Belonging to strong financial background, parents can provide latest technologies and facilities in a best possible way to enhance educational capability (Aslam, et al., 2012).

Azhar, et al. (2012) emphasizes socio-economic status of learners affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of

students because the basic needs of students remain unfulfilled and hence, they do not perform academically. On the other hand, the students having financial problems have to face various hurdles. Their financial problems distract them from their studies and they fail to get high grades and consequently have to suffer for finding a job.

STATEMENT OF THE PROBLEM

The researcher in this study aimed to find out whether socio-economic status significantly influenced Grade Seven students' values and attitudes in Klinan Integrated School.

Specifically, this study sought answers to the following questions:

1. What is the extent of influence of the Grade 10 students in terms of:
 - 1.1 family monthly incomes;
 - 1.2 family size;
 - 1.3 parents education;
 - 1.4 family relationship;
 - 1.5 family influences?
2. What is the level of the family values and attitudes based on:
 - 2.1 respect of the elders;
 - 2.2 responsibility and obedient;

2.3 love and concern; and

2.4 honesty?

3. Is there a significant relationship between socio-economic status of the students and values their and attitudes?

HYPOTHESIS

The null hypothesis which states that there is no significant relationship between socio-economic status of the Grade 10 students and their attitudes and values in Upper Klinan National High School.

SIGNIFICANCE OF THE STUDY

This study would significant as the results will benefit the following:

The **School Administrators** would provide with baseline information on socio-economic status and how this affects students' behavior in school;

The **Classroom Teachers** would be provided with insights regarding students' background thus, provides some innovative approaches on how to deal with them. They would also give additional ideas about some innovative approaches in developing the cognitive, psychomotor and affective domain of learning.

The **Parents** would give knowledge that their established family rules and standards at home are factors influencing the behaviors and attitudes of

their children and that they would continue to nurture and guide them in the right tracks of life;

The **Students** would give importance on correct values and attitudes which would give them basic strength as a person; and

Finally, the findings of this study would contribute good results to **Researcher** as he would be guided on how to deal with his students with different behaviors.

SCOPE AND DELIMITATION

This study was focused on the socio-economic status of the students in relation to their values and attitudes.

Socio-economic status is based on family's monthly income, family size, relationship between family members, and parental influence.

Values and attitudes of students on the other hand, were evaluated relative to the following: respect, responsibility and obedience, love and concern, and honesty.

The respondents of the study were the selected 30 Grade 10 students who are randomly chosen in Upper Klinan National High School during the school year 2018-2019.

DEFINITION OF TERMS

For clearer understanding of this study, the following terms were conceptually and operationally defined:

Socio-economic status- Operationally, this refers to students' economic and sociological combined total measure of a student's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

Monthly Family Income- Operationally, refers to the total monthly income of parents in a form of salaries and other sources.

Family Size- Operationally, refers to the number of students' inside the household and living together, particularly the parents, brothers and sisters.

Relationships between Family Members- Operationally, this refers to the relationship between people inside the household, who are related to one another by blood.

Parental Influence- Operationally, this refers to any opinion, attitude, or action done by parents that somehow shape or mold the child's growth and development.

Level of Students' Values and Attitudes- Operationally, refers to the ethics displayed by students in school in relation to their status in life. Teachers rated the students relative to the five values such as respect, responsibility and obedience, love and concern, and honesty.

Attitude- Operationally, this term refers to the students' favorable or unfavorable evaluative reaction toward something or someone in ones beliefs,

feelings, or intended behavior. It is a social orientation- an underlying inclination to respond to something either favorably or unfavorably.

Values- Operationally, this term refers to the students' important and lasting beliefs or ideals shared by the members of a culture about what is good or bad.

Respect- Operationally, student's showing regard and appreciation for the worth of someone or something. It means honor and esteem.

Responsibility and Obedience- Operationally, these are values of the social constraints or public influences that inhibit them from doing harm. In this sense, a student is being held accountable not punitive measures of others (accountability cues).

Love and Concern- Operationally, refers to a student's variety of different feelings, states, and attitudes.

Honesty- Operationally refers to the student's facet of moral character and connotes positive and virtuous attributes such as integrity, truthfulness including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Furthermore, honesty means being trustworthy, loyal, fair and sincere.

CONCEPTUAL FRAMEWORK

Figure 1 shows two sets of variables considered in this study: the **Independent Variables** consisting of the profile of the socio-economic status

of Grade10 students relative to family monthly income, relationship between family members, parent's education, family size and parents influence. The **Dependent Variable** which is the level of students' values and attitudes in terms of respect of the elders, responsibility and obedience, love and concern, and honesty.

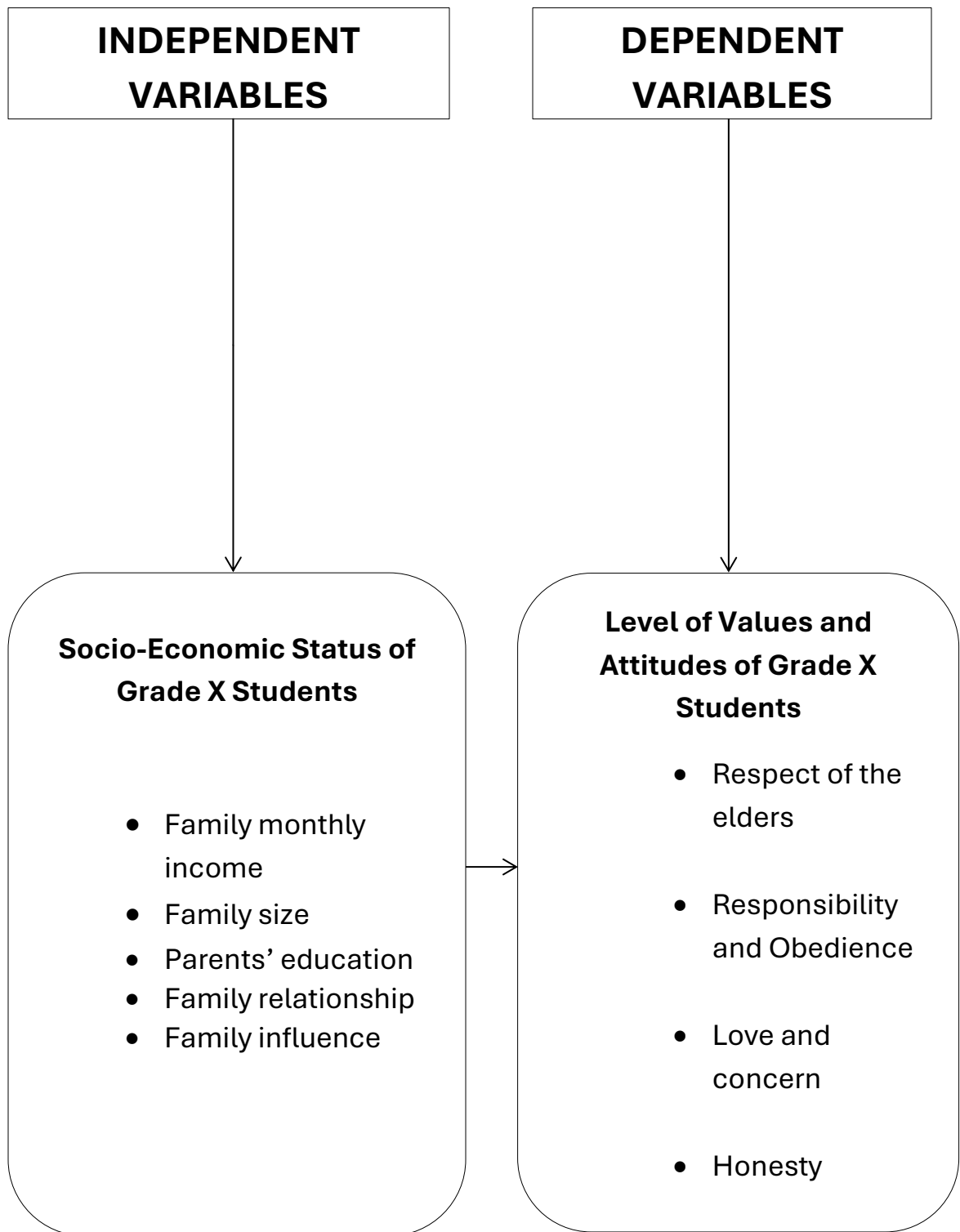


Figure 1. Conceptual Framework

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES AND CONCEPTUAL FRAMEWORK

This chapter contains readings of various literature and studies which are relevant to the present study.

