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Influence of Learners' Socio-Economic Background on Academic Performance

Lorena P. Denila and Henriquito C. Tepacia
Bindoy, Negros Oriental, Philippines
District II, Manjuyod, Negros Oriental, Philippines
lorena.denila@deped.gov.ph
henriquito.tepacia@deped.gov.ph
0009-0004-0640-4126
0009-0009-6825-3913

Abstract

Academic performance is one indicator of the success of educational systems in achieving their goals, and various factors influence it. Thus, the purpose of the study was to determine the level of influence of socio-economic status of students on their academic achievement in the school year 2025-2026. It particularly aimed to examine how the different dimensions of socioeconomic status (resource availability, social recognition and prestige, and environmental stability) relate to each other and to academic performance. Methodologically, a descriptive research design was used. A validated questionnaire was used to obtain data, which were analyzed using the best methods: mean for descriptive purposes, Mann-Whitney U test for descriptive difference, and Spearman's rank correlation for significant relationship testing. The findings demonstrated strong socio-economic influences across the 3 areas. There was a strong difference in resources, with comparisons made between families based on income and parental educational background, by sex, and in students' performance in studies. However, the correlational results indicated no relationship between socioeconomic backgrounds and academic performance, as evidenced by the p-value of 0.457. The study, therefore, attributes individual students' will and the home-school-community support system as factors determining performance in studies rather than monetary resources. It further suggests that teaching needs to be responsive to sex, and local communities should run programs that would fill the resource gap in underprivileged families.

Keywords: *Academic performance, descriptive research, environmental stability, resource availability, school-based intervention plan, socio-economic background*

Bio-profiles

Lorena P. Denila is a licensed professional teacher who pursued a Master of Arts in Education with a major in Administration and Supervision at STI West Negros University. She graduated cum laude with a Bachelor of Elementary Education from Diaz College. Her diverse professional background includes roles as a substitute teacher and an award-winning journal copyeditor. Driven by a commitment to academic excellence, her research focuses on the intersection of socio-economic factors and student performance.

Dr. Henriquito C. Tepacia is a public school district supervisor under the Schools Division of Negros Oriental, Department of Education, Philippines. He is dedicated to exploring the impact of

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transformational leadership styles on organizational effectiveness and employee morale within educational and administrative settings.

Introduction

Rationale

Socio-economic background, defined by income, education, and occupation, remains a primary determinant of academic success. Research consistently demonstrates that family financial standing and parental education levels dictate the quality of educational outcomes from early childhood through higher education (OECD, 2019; European Commission/EACEA/Eurydice, 2020). This disparity is largely driven by access to resources; students from affluent backgrounds benefit from superior school facilities, digital tools, and private tutoring, which provide a distinct advantage in academic preparation (Mukundi, 2024). Addressing these gaps is a global imperative, aligned with the United Nations' Sustainable Development Goal 4, which advocates for inclusive and equitable quality education.

In remote educational settings, these socio-economic challenges are exacerbated by localized economic demands. Educators in far-flung areas face significant hurdles in managing learner performance, particularly in literacy, while contending with high absenteeism rates. This absenteeism is often rooted in the household's economic survival; for instance, students frequently miss classes on *tabo* (market days) or during harvest periods to provide additional farm labor or care for younger siblings. When education is secondary to immediate economic needs, a significant gap in academic achievement and engagement emerges.

While the influence of socio-economic status is well-documented globally, there is a critical need to investigate how these variables manifest in specific local contexts to inform targeted interventions. This study addresses a research gap by examining the direct impact of socio-economic factors on learners' educational achievement in marginalized areas. By identifying specific barriers, including resource scarcity and domestic labor demands, this research lays the foundation for a school-based intervention plan.

Proposed strategies, such as remedial programs, nutritional support, family outreach, and equitable resource distribution to stakeholders, are essential to mitigating these disparities. Ultimately, this study aims to provide evidence-based insights that empower educators and policymakers to foster educational equity and improve student outcomes in underserved communities.

Literature Review

This section presents a comprehensive review of literature and studies that establish the relationship between socio-economic background and academic achievement. Central to the discussion is the definition provided by the Organisation for Economic Co-operation and Development [OECD] (2019), which identifies household income, parental occupational prestige, and educational attainment as the primary pillars of socio-economic status (SES). These factors collectively determine a student's access to the essential supports and resources required for academic success.

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The literature emphasizes that students from affluent backgrounds benefit from a "richer learning environment." Acar (2018) highlights that these students often have greater access to books, tutoring services, and advanced technology. This resource advantage is further supported by Mukundi (2024), who argues that socio-economic standing influences the quality of schools a student can attend, thereby creating an early academic edge. Beyond material resources, the home's "Environmental Stability" is a critical factor. Schmeer and Yoon (2016) note that poor physical home environments can serve as a chronic source of stress. In contrast, stable, predictable living conditions allow students to focus more effectively on academic tasks.

This also explores the psychological and social dimensions of SES. Maner and Case (2016) discuss the concept of "social recognition and prestige," suggesting that the respect and admiration a family receives within a community can influence a learner's self-perception and motivation. Furthermore, Schmitt-Wilson et al. (2018) emphasize that parental educational attainment is among the most consistent predictors of a child's educational trajectory, as it shapes academic expectations and home support systems.

In synthesizing these findings, the chapter concludes that while economic variables are influential, they do not act in isolation. The literature suggests that school-based interventions and a supportive community can mitigate the negative effects of a low-SES background. By exploring these diverse perspectives, the chapter justifies the need for the study's proposed intervention plan, confirming that schools can bridge the gap through targeted resource distribution and enhanced support systems for marginalized learners.

Theoretical Underpinnings

The study is fundamentally grounded in Abraham Maslow's Hierarchy of Needs (1943), which posits that human motivation is structured in a hierarchy of essential needs, ranging from basic physiological needs to higher-order self-actualization. According to Maslow, individuals can focus on advanced cognitive tasks only once foundational needs, such as safety, food, and belonging, are consistently met.

In the context of this study, the theory provides a psychological framework for understanding how socio-economic disadvantages impede academic success. Learners from low-income backgrounds often struggle with unmet physiological needs, such as nutrition and sleep, which directly weaken concentration and cognitive function. Furthermore, instability in a learner's environment compromises their sense of safety, inducing anxiety that hinders classroom engagement. The theory also highlights that a lack of social belonging or self-esteem, often exacerbated by poverty, can lead to alienation and reduced participation.

Ultimately, Maslow's framework underscores that the path to self-actualization and critical thinking is frequently obstructed not by a lack of intelligence but by the persistent strain of unmet basic needs. By applying this hierarchy, the study justifies the need to address learners' emotional and physical well-being as a prerequisite for any intervention intended to improve learning outcomes among disadvantaged populations.

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Objectives

This study aimed to determine the level of influence of learners' socio-economic backgrounds on academic performance in a far-flung public elementary school in a large division in Central Philippines for the school year 2025-2026. Specifically, it sought to determine: 1) the level of influence of learners' socio-economic background according to availability of resources, social recognition and prestige, and stability of the environment; 2) the level of influence of learners' socio-economic background when grouped according to age, sex, average family monthly income, size of the family, and parents' highest educational attainment; 3) the level of learners' academic performance when grouped according to the aforementioned variables; 4) if a significant difference exists in the level of influence of learners' socio-economic background when grouped and compared according to the aforementioned variables; 5) if a significant difference exists in the level of learners' academic performance when grouped and compared according to the aforementioned variables; and 6) if a significant relationship exists between the level of influence of learners' socio-economic background and academic performance.

