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REVIEW ARTICLE

INFLUENCE OF NON-ACADEMIC FACTORS ON THE ACADEMIC PERFORMANCE AMONG EDUCATION STUDENTS

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ABSTRACT

The study aimed to find the influence of non-academic factors in the academic performance among education students. It was conducted at Eastern Samar State University main campus during the second semester of School Year 2017-2018 with 264 respondents. It utilized the stratified-random sampling method of selecting the samples. The study employed a descriptive-correlation research design. The descriptive method was used to identify and describe the non-academic factors that affect the academic performance of education students while the correlation design was used to know whether there was a relationship between the non-academic factors i.e. parent's level of education; family size; family income; parental involvement and support; and self-esteem and the respondents' academic performance. Findings of the study showed that of the variables considered only family income under socioeconomic factors was significant at 0.05 level while parental involvement and support and level of self-esteem in relation to the academic performance of respondents were not significant. The findings, which has policy implication, the researcher recommended that faculty and school management recognize the importance of strengthening collaboration between home and school as a vehicle in promoting academic achievement for its students. Empowering parents, particularly in the lower socioeconomic status background with a sense of proactive participation particularly in the decision-making process of some relevant issues. It is assumed that this initiative can increase parental involvement and support in their children's academic performance.

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INTRODUCTION

Background of the Study: The influence of academic factors correlate positively to the academic achievement of students. Scores of literatures and research findings could attest that the following factors: curriculum (Bilbao *et al* 2014; Espino *et al*, 2011; Faltado, 2014; Balbin 2017); admission and retention policy (Faltado, 2014; Magdaraog&Magdaraog, 2013); faculty (Aquino, 1989; Maizo (1994); Balbin, 2017); and physical facilities and laboratories (Oliver &McLoughlyn, 2001; Ibañez, 2008; Cynthia & Megan, 2008; Balbin, 2017) significantly influence, to a positive extent, the academic performance of students. However, there are also several topical areas that by nature are non-academic which are also linked to academic performance: family size (Odok, 2013; Eristwhistle, 1986; Tullao& Rivera, 2009; Ella *et al*, 2015); family income (Graetz, 1995; Considine&Zappala, 2002; Gwacela, 2006); supportive and attentive parenting (Sapungan and Sapungan, 2014; Tabbada-Rungduin *et al*, 2014; Clark, 2007)); education of parents (Lansangan *et al*, 2015; Lareau, 1989; Tullao and Rivera, 2009); and self-esteem (Cherry, 2017; Olea *et al*, 2012; Booth & Gerard, 2011).

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Family size as related to academic performance of students reveals some documented evidence of its influence (Odok, 2013). In a study conducted in Scotland, Eristwhistle (1986) avers that children coming from a relatively small size families performed better in verbal and non-verbal tests than children coming from large size families. The reason according to Eristwhistle (1986) is the frequency of interaction with their parents or adults which is already limited among large families as siblings interact more often among themselves. Secondly, the degree of attention given by parents to their children is high while it is the reverse for large families. Both interaction and degree of attention helped in introducing to the children new ideas. Tullao and Rivera (2009) and Ella *et al* (2015) support also the idea that small family size are related to higher educational attainment. Family income is another factor as education would always entail financial constraints to most families. According to Graetz (1995), educational success is strongly anchored on social economic status of the parents. This is supported by the conclusion of Considine and Zappala (2002) that families where the parents are advantaged socially, educationally, and economically raise the possibility of a high level of achievement in their children. The reason is obvious. Students who came from high social economic backgrounds have higher exposures to scholastic materials, which help in

their learning. Education of parents is also an essential factor that has significant influence to the academic performance of their children. According to Krashen (2005) in Lansangan *et al*. (2015), students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. Environment at home is also another factor towards academic achievement. The studies of Bernard, 2004; and Shumox and Lomax, 2001 in Lansangan *et al*., (2015), conclude that educated parents can provide a home environment that is conducive for academic success of their children.

Parental involvement and support also have direct influence on the academic performance of students. To Sapungan and Sapungan (2014), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society. According to Tabbada-Rungduin *et al*. (2014) "parental involvement has been seen as an integral component in a child's success and the way teachers design their lessons integrate the essentials of literacy." Their study explored activities parents undertake to teach their children how to read and the activities teachers design to promote literacy. The activities were correlated with the students' performance in letter-recognition tasks. Results revealed that parents are aware of their roles in literacy development and are implementing activities at home that would enhance their children's interests in reading. Likewise, teachers provide a myriad of activities that cater to the students' reading needs. There were relationships between the reading materials found at home and the reading ability of the day care students." Lastly, the relationship between self-esteem and academic achievement. Cherry (2017) states that self-esteem is often seen as apersonal trait that often involve beliefs about one's self, such as the appraisal of your own appearance, beliefs, emotions, and behaviors.Lane, Lane &Kyprianou (2004), investigated relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic performance among a sample of 205 postgraduate students. They found out that there exists a significant relationships between self-efficacy and self-esteem. Findings lend support to the predictive effectiveness of self-efficacy measures in academic settings. It is the intent of this research study to find out if the above stated non-academic factors have significant influence on the academic performance in the context of teacher education students in Eastern Samar State University main campus.

Objectives of the Study

The study aimed to determine the influence of non-academic factors and the academic performance among education students in ESSU. Specifically, it sought to answer the following questions:

- To determine the characteristics of teacher education students in terms of the following socio-economic factors:
  - Parents' level of education
  - Family size
  - Family income
- To determine the parental involvement and support as perceived by the respondents;
- To determine the level of self-esteem among teacher education students;
- To determine the academic performance of respondents through their GWA during the First Semester of School Year 2017-2018;
- To determine the significant relationship between the respondents' socioeconomic factors and parental involvement and support;
- To determine the significant relationship between the respondents' socioeconomic factors and the level of self-esteem;
- To find out the significant relationship of the following teacher education students' socioeconomic factors:
  - Parents' level of education
  - Family size
  - Family income and academic performance;
- To find out the significant relationship of teacher education students' parental level of involvement and support and academic performance;
- To find out the significant relationship of teacher education students' self-esteem and academic performance.

Significance of the Study: Results of this study will add to the body of information for students regarding the other non-academic factors that may weld some influence to their academic performance. While it is improbable to change the students' personal circumstances as to family size, level of education of parents and the extent of parental support the importance of such can be considered once they become parents themselves in the future. The development of self-esteem is something that they can work out that might be able to help them in creating personal efficacy in their academic performance as well as their social relations. In the same vein, findings of this study will enable the administrators, policy makers and implementers to facilitate other learning designs and reinforcements to improve school climate and guidance and counselling initiatives. Determination of the particular profile of organizational culture present in an organization may provide information on options that are available in managing the determinant variables. By investigating the variables identified in this study further, it may be possible to explain why some students (or schools) are not performing at desired levels.

