



# Daily Allowance and Academic Performance

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## Abstract:

Every student has a responsibility in school including the submission of their project and for doing their different performance task in each subject. When it comes to the school projects, student's daily allowance and even their socioeconomic status is involved. Daily allowance is the amount of money that a student is entitled to on a daily basis. This research is a quantitative design involving the students in the Senior High School. This research shows that students who have daily allowance inschool has the advantage to have high grades or has the advantage to excel in class. The table reveals that whether the student's daily allowance that ranges from 21 to 41 and above in which majority of the students are found to have a daily allowance that ranges 41 and above. Moreover, most student level of academic performance is found to be at the average of 85 to 89 which is described as 'satisfactory' in terms of grades. Thus, the researchers conclude that there is a significant relationship between the parents' socioeconomic status and the students' academic performance.

**Keywords:** Academic Performance, Daily Allowance, Socioeconomic Status

## I. INTRODUCTION

Daily allowance is the amount of money that a student is entitled to on a daily basis. It is one of the resources for buying the needs of each student. Most of the student gets their allowance from their parents and parents' money earned as salary from their work. Higher family income may have a good contribution in academic performance, but for the responsible and serious students, low family income must not be an excuse for poor performance (Adzido, Dzogbede, Ahiare, Dorkpah, 2016). Bhat, Joshi, Wani (2016) supported the latter claim that socioeconomic status is the significant factor in academic achievement. Thus, the higher level of socioeconomic status shows a big contribution toward the quality of student achievement (Farooq, Chaudry, Shafiq and Berhanu, 2011). Academic achievement carry out primary significance in the context of an education system, intend a successful scholastic achievement of the students and human resources improvement at the high level. In addition, adolescents having high and middle socioeconomic status excel in academic performance than adolescents having low socioeconomic status (Singh and Choudhary, 2015). Socioeconomic status of the students haveam impact to their academic achievement. Students having a high socioeconomic status have a good exposure and surroundings giving a good result as compared to low socioeconomic status (Chandra and Azzimudin, 2013).

## II. STATEMENT OF THE PROBLEM

This study aims to assess the relationship between students daily allowance and academic performance of Grade 11 and Grade 12 students in Jagobiao National High School for school year 2018-2019. Specifically, this attempt to address the following questions: what is the status of the student daily allowance?, what is the level of the academic performance of the students?, Is there

a significance relationship between socioeconomic status and student academic performance?

## III. REVIEW OF RELATED LITERATURE

Adolescents who have high and average socioeconomic status have a better academic achievement than adolescents belonging to low ones (Farooq, Chaudry, Shafiq, and Berhanu, 2011). According to Okioga (2013) having a better socioeconomic status (SES) has a advantages to afford the needs of students for academic performance; Low socioeconomic status will have lower test score so socioeconomic status had the greatest impact on the test score. The effect of socioeconomic status on students performance result revealed that parents education, occupation and facilities at home affects the student achievement (Saifi and Mehmood, 2011). Moreover, parents' employment outside the home demands more time which denies the children time for educational interaction (Drajea, and O'Sullivan, 2014) and personal interaction (Eamon, 2005). However, there is an instance that those children with low socioeconomic status performed better academically than those children with good family background (Aliyu, 2016). In addition, students with high socioeconomic status perform well because they have better exposure and environment in terms of infrastructure and facilities (Chandra and Azzimudin, 2013). The studies of Ogunshola (2012) and Lin and Lv (2017) concluded that parental socioeconomic status and education background is positively correlated to students' academic performance. It is an important factor in students academic achievement like students with high socioeconomic status because they academically achieves better than students with the middle socioeconomic status (Bhat, Joshi, Wani, 2016). Thus, the correlation between parental education attainment and academic achievement is concluded (Alade, Nwangdingwe, and Victor, 2014). Academic performance strongly correlates family socioeconomic status or even at the