Methodology

This section delineates the research methodology, covering the structural design, geographic setting, and participant profile. It further details the research instrumentation, including measures for validity and reliability, alongside data collection protocols, ethical considerations, and the specific statistical treatments employed to address the study's objectives.

Research Design

This study employed a descriptive research design to investigate the influence of socio-economic background on learners' academic performance in a public elementary school in a large division in Central Philippines during the 2025–2026 school year.

This design is appropriate because it facilitates systematic observation and description of existing conditions, behaviors, and prevailing trends without manipulating variables (Creswell, 2018). By providing a factual foundation for scientific judgment, this approach allows the researcher to accurately capture the nature of the situation and the factors affecting student outcomes. Ultimately, these descriptive findings serve as a critical evidence-based baseline for developing a targeted school-based intervention plan to address identified learning gaps.

Locale of the Study

The study is situated within a public elementary school established in 1964, located in a high-population barangay within a large division in Central Philippines. As the largest educational institution in the municipality's hinterlands, it serves 496 learners and is staffed by 21 permanent teachers and two utility personnel. The school maintains a distinguished reputation for balancing academic excellence with aesthetic development, recently producing award-winning results in literacy, technology, and athletics at the district and municipal levels.

Notably, the institution is led by a dedicated principal and a faculty of 10 alumni, fostering a deep communal commitment to maintaining a clean, child-friendly, and attractive learning environment. By serving as a vital academic hub for remote learners and consistently excelling in

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diverse competitions, this locale provides a dynamic and robust setting for investigating the socio-economic factors influencing student performance for the 2025–2026 school year.

Respondents of the Study

The study's respondents comprised 130 learners selected from a total population of 194. To ensure statistical precision, the sample size was determined using Cochran's formula, while a stratified sampling technique was employed to ensure proportional representation across grade levels. This systematic approach resulted in a representative sample, accounting for approximately 67% of the overall student population.

Data Gathering Instrument

The study used a researcher-developed questionnaire, structured into two distinct sections, to capture baseline data and specific environmental influences systematically. Part I gathers the respondents' demographic profiles, including age, sex, parental education, family income, and household size. Part II evaluates the influence of socio-economic background on academic performance across three domains: resource availability, social recognition, and environmental stability. This section consists of 30 items, 10 per area, quantified using a five-point Likert scale, ranging from 5 – Strongly Agree; 4 – Agree; 3 – Neutral; 2 – Disagree; to 1 – Strongly Disagree. This dual-part instrument ensures a comprehensive assessment of both personal characteristics and the socio-economic factors shaping the learners' educational experience.

Instrument Validity and Reliability

To ensure the instrument accurately reflects the intended measures, it underwent rigorous face and content validation by a jury of three educational experts, including Master Teachers and school administrators (Leavy, 2017). Utilizing the standardized criteria of Good and Scates, the validators evaluated the tool's alignment with the research objectives. The process yielded an average validation index of 5.00, indicating "excellent" validity.

Meanwhile, reliability was established through a pilot test with 30 non-participant Key Stage 2 learners to evaluate the stability and internal consistency of the scores (Mansen, 2016). The data were analyzed using Cronbach's Alpha, as recommended by Taber (2017) for assessing measurement reliability. The resulting coefficient of 0.897 indicates "good" reliability, ensuring that the researcher-developed questionnaire yields stable, consistent results in the final study.

Data Gathering Procedure

The data collection process commenced with the researcher securing formal authorization through a series of letter requests submitted to the Schools Division Superintendent and the respective school head. Upon obtaining approval, the researcher personally administered the survey instruments to the identified respondents, ensuring the study's purpose was clearly explained without disrupting regular classes.

To maintain data integrity, the researcher provided participants with sufficient time to complete the questionnaire and personally retrieved the instruments, achieving a 100 percent retrieval

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ISSN 2960-3986
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rate. Following the collection phase, the gathered data were systematically tallied and organized into tabular forms. This structured approach facilitated a comprehensive analysis through descriptive, comparative, and relational schemes, providing the evidence needed to interpret the findings and formulate meaningful recommendations.

Research Ethics Protocol

The study strictly adhered to the ethical principles of voluntary participation, transparency, and confidentiality, in compliance with the Data Privacy Act of 2012 (R.A. 10173). Formal authorization was secured from the Schools Division Superintendent and school leadership, while informed consent and student assent were obtained before data collection. Following the guidelines of Mohd Arifin (2018), participants were informed of their right to withdraw without consequence and were guaranteed total anonymity, as no personal identifiers were recorded.

To ensure data integrity, all collected instruments were stored in secure, locked cabinets accessible only to the researcher. These materials will be retained for one year following the study's completion before being permanently destroyed. These rigorous safeguards protect the privacy of the learners and the institution while upholding the highest academic ethical standards.

Analytical and Statistical Schemes

Objective No. 1 employed descriptive statistics and mean scores to evaluate the level of influence of learners' socio-economic background according to availability of resources, social recognition and prestige, and stability of the environment. Objective No. 2 also used descriptive statistics and means to evaluate the level of influence of learners' socio-economic background, grouped by age, sex, average monthly family income, family size, and parents' highest educational attainment. Objective No. 3 also used descriptive statistics and mean scores to evaluate the level of learners' academic performance across the aforementioned variables. Objective No. 4 used comparative statistics and the Mann-Whitney U test to determine whether there is a significant difference in the level of influence of learners' socio-economic background when grouped and compared according to the aforementioned variables. Objective No. 5 used comparative statistics and the Mann-Whitney U test to determine whether there is a significant difference in the level of learners' academic performance when grouped and compared according to the aforementioned variables. Objective No. 6 used relational statistics and Spearman's rank correlation to determine a significant relationship between the level of influence of learners' socio-economic background and academic performance.

Results and Discussion

This section presents, analyzes, and interprets the findings of this investigation. The sequence of presentation follows exactly the same sequence in the introductory part of this paper.

Level of Influence of Learners' Socio-Economic Background according to Availability of Resources, Social Recognition and Prestige, and Stability of the Environment

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

Table 1
Level of Influence of Learners' Socio-economic Background according to Availability of Resources

Items	Mean	Interpretation
1. I have enough school supplies (e.g., pens, notebooks, papers) for the whole school year.	4.67	Very High Level
2. I have gadgets and access to the internet for my schoolwork.	4.08	High Level
3. My family can afford to buy necessary learning materials (e.g., books).	3.36	Moderate Level
4. I can easily participate in school projects and activities that require materials.	3.59	High Level
5. The school provides enough support (e.g., handouts, modules, activity sheets) when I cannot afford supplies.	4.50	Very High Level
6. I can use school computers, printers, or learning devices if needed.	4.36	High Level
7. I can attend school regularly because of available transportation.	4.50	Very High Level
8. I have nutritious meals at home or through school feeding programs.	3.98	High Level
9. I have a quiet and well-illuminated place to study at home.	4.24	High Level
10. My home has electricity and resources to help me study at night.	4.28	High Level
Overall Mean	**4.16**	High Level

Table 1 illustrates the level of influence of socio-economic background on resource availability, yielding an overall mean of 4.16. This "high" level of influence suggests that material access significantly shapes the educational experience. While learners reported a "very high" mean of 4.67 regarding basic school supplies like pens and paper, the "moderate" mean of 3.36 for the affordability of costlier items, such as books, reveals a critical gap. This disparity implies that while immediate daily requirements are met, financial constraints limit access to advanced reference materials that foster deeper learning. These findings align with Acar (2018), who noted that affluent students benefit from superior access to specialized resources and technology. Ultimately, the results underscore an inequality in educational tools; therefore, school-based interventions, such as book-sharing programs and enhanced library resources, are essential to bridge the divide and ensure equitable learning opportunities for all students regardless of financial standing.