RELATED LITERATURE

Socio-economic status (SES) is one of the most widely studied constructs in the social sciences. Several ways of measuring SES have been proposed, but most include some quantification of some income, parental education, and occupational status. Research shows that SES is associated with a wide array of health, cognitive, and socio-emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood. A variety of mechanisms linking SES to child well-being have been proposed, with most involving differences in access to material and social resources or reactions to stress-inducing conditions by both the children themselves and their parents. For children, SES impacts well-being at multiple levels, including both family and neighborhood. Its effect is moderated by children's own characteristics, family characteristic, and external support systems. (Bradley & Corwyn, 2006; Wachs, 2007).

Socio-economic status (SES) remains a topic of great interest to those who study children's development. This interest derives from a belief that high SES families afford their children an array of services, goods, parental actions, and social connections that potentially redound to the benefit of children and a concern that many low SES children lack access to those same resources and experiences, thus putting them at risk for developmental problems (Brooks-Gunn & Duncan, 2005).

Socio-economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the two areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed (National Center for Educational Statistics, 2008).

The interest in SES as a global construct persists despite evidence that there is wide variability in what children experience within every SES level, despite evidence that the link between SES and child well-being varies as a function of geography, culture, and decency of immigration, and despite evidence that the relation between SES and child well-being can be disrupted by catastrophe and internal strife (Bradley & Corwyn 2007, Wachs 2008).

Monthly Family Income- Total family income includes primary income and receipts from other sources received by all family members.

Primary income includes salaries and wages, commissions, tips, bonuses, family and clothing allowance, transportation and representation allowances, honoraria, and other forms of compensation and net receipt derived from the operation of family-operated enterprises/activities and the practice of the profession or trade. Income from other sources include imputed rental values of owner-occupied dwelling units, interests, rentals including landowner's share of agricultural products, pensions, support and value of food and non-food items received as gifts by the family (as well as the imputed value of services rendered free of charge to the family).

Also included as part of family income are receipts from family sustenance activities which are not considered as family-operated enterprise.

These concerns have prevented the literature from reaching a consensus on whether family income has a casual effect on child development (Brooks-Gunn & Duncan, 2009).

Family Size- While older research seemed to show that children from larger families were less intelligent than those from small families, Bahr and Leih

(2008) discovered that such research had failed to adequately control for other important variables, such as educational levels of parents. More important than family size were educational encouragement of children by the parents and intelligence of the parents. Furthermore, older studies did not explore factors such as whether the large family was intentional or accidental;

large families within a larger religions or ethnic community that supports families, hard work, and academic achievement probably differ from large families that lack such a supportive community.

Family size in the context refers to the total number of children in the child's family in addition to the child himself. However, the family type that a child comes from either monogamous or polygamous family usually has impact on the child academic performance. It is important to note that either of the family type (monogamous or polygamous) family dictates the size of the family.

Information from literature depicted that children from larger families are found to do worse than children from smaller families (Lacovou, 2008). However, Powell and Steelman (2006) and Van Ejick and DeGraaf (2007) argued that children's attainment depends on inputs of time and money from their parents: the more children there are in the family the less of both inputs. These inputs are not money alone, but other essential things like time, attention, resource dilution and so on. However, Booth and Kee (2006) confirmed that children from larger families have lower levels of education. Research on the effect of sibling's size and position has been based on a theory of the allocation of parental resources as presented in Becker (2001) who confirmed that there is a difference found in birth order of adolescent's achievement in academic. Lewis (2010) suggests that greater family size negatively affects children's outcomes through resource dilution. On the other

hand, a positive relationship between family size and children's outcomes is also plausible if having children stabilize relationships, make maternal employment less likely, or there are positive spillover effects among siblings (Bernal, 2007). These negative and positive effects of family size may be relatively stronger or weaker as family size increases, and therefore there are reasons to suspect that the relationship between family size and children's outcomes is non-linear and perhaps even non-monotonic.

Relationships between Family Members- There are many relationships within a family. There are relationships between parents and children along with relationships between siblings. Every relationship can have its own individual characteristics, and personalities can be a factor in these relationships. There may be situations in which a healthy relationship between siblings exists within a dysfunctional family. However, a healthy family generally has healthy relationships between all family members. It is useful, especially for parents, to understand the characteristics of healthy family relationships so they can be fostered and supported.

Family members who have healthy relationships spend time with one another. Indeed, family time is a fundamental building block to strengthening family bonds. Families who share meal times and take the time to share activities are often families who have better opportunities of establishing healthy relation among family members. Family members can spend together one-on-one in addition to time spent with all family members present. In

contrast, a family in which members avoid one another as much as possible has characteristics of unhealthy family relationships.

Healthy family relationships exhibit characteristics of good communication. During meal times, there will be conversation instead of silence. Ideas will be exchanged in families with good communication skills. Family members will be able to express their emotions, fears and desires without fear of repercussion. Families will periodically undergo times of conflict, and healthy families exhibit the ability to communicate and work through the conflict.

Healthy families not only talk about family goals, further enhancing the channels of communication, they work together to achieve family goals. This can be the accomplishing of family chores in order to keep the household running smoothly or the completion of family projects.

Parental Influence-A child's parents are his first teachers. Numerous studies have demonstrated that parents' expectations have a definite influence on a child's attitude toward education and learning. Children who do well in school are likely to have been helped and encouraged by their parents. On the other hand, too much encouragement may be interpreted by the child as pressure, leading to stress and anxiety and ultimately to underachievement, rebellion and even failure.

Not all parents have the time or the means to spend on supervising homework or otherwise helping the child, but even these parents can raise

successful students if they communicate their feelings that education is important.

As children grow up, there are many aspects of their lives which influence and affect their development and behaviors. One of the most important facets during this time period of development is the parental figures in their life. They play a large role in the social and emotional behavior a child will possess during childhood and later in life as well. The way a parent socializes may have a slight amount to do with their genetic makeup, but due to the child's interactions with and observations of, the parents contribute more to the social and empathy related development than heredity does (Zhou, et al. 2006).

Children form very emotional feelings about themselves and once they have made up their mind, it is very hard to convince them otherwise. If parents tell their children that they are stupid, that is what they're going to believe because they don't know any better. They have grown up listening to their parents and trusting what they say. A parent, who shows concern and compassion to the child, will help their child develop a high level of self-esteem. "A national longitudinal study on adolescent health found that parental connectedness (including feelings of warmth, love, and caring from parents) was protective against many adolescent health risks including emotional health". (Halloran, Ross & Carey, 2005, p. 202). It has been proven that children feel better about themselves when they know their parents are

interested in their lives and what they do. The way the parent behaves around their children has a large part in how children's emotions will develop and how they will see themselves.

When children observe their parents' emotion, they feel that, that is how they should be reacting as well. Parents need to take their child into consideration before themselves at times, and often they don't do that. When the parent has a problem in their life, if it doesn't directly involve the child, they should not pull them into it. Research was done and it was found that children take their parents problems into themselves and worry about it just as much as the parent, even if it doesn't involve those (Cytryn&McKnew, 2006). This is a common problem family's face during a divorce; children believe it is because of them and therefore, it is their problem to deal with, even though in most cases it has nothing to do with them. That's a heavy burden for children to carry with them and brings a lot of emotional baggage that they wouldn't have to deal with if they weren't influenced by their parents' emotions.

Emotional problems found in parents are seen to lead to social problems in children. "Additionally, maternal mood or anxiety disorders may be associated with child social withdrawal or inhibition". (Gerhold, Laucht, Texdorf, Schmidt &Esser, 2008, p. 278). When children constantly see their parent depressed or upset, they don't want to be around them. It is a general statement that anyone wants to be around a positive person more than a negative one. If the parent gives the child the impression that they are always

down, the child is going to assume that all people are and not want to be around them. Without the practice of communicating and associating with their parent, children don't know how to be socially involved with those around them.

In order to promote "prosocial" behaviors from children, their parent must show their active interest in their life, through both parental warmth and responsivity. When children have this encouragement from their caregivers, they get a sense of security, control, and trust in their surrounding environment (Zhou, et al., 2007). If a parent shows genuine concern and care for their children and what they're doing with their life, it will increase the children's self-esteem, which in turns allows to have been social relations with others.