school level (Sirin, 2005). The extent to which adolescents accurately report their family's socioeconomic status with both mother and adolescents completed questionnaires that included measures of socioeconomic status, the result show relatively high agreement socioeconomic status measures between the two sources of informants but the agreement level varied by age, family structure and school performance, older students, students from two parents household. Higher achieving students were more likely to report single-parent household and lower-achieving students (Ensminger, Forest, Riley, Kang, Green, Starfield, and Ryan, 2000). Most of the students whose parents were well educated, performed better in inscribe examination as compared to students whose parents were less educated or illiterate. Similar with higher the income of the family for matriculation in school (Memon, Joubish and Khurram, 2010). Children growing up in low standard of living are more likely to face different challenges which would continuously lead to affect development even if the family income elevates (Dhal and Lochner, 2005). Parental education was a key predictor of student's academic achievement. In contrast, family structure the main source of family income and geographical location did not significantly predict variation in school performance over other factor (Considine and Zappala, 2002). The income level of parents has effect on the academic achievement of students (Machebe, Ezegebe, Onuoha, 2017). There are different strategies were parents are found to be involved with their children education, identifying learning patterns, identifying homework to the children, assisting their children in difficulties of homework and motivate their children and to look after their study in appropriate manner (Al-matalaka 2014). While independent variables such as parent's education, occupation and income are proven to have a significant positive influence to student's academic achievement (Dahie, Mohamed, and Moalim 2016). On the other hand, having a higher socio-economic status parents in the school community has a great impact than students level socio-economic status on students achievement ( Rothman, 2013). In some particular cases with moral education orientations of students academic success of children educational level of parents has no relationship with student's moral education (Santhasaran and Othman, 2017). Likewise Hossain, Zeheen and Islam (2012) fathers education and parents income are important in determining performance as measured by CGPA in Presidency University but education of father turned to be the most influential. Family size, parents background parents qualifications and parents level of income correlates with academic performance (Abdu-raheem 2015). In the contrary, gender does not influence other academic achievement of higher secondary schools students but males who belongs to high socioeconomic status because their parents can provide the necessary needs for their children's education, health, understand their problems that academic achievement ( Ahmar and Anwar, 2013). In other consideration, the physical, socioeconomic emotional and cognitive well being of the children, youth and families are affected by poverty for this relationship is incremental, environment risk exposure compared with middle and high income children, low income children are disproportionately exposed to more adverse social and physical environmental conditions (Evans, 2004). There is no significant connection to academic performance and loan amounts and job aid amounts (Coonrod, 2006). Singh and Choudhary (2015) observed that adolescents having high and middle socioeconomic

status have better academic achievement than adolescents having low socioeconomic status. School and environment both correlates with student performance and socioeconomic status (SES) and that low socioeconomic status neighborhood also detrimental to undesirable stimulation resulting to child parent conflict and low performance in school. In addition, schools with lower socioeconomic status are associated with positive impacts on the university academic performance, but that the magnitude is minimal students from lower socioeconomic status schools have been found to perform marginally better than there from socioeconomic status schools (Li & Dockery, 2014). Caro (2009) identified socioeconomic status as a student transition from elementary and secondary education level differs between low socioeconomic status. Lastly, Adzido, (Dzogbede, Ahiave, and Dorkpah, 2016) stated that even though family with higher socioeconomic status may help improve students' performance, being in low socioeconomic status is not an excuse for poor performance.

#### **IV. RESEARCH METHODOLOGY**

This section contains the research design used by the researcher, research environment, the respondents of the study, the instrument used, and the data gathering and procedure of this research study.

##### **Design**

This research study is using a descriptive-correlation design of the variables determining the significant relationship between daily allowance of the students and their academic performance.

##### **Locale**

This study will be conducted in Jagobiao National High School, specifically Senior High School Department. The building of Senior High School was built last May 2016. It is a three-storey building that is consists of six classrooms for the accommodation of the learners in each academic strand they had offer namely: General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM). Each strand has one section per year level.

##### **Respondents**

The respondents of this research are the Grade 11 and 12 students in the Senior High Department of Jagobiao National High School who are the main focus of the research. The total number of the respondents sums up to 230 individuals. The respondents were chosen as they are appropriate to answer specific questions.

##### **Instrument**

The researcher will use Survey Questionnaire as research instrument in gathering data and information from the respondents. Survey Questionnaire will be used as research instrument of this study, for it I'd the appropriate tool for gathering the data and in information in a quantitative research.

##### **Data Gathering and Procedure**

The researchers will ask permission from the student to the respondents of this research study with the help of the letter of consent signed by the teachers and the principal. The respondents will be given questionnaire and they will write their answer on questionnaires itself. After distributing the questionnaire to the

respondents to answer the question given. If the respondents are done answering the questions, their papers will be collected, and the researcher will give their appreciation to the respondents for cooperating. The result of the collected papers will be the researchers basis for the analysis, interpretation, findings, conclusion and recommendations of the study.

### Statistical Treatment

The data will be treated using weighted mean and chi-square. It is a testing of the relationship between the categories, variables and its null hypothesis (Ho) which represents the relationship with the independent variables such as categorical variables in the population.

### Presentation, Analysis, and Interpretation of Data

**Table.1.Daily Allowance of Students**

	Frequency	Percentage
20-below	59	25.65
21-30	48	20.87
31-40	46	20
41-above	77	33.48

**N=230**

The table above shows that 59 students out of 230 have an allowance of 20 and below which is 25.65% of the total population or respondents of the study. On one hand, 48 of the respondents have an allowance that lies from 21 to 30 which is 20.87% of the total population or respondents of the study. There

are 46 students whose daily allowance lies between 31 to 40 which is 20% while 77 of the respondents have an allowance of 41 and above which has the biggest percentage of 33.48% . In general, the majority of the students who have an allowance of 41 and above is 77 which has 33.48%.