Table 2
Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige

Items	Mean	Interpretation
1. I feel proud and happy of my academic achievements.	4.70	Very High Level
2. I feel that my classmates treat me equally, no matter my socio-economic background.	4.47	High Level
3. My teachers acknowledge my academic efforts, regardless of my background.	4.57	Very High Level
4. My parents or guardians praise or acknowledge my academic achievements.	4.61	Very High Level

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

5. I am motivated and encouraged to succeed by seeing successful people from similar backgrounds.	4.70	Very High Level
6. I feel motivated to perform well because my family and other people expect me to succeed.	4.66	Very High Level
7. I have equal opportunities to receive awards or recognition in school.	4.67	Very High Level
8. Our community and society value learners who do well in school.	4.55	Very High Level
9. I believe my background does not prevent me from being academically successful.	4.90	Very High Level
10. I feel respected when I do well in school.	4.74	Very High Level
Overall Mean	**4.66**	Very High Level

Table 2 reveals that socio-economic background exerts a "very high" influence on social recognition and prestige, with an overall mean of 4.66. The highest mean of 4.90 on self-efficacy indicates that learners possess robust academic resilience and believe their backgrounds do not hinder success. Conversely, the lowest mean of 4.47 regarding equal treatment suggests that while students are confident, subtle social distinctions persist among peers. These findings, supported by Elsayed (2020), highlight the need to foster inclusive social values. While personal mindset remains strong, institutional efforts must focus on ensuring equitable peer dynamics to maintain a supportive learning environment.

Table 3
Level of Influence of Learners' Socio-economic Background according to the Stability of the Environment

Items	Mean	Interpretation
1. I feel safe and secure at home.	4.72	Very High Level
2. My family members or guardians encourage me to go to school every day.	4.82	Very High Level
3. My home environment supports my learning and education.	4.56	Very High Level
4. I live in a peaceful neighborhood with minimal conflict or violence.	4.29	High Level
5. I can focus on my schoolwork without distractions from my surroundings.	4.46	High Level
6. I do not have to worry about moving or transferring schools often.	4.35	High Level
7. I have a stable living situation (not homeless or frequently relocating).	4.38	High Level
8. I receive emotional support from my family members or guardians.	4.78	Very High Level
9. I can attend school regularly without worrying about work or household responsibilities.	4.45	High Level
10. School faculty and staff provide a stable and caring learning environment.	4.89	Very High Level
Overall Mean	**4.57**	Very High Level

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GEO Academic Journal Vol. 7 No. 4

Table 3 indicates that environmental stability exerts a "very high" influence on academic performance, with an overall mean of 4.57. A standout mean of 4.89 indicates that students perceive the school faculty and staff as a primary source of a stable, caring learning environment. Conversely, the relatively lower mean of 4.29 regarding neighborhood peace suggests that external community conflicts remain a potential stressor for some learners. As noted by Ali et al. (2016), these results confirm that while a nurturing school atmosphere effectively bolsters motivation and security, environmental instability outside the school gates can still challenge a student's focus. This underscores the school's vital role as a haven and the necessity of community partnerships to extend that stability into students' broader living environments.

Table 4
Level of Influence of Learners' Socio-economic Background according to Availability of Resources when grouped by Age

Items	Younger		Older	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I have enough school supplies (e.g., pens, notebooks, papers) for the whole school year.	4.60	Very High Level	4.75	Very High Level
2. I have gadgets and access to the internet for my schoolwork.	4.01	High Level	4.17	High Level
3. My family can afford to buy necessary learning materials (e.g., books).	3.20	Moderate Level	3.55	High Level
4. I can easily participate in school projects and activities that require materials.	3.51	High Level	3.68	High Level
5. The school provides enough support (e.g., handouts, modules, activity sheets) when I cannot afford supplies.	4.60	Very High Level	4.38	High Level
6. I can use school computers, printers, or learning devices if needed.	4.33	High Level	4.40	High Level
7. I can attend school regularly because of available transportation.	4.34	High Level	4.68	Very High Level
8. I have nutritious meals at home or through school feeding programs.	3.86	High Level	4.13	High Level
9. I have a quiet and well-illuminated place to study at home.	4.21	High Level	4.27	High Level
10. My home has electricity and resources to help me study at night.	4.36	High Level	4.18	High Level
Overall Mean	**4.10**	High Level	**4.22**	High Level

Table 4 presents the level of influence of socio-economic background on resource availability across age groups. Both younger (4.10) and older (4.22) learners recorded an overall mean interpreted as a "high level" of influence. Analysis reveals that both groups possess sufficient basic school supplies, with younger respondents reporting a very high mean of 4.60 for supply abundance and

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

school-provided modules. In comparison, older respondents reported a very high mean of 4.75 for having enough notebooks and pens.

However, a disparity exists regarding costlier educational materials: younger learners reported a "moderate" mean of 3.20. In contrast, older learners reported a "high" mean of 3.55 regarding their family's ability to afford items such as books. These findings imply that while institutional support effectively bridges gaps for daily classroom essentials, underlying financial limitations still restrict access to broader learning resources. As noted by Jones and Reyes (2019), while ample resources, such as digital tools and books, are vital for high performance, economic disparities continue to determine the depth of a learner's educational environment.

Table 5
Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige when grouped by Age

Items	Younger		Older	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel proud and happy of my academic achievements.	4.64	Very High Level	4.77	Very High Level
2. I feel that my classmates treat me equally, no matter my socio-economic background.	4.39	High Level	4.57	Very High Level
3. My teachers acknowledge my academic efforts, regardless of my background.	4.54	Very High Level	4.60	Very High Level
4. My parents or guardians praise or acknowledge my academic achievements.	4.64	Very High Level	4.57	Very High Level
5. I am motivated and encouraged to succeed by seeing successful people from similar backgrounds.	4.70	Very High Level	4.70	Very High Level
6. I feel motivated to perform well because my family and other people expect me to succeed.	4.53	Very High Level	4.82	Very High Level
7. I have equal opportunities to receive awards or recognition in school.	4.67	Very High Level	4.67	Very High Level
8. Our community and society value learners who do well in school.	4.54	Very High Level	4.55	Very High Level
9. I believe my background does not prevent me from being academically successful.	4.91	Very High Level	4.88	Very High Level
10. I feel respected when I do well in school.	4.69	Very High Level	4.80	Very High Level
Overall Mean	**4.63**	Very High Level	**4.69**	Very High Level

Table 5 details the influence of socio-economic background on social recognition and prestige across different age groups, with both younger (4.63) and older (4.69) respondents yielding a "very high" overall mean. A significant finding across both groups is the high level of academic resilience; younger and older learners recorded very high means of 4.91 and 4.88, respectively,

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GEO Academic Journal Vol. 7 No. 4

regarding the belief that their backgrounds do not hinder their success. This suggests a powerful sense of self-efficacy that transcends age.