Also on the part of the faculty, the findings of this study will reinforce the long-held idea of the pivotal role of teachers to effect learning and upgrade the standard of educational processes and outputs considering that, according to Valisno (2010), the performance of higher education's outputs has shown the sector's inefficiency and ineffectiveness in carrying out its instrumental role in national development exacerbating the situation is the low quality of graduates. This will help the teachers to improve their learning tools as well as create a school culture and climate that is conducive for learning and the exercise of free intellectual debates to develop critical thinking among students and faculty alike. As to the parents, findings of this study will provide them with an accurate information regarding the importance of parental involvement and support in the education of their children. Their participation and involvement in school-related activities are investments that they can draw dividends in the future. Being abreast of important school policies and thrusts will help them

plan out appropriate measures to help their children cope with various challenges and demands in school. The community will likewise benefit from the findings of the study in terms of quality graduates the College of Education will produce. Directly or indirectly, the community will develop trust and confidence in the program which will eventually redound to empowerment, enhancement of learning opportunities for their children through the outputs of quality graduates and eventually growth and development to the larger society. Lastly, for future researchers, the findings of this study will serve as supplemental reference in the area of education research. Similar research can alsobe undertaken in other campuses or SUCs within the region or beyond to find out if the findings are consistent in their context as they are in various related studies conducted in other regions. By pooling the several findings and finding which variables are consistent, a conclusive generalization can be drawn from the data reflecting the macro condition of our teacher education program vis-à-vis the variables under consideration.

Scope and Delimitation of the Study: The study was limited to education students only who were enrolled in the Eastern Samar State University main campus in Borongan City, Eastern Samar. The General Weighted Average which was the basis of their academic performance was computed up to the first semester only of school year 2017-2018. The socioeconomic factors were limited only to the education of both parents, family income, and family size.

Definition of Terms: The following terms were defined conceptually and operationally for the clear understanding of the study.

Academic Performance: As used in this study it means the General Weighted Average (GWA) obtained during the first semester of school year 2017-2018 in all subjects taken including the mandatory subjects Physical Education and National Service Training Program (NSTP) for first and second year students and higher level students who took the subjects during the concerned semester.

Family Income: As used in this study, it means the conjugal income that are pooled together in support of the various needs of the family. If there are unmarried siblings who are already earning and share that earnings with the whole family it will be considered part of the family income.

Family Size: As used in the study, this refers to the number of persons that compose the whole family. The categorization of children and parents does not matter whether biological or adopted, children from previous marriage and subsequent marriage, parents cohabiting or legally married so long as they live together in one household and regularly interact with one another as a family.

Parent's Involvement and Support. This refers to the perceptions of respondents' of the various activities that parents contribute to the education of their children i.e. interaction and discussion regarding school-related events, demonstrative show of affection and confidence in the capability of their children, reinforcement of school activities through follow ups and keeping track of the academic performance, provision of school material needs according to their means, attendance and participation in school activities that demand for their presence, awareness of school programs and policies, and show of trust and confidence in the capability of the school to provide adequate learnings for their child.

Parental Level of Education: As used in this study, it means the highest education level a parent was able to reach. It will be categorized as follows: Elementary level, Elementary graduate, High School level, High School Graduate, Vocational Graduate, College level, College Graduate, Master's level, Master's Degree, Doctorate level, and Doctorate Graduate.

Level of Self-Esteem: The measure using Rosenberg Self-Esteem Scale of the following qualities of respondents: self-satisfaction, good qualities, capabilities, usefulness, pride and self-worth, self-respect, and positive attitude.

Review of Related Literature and Studies: To substantiate and cement the foundation of this research, the following related literature and studies are presented. This can shed light to the various ideas and concepts of the study whether or not there is consistency of the findings of various researches and studies that dwell along similar variables.

On education of parents and academic performance: There is a common belief that education of parents is regarded as predictor of the academic performance of children. As more researches delved on this factor all the more that the traditional notion is reinforced by the results that there is a significant correlation of parents' education to academic performance. The attendant factors on this are psychological and sociological variables that influence performance outcomes of students. Higher levels of education of parents correlate with access to resources and enhanced parental involvement in their children's education. It also enable parents to acquire and exude social skills and problem-solving ability which can be used in planning and supporting their child's schooling (Hoover & Sandler, 1997). According to Krashen (2005) in Lansangan *et al*. (2015), students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school. Other studies also reveal that parents' level of education influences their knowledge, goals, and values about childbearing that has bearing towards performance of their children in school. This evidently provides positive regard for leaning, stronger work orientation, and the facility of applying effective learning strategies than those parents with lower levels of education (Lareau, 1989).

Jeynes (2002) in Lansangan *et al*. (2015) findings support parental education and family socioeconomic status level to have positive correlation with the student's quality of achievement. Environment at home is also another factor towards academic achievement. The studies of Bernard, 2004; and Shumox and Lomax, 2001 in Lansangan *et al*., (2015), conclude that educated parents can provide a home environment that is conducive for academic success of their children. This is supported by the study of Mapp K. and Henderson, A. (2002) that "most students at all levels – elementary, middle, and high school – want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school." The study further points out that "when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an

integral part of the whole family's life." Parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. A recent study exploring the relationships between level of parent education, parent self-efficacy, children's academic abilities, and participation in a Head Start program found that level of parent education and program participation was significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predicted children's academic abilities (http://education.stateuniversity.com/pages/2311/Parenting-INFLUENCE-PARENTS-LEVEL-EDUCATION.html). A study of Tullao and Rivera (2009) reveals that there is a positive impact of the employment status and educational attainment of the household head to school participation. Culturally, this also affirms the culture of education where educated parents beget more educated children. The dictum holds true, according to their research, in Pasay and Eastern Samar where the estimated coefficients have shown significant impact on school participation evidencing that parent's educational attainment is indeed relevant as suggested in the Literature.