Parents, who shows too much concern for their children and are overprotective, may end up causing more problems for children instead of helping their development. A story was told to a young boy who was afraid to leave his house, even just to play with his friends outside, because his family members portrayed the outside world as dangerous. He was constantly sheltered by his parents and only informed of the bad in the world so he was very antisocial and withdrawn by his peers (Cytryn&McKnew, 2006). Parents influenced how children see their surroundings and if the only thing children here is how bad the world is, that is what children going to believe and therefore, withdraw from society in fear. The way the parent reacts about situations has a large impact on how their children will react since parents serves as models.

Children who are from emotionally expressive families will more than likely have that trait as well (Zhou, et al., 2009). Empathy, understanding and compassion are characteristics which exemplify the ability to interact and help those around you. Roberts and Strayers' study (as cited in Zhou, et al., 2009) has shown that children who have more experience with expressing their emotions, both positive and negative, are better at understanding the feelings of those around them. When people are deciding who they want to hang out with and be around, they are going to close someone they feel comfortable around.

Children tend to display more hostile behavior at school and are more fearful and withdrawn from those around them. Children and parents who are depressed don't always have a great family life. If a parent suffers from depression, the family will most likely be disorganized and have a less cohesive environment. Children raised in this kind of family environment have a problem with communication and trust (Timko, Cronkite, Berg & Moos, 2009). Children look to their families for examples of how they should feel about others and if they can't trust their own family, it will not be easy for them to hold trust in other people, forming poor friendships and relationships.

Values and Attitudes- Values and attitudes are basic parts of human behavior. Values are our gut level beliefs about what is right or wrong, good or bad, normal or abnormal. We learn our basic values at a very young age from everyone and everything around us. By the time we are twenty, we have pretty

well developed our value system which we will use in relating to the world from then on. During the first few years, children are value programmed mostly by their parents and immediate families. Media, especially TV, are important value programmed also. As the child enters school, the latter becomes a major source of values. In the teenage years, parents and family become secondary to peers as the primary source of values. Also, there is a genetic component of values. Just how large this component is inconclusive at this time. Values are relatively stable over time. After the value system has been established, only a truly significant emotional event is likely to cause these values to change. A value is a belief, a mission, or a philosophy that is meaningful.

Attitude of an individual in favor or against any circumstances, events, objects, places or ideas (Papanastasio, 2009). Although value has been defined in many different ways (Aspin, 2007; Halstead & Taylor, 2008; Schwartz, 2006), when considered in means the emotional tendency terms of attitudes, it is the mental representation that shapes many different attitudes affecting an individuals' reaction to a certain situation (Devrani, 2010). Therefore, values are important in that they form, shape and change the attitudes of individuals towards different circumstances (Dilmac, 2009). The concept of value and attitude support and shape each other.

Attitudes might be observed through values preparing the individual to act, with the help of their values. Many problems regarding the behaviors of individuals stem from their attitudes towards circumstances, and values

individuals obtain or already have form and shape these attitudes (Balci, 2008). Individuals' actions mainly result from their values and attitudes (Doganay, 2009). A person's behaviors mostly depend on his/her attitudes, and attitudes depend on values (Elkin, K. & Handel, G., 2010). Values enable people to judge, shape their thoughts, attitudes and behaviors, and determine their cognitive functions and decision-making processes. Most people think that a teacher's sole responsibility is to impart knowledge in the classroom. Yes, imparting knowledge or facilitating learning is only one responsibility of teachers. In an age where parents are increasingly shirking their responsibilities in bringing up children, it is the teacher's responsibility to assist in developing the desirable characteristics or moral values of students.

The characteristics of good teaching include the responsibilities of a teacher. Besides being a source of knowledge and truth and facilitator of learning, a teacher works endlessly to foster the desirable characteristics of students. The duties and responsibilities of a teacher are to ensure that all students develop the following desirable characteristics or moral values.

Respect- One of the most important things to teach a child is respect. The best way to teach respect is to show respect. When a child experiences respect, they know what it feels like and begins to understand how important it is.

The value of self-respect may be something to take for granted. We may discover how very important it is when our self-respect is threatened, or

we lose it and have to work to regain it, or struggle to develop or maintain it in a very difficult environment. Some people find that finally being able to respect them is what matters most by kicking a disgusting habit, or defending something that they value. It is part of everyday wisdom that respect and self-respect are deeply connected. It is difficult, if not impossible to respect others if we don't respect ourselves and to respect ourselves if other's don't respect us.

Respect is an attitude. If children don't have respect for peers, authority, or themselves, it is almost impossible for them to succeed.

Responsibility and Obedience- Thomas Edison once said that "Genius is 10% inspiration and 90% perspiration." Anyone who really wants to achieve a goal has to set his or her mind to it, and work at it. Ambition and hard work must begin in the schools and classrooms. Students must not be allowed to be lazy, & they should be required to complete all assignments on time. Students' should also work up to their abilities. A good teacher will get his students ambitiously working hard by offering them rewards. These rewards would include comments such as "excellent" or "nicely done" on tests and assignments. They also would include recognition for being number one in the class or getting the highest grade on a test.

Love and Concern- Recently, there has been a resurgence of philosophical interest in love, resulting in a wide variety of accounts. Central to most accounts of love is the notion of caring about your beloved for his sake.

Yet such a notion needs to be carefully articulated in the context of providing an account of love, for it is clear that the kind of caring involved in love must be carefully distinguished from impersonal modes of concern for particular others for their sakes, such as moral concern or concern grounded in compassion.

Honesty- This is so very important in life. In the classroom students must be taught not to cheat on tests, not to copy classmates' homework, and not to tell lies to teacher and others. A teacher can guide kids to be honest by setting a good example in class. The instructor should always be honest in the dealings with the class. A wise teacher will also read and tell his class stories about honesty and dishonesty, and how dishonesty is never really rewarded.

RELATED STUDIES

Kraus & Keltner in their study published in the December, 2008 issue of *Psychological Science*; found that children of parents with a high SES tended to express more disengagement behaviors than their peers of low SES.

In this context, disengagement behaviors included self-grooming, fidgeting with nearby objects, and doodling while being addressed. In contrast, engagement behaviors included head nods, eyebrow raises, laughter and gazes at one's partner.

Socio-economic status and performance readily researched, but school size is not often also considered. School size is not found in research

as regularly due to methodological problems and the assumption that school size is not directly related to school quality (Slate & Jones, n.d.). In 2006, Trevor Cobbold studied the way these three factors relate to one another. He found that socio-economic status is the governing factor as to whether or not school size affects performance. He wrote, "Small school size is unambiguously good for students from low SES backgrounds and communities with relatively high levels of disadvantage. Large schools do academic harm to students from low SES backgrounds" (Cobbold, 2006; Eggleton, n.d.). In Cobbold study, the students were affected by their lower socio-economic status.

Lynds (2008) as cited by Casan (2010) theorized that socio-economic status affects the school achievement of students. Particularly, it was found out that the students and pupils coming from high socio-economic status performed better compared to those with low socio-economic status. They defined that socio-economic status includes educational attainment of parents, parents' income, ethnic origin, family size and residence location.

The Family Pediatrics Report (2008) emphasizes that the family environment enables their needs to be met, children generally turn out well, both socially and psychologically, and their parents are satisfied with their lives and marriages. Throughout the children's dependent years, families provide them with food, clothing, shelter, a clean and safe environment, adequate supervision, and access to necessary health care and education. In a family,

children receive support, come to feel loved, valued, and competent. Children are provided with companionship and learn to believe in a shared set of values.

Families, especially parents, play a fundamental role in forming the values of children. The ability to cope with and adjust to life problems and demands is based upon the psychological foundations of early family experiences. A study of college students found that the more positive the family experience, the more likely the students were to have a positive attitude and believe they were in control of their lives (Goldsmith, 2007).

Parental relationships have been found to predict child's well-being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Parents of academically motivated, achieving children have cordial relationship with their children. Parents' encouragement and guidance helps the students exceed in their academics whereas a harsh attitude, like being dominant or indulgent, hinders the academic progress.

Denton (2006) reported that "perceptive parents know that a child, in order to develop emotional healthy, needs both firmness and gentleness. He needs discipline, meted out with firmness and consistency, warmth and love."