However, the data also reveals subtle social pressures. Younger learners reported their lowest mean (4.39) concerning equal treatment by classmates, while older learners felt relatively less certain (4.55) about how much the broader community values academic achievement. These results imply that while students maintain a positive internal mindset, they remain sensitive to external social distinctions. As noted by Quion (2017), external factors like parental and social expectations serve as vital motivational anchors. Consequently, while learners demonstrate individual grit, there is a clear need for schools and communities to actively promote inclusive environments that reinforce a sense of equal value for all students.

Table 6

Level of Influence of Learners' Socio-economic Background according to the Stability of the Environment when grouped by Age

Items	Younger		Older	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel safe and secure at home.	4.71	Very High Level	4.73	Very High Level
2. My family members or guardians encourage me to go to school every day.	4.79	Very High Level	4.87	Very High Level
3. My home environment supports my learning and education.	4.50	Very High Level	4.63	Very High Level
4. I live in a peaceful neighborhood with minimal conflict or violence.	4.14	High Level	4.47	High Level
5. I can focus on my schoolwork without distractions from my surroundings.	4.44	High Level	4.48	High Level
6. I do not have to worry about moving or transferring schools often.	4.21	High Level	4.52	Very High Level
7. I have a stable living situation (not homeless or frequently relocating).	4.29	High Level	4.50	Very High Level
8. I receive emotional support from my family members or guardians.	4.71	Very High Level	4.87	Very High Level
9. I can attend school regularly without worrying about work or household responsibilities.	4.51	Very High Level	4.38	High Level
10. School faculty and staff provide a stable and caring learning environment.	4.91	Very High Level	4.87	Very High Level
Overall Mean	**4.52**	Very High Level	**4.63**	Very High Level

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Table 6 demonstrates that environmental stability exerts a "very high" influence on academic performance for both younger (4.52) and older (4.63) learners. A consistent strength across both groups is the role of the school, with younger respondents marking a very high mean of 4.91 for the stable and caring environment provided by faculty. Older respondents similarly highlighted the synergy of institutional and domestic support, recording high means of 4.87 for teacher care and parental emotional encouragement.

However, the data reveal significant socio-economic stressors. Younger learners reported the lowest mean (4.14) for neighborhood safety, while older students struggled to balance education with household responsibilities (4.38). These findings imply that while a nurturing school-home nexus provides a vital buffer, external environmental instabilities still pose risks to focus. As Yigiter (2025) suggests, because socio-economic status at both individual and school levels profoundly dictates achievement, policies must prioritize equitable resource distribution to mitigate these external pressures.

Table 7

Level of Influence of Learners' Socio-economic Background according to Availability of Resources when grouped by Sex

Items	Male		Female	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I have enough school supplies (e.g., pens, notebooks, papers) for the whole school year.	4.61	Very High Level	4.76	Very High Level
2. I have gadgets and access to the internet for my schoolwork.	4.08	High Level	4.10	High Level
3. My family can afford to buy necessary learning materials (e.g., books).	3.34	Moderate Level	3.41	Moderate Level
4. I can easily participate in school projects and activities that require materials.	3.61	High Level	3.56	High Level
5. The school provides enough support (e.g., handouts, modules, activity sheets) when I cannot afford supplies.	4.46	High Level	4.56	Very High Level
6. I can use school computers, printers, or learning devices if needed.	4.30	High Level	4.46	High Level
7. I can attend school regularly because of available transportation.	4.53	Very High Level	4.46	High Level
8. I have nutritious meals at home or through school feeding programs.	3.85	High Level	4.20	High Level
9. I have a quiet and well-illuminated place to study at home.	4.25	High Level	4.22	High Level
10. My home has electricity and resources to help me study at night.	4.30	High Level	4.24	High Level
Overall Mean	**4.13**	High Level	**4.20**	High Level

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GEO Academic Journal Vol. 7 No. 4

Table 7 illustrates the influence of socio-economic background on resource availability when respondents are grouped by sex, with both males (4.13) and females (4.20) reporting a "high" overall mean. Both groups achieved their highest ratings, 4.61 for males and 4.76 for females, on item 1, indicating robust access to basic school supplies. Conversely, the affordability of more expensive learning materials, such as books, received the lowest "moderate" ratings from both sexes.
These findings imply that while daily essentials are widely accessible, financial constraints continue to limit access to supplementary academic resources across both genders. As Jiang (2021) suggests, the level of educational support families provide through their socio-economic resources directly shapes students' learning environments. Ultimately, the results underscore that while gender differences are minimal, institutional intervention is necessary to ensure equitable access to high-cost learning materials.

Table 8

Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige when grouped by Sex

Items	Male		Female	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel proud and happy of my academic achievements.	4.75	Very High Level	4.62	Very High Level
2. I feel that my classmates treat me equally, no matter my socio-economic background.	4.49	High Level	4.44	High Level
3. My teachers acknowledge my academic efforts, regardless of my background.	4.68	Very High Level	4.40	High Level
4. My parents or guardians praise or acknowledge my academic achievements.	4.63	Very High Level	4.58	Very High Level
5. I am motivated and encouraged to succeed by seeing successful people from similar backgrounds.	4.75	Very High Level	4.62	Very High Level
6. I feel motivated to perform well because my family and other people expect me to succeed.	4.68	Very High Level	4.64	Very High Level
7. I have equal opportunities to receive awards or recognition in school.	4.75	Very High Level	4.54	Very High Level
8. Our community and society value learners who do well in school.	4.58	Very High Level	4.50	Very High Level
9. I believe my background does not prevent me from being academically successful.	4.94	Very High Level	4.84	Very High Level
10. I feel respected when I do well in school.	4.85	Very High Level	4.56	Very High Level
Overall Mean	**4.71**	Very High Level	**4.57**	Very High Level

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

Table 8 reveals that socio-economic background exerts a "very high" influence on social recognition and prestige for both male (4.71) and female (4.57) respondents. A notable finding is the high level of academic resilience: both genders achieved very high means on item 9, indicating a strong belief that their backgrounds do not hinder success. However, males reported lower scores on equal treatment by peers (4.49), while females reported feeling less recognized by teachers (4.40). As Yan and Gai (2022) suggest, these results identify "academically resilient" students who overcome adversity, yet highlight a need for continued institutional focus on fostering inclusive and equitable social interactions.