On Family Size and academic performance: There is documented evidence of the influence of family size on students' academic performance in various subjects in school (Odok, 2013). Several studies (Eristwhistle, 1986; Odok, 2013; Ella *et al*. 2015; Tullao and Rivera, 2009) support the idea that small family size are related to higher educational attainment. Eristwhistle (1986), in an earlier study in Scotland attests that children with relatively small size families performed better in verbal and non-verbal tests than children from large size families. The reason according to Eristwhistle (1986) is the frequency of interactions. Children from large families have less frequent interactions with adults which is the opposite among small family size. Similarly, the attention of parents on their children declines as the number of siblings increases and latter born children perform less well that their earlier born siblings. In the same vein, Tullao and Rivera (2009) and in reference to the country's population growth forward the idea that the impact of population growth on school participation appears to be inversely proportional – as the family size increases, school participation declines. This result, according to them, *"is a very strong argument for the need to manage the population growth of the country; otherwise, it may adversely affect the human capital formation at the household level in both urban and rural area. Since school participation is influenced negatively by family size, the issue of rapid population growth can significantly impede the ability of the country to maintain its competitive edge in the production of highly educated and skilled workers in the future since poorer and bigger families are investing less in human capital. Hence, there is really a need to address the issue of population growth."*

Tullao's and Rivera's (2009) recommendation is emphatic towards the impact of population growth on school participation. Promoting household economic status and employment, limiting family size, and providing access to quality basic public services will have positive impacts on children's school participation. Although intervention can be done using household income as an avenue, its impact on school participation is not as powerful if intervention will be done through the enhancement and provision of public services such as food distribution, medical support, housing services, and employment generation. However, even if the impact of household income is very small, it must not be ignored because of the probability that households will use the additional income received to augment the insufficiency of public services that can aid in increasing school participation. Ultimately, priority must be placed on addressing population growth since the impact of household size has the greatest magnitude in affecting school participation. Hence, there is really a need to control family size. Quite similarly but in different setting, Ella *et al* (2015) recommends that parents should be sensitized on the need to raise small families in order to enable them to provide for their educational needs that will motivate the children to learn effectively and perform satisfactorily in school. Booth and Kee (2006) confirmed that children belonging from large families have lower levels of education and also perform poorly in academics. Contrary however to previously discussed findings on the relationship of family size and educational attainment of children Black, Devereux and Salvanes (2005) reached a different conclusion: they find no relationship between family size and children's educational attainment after controlling for the birth order.

On family income and academic performance: Education would always entail financial constraints to the family that is why a lot of reasons for the discontinuance of student's education boils down to the lack of means of the family. According to Graetz(1995), educational success is strongly anchored on social economic status of the parents. This is supported by the conclusion of Considine and Zappala (2002) that families where the parents are advantaged socially, educationally and economically raise the possibility of a high level of achievement in their children. The reason is obvious. Students who came from high social economic backgrounds have higher exposures to scholastic materials, which help in their learning. Farooq, Chaudhry, Shafiq, and Berhanu, (2011) similarly reveals that both socio-economic status and parent's education have significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. Their conclusion is telling: "The high and average socio-economic levels affects the performance more than the lower level". Aside from hard work, previous schooling, education of parents, self – motivation, Harb and El-Shaarawi (2009) argue that family income has significant effect on the students' grade point average (GPA). Similarly, two variables where studied by Gwacela (2006): socio- economic and food security factors and their relationship with academic performance. It appears that parents/guardians' employment has bearing on academic performance. The result suggests that students need more support to overcome food security factors.

Meanwhile, the pervasiveness of hunger in a household, as indicated by the household's state of hunger, has a negative and statistically significant impact on school participation rate. Hence, to avoid a decline in school participation, households must have an access to a sufficient amount of food (Tullao and Rivera, 2009). Motivation wise, Bell (2002) avers that parents devote a lot of resources to their children education because they believe that good academic performance will provide a stable future for them.Moreover, lack of achievement motivation, negative study attitudes, health problems, personal problems, inadequate basic knowledge, familybackground including parents' low education level, low financial status and poor upbringing can all result in a learner's study problems (Pimthong, 2003).

On parental involvement and support and academic performance. Parents' involvement in their child's education offers many opportunities for success. According to Centre for Child Well-Being (2010) in Sapungan and Sapungan (2014), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of the society. Furthermore is asserts that "as parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education". Engaging families in the education of their children at home and at school is increasingly viewed as an important means to support better learning out-comes for children. When schools and families work together, children have higher achievement in school and stay in school longer. Although there has been considerable research on how parents influence children's development, less is known about the specific ways in which parents socialize their children in terms of school-related behaviors. While extensive research indicates that there are important links between parenting and children's academic and behavioral competence at school, there is less research on "academic socialization", which is conceptualized as the variety of parental beliefs and behaviors that influence children's school-related development (Berthelsen, D. and Walker, S., 2008). In a research study by Tabbada-Rungduin *et al*. (2014) they find out that "parental involvement has been seen as an integral component in a child's success and the way teachers design their lessons integrate the essentials of literacy. This study explored activities parents undertake to teach their children how to read and the activities teachers design to promote literacy. The activities were correlated with the students' performance in letter-recognition tasks. Results revealed that parents are aware of their roles in literacy development and are implementing activities at home that would enhance their children's interests in reading. Likewise, teachers provide a myriad of activities that cater to the students' reading needs. There were relationships between the reading materials found at home and the reading ability of the day care students."

Parent who are involved in the education of their children and clearly aware that their involvement affects their children's academic performance (Denney, Moore, and Snyder, 2010 in Tabbada-Rungduin *et al*. 2014). Clark (2007) supports this belief, states that parents and caregivers must be aware of their significant contribution to their children's learning by exposing them to stimulating environment around them, teaching them language, reading and writing as well as following up at home the school literacy agenda both during the early years as well as the primary and secondary schooling of the children. In a similar vein a meta-analysis was conducted by Jeynes (2005) on the parental involvement and students' achievement in school. The results indicate that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. This trend holds not only for parental involvement overall but for most components of parental involvement that were examined in the meta-analysis. Moreover, the pattern holds not only for the overall student population but for minority students as well. For the overall population of students, on average, the achievement scores of children with highly involved parents was higher than children with less involved parents. This academic advantage for those parents who were highly involved in their education averaged about .5– .6 of a standard deviation for overall educational outcomes, grades, and academic achievement. In other words, the academic achievement score distribution or range of scores for children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved.