DeMoss (2008) explained that parents have an enormous influence and responsibility in molding the hearts and lives of their children. Children's inability to cope without the social support of their families can stem from social strains such as parental mental illness, substance abuse, violence, and

divorce (Family Pediatrics Report, 2008). Goldsmith (2007) emphasizes that parental abusive behavior results from “poor problem solving, negative interpretations of a child behavior, poor impulse control, poor social skills, and poor stress coping.” Goldsmith (2008) further suggested that stress leads to problems of parental feelings of depression, helplessness, anger, exhaustion, and marital tension.

Goldsmith (2007) also noted that parents who develop better management skills can help the family deal with stress and that well-developed management skills bring a sense of mastery and a feeling of being in control. A parent who develops such skills will find it easy to form strategies, solve problems, and adjust to change.

Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothestein, 2008). In line with the above assertion, Hill, et al. (2008) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to complete well their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2006)

had asserted that significant predictor of intellectual performance at age of 8 years included parental socio-economic status (SES). In the same vein, other researchers had posited that parental SES could affect school children to bring flexibility to adjust to the different school schedules (Guerin, et al, 2006). In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behavior among students from high and low socio-economic statuses. The health status of the children which could also be traceable to parental socio-economic background can be another factor that can affect the academic performance of the students. Adewale (2007) had reported that in a rural community where nutritional status is relatively low and health problems are prevalent, children academic performance is greatly hindered. This assertion is again hinged on nature of parental socio-economic background. Moreover, Eze, (2005) had opined that when a child gets proper nutrition, health care, stimulation during pre-school years, the ability to interact with and take optimal advantage of the full complement of resources offered by any formal learning environment is enhanced.

THEORETICAL FRAMEWORK

Theorists have long held the belief that values and attitudes that are created and maintained through interactions over time with parents, family members, and other socially significant individuals in a child's realm.

Every family is an ever-changing and sometimes complicated unit. Sibling rivalries, the stress of moving, remarriage and a host of other family dynamics can all affect a growing child's behavior and coping skills, and give parents new and difficult challenges to keeping their kids healthy. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on occasion this coded information serves as guide for action (Bandura, 2008).

Hurlock's (2005) theory states that the kind of family in which children grow up affects their development by determining the kind of relationship they have with different members. When sibling relationships are favorable, the home climate is pleasant and relatively free from friction. Relationships with family members are greatly influenced by the home setting, the pattern of life in the home, the economic and social status of the family in the community and other conditions to good family relationships.

Feather (2006) suggests that values affect behavior by influencing one's evaluation of possible consequences of his or her actions. Attitudes are expressions of how we feel about any given thing, reflections of the values we hold. An attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner to any given object (Fishbein & Ajzen, 2006). Attitudes are values and couched within social situation.

Brooks-Gunn, et.al (2009) emphasized that children's educational success begins at home. Mothers' care, parental involvement, and the intact family appear to affect a range of educational outcomes from school readiness to college admission. In turn, children who do well in school are less likely to engage in risky behavior. The structure of the home environment and the nature of the experiences profoundly affect the mental development of the child.

CHAPTER III

METHODOLOGY

This chapter presents the research design, respondents, instruments, and data gathering and the statistical tools used in the study.

RESEARCH DESIGN

The researcher used the descriptive-correlation method of research. It described the student's socio-economic status in terms of family monthly income, parent's education, number of siblings, and living condition. These are correlated to student's values and attitudes such as respect of elders, responsibility and obedient, love and concern, and honesty.

RESEARCH LOCALE

The study was conducted in Upper Klinan National High School, Upper Klinan, Polomolok, South Cotabato.

RESEARCH RESPONDENTS

The respondents of the study were the forty (40) Grade 10 students who are randomly chosen in Upper Klinan National High School. This study was conducted to the three sections of Grade 10 students given; the Pearl,

Sapphire and Ruby, during the school year 2016-2017 at Upper Klinan, Polomolok, SouthCotabato.

RESEARCH INSTRUMENT

There are two sets of questionnaire employed in this study. The first part is a questionnaire on socio-economic status of the Grade X students. There are five variables for SES: family monthly income, size of the family, parents' education, family relationship, and family influence. The respondents were asked to fill up the data regarding family monthly income, parents' education and family size. On the other hand, there are five (5) items for relationship between family members which was adopted from the work of Tehrani (2011). This is evaluated using the following scale and description:

- 5 - Strongly Agree
- 4 - Agree
- 3 - Moderately Agree
- 2 - Disagree
- 1 - Strongly Disagree

Another part of the questionnaire is on the family relationship, and parental influence which consists of five (5) items each. This was adopted and modified from the study of Kamble (2013). This is measured using 5- point scale such as:

- 5 - Always

4 - Often

3 - Sometimes

2 - Seldom

1 - Never

The second questionnaire is on the level of values and attitudes of the Grade X students such as respect of the elders, responsibility and obedience, love and concern, and honesty. This was adopted and modified from Baculi (2012). The teachers rated their students using the following scale description:

5 – Always

4 – Often

3 - Sometimes

2 - Seldom

1 – Never

DATA GATHERING PROCEDURE

The researcher wassent a letter of request to the School Principal of Upper Klinan National High School to allow him to conduct a study in their institution. When approval was granted, he was coordinated with the respective teachers in the said institution. When the schedule was set, he personally administers the questionnaire among the Grade 10 students. The students were gathered in a conducive area in the school. He explains the objectives of the study andgives sample time to the students to answer the

questions in the questionnaires. Retrieval of the instrument followed as soon as the respondents are done answering the items on the questionnaires.

Data were collected, tabulated and submitted to a statistician for data analysis and interpretation.

STATISTICAL TREATMENT

Descriptive statistics was used to analyze and interpret in this study.

To describe the socio-economic status extent of influence to the Grade 10 students in terms of family monthly income, parent's education, and family size, frequency count, and percentage was used.

To determine the level of the student's values and attitude, mean was used.

To determine the significant relationship between the socio-economic status of the students and their relationship to their values and attitudes, Pearson was used.