Table 9

Level of Influence of Learners' Socio-economic Background according to the Stability of Environment when grouped by Sex

Items	Male		Female	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel safe and secure at home.	4.69	Very High Level	4.78	Very High Level
2. My family members or guardians encourage me to go to school every day.	4.89	Very High Level	4.72	Very High Level
3. My home environment supports my learning and education.	4.56	Very High Level	4.56	Very High Level
4. I live in a peaceful neighborhood with minimal conflict or violence.	4.24	High Level	4.38	High Level
5. I can focus on my schoolwork without distractions from my surroundings.	4.40	High Level	4.56	Very High Level
6. I do not have to worry about moving or transferring schools often.	4.35	High Level	4.36	High Level
7. I have a stable living situation (not homeless or frequently relocating).	4.26	High Level	4.58	Very High Level
8. I receive emotional support from my family members or guardians.	4.84	Very High Level	4.70	Very High Level
9. I can attend school regularly without worrying about work or household responsibilities.	4.54	Very High Level	4.32	High Level
10. School faculty and staff provide a stable and caring learning environment.	4.86	Very High Level	4.94	Very High Level
Overall Mean	**4.56**	Very High Level	**4.59**	Very High Level

Table 9 indicates that environmental stability exerts a "very high" influence on academic performance for both male (4.56) and female (4.59) respondents. Males recorded their highest mean (4.89) in family encouragement, while females recorded their highest mean (4.94) in perceiving a caring school environment. Conversely, challenges remain in male neighborhood safety and in domestic responsibilities for females. As Wei (2025) suggests, cohesive environments and high socio-economic status are associated with better academic outcomes. These findings imply that while

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

strong home-school support systems foster resilience, external community stability and balanced household duties are essential for ensuring equitable success across genders.

Table 10

Level of Influence of Learners' Socio-economic Background according to Availability of Resources when grouped by Average Family Monthly Income

Items	Lower Income		Higher Income	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I have enough school supplies (e.g., pens, notebooks, papers) for the whole school year.	4.60	Very High Level	4.77	Very High Level
2. I have gadgets and access to the internet for my schoolwork.	3.95	High Level	4.29	High Level
3. My family can afford to buy necessary learning materials (e.g., books).	3.17	Moderate Level	3.65	High Level
4. I can easily participate in school projects and activities that require materials.	3.49	Moderate Level	3.75	High Level
5. The school provides enough support (e.g., handouts, modules, activity sheets) when I cannot afford supplies.	4.42	High Level	4.62	Very High Level
6. I can use school computers, printers, or learning devices if needed.	4.29	High Level	4.46	High Level
7. I can attend school regularly because of available transportation.	4.47	High Level	4.54	Very High Level
8. I have nutritious meals at home or through school feeding programs.	3.99	High Level	3.98	High Level
9. I have a quiet and well-illuminated place to study at home.	4.15	High Level	4.37	High Level
10. My home has electricity and resources to help me study at night.	4.17	High Level	4.44	High Level
Overall Mean	**4.07**	High Level	**4.29**	High Level

Table 10 illustrates the influence of socio-economic background on resource availability across different income levels, with both lower-income (4.07) and higher-income (4.29) groups yielding a "high" overall mean. Both cohorts reported the highest accessibility for basic supplies, such as pens and paper, with "very high" ratings of 4.60 and 4.77, respectively.

However, a disparity exists regarding costlier materials; lower-income respondents reported a "moderate" mean of 3.17 for affordability, while higher-income respondents recorded a "high" mean of 3.65. These findings imply that while basic classroom essentials are consistently available, economic constraints significantly limit lower-income learners' access to supplementary resources such as books. As Adebayo et al. (2020) suggest, while educational resources profoundly impact performance, they must be integrated with broader support factors to ensure equitable academic outcomes across all socio-economic strata.

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GEO Academic Journal Vol. 7 No. 4

Table 11

Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige when grouped by Average Family Monthly Income

Items	Lower Income		Higher Income	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel proud and happy of my academic achievements.	4.67	Very High Level	4.75	Very High Level
2. I feel that my classmates treat me equally, no matter my socio-economic background.	4.41	High Level	4.56	Very High Level
3. My teachers acknowledge my academic efforts, regardless of my background.	4.55	Very High Level	4.60	Very High Level
4. My parents or guardians praise or acknowledge my academic achievements.	4.63	Very High Level	4.58	Very High Level
5. I am motivated and encouraged to succeed by seeing successful people from similar backgrounds.	4.69	Very High Level	4.71	Very High Level
6. I feel motivated to perform well because my family and other people expect me to succeed.	4.65	Very High Level	4.67	Very High Level
7. I have equal opportunities to receive awards or recognition in school.	4.69	Very High Level	4.63	Very High Level
8. Our community and society value learners who do well in school.	4.56	Very High Level	4.52	Very High Level
9. I believe my background does not prevent me from being academically successful.	4.88	Very High Level	4.92	Very High Level
10. I feel respected when I do well in school.	4.72	Very High Level	4.77	Very High Level
Overall Mean	**4.65**	Very High Level	**4.67**	Very High Level

Table 11 reveals that socio-economic background exerts a "very high" influence on social recognition and prestige across both lower-income (4.65) and higher-income (4.67) groups. Notably, both cohorts achieved their highest ratings, 4.88 and 4.92, respectively, on item 9, demonstrating robust academic resilience and a shared belief that financial status does not hinder success.

However, subtle disparities persist; lower-income learners reported less confidence in peer equality (4.41), while higher-income learners felt relatively less valued by the broader community (4.52). As Vázquez et al. (2024) and Fang et al. (2020) suggest, a sense of belonging and peer support are critical mediators of academic achievement. These findings underscore that while self-efficacy remains high across all income levels, fostering inclusive social environments is essential to translate this resilience into equitable academic success.

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GEO Academic Journal Vol. 7 No. 4

Table 12

Level of Influence of Learners' Socio-economic Background according to the Stability of the Environment when grouped by Average Family Monthly Income

Items	Lower Income		Higher Income	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel safe and secure at home.	4.76	Very High Level	4.67	Very High Level
2. My family members or guardians encourage me to go to school every day.	4.79	Very High Level	4.87	Very High Level
3. My home environment supports my learning and education.	4.56	Very High Level	4.56	Very High Level
4. I live in a peaceful neighborhood with minimal conflict or violence.	4.26	High Level	4.35	High Level
5. I can focus on my schoolwork without distractions from my surroundings.	4.51	Very High Level	4.38	High Level
6. I do not have to worry about moving or transferring schools often.	4.36	High Level	4.35	High Level
7. I have a stable living situation (not homeless or frequently relocating).	4.40	High Level	4.37	High Level
8. I receive emotional support from my family members or guardians.	4.82	Very High Level	4.73	Very High Level
9. I can attend school regularly without worrying about work or household responsibilities.	4.49	High Level	4.40	High Level
10. School faculty and staff provide a stable and caring learning environment.	4.88	Very High Level	4.90	Very High Level
Overall Mean	**4.58**	Very High Level	**4.56**	Very High Level

Table 12 indicates that environmental stability exerts a "very high" influence on academic performance across both lower-income (4.58) and higher-income (4.56) groups. Notably, both cohorts recorded their highest ratings, 4.88 and 4.90, respectively, for the stable and caring learning environment provided by school faculty. This suggests that the institution serves as a consistent pillar of support regardless of a learner's financial status.

However, subtle differences emerge in external stability: lower-income respondents reported the lowest mean (4.26) for neighborhood peace, while higher-income learners reported the highest mean (4.35) for school transfers. As Wang et al. (2022) suggest, a cooperative school climate is vital for the success of underprivileged students. These findings imply that while school-based support effectively buffers socio-economic pressures, external domestic and community factors remain areas where stability varies by income level.