**Table 2.General Average of Students**

	Frequency	Percentage
75-79	28	12.17
81-84	32	13.91
85-89	133	57.83
90-above	37	16.09

**N=230**

The table above shows that 28 students out of 230 have an average of 75 to 79 which is 12.17% of the total population of the study. On the other hand, 32 of the respondents have an

average that lies from 81 to 84 which is 13.91%. There are 133 respondents or students whose average lies between 85 to 89 which has the biggest percentage of 57.83% while 37 students has 90 and above average which is 16.09%.

**Table.3.Result of Chi-square Statistical Method Computation**

X	$X^2(.05)$	df	$X^2_{a=.05}$	Decision	Interpretation
230	44.04	9	16.9	Reject Ho	Significant

The table above shows that the computed value,  $X^2 = 44.04$  is greater than the critical value  $X^2_{(.05,4)} (16.9)$ . Hence, this indicates that the null hypothesis is rejected. It can be inferred that there is a significant relationship between students' daily allowance and the academic performance. Daily allowance does determine the academic performance. Singh and Chaudhary(2015) concluded that there is significant difference in parents' socioeconomic status and students' academic performance. Furthermore, Memon, Joubish, and Khurram (2010) stated that the higher the income of the parents, the better academic performance of the students.

### Findings

Generally, the study reveals that students have a daily allowance that ranges from 21 to 41 and above. Majority of the students are found to have a daily allowance that ranges 41 and above. In addition, most students level of academic performance is found to lie at the average of 85 to 89 which is described as 'satisfactory' in terms of grades. Lastly, results of the study reveal that there is a significant relationship between the parents' socioeconomic status and the students' academic performance.

### V. CONCLUSION

Students' daily allowance has a significant effect on the students' academic performance. Thus, the parents'

socioeconomic status directly affects the students' academic achievement in school. Parents are ought to equip their children with support physically, emotionally, and financially. Parents then, are responsible in giving their children enough resources such as monetary resource for their needs personally and academically.

This means that parents should have a stable career or job to sustain a healthy socioeconomic status and help their children achieve in school. Adzido, Dzogbede, Ahiave, and Dorkpah stated that although family with higher socioeconomic status may improve students' performance, being in low socioeconomic status is not an excuse for poor performance. Although socioeconomic status has a significant effect on students' academic performance, being in a low socioeconomic status must not hinder students' from achieving what they want. This means that the socioeconomic status of the parents is not solely the determinant for the students' academic performance in school. This would all boil down to students' attitude, drive, and determination that makes them perform better in school.

### VI. RECOMMENDATIONS

Based on the findings of this of this research study the following are recommended:

1. Teachers should continue to guide and keep the students reminded that despite of their socioeconomic status they should still have the drive and determination to perform well in school.

2. Parents should equip their children with financial support as to help them with their demands in school. They must give their children the support physically and emotionally.

3. The students should manage their allowance to provide their needs in school and could pay the miscellaneous expense even if they don't ask support from their parents.

4. Teachers may conduct financial literacy regarding budgeting and saving among students to help them be aware of how to budget and allocate their allowance correctly.

5. Future researchers can explore other factors that may affect with the students' academic performance, they may also widen the scope of the study and add other variables that relates to parents' socioeconomic status and students' academic performance. Finally, they are recommended to enlarge the number of their respondents to know if it may yield other results.

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## VIII. RESEARCH INSTRUMENT

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Grade: \_\_\_\_\_

### INSTRUCTIONS:

Put a check beside your chosen answer. Answer the following honestly.

1. What is the range of your daily allowance ?
  - 20 below
  - 21 - 30
  - 31 - 40
  - 41 above
2. What is the range of your general average in school ?
  - 75 - 79
  - 81 - 84
  - 85 - 89
  - 90 above

**TALLY SHEET, TABLE OF OBSERVED, TABLE OF EXPECTED FREQUENCY AND COMPUTATION OF CHI-SQUARE**

**Table of the Observed**

**A.**

7.18	8.21	34.12	9.49	59
5.84	6.68	27.76	7.72	48
5.6	6.4	26.6	7.4	46
9.37	10.71	44.53	12.39	77

**B.**

12.10	0.20	9.10	2.64	24.04
0.31	1.51	0.27	6.27	8.36
1.72	0.13	0.90	1.14	3.89
5.04	0.06	1.43	1.22	7.75
19.17	1.9	11.7	11.27	44.04

**Tally Sheet**

	75 – 79	81 - 84	85 - 89	90-above	
20 below	IIII-IIII- IIII-II	IIII-IIII	IIII-IIII-IIII-II	IIII-IIII- IIII	
	17	10	17	15	59
21 - 30	IIII	IIII	IIII-IIII-IIII- IIII-IIII-IIII-I	IIII-IIII	
	5	4	31	8	48
31 - 40	III	IIII-I	IIII-IIII-IIII- IIII-IIII-IIII-II	IIII	
	3	6	32	5	46
41 - above	III	IIII-IIII-II	IIII-IIII-IIII- IIII-IIII-IIII- IIII-IIII-IIII- IIII-IIII	IIII-IIII	
	3	12	53	9	77
<b>TOTAL</b>	28	32	133	37	