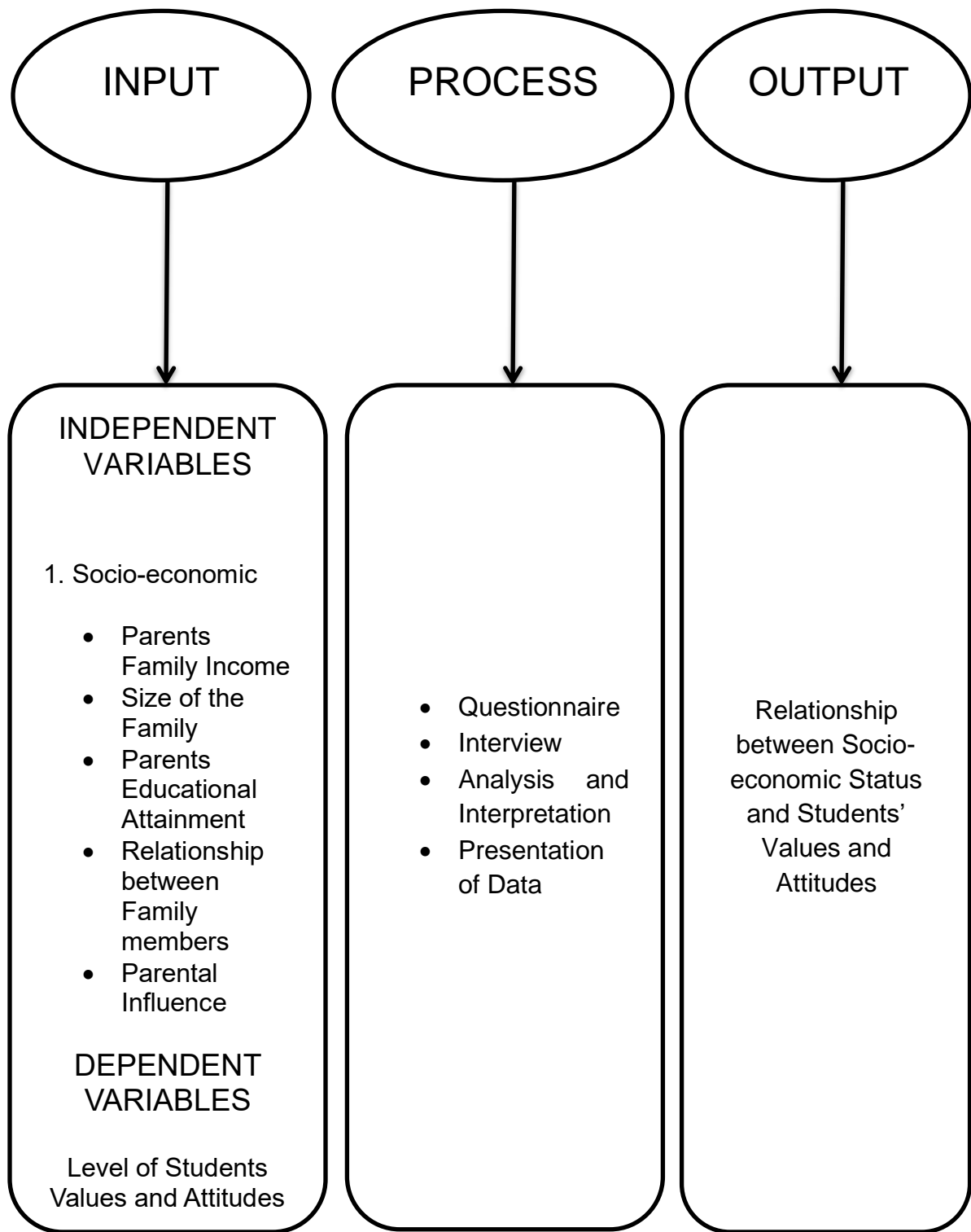


Figure 2. Research Design

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents analysis and interpretation of the data gathered. The problem raised in Chapter 1 covered the following: The Socio-economic status and its relationship to their values and attitudes of the Grade 10 students.

Table 1

SOCIO-ECONOMIC STATUS OF GRADE 10 STUDENTS REGARDING THEIR MONTHLY INCOME

| INDICATORS | FREQUENCY | PERCENTAGE |
|----------------------|------------------|-------------------|
| Below P1,000.00 | 9 | 22.5% |
| P1,001.00- P2,000.00 | 11 | 27.5% |
| P2,001.00- P4,000.00 | 6 | 15.0% |
| P4,001.00- P6,000.00 | 6 | 15.0% |
| Above P6,000.00 | 8 | 20.0% |
| | 40 | 100% |

Table 1 presents the frequency and percentage distribution of the monthly income of the respondents' parents.

The data shows that mostly 22.5% of the respondents reported that their family income were below P1, 000.00. 27.5% of the respondents were P1,001.00- P2, 000.00, while 15% stated that their family income were both P2,001.00- P4,000.00 and P4,001.00- P6,000.00. And 20% answered that their family income were above P6, 000.00.

It can be noticed that the family income of parents' respondents mostly earned below P1,000.00 that's why they cannot sustain all their needs.

Table 2

**SOCIO-ECONOMIC STATUS OF GRADE 10 STUDENTS
REGARDING THEIR FAMILY SIZE**

| INDICATORS | FREQUENCY | PERCENTAGE |
|-------------------|------------------|-------------------|
| 3-5 members | 19 | 47.5% |
| 6-7 members | 17 | 42.5% |
| 8-9 members | 3 | 7.5% |
| 10-11 members | 1 | 2.5% |
| Others | 0 | 0 |
| | 40 | 100% |

Table 2 presents the family size of the respondents. It shows that most of the respondents has a small members of 3-5 which caters **47.5%**, **42.5%** of them stated that their family size caters 6-7 members, **7.5%** of the respondents were 8-9 members living, **2.5%** of the respondents were 10-11 members and they were belong to the large family.

This implied, the lesser the family member, the more the chances of students could go to school. There were studies states that, the more the family members, the lesser the chances of students could go to school.

Table 3

**SOCIO-ECONOMIC STATUS OF GRADE 10 STUDENTS
REGARDING PARENTS' EDUCATION**

| INDICATORS | FREQUENCY | PERCENTAGE |
|--------------------------------|------------------|-------------------|
| Elementary Level/ Graduate | 10 | 25% |
| High School Level/ Graduate | 17 | 42.5% |
| College Level/ Graduate | 12 | 30% |
| Vocational Courses | 1 | 2.5% |
| ALS Graduate | 0 | 0 |
| | 40 | 100% |

Table 3 presents the frequency and percentage distribution of parents' educational attainment of the respondents.

It shows the average percentage of parents' highest educational attainment and it was distributed the following: **25%** of them were Elementary Level/ Graduates, **42.5%** of the respondents' parent were attained High School Level/ Graduates. Most of the parents' attainment was **30%** in College that is why there are students who are capable in schooling because they were supported by their parents financially. And only **2.5%** of them answered that their parents precedes a Vocational Courses which is very essential in our days today.

Table 4

**SOCIO-ECONOMIC STATUS OF GRADE 10 STUDENTS
REGARDING FAMILY RELATIONSHIP**

| INDICATORS | WEIGHTED MEAN | DESCRIPTION |
|--|----------------------|--------------------|
| 1. Each family member has an input regarding major family decisions. | 3.525 | Agree |
| 2. Our family doing things together. | 3.775 | Agree |
| 3. Discipline is fair in the family. | 3.9 | Agree |
| 4. Family members consult other members of the family on personal decisions. | 3.625 | Agree |
| 5. Family members feel very close to each other. | 3.35 | Moderately Agree |
| 6. Family members like to spend their free times together. | 3.4 | Moderately Agree |
| Grand Mean | 3.6 | Agree |

Legend: 4.21-5.00=Strongly Agree, 3.41-4.20= Agree, 2.61-3.40= Moderately Agree, 1.81-2.60= Disagree, 1.00-1.80= Strongly Disagree

Table 4 presents the student relationship between family members. Family members that has a relationship in which there discipline in the family is fair contains, agree ($\bar{x} = 3.9$), members of the family that doing things together, agree ($\bar{x} = 3.775$), they consult other members of the family and supports each other in personal decisions, agree ($\bar{x} = 3.625$), family member has an input regarding major family decisions, agree ($\bar{x}=3.525$). Emphasize

the family members like to spend their free times with each other, moderately agree (\bar{x} =3.40), they feel very close to each other, moderately agree (\bar{x} =3.4).

Students agree to their relationship among family members with the (\bar{x} =3.6) which means that they like to comfort each other no matter what happen.

Table 5

**SOCIO-ECONOMIC STATUS OF GRADE 10 STUDENTS
REGARDING PARENTAL INFLUENCE**

| INDICATORS | WEIGHTED MEAN | DESCRIPTION |
|---|----------------------|--------------------|
| 1. Ready to help all the time. | 3.925 | Often |
| 2. Do not tolerate even a small misbehavior. | 3.325 | Often |
| 3. Interested in school affairs. | 4.075 | Sometimes |
| 4. Talk in a warm & affectionate way. | 2.625 | Often |
| 5. Praises and recognizes to others. | 3.6 | Sometimes |
| 6. Instruct to behave properly even in front of others. | 4.175 | Often |
| 7. Scold for bad behaviors. | 3.825 | Often |
| 8. Treat students as they behave well. | 3.9 | Often |
| Grand Mean | 3.681 | Often |

Legend: 4.21-5.00= Always, 3.41-4.20= Often, 2.61-3.40= Sometimes, 1.81-2.60= Seldom, 1.00-1.80= Never.

Table 5 presents the students parental influence. Parents often instruct students to behave properly in front of others (\bar{x} =4.175), they were often interested in students school affairs (\bar{x} =4.075), they were often ready to help

their children all the time ($\bar{x}=3.925$), parents often treat their children as they behave well ($\bar{x}=3.9$), parents often scold the bad behavior of their children ($\bar{x}=3.825$). Parents praises and recognizes children, often ($\bar{x}=3.6$), parents often tolerate the small misbehavior of their children ($\bar{x}=3.325$), and they talk in a warm and affectionate way to their children, sometimes ($\bar{x}=2.625$).

This table shows that their parental influence were often improved and it has a big impact to the students that they feel comfortable with each other with the ($\bar{x}=3.681$).

THE LEVEL OF GRADE 10 STUDENTS' VALUES AND ATTITUDES

Table 6

STUDENTS VALUES AND ATTITUDE REGARDING RESPECT

| INDICATORS | WEIGHTED MEAN | DESCRIPTION |
|---|---------------|--------------|
| 1. Take pride in him. | 3.625 | Often |
| 2. Respect for teachers and classmates. | 4.525 | Always |
| 3. Stay on one's own seat. | 4.150 | Often |
| 4. Take good care of school properties. | 4.250 | Always |
| 5. Respect for students who has disabilities. | 4.325 | Always |
| Grand Mean | 4.175 | Often |

Legend: 4.21-5.00= Always, 3.41-4.20= Often, 2.61-3.40= Sometimes, 1.81-2.60= Seldom, 1.00-1.80= Never.