Similarly, Sapungan and Sapungan (2014) in a study on parental involvement in child's education and their purported importance, barriers and benefits find out that parents who seemed particularly interested in the academic achievement of their daughters spend more time talking to them about their school work during dinner time discussions. Interestingly, when school resources increase parents reduce their efforts thus, diminishing the effects of the latter. There is a need for increased understanding about how, and why, parents understand and construct their involvement in different ways. Parental participation may be active because parents believe that they bear the primary responsibility for children's educational achievement. Other parents may hold a notion of partnership with schools that responsibilities for children's learning are shared between parents and schools. Still other parents may not believe that they should take an active role or may lack the confidence to be involved. For these latter parents, developing personal self-efficacy beliefs that one can be effective in supporting children's learning at home and at school requires encouragement by teachers and schools, as well as opportunities to participate (Hoover-Dempsey *et al*., 2005) in Berthelsen, D. and Walker, S. (2008). Jeynes (2005) examined the specific components of parental involvement to see which aspects influenced student achievement. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions. However, parental involvement is also enhanced when schools offer a range of options for interaction that takes parental needs into account according to Berthelsen, D. and Walker, S. (2008). Invitations to parents to be involved convey to parents that their involvement is welcome and valued and provide motivation to be involved. Important invitations come from three sources: the school, teachers, and children themselves (Hoover-Dempsey *et al*., 2005). A school climate that conveys to parents that they are welcome in the school is essential. Parents can also be kept well-informed about their children's learning. The school staff can show respect for parental concerns and suggestions. Such a school climate sets a strong foundation for involvement. Invitations from the teacher build personal trust that is the basis for creating a partnership around children's learning at home and at school. Invitations from children for help with their learning can also prompt involvement. This is consistent with developmental research that children's behaviors can influence parents' socialization practices.

On level of self-esteem and academic performance: In psychology the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. Self-esteem is

often seen as a personal trait, which means that it tends to be stable and enduring. It can also involve a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors (Cheery, 2017). Self-esteem can play a significant role in creating motivation and success throughout one's life. Low self-esteem may hold back people from succeeding at school or work because of the lack or absence of belief in one's capability of success. By contrast, having a healthy self-esteem can help in achieving success because it helps navigate life with a positive, assertive attitude and a firm belief that one can accomplish perceived goals. There are individuals who have a low self-esteem; apparently, this is due to poor self-image which might have been brought about by their negative attitude. These people may feel inferior and not able to face obstacles that confront them. They are submissive to the will of others and would commit what others would want them to do, which in the end they lost self-respect and confidence. However, there are some who have high self-esteem, as such, they are confident, they lack anxiety, highly motivated, able to face and tackle problems, and are happy with their situation (Olea, M. *et al*. 2012). Lane, Lane &Kyprianou (2004), investigated relationships between self-efficacy, self-esteem, previous performance accomplishments, and academic performance among a sample of 205 postgraduate students. Participants completed measures of past performance accomplishments, self-esteem, and self-efficacy at the start of a 15-week course. Each student's average grade from modules studied was used as the performance measure. Correlation results indicated significant relationships between self-efficacy and self-esteem. Multiple regression results indicated that self-efficacy mediated the relationship between performance accomplishments and academic performance. Findings lend support to the predictive effectiveness of self-efficacy measures in academic settings.

However, evidence for the reciprocal nature of self-esteem and adolescent academic achievement has been found by some researchers, but findings are not consistent across studies nor documented as well as the bi-directional influence between domain specific self-concept and academic achievement. For instance, a study of 838 secondary students in the United States has found a significant relationship between self-esteem and academic achievement for seventh-grade students, but not for ninth-grade (Alves-Martins *et al*. 2002 in Booth & Gerard, 2011).

The age of the student should be taken into account when looking at the strength of the relationship between self-esteem and academic achievement. According to Rubin (1978) in Ulrich 2010, this relationship is a function of age and tends to strengthen over time. As young people mature, self-esteem ratings become more stable. Academic measures become more important to children around the third grade and the relationship between self-esteem and academics becomes stronger with age (Bridgeman & Shipman, 1978 in Ulrich, 2010).

Wolfe's (2015) study on the other hand, reveals that her respondents, after being barely one year in the university, the students' academic performance apparently showed no bearing with their self-esteem. Although they showed positive perception of their self-esteem, it failed to establish possible correlation with their academic performance. Then, it most likely that the student respondents have already established and attained directly or indirectly a certain level of self-confidence, that could have been influenced by the family, peers and school starting from their elementary grade.

On Socioecomic factors and parental involvement and support: There have been ample studies that demonstrate the negative impact of low economic status and low levels of parental involvement (Blandin, 2016). The harsh life context of parents from low economic status is a powerful motivating factor in their parental involvement decisions. They have less time, energy, knowledge, skills, and social/cultural capital for parental involvement (Jaeger, 2011). Another research finding reveals that the most potent predictor for both home and school based parental involvement across the two classes of parents was parental educational aspirations of adolescents. While the more highly educated parents employ this home-based form of parental involvement, academic socialization, more frequently than the less educated counter-parts, parents from all socioeconomic groups can experience its effectiveness as a tool for improved student academic achievement (Blandin, 2016). The advantage of parents in middle socioeconomic class is that they can get involve in their child's education that low socioeconomic background parents are restricted to do. The lack of access to resources of time and capital make it difficult for these parents to actively participate in the forms of home and school based parental involvement. Hoover-Dempsey *et al*. (2005) identified the following as factors associated with the parents' life context: time, energy, skills and knowledge. They consider them to be responsible for motivating parents' involvement as well as dictating the forms of involvement that they will demonstrate. La Rocque *et al*. (2011) established a correlation between the parents' economic, physical and psychological resources and their capacity to be involved.

Parents from low level of education doesn't have the confidence, for lack of competence, to academically support their children. This lack of self-efficacy, which is the belief in one's ability to perform a task, negatively affects their motivation, thereby limiting the forms of their parental involvement (Hoover-Dempsey *et al*, 2005). Parents like them have little mastery experiences with educational institutions, which contributes to their reluctance to engage in school based involvement (O'Sullivan *et al*., 2014). Parents with these educational backgrounds are not totally ineffectual by their educational circumstance as they can still encourage their child by providing a structured environment so that the child can have an undivided focus in performing some academic tasks. Such effort does not require possessing knowledge and expertise in the content area but somehow can weld positive influence on academic achievement similar to that of the direct assistance.

On socioeconomic factors and level of self-esteem: The family plays a vital role in the development of the self-esteem of an individual. The synergistic events and the consequent behavior of each of the member of the family contribute to the unique individuality of each member. Hence, a parent with high self-esteem would most likely influence the personality and well-being of the child. Likewise, school may also play an important role in the development and creation of positive self-esteem among the students, particularly in the early years of their studies. Somehow, it is believed that those people with high self-esteem have low self-destructive tendencies (Wolfe, 2015). Contrath (1986) argue that the best way for a child to sustain a sense of confidence is to acquire and demonstrate competence. Consequently, according to Weist *et al*. (1998) in Wolfe (2015), self-confidence will be revealed with success in skill development and learning. In addition, academic

achievement is influenced by perceived competence, autonomy and motivation. Several studies have been reported trying to implicate the influence of the societal stature of parents and children in a family, to their self-esteem. When an assessment was made on this premise, Rosenberg and Pearlin (1978) reported no association between social class of parents and the self-esteem among younger children, a modest association between social class of parents and the self-esteem among younger children, a modest association among adolescents, and a moderate association among adults based on their own social class. Self-esteem has been shown to be related with several behavioral and/or psychological factors. Report showed that adolescents with high self-esteem are less depressed, are more satisfied and rank lower on psychological, psycho-physiological measures of anxiety, on overt aggression, irritability and anomie (Rosenberg, 1985). However, Veselska *et al*. (2010) reveals a contrary result. They conclude that socioeconomic position has a clear impact on developing self-esteem, especially during the important stage of adolescence. Previous studies also show socioeconomic status to be significantly related to self-esteem. In general, those with higher socioeconomic status report higher self-esteem than those with lower SES. And among socioeconomic factors, family income seems to be most related to self-esteem among adolescents.

