This study sought to find the socio-economic profile of parents in relation to the academic achievement of high school students in Northwestern College, Laoag City, school year 1983-1984. More specifically, it sought to answer the following questions:

1. What is the socio-economic profile of parents of high school students of Northwestern College as to:
   1.1 educational attainment,
   1.2 occupation,
   1.3 Family income,
   1.4 Type of houses,
   1.5 Household appliances,
   1.6 Membership in social organization?
2. What is the academic achievement of high school students of Northwestern College during the school year 1983-1984?
3. What is the relationship between the socio-economic profile of parents and the academic achievement of students during the school year 1983-1984?

Hypotheses

1. There is no positive relationship between the socio-economic profile of parents and the academic achievement of students.
2. There is no direct relationship between achievement and socio-economic profile of students and parents respectively by curriculum year.

Methodology

The researcher made use of the descriptive survey. A Questionnaire was adopted, then refined to suit the purpose of this research work. It was administered to one hundred parents; twenty-five from each of the four curriculum years. Such parents/respondents were selected by random sampling. The returns which is 100 percent yielded valuable facts which
were presented in tables, analyzed and interpreted. The general averages of one hundred students who are the children of the parent respondents, as reflected in their Form 137 and XVIII were also considered. In addition, the Chi-square (x2) formula at the .05 of significance was used to test the null hypotheses.

Findings

The researcher found the following findings significant based on the data gathered:

1. Of the one hundred parents, as to educational attainment, four or 4 percent completed elementary course; twenty-five or 25 percent finished high school; sixty-six or 66 percent obtained colleges’ degrees and five or 5 percent finished graduate studies.

2. Of the one hundred parents, as to occupation, thirty-three or 33 percent are self-employed; thirty or 30 percent are employed in the government; and thirty-seven or 37 percent are employed in private firms. Nobody was found to be unemployed.

3. Of the one hundred parents, as to income, four or 4 percent receive low income; thirty-one or 31 percent receive middle income; and sixty-five or 65 percent receive high income. Nobody was found to be of the no fixed income group.

4. Of the type of houses occupied by the one hundred parents, three or 3 percent are rented; twenty-seven or 27 percent are temporary; and thirty-five or 35 percent are semi-permanent and thirty-five or 35 percent have permanent houses.

5. Of the household appliances used/acquired by the one hundred parents, thirty-six or 36 percent have musical-producing appliances; forty one or 41 percent have gas and electric ranges; and twenty-two or 22 percent have motor vehicles. Only one or 1 percent have primitive household equipment.

6. Of the one hundred parents as to membership in social organizations, thirty-nine or 39 percent are members of parent-teacher association in varying capacities, twenty-five or 25 percent are members of recreational organizations, twenty-one or 21 percent are members of religious organizations and fifteen or 15 percent are members of civic organizations.

7. Of the one hundred students, fifteen or 15 percent belong to the 76-80 percent academic achievement level; fifty-five or 55 percent belong to 81-85 percent academic achievement level; and thirty or 30 percent belong to the 86 percent and above academic standing.

8. As to the educational attainment of parents and the academic achievement of students, a significant
A relationship exists between the two computed at .05 level of significance using the chi-square.

9. As to the occupation of parents and the academic achievement of students, a significant relationship exists between the two factors, computed at .05 level of significance using the chi-square.

10. As to the type of houses and the academic achievement of students, no relationship exists between the two computed at .05 level of significance using the chi-square.

11. Regarding household appliances and the academic achievement of students, a relationship exists between the two computed at .05 level of significance using the chi-square.

12. Regarding the membership of parents in social organizations and the academic achievement of students, a relationship exists between the two computed at .05 level of significance using the chi-square.

Conclusions

Based on the above-mentioned findings in spite of all the research constraints the following statements could be safely concluded.

1. There is a significant relationship between educational achievement of parents and the academic achievement of students. As such, parents with high educational achievement influence their children in their academic performance. It is noteworthy to underscore that parents want to bring up children who are extensions or reflections of themselves.

2. There is a significant relationship between occupation of parents and academic achievement of students. This could be partly explained by the fact that at this stage in their development, students’ here-worship their parents; hence, they aspire to be what the figures in their homes are.

3. There is a significant relationship between income and academic achievement of students. This implies that parents can afford the finer things can naturally afford to guide and influence for better achievement.

4. There is no significant relationship that exists between types of houses and academic achievement, but, a significant relationship exists between household appliances and academic achievement. Partly, this may be so because the modern appliances may serve as learning experience for the students in both cognitive and psychomotor. Students using primitive household equipment necessarily look such experience.

5. There is a significant relationship in social organizations of parents and the academic achievement of students.
Students learn more from parents who are involved than those who are less involved.

Recommendations

From those findings and conclusions, the researcher hereby makes the following recommendations:

1. Since a knowledge of the profile of parents: socio-economic background bears a significant relationship with the academic achievement of students a strong rapport between the school and the parents should be made thereby assuring a higher level of academic achievement.

2. Since the study shows that membership in school organizations tops the list, it is highly recommended that involvement of parents in school activities should be intensified and should be capitalized in the formulation of life-like experiences to make the teaching-learning process more meaningful. It would even be more significant if in such organizations parents and students can have a hand in the formulation and determination of learning experiences based on educational objectives formed with the cooperation of teachers and parents.

   It is likewise recommended that such organizations be set up along the tenets of democracy thereby making them laboratories for the students to learn and play roles which they will eventually discharge as adults.

3. Since the study reveals that occupation and income bear a significant relationship with academic achievement, the school should assume a greater role in guiding of students in the choice of courses best suited for them. In so doing, the school not only offers quality instruction but also provides adequate vocational guidance.

4. Since academic achievement does not rest solely on the students themselves but could be best attained at a high level through the influence of many factors, it is highly recommended that these factors should be looked into to improve academic performance. Other avenues may include the learning million peer group organizations, textbooks and tasks assigned to students.

5. In the light of the findings made and the conclusions arrived at, it is recommended further that parallel and pertinent studies be made along this study to strengthen the findings.