Table 6 presents the students level of values and attitude. Students were always respect their teachers and classmates ($\bar{x}=4.525$), they also said

that they always respect students who has disabilities ($\bar{x}=4.325$), students always take good care of school properties ($\bar{x}=4.25$). Students often stay on one's own seat when discussion is ongoing ($\bar{x}=4.15$), and students take pride in himself, often ($\bar{x}=3.625$).

In this table, students are often respectful with the ($\bar{x}=4.175$) which means that students respect people that surrounds them.

Table 7

**STUDENTS VALUES AND ATTITUDE REGARDING
RESPONSIBILITY AND OBEDIENCE**

| INDICATORS | WEIGHTED MEAN | DESCRIPTION |
|---|----------------------|--------------------|
| 1. Bring necessary materials to class. | 3.65 | Often |
| 2. Complete the required activities in the class. | 4.15 | Often |
| 3. Encourage peers to be responsible for their actions. | 3.875 | Often |
| 4. Follow rules and regulations of the school. | 4.35 | Always |
| 5. Obey what teachers say. | 4.375 | Always |
| Grand Mean | 4.08 | Often |

Legend: 4.21-5.00= Always, 3.41-4.20= Often, 2.61-3.40= Sometimes, 1.81-2.60= Seldom, 1.00-1.80= Never.

Table 7 shows the students values and attitude regarding responsibility and obedience. Students always obey what teachers say with the ($\bar{x}=4.375$), they always follow the rules and regulations of the school, often ($\bar{x}=4.35$), students complete the required activities, often ($\bar{x}=4.15$), students encourage

peers to be responsible, often ($\bar{x}=3.875$), and they were often bring necessary materials to class with the mean ($\bar{x}=3.65$).

In this table students often obey and they were responsible on their actions to teachers ($\bar{x}=4.08$) which means students were really obedient and responsible.

Table 8

STUDENTS VALUES AND ATTITUDE REGARDING LOVE AND CONCERN

| INDICATORS | WEIGHTED MEAN | DESCRIPTION |
|--|----------------------|--------------------|
| 1. Treat each other fairly. | 4.025 | Often |
| 2. Looks after his well-being. | 4.10 | Often |
| 3. Show love and concern for teachers and classmates. | 4.425 | Always |
| 4. Accept teachers and peers differences. | 4.40 | Always |
| 5. Can show love and concern to the people that surround them. | 4.475 | Always |
| Grand Mean | 4.285 | Always |

Legend: 4.21-5.00= Always, 3.41-4.20= Often, 2.61-3.40= Sometimes, 1.81-2.60= Seldom, 1.00-1.80= Never.

Table 8 presents the students values and attitude regarding love and concern. Students can show the love and concern to the people that surround them, always ($\bar{x}=4.475$), they always accept peers' differences with the ($\bar{x}=4.40$), students often look his well-beings' safety, ($\bar{x}=4.10$), students also shows love and concern to teachers and classmates, often ($\bar{x}=4.425$), and they often treat each other fairly, ($\bar{x}=4.025$). This table shows the love and concern of the students in which they always love their peers no matter what, ($\bar{x}=4.285$).

Table 9

**STUDENTS VALUES AND ATTITUDE REGARDING
THEIR HONESTY**

| INDICATORS | WEIGHTED MEAN | DESCRIPTION |
|---|----------------------|--------------------|
| 1. Tells the truth in the class. | 3.775 | Often |
| 2. Report to parents' accurate information. | 3.925 | Often |
| 3. Act with integrity in his actions. | 3.60 | Often |
| 4. Cheat to classmates. | 3.075 | Sometimes |
| 5. Encourage friends to tell the truth when discussing a situation. | 3.525 | Often |
| Grand Mean | 3.58 | Often |

Table 9 presents the students values and attitude regarding their honesty. Students often report to their parents with an accurate information of what is happening to their school, ($\bar{x}=3.925$), they tells the truth in class, often ($\bar{x}=3.775$), students act with integrity in his actions, often ($\bar{x}=3.60$), they also encourage their friends to tell the truth when discussing a situation, often ($\bar{x}=3.525$), and they sometimes cheat to their classmates, ($\bar{x}=3.075$).

This table shows the honesty of the students in which they form humanity in building honest environment with the grand ($\bar{x}=3.58$).

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations related to the study conducted.

SUMMARY

This study sought to determine the Socio-economic Status of grade 10 Students: Its Relationship to their Values and Attitudes.

Specifically, this study answers the following problems:

It attempts to determine the Socio-economic profile of the respondents that affects their level of values and attitudes in terms of the Monthly Income of the Parents, their family Size, their Parents Educational Attainment, their Relationship between Family members, and their Parental Influence.

It attempts also to determine the relationship between the level of students' Values and Attitude.

The respondents of this study are the Forty (40) Grade 10 students in which they are randomly chosen to three (3) sections and these sections are: Pearl, Sapphire, and Ruby. The respondents are officially enrolled in Upper Klinan National High School, Upper Klinan, Polomolok, SouthCotabato during the school year 2016-2017.

The researcher utilized descriptive-evaluative-correlational method of research design. He used instruments such as questionnaire, and interview in gathering the needed data. The questionnaire was used to determine the socio- economic status extent of influence of the Grade 10 students and the relationship of their values and attitude.

The statistical treatment used by the researcher to determine the level of students' values and attitude, weighted mean was used, and frequency distribution to know the total percentage of the children's parents socio-economic profile. He also used Pearson R for the computation of the significant relationship of students' values and attitudes.

FINDINGS

The following findings were drawn based from the data gathered:

1. Most of the parents' educational attainment were High School graduate/level (M=17), followed by the College graduate/level (M=12), Elementary graduate/level (M=10), followed by Vocational Courses (M=1), and there is no student who say that their parents are ALS Graduate.
2. In students' family income of parents, 11 or 27.5% answered that their family income is P1,001.00-P2,000.00; 9 or 22.5% answered that their family income is below P1,000.00; 8 or 20% answered their parents earned above P6,000.00; and 6 or 15% of both P2,001.00-P4,000.00

and P4,001.00-P6,000.00 answered that their parents were earning such amount.

3. In their family size, 19 or 47.5% answered that they were 3-5 members; 17 or 42.5% answered 6-7 members; 3 or 7.5% answered 8-9 members; only 1 or 2.5% answered that his family member was 10-11%; and there is no student who answered that their family member was more than 12.
4. In parents' relationship, ($\bar{x}=3.525$) answered that they has an input regarding major decisions; ($\bar{x}=3.775$) answered their family does things together; ($\bar{x}=3.9$) answered that discipline is fair in their family; ($\bar{x}=3.625$) answered they consult each other; ($\bar{x}=3.350$) answered they feel close to each other; and ($\bar{x}=3.4$) answered they spend time together, with the average ($\bar{x}=3.6$).
5. In parental influence, ($\bar{x}=3.925$) answered that they're ready to help all the time; ($\bar{x}=3.325$) answered that their misbehavior is intolerable; ($\bar{x}=4.075$) answered they are interested in school affairs; ($\bar{x}=3.6$) answered that they praises and recognizes their students to other; and ($\bar{x}=3.9$) answered that they treat students as they behave well, with the total average ($\bar{x}=3.681$).
6. In students values and attitudes, it reaches ($\bar{x}=4.03$) as an average with; Respects garners ($\bar{x}=4.175$) with often description; Responsibility and

Obedience garners ($\bar{x}=4.08$) with often description; Love and Concern ($\bar{x}=4.285$) with always description; and Honesty garners ($\bar{x}=3.58$) with often description.

7. There is no significant relationship between Socio-economic status of Grade 10 students and their Values and Attitudes with $R_{xy}=0.44$.

CONCLUSIONS

The following conclusions were drawn based from the findings of this study:

1. Most of parents' educational attainments were High School Graduate/ Level.
2. Most of the family income of the students' parent was low that is why it is not enough to cater the needs of the students.
3. Most of the family size of students is 3-5 members.
4. Most of the parents have low family income.
5. Parents' has a big influence in molding and establishing the good characters of their children.
6. It is important to know how values and attitudes affect the personality of every student especially in honesty.
7. Reject null hypothesis.