Twenge and Campbell (2002) also aver that socioeconomic status has a small but significant relationship with self-esteem in a meta-analysis of 446 samples with a total participant N=312,940. Higher socioeconomic status individuals report higher self-esteem. The effect size is very small in young children, increases substantially during young adulthood, continues higher until middle age and is then smaller for adults over the age of 60. In the Philippines, multiple research studies have shown a link between low self-esteem and low social-class (Watkins and Astila, 1979 and Youngblood, 1978). Students who reported higher self-esteem levels had a higher proportion of better-educated parents and high occupational status family heads. Similarly, Bannik's *et al*. (2016) study reveals in older adolescents 17-22 that those who perceived their family as poorer compared with their friends' families had lower self-esteem and life satisfaction. The above studies on the relationship of SES and level of self-esteem are dissimilar in conclusion, it can be implied, and therefore, if given the same factors and circumstances of respondents, there may be a conclusive outcomes. The literatures and related studies of this research paper, as far as time and resources allow, are not exhaustive as there are still other sources that can be used as reference but suffice is to say that the above presentation will give a sufficient ground in establishing the different variables' relationship with academic performance of students.

Hypotheses

The study forwards the following null hypotheses.

1. There is no relationship between the respondents' socioeconomic factors and parental involvement and support;
2. There is no relationship between the respondents' socioeconomic factors and the level of self-esteem;
3. There is no relationship of the following respondents' socioeconomic factors:
   - parents' level of education
   - family size
   - family income and academic performance;
4. There is no relationship of respondents' parental level of involvement and support and academic performance; and
5. There is no relationship of respondents' self-esteem and academic performance.

MATERIALS AND METHODS

This chapter presents the method and procedure that were employed in the conduct of the study. The description of the research design, the respondents of the study, the instrument that were used, and the statistical analysis of the data are also discussed herein.

Research Design: This study is an investigation of non-academics factors and their relationship with academic performance of respondents during the School Year 2017-2018 at the College of Education, Eastern Samar State University main campus in Borongan City, Eastern Samar. The study employed a descriptive-correlation research design. The descriptive method was used to identify and describe the non-academic factors that affect the academic performance of education students. The correlation design was used to know whether there was a relationship between the non-academic factors i.e. parent's level of education; family size; family income; parental involvement and support; and self-esteem and the respondents' academic performance.

Research Locale: This study was conducted in the main campus of the Eastern Samar State University, specifically at the College of Education located in Borongan City, Eastern Samar. The location of the school is shown in Figure 2.

Respondents of the Study: There was a total of 264 respondents who are enrolled in the two programs i.e. Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSED) at that time the study was conducted.

Determination of Sample Size

To determine the sample size of the research respondents the Slovin's Formula was used.

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample size
N = population size
e = 0.1 (marginal error)

At a decided 10 percent marginal error and with a total population of 503 students enrolled in BEED and BSED programs (University Registrar, 2018). It is broken down as follows:

Table 1. The list of Respondents in the College of Education According to Year Level SY 2017-2018

Year Level	No. of BEED Students	Sampling Size	No. of BSED Students	Sampling Size
First Year	13	12	6	6
Second Year	25	20	29	22
Third Year	115	53	76	43
Fourth Year	143	59	96	49
Sub-total		144		120

Total No. of Respondents = 264

Data Gathering Procedure

The study utilized the stratified-random sampling method of selecting the samples. This means that the selections of respondents was done at each year level in both programs employing a random method so that all students were given a fair chance to be selected.

The researcher, in the formulation of the research questionnaire, was guided by Tabbada-Rungduin et al. (2014) research instrument used in their study *"Exploring parental involvement and teachers' activities in early literacy development"* to obtain data on parental involvement and support of respondents with some modifications introduced by the researcher.

Figure 2. Location of Eastern Samar State University Main Campus

Instrumentation: A researcher-developed questionnaire on the personal profile, socio-economic profile and parental involvement and support profile was used in gathering the needed data while the questionnaire on determining the level of self-esteem was based on Rosenberg's Self-Esteem Scale (Appendix B).

The survey questionnaire is composed of Four (4) parts. The first part drew information about the following profile characteristics of the student respondents: Year Level, Course, and General Weighted Average during the First Semester of School Year 2017-2018. The second part contained the socioeconomic profile in terms of the following criteria:

highest educational attainment, family size, and family income. The third part was about parental involvement and support, while the last on student respondents' level of self-esteem.

Instrument Validation: The trial run of the instrument was administered by the researcher to the students taking up BS Accountancy at the College of Business Management and Accountancy, ESSU main campus since they were not included in the study, to determine its comprehensibility, usability and administrability and identify items not understood by the target respondents. The feedback from the trial run of the instrument was used for its improvement. When the process and content have already satisfied the rigor of scientific research protocol, copies of the questionnaire were reproduced for the target respondents.

Data Gathering Procedure: The researcher started the gathering of data by asking permission from the Dean of the College of Education to allow him to administer the survey questionnaire. Upon approval of the request, the researcher distributed the questionnaire to the respondents. Retrieval was done right after the questionnaires were completed. This was done during the months of August through September 2018.