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GEO Academic Journal Vol. 7 No. 4

Table 13

Level of Influence of Learners' Socio-economic Background according to Availability of Resources when grouped by Size of the Family

Items	Few		Many	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I have enough school supplies (e.g., pens, notebooks, papers) for the whole school year.	4.63	Very High Level	4.73	Very High Level
2. I have gadgets and access to the internet for my schoolwork.	4.03	High Level	4.17	High Level
3. My family can afford to buy necessary learning materials (e.g., books).	3.36	Moderate Level	3.37	Moderate Level
4. I can easily participate in school projects and activities that require materials.	3.74	High Level	3.37	Moderate Level
5. The school provides enough support (e.g., handouts, modules, activity sheets) when I cannot afford supplies.	4.60	Very High Level	4.35	High Level
6. I can use school computers, printers, or learning devices if needed.	4.35	High Level	4.38	High Level
7. I can attend school regularly because of available transportation.	4.51	Very High Level	4.48	High Level
8. I have nutritious meals at home or through school feeding programs.	4.03	High Level	3.92	High Level
9. I have a quiet and well-illuminated place to study at home.	4.24	High Level	4.23	High Level
10. My home has electricity and resources to help me study at night.	4.33	High Level	4.19	High Level
Overall Mean	**4.18**	High Level	**4.12**	High Level

Table 13 illustrates the influence of socio-economic background on resource availability across different family sizes, with both those having few (4.18) and many (4.12) siblings yielding a "high" overall mean. Both groups recorded their highest accessibility in basic supplies, with "very high" means of 4.63 and 4.73, respectively. However, the affordability of costlier items, such as books, remained "moderate" for both cohorts, and larger families also reported difficulty funding specialized school projects.

These findings imply that while Filipino parents prioritize basic educational needs regardless of family size, financial constraints arise when expenses exceed the cost of essential supplies. As Alampay and Garcia (2019) suggest, while families deeply value educational achievement, economic disparities continue to limit equitable access to the supplementary resources necessary to meet high academic expectations.

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GEO Academic Journal Vol. 7 No. 4

Table 14

Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige when grouped by Size of the Family

Items	Few		Many	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel proud and happy of my academic achievements.	4.65	Very High Level	4.77	Very High Level
2. I feel that my classmates treat me equally, no matter my socio-economic background.	4.42	High Level	4.54	Very High Level
3. My teachers acknowledge my academic efforts, regardless of my background.	4.63	Very High Level	4.48	High Level
4. My parents or guardians praise or acknowledge my academic achievements.	4.74	Very High Level	4.40	High Level
5. I am motivated and encouraged to succeed by seeing successful people from similar backgrounds.	4.74	Very High Level	4.63	Very High Level
6. I feel motivated to perform well because my family and other people expect me to succeed.	4.72	Very High Level	4.58	Very High Level
7. I have equal opportunities to receive awards or recognition in school.	4.72	Very High Level	4.60	Very High Level
8. Our community and society value learners who do well in school.	4.53	Very High Level	4.58	Very High Level
9. I believe my background does not prevent me from being academically successful.	4.90	Very High Level	4.90	Very High Level
10. I feel respected when I do well in school.	4.72	Very High Level	4.77	Very High Level
Overall Mean	**4.68**	Very High Level	**4.62**	Very High Level

Table 14 shows that socio-economic background exerts a "very high" influence on social recognition and prestige, regardless of family size, with those with few (4.68) and many (4.62) siblings recording similar overall means. Both groups achieved a very high mean of 4.90 regarding their belief that background does not hinder academic success, demonstrating robust self-efficacy.

However, subtle differences emerge in social support: those with fewer siblings reported lower perceptions of peer equality (4.42). In contrast, those from larger families reported relatively less parental acknowledgment (4.40), likely due to divided parental attention. As Krejčová et al. (2019) suggest, academic self-perception is deeply rooted in the family system. These findings imply that while resilience remains strong across both groups, the specific dynamics of social support vary by family structure.

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GEO Academic Journal Vol. 7 No. 4

Table 15

Level of Influence of Learners' Socio-economic Background according to the Stability of the Environment when grouped by the Size of the Family

Items	Few		Many	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel safe and secure at home.	4.69	Very High Level	4.77	Very High Level
2. My family members or guardians encourage me to go to school every day.	4.86	Very High Level	4.77	Very High Level
3. My home environment supports my learning and education.	4.51	Very High Level	4.63	Very High Level
4. I live in a peaceful neighborhood with minimal conflict or violence.	4.28	High Level	4.31	High Level
5. I can focus on my schoolwork without distractions from my surroundings.	4.44	High Level	4.50	Very High Level
6. I do not have to worry about moving or transferring schools often.	4.29	High Level	4.44	High Level
7. I have a stable living situation (not homeless or frequently relocating).	4.29	High Level	4.52	Very High Level
8. I receive emotional support from my family members or guardians.	4.81	Very High Level	4.75	Very High Level
9. I can attend school regularly without worrying about work or household responsibilities.	4.37	High Level	4.58	Very High Level
10. School faculty and staff provide a stable and caring learning environment.	4.88	Very High Level	4.90	Very High Level
Overall Mean	**4.54**	Very High Level	**4.62**	Very High Level

Table 15 reveals that environmental stability exerts a "very high" influence on academic performance across family sizes, with those having few (4.54) and many (4.62) siblings recording similar overall means. Both cohorts identified school faculty and staff as their primary source of stability, yielding "very high" means of 4.88 and 4.90, respectively. Conversely, both groups reported their lowest scores, 4.28 and 4.31, regarding neighborhood peace, indicating that external community factors remain a shared challenge.

As Victorino et al. (2025) suggest, school-based support acts as a powerful equalizer, often outweighing family structure in determining academic success. These findings imply that, while domestic conditions vary, a nurturing institutional environment effectively sustains learner resilience and stability regardless of the number of siblings in the home.

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GEO Academic Journal Vol. 7 No. 4

Table 16

Level of Influence of Learners' Socio-economic Background according to Availability of Resources when grouped by Parents' Highest Educational Attainment

Items	Low		High	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I have enough school supplies (e.g., pens, notebooks, papers) for the whole school year.	4.62	Very High Level	5.00	Very High Level
2. I have gadgets and access to the internet for my schoolwork.	4.06	High Level	4.25	High Level
3. My family can afford to buy necessary learning materials (e.g., books).	3.26	Moderate Level	4.13	High Level
4. I can easily participate in school projects and activities that require materials.	3.44	Moderate Level	4.69	Very High Level
5. The school provides enough support (e.g., handouts, modules, activity sheets) when I cannot afford supplies.	4.47	High Level	4.69	Very High Level
6. I can use school computers, printers, or learning devices if needed.	4.36	High Level	4.38	High Level
7. I can attend school regularly because of available transportation.	4.46	High Level	4.81	Very High Level
8. I have nutritious meals at home or through school feeding programs.	3.91	High Level	4.50	Very High Level
9. I have a quiet and well-illuminated place to study at home.	4.20	High Level	4.50	Very High Level
10. My home has electricity and resources to help me study at night.	4.23	High Level	4.63	Very High Level
Overall Mean	**4.10**	High Level	**4.56**	Very High Level

Table 16 illustrates how parental educational attainment influences resource availability, with children of more educated parents reporting a "very high" overall mean (4.56) compared to the "high" mean (4.10) of those with less educated parents. Both groups achieved very high scores for basic supplies such as pens and paper, with the higher-attainment group achieving a perfect mean of 5.00.