RECOMMENDATIONS

Based on the conclusions arrived in the study, the following were recommended:

1. Parents should play as the first teacher of their children. They have vital role of every students' lives because the students' success reflect from parents' patience in guiding them properly.
2. Parents should provide their children's needs in school one way of motivating students for them. When cases unstable financially, make it sure and explain to them that they should understand the situation.
3. Parents should support students ambition whatever it is and motivating them to achieve one's own goal in life. They must be a surrogate to their children in order to have a healthy and peaceful living.
4. Parents should provide their children financially effectively and able to send their children in high standard and quality school or institution.
5. Parents should influence their children in creating good values to attain discipline and to others.
6. Teachers should keep encouraging students and lift them up especially when time comes that they are feel weary from home. Instead of shouting them, just lay your hand and tap their shoulder, simple act of comfort and helping them to gain the energy back.
7. Parents and teachers are both guardian of the students whom they might

feel comfortable in doing and exploring things. They should influence their students in the characters that they had.

BIBLIOGRAPHY

- Azhar, M., Nadeem, S., Faquiha, Perveen, Fozia Sameen, Ayesha (2013).** IMPACT OF PARENTAL EDUCATION AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENTS OF UNIVERSITY STUDENTS. Department of English, University of Sargodha, Pakistan. *International Journal of Academic Research and Reflection*, Vol. 1 No. 3.
- Baculi, Emily E. (2011).** THE LEVEL OF ACTUALIZATION OF DOLEPHIL. SCHOOL CORE VALUES AS INFLUENCED BY THE PERCEPTION OF IT'S ACADEMIC COMMUNITY ON THE IMPORTANCE OF DPS CORE VALUES. Mindanao State University, General Santos City: Unpublished Master's Thesis.
- Bahr, Stephen, & Geoffrey K. Leigh, G. (2008).** FAMILY SIZE, INTELLIGENCE AND EXPECTED EDUCATION, *Journal of Marriage and the Family* 40 (May): 331-335.
- Balci A (2008).** ELEMENTARY GRADE 8 STUDENTS ATTITUDES TOWARDS READING COMPREHENSION LEVELS. *New World Science Academics* 4(4):1308-1330.
- Becker, G. S. & Lewis, H. G (2001):** On the interaction between the Quantity and Quality of Children, *Journal of Political Economy*, 81(2), S279{88.
- Bernal, R.. (2007).** The effect of Maternal employment and Child care on children's cognitive development, "Working Paper. National Center for Educational Statistics. 31 March 2008. <http://nces.ed.gov/programs/coe.glosarry>.
- Bradley, Robert and Robert F. Corwyn (2007).** Centered for Applied studies in education, University of Arkansas at Little Rock, 2801 S. University Avenue, Little Rock, Arkansas 72204.
- Brooks-Gunn, J.& Duncan, G. (2005).** Consequences of growing up poor. New York: Russell Sage Foundation.
- Corwyn, R. F., and Bradley, R. (2008).** Family process mediators of the relation between Socio-economic Status and child outcomes. *Unpublished manuscript*, University of Arkansas at Little Rock.

- Denton, W. (2006).** What's happening to our family? Pennsylvania: Westminster Press. *Pediatrics*, 111(6), 31-1541.
- Eze, O. M. (2005).** The effect of parental economic status and pupil sex' on school achievement in English language. *Journal of Vocational and Technical Education* in Nigeria. A. b. U Zaria. Volume 3 No. 3 PP. 27 Hill, N.E.
- Family Pediatrics Report (2008).** Task force on the Family. *Pediatrics*. 2003; 111:1541-1571. Available at: <http://www.ncbi.nlm.nih.gov/pubmed/12777595?dopt=Citation>. Accessed January 15, 2008.
- Gerhold, M., Laucht, M., Texdorf, C., and Schmidt, M. H. (2008, 09).** Early mother-Infant interaction as a precursor to childhood social.
- Goldsmith, E. (2007).** *Resource management for individuals and family*. United States: Wadsworth.
- Guerin, N.; Reinberg, A; Testu, F.; Boulenguez, S; Mechkouri, M. Touitou, Y. (2006)** role of School schedule, age and parental socio-economic status on sleep duration and sleepiness of Parisian children. *Chronobio.Int.*
- Halloran, E. C., Ross, G. J., & Carey, M. P. (2005, Spring).** The relationship of adolescent personality and family environment to psychiatric diagnosis. *Child Psychiatry and Human Development*, 32(3), 201-216.
- Kraus, M.W. and Keltner, D. (2008),** "Signs of Socio-economic Status: A Thin-Slicing Approach", *Psychological Science* 20(1): 99-106, :10.1111/j.1467-9280.2008.02251.x, PMID 19076316.
- Papanastasiou, C. (2009).** School, Teaching and family influence on students attitudes toward science: Based on TIMSS data for Cypus. *Studies in Educational Evaluation*, 28(1), 71-86.
- Powell, D. R. (2006).** Searches for what works in parenting interventions. In T. Luster and L. Okagaki (Eds.), *Parenting: Ecological Perspectives* (pp. 343-373). Mahwah, NJ: Lawrence Erlbaum Associates.

- Rothstein, R. (2008).** Class and schools using social economic & educational reforms to close the white and black achievement gap. U.S.A.: Economic Policy Institute.
- Scott, Stephen (2008):** Update on interventions for conduct disorders *Advance in Psychiatric Treatment* 14:61-70.
- Smith, L. Fagan, J. F. & Ulvund, S. E (2006).** The relation of Cognition memory in infancy and parental socio-economic status to later intellectual competence.
- Tehrani, Marjan Maleki (2006).** "Sibling relationships and family dynamics in families with a child with Tourette syndrome". A thesis presented to the University of Waterloo in fulfillment of the thesis requirement for the degree of Doctor of Philosophy in Psychology Waterloo, Ontario, Canada.
- Timko, C., Cronkite, R. C., Berg, E. A., & Moos, R. H. (2009, Spring).** Children of parents with univocal of depression: a comparison of stably remitted, partially remitted, and non-remitted parents and non-depressed controls. *Child Psychiatry and Human Development*, 32(3), 165-185.
- Wachs T. D. (2006).** Necessary but not sufficient. Washington, DC: American Psychology Association.
- Zhou, Q., Eisenberg, N., Lasoya, S., Fabes, R. A., Reiser, M., Guthrie, K., et al. (2006, May/June).** The relations of parental warmth and positive expressiveness to children's empathy-related responding and social functioning: A longitudinal study. *Child Development*, 73(3), 893-915.

APPENDIX A

QUESTIONNAIRE SOCIO-ECONOMIC STATUS (to be answered by students)

DIRECTION: Kindly give your HONEST answer on the following information.
Your answer will be treated with utmost confidentiality.

Name: _____

Section: _____

Male

Female

A. Monthly Family Income

- below P1,000
- P1,001- P2,000
- P2,001- P4,000
- P4,001- P6,000
- more than P6,000

B. Size of the Family(mother, father, brothers/ sisters, other relatives)

- 3-5 members
- 6-8 members
- 8-9 members
- 10-11 members
- Others (specify... ____)

C. Parents Education

- Elementary level/ graduate
- High School level/ graduate
- College level/ graduate
- Vocational Courses
- ALS Graduate

D. Relationship Between Family Members

Directions: Please encircle the number corresponding to your answer on the given items below based on the following scale:

- 5 Strongly Agree
- 4 Agree
- 3 Moderately Agree
- 2 Disagree
- 1 Strongly Disagree

- 1. Each family member has an input regarding major family decisions. 5 4 3 2 1
- 2. Our family does things together. 5 4 3 2 1
- 3. Discipline is fair in our family. 5 4 3 2 1
- 4. Family members consult other members in the family on personal decisions and supports each other during difficult times. 5 4 3 2 1
- 5. Family members feel very close to each other. 5 4 3 2 1
- 6. Family members like to spend their free times with each other. 5 4 3 2 1

E. Parental Influence

Instructions: A number of statements are given below, which describe different ways on how parents influence your behavior. Kindly check [] the appropriate space corresponding your answer for each given item below.