Measurement of Variables: The personal profile of respondents was assigned with values presented in the numerical rating such as:

Year Level	Code
Fourth Year	4
Third Year	3
Second Year	2
First Year	1

Course

Course	Code
BSED	2
BEED	1

General Weighted Average during the First Semester of School Year 2017-2018

General Weighted Average	Code	Descriptive Equivalent
1.0-1.4 (95-91)	6	Excellent
1.5-1.9 (90-86)	5	Very Good
2.0-2.4 (85-81)	4	Good
2.5-3.0 (80-75)	3	Fair
4.0 (74-73)	2	Conditional
5.0 (Below 73)	1	Failure

Education of Parents

Level of Education	Code
Doctorate Degree	12
Doctorate Units	11
Master's Degree	10
Master's Units	9
Doctorate Degree	8
College Graduate	7
College Level	6
Vocational Graduate	5
High School Graduate	4
High School Level	3
Elementary Graduate	2
Elementary Level	1

For parental involvement and support the following scale, code, and description were used:

Scale	Code	Description
4.30 – 5.00	5	Very High Involvement
3.50 – 4.29	4	High Involvement
2.60 – 3.49	3	Moderate Involvement
1.80 – 2.59	2	Low Involvement
1.00 – 1.79	1	Very Low Involvement

The level of self-esteem have the following description and point equivalent

Description	Point Equivalent
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Based on Rosenberg Self-Esteem Scale the statement below can be answered by either Strongly Agree, Agree, Disagree, and Strongly Disagree with the above point equivalent. Items 2, 5, 6, 8, 9 are reverse scored. The sum of scores will be computed and the higher the score indicate higher self-esteem. The following are the statements to be rated by the respondents:

1. On the whole, I am satisfied with myself.
2. At times I think I am no good at all.
3. I feel that I have a number of good qualities.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I certainly feel useless at times.
7. I feel that I'm a person of worth, at least on an equal plane with others.
8. I wish I could have more respect for myself.
9. All in all, I am inclined to feel that I am a failure.
10. I take a positive attitude toward myself.

Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Scale	Code	Description
30 – 39.99	3	High Self-Esteem
20 – 29.99	2	Moderate Self-Esteem
10 – 19.99	1	Low Self-Esteem

Statistical Treatment of Data: Percentage and mean were computed for the primary data that were obtained.

The Pearson Product Moment Correlation was used to determine the level of significance for the following:

- Relationship between the respondents' socioeconomic factors and parental involvement and support;
- Relationship between the respondents' socioeconomic factors and the level of self-esteem;
- Relationship of respondents' parental level of involvement and support and academic performance;
- Relationship of respondents' self-esteem and academic performance.
- Spearman Rho, on the other hand, was used to determine the level of significance for the relationship

between socioeconomic factors and academic performance.

The GWA was used as a measure of the respondents' academic performance. The level of significance was set at .05 level of significance for rejecting and accepting the null hypotheses.

RESULTS AND DISCUSSION

This chapter presents the results and findings of the study. Statistical tables are provided with relevant discussion and interpretation based on the logical presentation of the research objectives. Specifically, the succeeding discussion provides the findings obtained from the data gathering process focusing on the influence of non-academic factors on the academic performance of education students of the locale.

Characteristics of the Teacher Education Students: The characteristics of the teacher education students of Eastern Samar State University are composed of parents' level of education, family size, and family income – all of which are discussed hereafter.

Parents' level of Education: Table 2 reflects the parents' level of education. It reveals that the fathers' level of education with the highest frequency is High School graduate with a frequency of 67 and an equivalent percentage of 25.38% while the mothers' level of education with the highest frequency falls also under High School graduate with a frequency of 79 and an equivalent percentage of 29.92%. The lowest category: the Elementary level, fathers with a frequency of 46 exceeds the mothers with only 15 frequency level. While the highest category, Doctorate degree holder only 1 father possess that level of educational achievement and none for the mother. The most number of categories for both parents are within the vicinity of High School level and College graduate with a range of 33 to 67 for fathers and 32 to 79 for mothers. Results revealed that majority of the respondents' parents have achieved the basic education and collegiate education which are basic credentials for employment.

Table 2. Frequency Distribution in terms of parents' level of education

Educational Attainment		F	P
	Father	1	.38
Doctorate	Mother	0	0
With Doctorate Units	Father	0	0
	Mother	0	0
	Father	1	.38
M.A. Degree	Mother	4	1.52
	Father	2	.38
With M.A. Units	Mother	1	1.52
College Graduate	Father	43	16.29
	Mother	74	28.03
College Level	Father	52	19.70
	Mother	40	15.15
Vocational Graduate	Father		
	Mother		
High School Graduate	Father	67	25.38
	Mother	79	29.92
High School Level	Father	33	12.50
	Mother	32	12.12
Elementary Graduate	Father	19	7.20
	Mother	19	7.20
Elementary Level	Father	46	17.42
	Mother	15	5.68

Family Size: Table 3 reflects the frequency distribution of the family size of respondents. It reveals that the highest frequency is 51 corresponding 6 number of household members. In close second is 7 household members with 45 frequency. The two extreme number of household members: 14 and 1 both have a 1 frequency with .38 percentage equivalent. Results reveal that the highest frequency count of the number of household members, which is 6 is over 1.5 the average family size for the Province of Eastern Samar, which is 4.5 according to the 2015 data of the Philippine Statistics Authority. This indicates that despite the respondents' family size to be above the average number in the province it does not pose as an impediment for not sending their children to school. Families may be burdened by the economic cost of raising a big family, this however, does not indicate their disinterest in acquiring a collegiate education.

Table 3. Frequency distribution in terms of family size

Number of Household Members	F	P
14	1	.38
13	1	.38
12	3	1.14
11	4	1.52
10	15	5.68
9	20	7.58
8	34	12.88
7	45	17.05
6	51	19.32
5	41	15.53
4	32	12.12
3	12	4.55
2	4	1.52
1	1	.38
Total	264	100

Family Income: Table 4 shows that the highest frequency, which is 95, as far as family income is concerned falls under 0 - 4,999 monthly income bracket with an equivalent percentage of 35.98. It is followed by the next level of income: 5,000 – 9,999 with 82 frequency or 31.06%. The highest income bracket, which is 55,000 and above has only one frequency count. Most of the respondents' family income distribution converge within the 0 to 24,999 income brackets. The results reveal that the family income with the highest frequency is close to the average monthly income per family in the province, which is 5,960.58 pesos (PSA, 2004 data). However, Philippine average family income in 2015 is estimated at 22,000 pesos monthly (Results from the 2015 Family Income and Expenditure Survey by the Philippine Statistics Authority). Henceforth, the economic status of the majority of the respondents' families are at the low-end of the income strata. This supports the common assumption that majority of the student populace in ESSU belongs to the lower income group.