However, a significant gap exists in book affordability: those with higher-attainment parents reported a "high" mean (4.13), while those with lower-attainment parents reported a "moderate" mean (3.26). As Munir et al. (2023) suggest, while institutional resources can buffer these disparities, parental education positively correlates with resource access. These findings imply that higher educational backgrounds often translate into greater socio-economic capacity to provide specialized learning materials.

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

Table 17

Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige when grouped by Parents' Highest Educational Attainment

Items	Low		High	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel proud and happy of my academic achievements.	4.74	Very High Level	4.44	High Level
2. I feel that my classmates treat me equally, no matter my socio-economic background.	4.49	High Level	4.31	High Level
3. My teachers acknowledge my academic efforts, regardless of my background.	4.57	Very High Level	4.56	Very High Level
4. My parents or guardians praise or acknowledge my academic achievements.	4.61	Very High Level	4.56	Very High Level
5. I am motivated and encouraged to succeed by seeing successful people from similar backgrounds.	4.68	Very High Level	4.88	Very High Level
6. I feel motivated to perform well because my family and other people expect me to succeed.	4.63	Very High Level	4.88	Very High Level
7. I have equal opportunities to receive awards or recognition in school.	4.70	Very High Level	4.44	High Level
8. Our community and society value learners who do well in school.	4.54	Very High Level	4.56	Very High Level
9. I believe my background does not prevent me from being academically successful.	4.89	Very High Level	5.00	Very High Level
10. I feel respected when I do well in school.	4.73	Very High Level	4.81	Very High Level
Overall Mean	**4.66**	Very High Level	**4.64**	Very High Level

Table 17 demonstrates that parental educational attainment has a "very high" influence on social recognition and prestige, with both lower-attainment (4.66) and higher-attainment (4.64) groups showing nearly identical overall means. A standout finding is the robust academic resilience across both cohorts; respondents recorded very high means of 4.89 and 5.00, respectively, asserting that their backgrounds do not hinder success.

However, both groups reported their lowest scores, 4.49 for lower attainment and 4.31 for higher attainment, regarding equal treatment by classmates. As Lee et al. (2022) suggest, while higher parental education can further moderate self-efficacy, students generally maintain strong academic

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GEO Academic Journal Vol. 7 No. 4

confidence regardless of background. These results imply that, while internal resilience is high, peer dynamics remain a consistent area in which social distinctions are still perceived.

Table 18

Level of Influence of Learners' Socio-economic Background according to Stability of Environment when grouped by Parents' Highest Educational Attainment

Items	Low		High	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. I feel safe and secure at home.	4.74	Very High Level	4.63	Very High Level
2. My family members or guardians encourage me to go to school every day.	4.83	Very High Level	4.75	Very High Level
3. My home environment supports my learning and education.	4.54	Very High Level	4.69	Very High Level
4. I live in a peaceful neighborhood with minimal conflict or violence.	4.31	High Level	4.19	High Level
5. I can focus on my schoolwork without distractions from my surroundings.	4.51	Very High Level	4.13	High Level
6. I do not have to worry about moving or transferring schools often.	4.34	High Level	4.44	High Level
7. I have a stable living situation (not homeless or frequently relocating).	4.36	High Level	4.56	Very High Level
8. I receive emotional support from my family members or guardians.	4.80	Very High Level	4.69	Very High Level
9. I can attend school regularly without worrying about work or household responsibilities.	4.54	Very High Level	3.81	High Level
10. School faculty and staff provide a stable and caring learning environment.	4.88	Very High Level	5.00	Very High Level
Overall Mean	**4.59**	Very High Level	**4.49**	High Level

Table 18 indicates that environmental stability significantly influences academic performance, with parents of lower (4.59) and higher (4.49) educational attainment yielding "very high" and "high" overall means, respectively. Both groups identified the school environment as a primary pillar of stability, with those from higher-attainment backgrounds recording a perfect mean of 5.00 for faculty support.

However, distinct challenges emerged: lower-attainment groups reported lower neighborhood peace (4.31), while higher-attainment groups struggled to balance school and household responsibilities (3.81). As Patel et al. (2024) suggest, a nurturing home environment provides essential emotional security. These findings imply that while school-based care effectively equalizes learner experiences, parental educational background may shift the specific environmental pressures students face outside the classroom.

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GEO Academic Journal Vol. 7 No. 4

Table 19
Level of Learners' Academic Performance when grouped by the aforementioned Variables

Variable	Category	N	Mean	Interpretation
Age	Younger	70	82.71	Satisfactory
	Older	60	83.17	Satisfactory
Sex	Male	80	81.68	Satisfactory
	Female	50	84.92	Satisfactory
Average Family Monthly Income	Low	78	83.23	Satisfactory
	High	52	82.46	Satisfactory
Size of the Family	Few	78	82.83	Satisfactory
	Many	52	83.06	Satisfactory
Parents' Highest Educational Attainment	Low	114	83.11	Satisfactory
	High	16	81.63	Satisfactory

Table 19 illustrates a consistent "satisfactory" level of academic performance across all demographic variables, with mean scores falling within the acceptable but not outstanding range. Notably, female learners (84.92) outperformed their male counterparts (81.68), while older learners (83.17) showed a slight advantage over younger ones, suggesting that gender-based diligence and maturity contribute to academic success.

Interestingly, the data challenge traditional socio-economic assumptions: learners from lower-income families (83.23) and those whose parents have lower educational attainment (83.11) recorded slightly higher means than their more privileged peers. Similarly, larger family size did not hinder performance. These findings imply that background characteristics have minimal influence on final grades in this cohort. As supported by Sulaiman et al. (2020), the results underscore that individual motivation and personal effort remain the primary drivers of academic achievement, effectively buffering the potential impacts of socio-economic status.

Table 20
Difference in the Level of Influence of Learners' Socio-economic Background according to Availability of Resources when grouped and compared by the aforementioned Variables

Variable	Category	N	Mean	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	70	**4.10**	61.52	1821.50	0.192	0.05	Not Significant
	Older	60	**4.22**	70.14				
Sex	Male	80	**4.13**	63.15	1812.00	0.367		Not Significant
	Female	50	**4.2**	69.26				
Average Family Monthly Income	Low	78	**4.07**	60.20	1614.50	0.049		Significant
	High	52	**4.29**	73.45				

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GEO Academic Journal Vol. 7 No. 4

Size of the Family	Few	78	**4.18**	67.10	1903.50	0.553	Not Significant
	Many	52	**4.12**	63.11			
Parents' Highest Educational Attainment	Low	114	**4.10**	61.14	414.50	0.001	Significant
	High	16	**4.56**	96.59			

Table 20 presents a comparative analysis of socio-economic influence on resource availability, revealing a critical divide between demographic and economic variables. Statistical testing confirms that age (p=0.192), sex (p=0.367), and family size (p=0.553) yield no significant differences, leading to the acceptance of the null hypothesis for these categories. This suggests that these factors do not inherently alter how students perceive the impact of resource accessibility on their performance.

In contrast, average monthly income (p=0.049) and parental educational attainment (p=0.001) show significant differences, leading to rejection of the null hypothesis. These findings imply that financial capacity and parental background are the primary determinants of resource depth, directly affecting access to books, technology, and tutoring. As Li and Qiu (2018) suggest, these socio-economic pathways are pivotal in shaping academic outcomes, underscoring the pressing need to address these specific disparities to ensure educational equity.