- 5 Always
- 4 Often
- 3 Sometimes
- 2 Rarely
- 1 Very Rarely

| My parents... | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. Are ready to help me all the time. | | | | | |
| 2. Do not tolerate even my small misbehavior. | | | | | |
| 3. Are really interested in my school affairs. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 4. Talk to me in a warm and affectionate way. | | | | | |
| 5. Praises and recognizes me to others. | | | | | |
| 6. Instruct me to behave properly even in front of others. | | | | | |
| 7. Scold me for my bad behavior. | | | | | |
| 8. Treat me as if I am a grown up, responsible person when I behave well. | | | | | |

QUESTIONNAIRE ON THE LEVEL OF GRADE 10 STUDENTS' VALUES AND ATTITUDES

Directions: Please rate your level of values and attitude. Kindly check the number corresponding your answer on the given items below. Refer to the following scale and descriptions;

- | | | | |
|----------|-----------|----------|--------|
| 5 | Always | 2 | Seldom |
| 4 | Often | 1 | Never |
| 3 | Sometimes | | |

| STUDENTS VALUES AND ATTITUDES | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| RESPECT | | | | | |
| 1. Take pride in him/ herself. | | | | | |
| 2. Show respect for teachers and classmates. | | | | | |
| 3. Stay on one's own seat while class is ongoing. | | | | | |
| 4. Take care of school properties. | | | | | |
| 5. Give respect for students who has disabilities. | | | | | |
| RESPONSIBILITY AND OBEDIENCE | | | | | |
| 1. Bring necessary materials to class. | | | | | |
| 2. Complete the required activities and in class. | | | | | |
| 3. Encourage peers to be responsible for their actions. | | | | | |
| 4. Follow rules and regulations of the school. | | | | | |
| 5. Obey what teachers say. | | | | | |
| LOVE AND CONCERN | | | | | |
| 1. Treat each other fairly. | | | | | |
| 2. Looks after his well-being and safety. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 3. Show love and concern for teachers and classmates. | | | | | |
| 4. Accept teachers and peers from different social groupings (e.g. gender status, religion, etc.) | | | | | |
| 5. Can show love and concern to the people that surround them. | | | | | |
| HONESTY | | | | | |
| 1. Tells the truth in class all the time. | | | | | |
| 2. Report to parents' accurate information about what is happening in school. | | | | | |
| 3. Act with integrity in his actions. | | | | | |
| 4. Cheat to classmates | | | | | |
| 5. Encourage friends to tell the truth when discussing a situation. | | | | | |

APPENDIX B

STUDENTS RELATIONSHIP BETWEEN VALUES AND ATTITUDES

| STUDENT S | x | y | x ² | y ² | xy |
|--------------|------------|------|----------------|----------------|----------------|
| 1 | 4.28561429 | 4.6 | 18.367347 | 21.16 | 19.714285 7 |
| 2 | 4.14285714 | 4.35 | 17.1632653 | 18.9225 | 18.021428 6 |
| 3 | 4.5 | 4.3 | 20.25 | 18.49 | 19.35 |
| 4 | 4.07142857 | 4.4 | 16.5765306 | 19.36 | 17.914285 7 |
| 5 | 4.21428571 | 4.1 | 17.760204 | 16.81 | 17.278571 4 |
| 6 | 2.42857143 | 3.35 | 5.89795919 | 11.2225 | 8.1357142 9 |
| 7 | 3.78571429 | 3.35 | 14.3316327 | 11.2225 | 12.682142 9 |
| 8 | 4.28571428 | 3.5 | 18.367347 | 12.25 | 15 |
| 9 | 4.35714286 | 4.2 | 18.9846939 | 17.64 | 18.3 |
| 10 | 3.21428571 | 3.95 | 10.3316326 | 15.6025 | 13.5 |
| 11 | 4.07142857 | 4.15 | 16.5765306 | 17.2225 | 16.896428 6 |
| 12 | 3.78571429 | 4.3 | 14.3316327 | 18.49 | 16.278571 4 |
| 13 | 4.5 | 4.75 | 20.25 | 22.5625 | 21.375 |
| 14 | 3.92857143 | 4.1 | 15.4336735 | 16.81 | 16.107142 9 |
| 15 | 3.42857143 | 3.75 | 11.7551021 | 14.0625 | 12.857142 9 |
| 16 | 3.07142857 | 3.5 | 9.43367346 | 12.25 | 10.75 |
| 17 | 3.5 | 3.95 | 12.25 | 15.6025 | 13.825 |
| 18 | 3.85714286 | 4.7 | 14.877551 | 22.09 | 18.128571 4 |
| 19 | 4.57142857 | 4.45 | 20.8979 | 19.8025 | 20.342857 3 |
| 20 | 3.85714286 | 4.5 | 14.877551 | 20.25 | 17.357142 9 |
| 21 | 4.28571429 | 3.95 | 18.367347 | 15.6025 | 13.542857 1 |

| | | | | | |
|----------------|-------------------------|---------------------|-------------------------|------------------------|------------------------|
| 22 | 3.78571429 | 4.5 | 14.3316327 | 20.25 | 17.035714 3 |
| 23 | 3.42857143 | 3.95 | 11.7551021 | 15.6025 | 13.542857 1 |
| 24 | 2.85714286 | 3.55 | 8.16326532 | 12.6025 | 10.142857 2 |
| 25 | 3.71428571 | 3.55 | 13.7959183 | 12.6025 | 13.185714 3 |
| 26 | 3.5 | 3.75 | 12.25 | 14.0625 | 13.125 |
| 27 | 3.85714286 | 3.95 | 14.877551 | 15.6025 | 15.235714 3 |
| 28 | 3.92857143 | 3.5 | 15.4336735 | 12.25 | 13.75 |
| 29 | 4.07142857 | 3.8 | 16.575306 | 14.44 | 15.471428 6 |
| 30 | 3.78571429 | 3.85 | 14.3316327 | 14.8225 | 14.575 |
| 31 | 3 | 4.8 | 9 | 23.04 | 14.4 |
| 32 | 2.71428571 | 3.6 | 7.3673469 | 12.96 | 9.7714285 6 |
| 33 | 2.92857143 | 3.8 | 8.576531 | 14.44 | 11.128571 4 |
| 34 | 3.28571429 | 3.4 | 10.7959183 | 11.56 | 11.171428 6 |
| 35 | 3.35714286 | 4.45 | 11.270408 | 19.8025 | 14.939285 7 |
| 36 | 3.71428571 | 4.05 | 13.7959183 | 16.4025 | 15.042857 1 |
| 37 | 3.78571429 | 4.8 | 14.3316327 | 23.04 | 18.171428 6 |
| 38 | 4.14285714 | 4.1 | 17.1632653 | 16.81 | 16.985714 3 |
| 39 | 2.78571429 | 4 | 7.76020411 | 16 | 11.142857 2 |
| 40 | 3.78571429 | 4.25 | 14.3316327 | 18.0625 | 16.089285 7 |
| N | 148.571428 6 | 161.85 | 561.989790 5 | 661.7675 | 604.84642 9 |
| Average | 3.71428571 5 | 4.0462 5 | 14.0497447 6 | 16.544187 5 | 15.121161 |

$$\begin{aligned}
R_{xy} &= \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\
&= \frac{40(604.85) - (148.57)(161.85)}{\sqrt{[40(561.99) - (148.57)^2][40(661.77) - (161.85)^2]}} \\
&= \frac{24194 - 24046.0545}{\sqrt{[22479.6 - 22073.0449][26470.8 - 26195.4225]}} \\
&= \frac{147.9455}{\sqrt{(406.555123)(275.3775613)}} \\
&= \frac{147.9455}{\sqrt{111956.127}} \\
&= \frac{147.9455}{334.598456} \\
&= 0.44215835
\end{aligned}$$

$R_{xy} = 0.44$ or ± 0.44 (Reject H_0)

Pearson-R Legend:

- $\pm 0.00 - \pm 0.20 =$ Negligible Correlation
- $\pm 0.21 - \pm 0.40 =$ Slight Correlation
- $\pm 0.41 - \pm 0.70 =$ Moderate Correlation
- $\pm 0.71 - \pm 0.90 =$ High Correlation
- $\pm 0.91 - \pm 0.99 =$ Very High Correlation

| Dependent Variables | Range of Interpretation | Results | Description |
|--|--------------------------------|----------------|----------------------|
| Students Relationship between the Level of their Values and Attitude | $\pm 0.41 - \pm 0.70$ | 0.44 | Moderate Correlation |