Table 4. Frequency distribution in terms of family size

Combined Family Income			F	P
0	-	4,999	95	35.98
5,000	-	9,999	82	31.06
10,000	-	14,999	35	13.26
15,000	-	19,999	14	5.30
20,000	-	24,999	14	5.30
25,000	-	29,999	4	1.52
30,000	-	34,999	9	3.41
35,000	-	39,999	2	.76
40,000	-	44,999	1	.38
45,000	-	49,999		
50,000	-	54,999	7	2.65
55,000	and above		1	.38
		Total	264	100

Table 5. Students' responses on their parents' involvement and support

	Statement	Mean	Description
1.	Your parents interact and discuss with you and are more responsive and sensitive to your social, emotional, and intellectual developmental needs.	3.92	High Involvement
2.	Your parents demonstrate confidence in their parenting and decision-making skills.	4.25	High Involvement
3.	Your parents express affection and positive reinforcement and less punishment on you and your siblings.	4.03	High Involvement
4.	Your parents have a better understanding of the teacher's job and positive regard on the school curriculum.	4.1	High Involvement
5.	Your parents are aware of your learning progress at school as well as your difficulties in some areas of your study.	4.06	High Involvement
6.	Your parents attend regular progress meetings with teachers or make some follow ups regarding your scholastic standing.	3.51	High Involvement
7.	Your parents demonstrate positive perception about the school and show regular participation in school activities when their attendance is so required.	3.82	High Involvement
8.	Your parents are aware of school policies and practices.	3.83	High Involvement
9.	Your parents know about most of your teachers and administrators and have confidence in their capability to provide the best quality training and education for you or otherwise they give constructive feedbacks to the proper school authorities whenever they see the need for improvement.	3.5	High Involvement
10.	Your parents are receptive in providing you with your school needs (e.g. books, learning resources, etc.).	4.25	High Involvement
	Grand Mean	3.93	High Involvement

Table 6. Summary table for parental involvement and support

Parental Involvement and Support	F	P
Very High Involvement	82	31.06
High Involvement	115	43.56
Moderate Involvement	41	15.53
Low Involvement	24	9.09
Very Low Involvement	2	.76
Total	264	100

Table 7. Summary table for the level of self-esteem

Level of Self-esteem	F	P
High Self-esteem (30-39.99)	80	30.30
Moderate Self-esteem (20-29.99)	183	69.32
Low Self-esteem (10-19.999)	1	.38
Total	264	100

Parental Involvement and Support: Table 5 shows that there is high involvement and support of respondents' parents on their study in all the categories indicated. It has a grand mean of 3.93 with an interpretation of "high involvement." The lowest mean score is 3.5 for the statement: *"Your parents know about most of your teachers and administrators and have confidence in their capability to provide the best quality training and education for you or otherwise they give constructive feedbacks to the proper school authorities whenever they see the need for improvement,"* while the highest frequency is item number 2 and 10: *"Your parents demonstrate confidence in their parenting and decision-making skills,"* and "Your parents are receptive in providing you with your school needs (e.g. books, learning resources, etc.)," respectively. Both of the items receives a mean score of 4.25. The data indicates that parents are very supportive and involved in their children's education. This is a positive indicator that the family has a strong drive to improve their lot by motivating their children to earn a degree, which will give them a strong chance to find better employment.

Table 6 indicates the distribution of how students' perceived their parents involvement and support to their study. As noted High Involvement scored the highest frequency of 115 with an equivalent percentage of 45.36. The Very Low Involvement only scored 2 in the frequency count, which is the lowest in the five categories. The data reveals that there is a strong proactive role of parents in the academic life of their children. This is a positive indicator as it is in consonance with World Education Services (2018) report on Philippine Education that *"participation in higher education in the Philippines has, without question, expanded strongly in recent years. The gross tertiary enrollment rate increased from 27.5 percent in 2005 to 35.7 percent in 2014 while the total number of students enrolled in tertiary education grew from 2.2 million in 1999 to 4.1 million in 2015/16. Filipino experts have noted that the number of graduates from higher education programs has recently "exceeded expectations."* This participation is indicative of parents' strong drive to support their children through college as a means to get out from the vicious cycle of poverty.

Level of Self-esteem among Teacher Education Students: Table 7 indicates the summary for the level of self-esteem according to Rosenberg's Self-Esteem Scale. The highest frequency score is Moderate Self-esteem with 183 or 69.32%. The second has a difference of 103 frequency count is High Self-esteem which only scores 80 or 30.30%. Only 1 respondent measured under Low Self-esteem. The data reveals that the student respondents have moderate to strong sense of self-worth and personal value, which is a positive indicator that their self-esteem can play a significant role in creating motivation and success throughout one's life.

Academic Performance of Teacher Education Students: Table 8 shows the frequency distribution of the participants' academic performance. The highest frequency score is 156 or 59.09% belongs to Very Good with 1.5 – 1.9 grade bracket. Second is Good (2.0 – 2.4) with 71 frequency score or 26.89, while 37 frequency score belongs to Excellent (1.1 -1.4) or

14.02 percent. The data reveals that the respondents enjoy above average academic performance. This supports the retention policy of the College of Education that once a grade below 2.2 in any of the Professional, Content, and Major Courses is obtained automatically disqualifies the student concerned from the program (BOR Approved Resolution No. 8, series of 2015).

Table 8. Frequency distribution in terms of academic performance

Level of Academic Performance	F	P
Excellent (1.1 – 1.4)	37	14.02
Very Good (1.5- 1.9)	156	59.09
Good (2.0 – 2.4)	71	26.89
Fair (2.5 – 3.0)	0	0
Conditional (4.0)	0	0
Failure (5.0)	0	0
Total	264	100

Relationship between variables

Relationship between Socioeconomic Factors and Parental Involvement and Support: The first hypothesis that this study would like to prove was the relationship between the respondents' socioeconomic factors and parental involvement and support. Using Pearson Product Moment Correlation to determine the level of significance the following findings reveal: of the parents' level of education, the father obtained a p-value of .027 with an interpretation of "Significant." The mother, however, obtained a p-value of .317 with an interpretation of "Not Significant." Family Size and Family Income on the other hand have p-values of .475 and .060, respectively, both have "Not Significant" interpretation. With the results only the fathers' level of education rejects the null hypothesis. The mothers' level of education, family size, and family income all accept the null hypothesis. The findings on the parents' level of education, only the fathers' education support studies on parents' level of education as predictor of academic performance of their children (Hoover & Sandler, 1997; Krashen, 2005 in Lansangan et al., 2015; Lareau, 1989; Mapp &Handerson, 2002; Tullao& Rivera, 2009). Customarily, the father in Philippine society holds a primacy role in decision making as well as the source of authority in the family. Being predominantly patriarchal, the mother performs support and complimentary role in the family and usually takes over the position of authority only in the absence of the father.