Table 21

Difference in the Level of Influence of Learners' Socio-economic Background according to Social Recognition and Prestige when grouped and compared by aforementioned Variables

Variable	Category	N	Mean	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	70	**4.63**	62.61	1898.00	0.339	0.05	Not Significant
	Older	60	**4.69**	68.87				
Sex	Male	80	**4.71**	67.58	1833.50	0.419		Not Significant
	Female	50	**4.57**	62.17				
Average Family Monthly Income	Low	78	**4.65**	63.73	1890.00	0.506		Not Significant
	High	52	**4.67**	68.15				
Size of the Family	Few	78	**4.68**	67.33	1885.00	0.491		Not Significant
	Many	52	**4.62**	62.75				
Parents' Highest Educational Attainment	Low	114	**4.66**	66.26	825.00	0.532		Not Significant
	High	16	**4.64**	60.06				

Table 21 presents a comparative analysis revealing that socio-economic background exerts a uniform influence on social recognition and prestige across all tested demographic groups. Statistical analysis confirms that the p-values for age (0.339), sex (0.419), monthly income (0.506), family size

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

(0.491), and parental education (0.532) all exceed the 0.05 threshold of significance. Consequently, the null hypothesis that there is no significant difference among respondents grouped by these variables is accepted.

These findings imply that perceptions of social standing and academic validation remain consistent across learners, regardless of their diverse backgrounds. The data suggest a pervasive culture of academic encouragement, in which support from families and communities transcends financial and educational disparities. As noted by Rahman et al. (2023), a supportive home environment and positive parental relationships are universal benefits for student performance, effectively leveling the playing field in terms of social motivation and prestige.

Table 22

Difference in the Level of Influence of Learners' Socio-economic Background according to the Stability of the Environment when grouped and compared by the aforementioned Variables

Variable	Category	N	Mean	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	70	**4.52**	60.28	1734.50	0.084	0.05	Not Significant
	Older	60	**4.63**	71.59				
Sex	Male	80	**4.56**	65.13	1970.50	0.886		Not Significant
	Female	50	**4.59**	66.09				
Average Family Monthly Income	Low	78	**4.58**	64.16	1923.50	0.615		Not Significant
	High	52	**4.56**	67.51				
Size of the Family	Few	78	**4.54**	61.79	1738.50	0.164		Not Significant
	Many	52	**4.62**	71.07				
Parents' Highest Educational Attainment	Low	114	**4.59**	66.49	799.00	0.418		Not Significant
	High	16	**4.49**	58.44				

Table 22 provides a comparative analysis indicating that environmental stability remains a consistent influence on academic performance across all demographic and socio-economic variables. The statistical results, with p-values for age (0.084), sex (0.886), monthly income (0.615), family size (0.164), and parental education (0.418) all exceeding the 0.05 significance threshold, lead to the acceptance of the null hypothesis. This suggests that no single demographic factor significantly alters how students perceive the stability of their learning environment.

These findings imply that learners, regardless of their background, benefit from a relatively uniform level of environmental support, likely driven by consistent institutional policies and teacher-student relationships. As highlighted by Yan and Gai (2022), protective factors such as personal resilience and positive school climates serve as powerful equalizers. Ultimately, the data underscores that while socio-economic conditions may differ, a stable, conducive learning environment effectively bridges these gaps to support academic success across the board.

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ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 4

Table 23
Difference in the Level of Learners' Academic Performance when grouped and compared by the aforementioned Variables

Variable	Category	N	Mean	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	70	63.75	1977.500	0.566	0.05	Not Significant
	Older	60	67.54				
Sex	Male	80	56.35	1268.000	0.000		Significant
	Female	50	80.14				
Average Family Monthly Income	Low	78	68.23	1815.000	0.310		Not Significant
	High	52	61.40				
Size of the Family	Few	78	64.58	1956.000	0.732		Not Significant
	Many	52	66.88				
Parents' Highest Educational Attainment	Low	114	66.85	758.500	0.275		Not Significant
	High	16	55.91				

Table 23 provides a comparative analysis of academic performance across various demographic and socio-economic variables, revealing that sex is the only factor resulting in a statistically significant difference. With p-values for age (0.620), monthly income (0.407), family size (0.809), and parental education (0.284) all exceeding the 0.05 threshold, the null hypothesis for these categories is accepted. This indicates that maturity, financial status, and household structure do not inherently dictate final academic outcomes in this group.

In contrast, the sex variable (p=0.001) indicates rejection of the null hypothesis, confirming that female learners significantly outperform their male counterparts. This disparity points toward differences in classroom engagement, study habits, and motivation. As noted by Ademi and Loshkovska (2025), females often exhibit higher academic resilience and engagement within structured systems, whereas males may require different motivational or autonomous strategies. These findings imply a need for gender-sensitive pedagogical approaches to bridge the performance gap and better support male learners.

Table 24
Relationship in the Level of Influence of Learners' Socio-economic Background and Academic Performance

Variable	N	rho	p-value	*Sig. level*	Interpretation
Level of Influence of Learners' Socio-Economic Background	130	0.066	0.457	0.05	Not Significant
Learners' Academic Performance	130				

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GEO Academic Journal Vol. 7 No. 4

Table 24 examines the correlation between the influence of socio-economic background and academic performance, providing a definitive statistical conclusion for the study. The computed p-value of 0.457 is significantly greater than the 0.05 threshold, leading to the acceptance of the null hypothesis. This indicates that there is no statistically significant relationship between a learner's socio-economic status, including financial conditions and resource access, and their actual academic outcomes within this specific context.

These findings imply that academic success is not a byproduct of privilege but rather a result of individual agency. Factors such as hard work, perseverance, and determination emerge as the primary drivers of achievement, effectively neutralizing the potential constraints of a student's background. As Quansah (2022) suggests, while low-SES students may face unique hurdles, their ultimate performance is more accurately predicted by study habits and internal motivation than by economic standing alone. This concludes the inferential analysis by emphasizing that personal merit and institutional support systems successfully bridge the socio-economic gap.

Conclusion

The study concludes that while socio-economic background significantly influences resource accessibility, it does not uniquely determine academic success. High levels of environmental stability and social recognition, fostered by supportive families and conducive school climates, serve as vital equalizers that sustain learner performance across diverse financial strata. However, the significant disparities in resource availability tied to income and parental education underscore a persistent digital and material divide that necessitates targeted institutional intervention. A pivotal contribution of this research is the revelation that gender, rather than economic status, is the primary driver of performance variance, with female learners demonstrating superior engagement and resilience. This implies that academic outcomes are more heavily shaped by individual motivation and pedagogical alignment than by household wealth alone. Consequently, the study advocates a shift toward gender-responsive instruction and equitable resource distribution within communities. Ultimately, these findings contribute to the field of Education by proving that a robust "home-school-community" alliance can effectively buffer socio-economic disadvantages, ensuring that personal determination remains the true catalyst for academic achievement.

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Authorship Contribution Statement

Denila: Lead researcher, data analyst, and manuscript developer. **Tepacia**: Thesis adviser, technical consultant, and quality assurance oversight

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GEO Academic Journal Vol. 7 No. 4

Conflict of Interest

The authors affirm that this study was conducted without any commercial or financial ties that could be perceived as a conflict of interest. No personal affiliations or competing interests influenced the data collection, analysis, or outcomes. The researchers assume full accountability for the integrity of the findings and for the decision to submit this work for publication.

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