The family size and parental involvement and support being not significant, in a way, supports the study of Tullao and Rivera (2009) that as "family size increases, school participation declines." Eristwhistle (1986) avers that "children from large families have less frequent interactions with adults which is the opposite among family size. The data obtained on family size as shown in Table 3 has 6 average household size with the highest frequency of 51 or 19.32 percent, this is still higher than the average family size of 4.5 (PSA, 2015) for the entire country. The family income on the other hand, which is below the national family income as shown in Table 4 obtained a "Not Significant" interpretation in its relationship with parental involvement and support. Indirectly, this also supports the findings of Bell (2002) and Pimthong (2003) that parents devote a lot of resources to their children's education because they believe that good academic performance will provide stable future for them; and low financial status can result in a learner's low academic achievement, respectively. The findings reveal that big family size and low income diminish family involvement and support in the education of their children. While small family size and high income increase family involvement and support. The reason is obvious, the day-to-day family subsistence will be the overarching priority of families from low income group and big family size so that all of its attention and energies will be focused on family survival.

Table 9. Relationship between socioeconomic factors and parental involvement and support

Socioeconomic Factors as Correlates of Parental Involvement and Support	p-value	Interpretation
Parents' level of education:		
Father	.027	Significant
Mother	.317	Not Significant
Family Size	.475	Not Significant
Family Income	.060	Not Significant

Relationship Between Socioeconomic Factors and Level of Self-esteem: The second relationship that this study is aimed to prove is between the respondents' socioeconomic factors and the level of self-esteem. Table 10 reveals that the parents' level of education, for both father (p-value=.439) and mother (p-value = .454, and family income (p-value = .309) and level of self-esteem were not significant and therefore accepts the null hypothesis. Family size (p-value=.001) is significant and therefore rejects the null hypothesis. The findings on parents' level of education and level of self-esteem of the respondents is supported by the studies of Lareau (1989); Hoover & Sandler (1997); Lansangan et al. (2015), Twenge (2002) and Watkins &Astilla (1979). Although, their studies reveal a significant relationship on the two variables: parents' level of education, family income and level of self-esteem only because their respondents' parents' level of education and family income were significantly higher than were revealed by this study's respondents' (Table 2 and Table 4, respectively). It can be argued that the acceptance of the null hypothesis on the two factors was because the respondents' parents' level of education and family income were both low. The family size (p-value=.001), however, was significant as far as its relationship with level of self-esteem is concerned. In the previous data on the socioeconomic factors and parental involvement and support (Table 9) it obtained a "not significant" interpretation (p-value=.475) but this time around on the relationship with level of self-esteem the result rejected the null hypothesis. It can be averred that the significant relationship with self-esteem the respondents have intrinsic motivation and they are well-driven. This argument can be supported by the data in Table 8 (Frequency distribution in terms of academic performance) where 59.09 percent of the respondents earned a Very Good (1.5-1.9) GWA.

Table 10. Relationship between socioeconomic factors and level of self-esteem

Socioeconomic Factors as Correlates of Level of Self-esteem	p-value	Interpretation
Parents' level of education:		
Father	.439	Not Significant
Mother	.454	Not Significant
Family Size	.001	Significant
Family Income	.309	Not Significant

Relationship Between Socioeconomic Factors and Academic Performance: Another objective of this study is to test the relationship between socioeconomic factor and academic performance of respondents. Table 11 reveals that

only family income (p-value=.012) yielded a significant relationship. The rest: father (p-value=.330), mother (p-value=.053), family size (p-value=.365) are all "Not Significant." The finding on family income supports the findings of Graetz (1995) that educational success is strongly anchored on social economic status of the parents. In the same vein Considine and Zappala (2002) conclude that families where the parents are advantaged socially, educationally and economically raise the possibility of a high level of achievement in their children. However, with the family income data obtained as reflected in Table 4 (Frequency distribution in terms of family size) respondents' family income with the highest frequency is in the lowest bracket, which is far below the family income of respondents in the studies of Graetz (1995) and Considine and Zappala (2002). It is assumed therefore, that low family income of respondents become a driving force to excel academically because it is there only escape from the morass of poverty that they are in.

Table 11. Relationship between socioeconomic factors and academic performance

Socioeconomic Factors as Correlates of Academic Performance	p-value	Interpretation
Parents' level of education:		
Father	.330	Not Significant
Mother	.053	Not Significant
Family Size	.365	Not Significant
Family Income	.012	Significant

Relationship between Parental Involvement and Support, Self-esteem, and Students' Academic Performance: Lastly, the study aims to find out the relationship between parental involvement and support and academic performance and self-esteem and academic performance. Table 12 reveals that parental involvement and support (p-value=.755) and self-esteem (p-value=.082) are both "Not Significant." The findings do not support the conclusions of Sapungan and Sapungan (2014), Tabbada-Rungduin et al. (2014), and Jeynes (2005) that parental support and involvement in the education of their children correlates positively with their high academic performance. Similarly, Cherry (2017), Olea et al. (2012), and Lane, Lane &Kyprianou (2004) concluded that self-esteem can play a significant role in creating motivation and success throughout one's life and the predictive effectiveness of self-efficacy measures in academic settings. However, Wolfe (2015) supports the findings above, that the relationship between self-esteem and academic performance is not positively correlated. Bridgeman (1986) also concludes that the level of self-esteem does not predict level of school achievement. Hence, it is implied that the academic successes and failures of the students depend on their history of success and failure that gives them the information with which to assess themselves (Gage and Berliner, 1992). The findings in this study ran across each other. It can be implied that various factors, as they differ in background and circumstances, could have influenced the result.

Table 12. Relationship between parental involvement and support, self-esteem and academic performance

Parental Involvement and Support and Self-esteem as Correlates of Academic Performance	p-value	Interpretation
Parental Involvement and Support	.755	Not Significant
Self-esteem	.082	Not Significant

Summary, Conclusions and Recommendations

This chapter summarizes the findings of the study. It also includes the conclusions and implications deduced out from the findings. Finally recommendations are herein proposed.

Summary: This study aimed to determine the influence of non-academic factors and the academic performance among education students in ESSU. Specifically, it will seek to answer the following questions:

1. To determine the characteristics of teacher education students in terms of the following socio-economic factors:
   - Parents' level of education
   - Family size
   - Family income
2. To determine the parental involvement and support as perceived by the respondents;
3. To determine the level of self-esteem among teacher education students;
4. To determine the academic performance of respondents through their GWA during the First Semester of School Year 2017-2018;
5. To determine the significant relationship between the respondents' socioeconomic factors and parental involvement and support;
6. To determine the significant relationship between the respondents' socioeconomic factors and the level of self-esteem;
7. To find out the significant relationship of the following teacher education students' socioeconomic factors:
   - Parents' level of education
   - Family size
   - Family incomeand academic performance;
8. To find out the significant relationship of teacher education students' parental level of involvement and support and academic performance;
9. To find out the significant relationship of teacher education students' self-esteem and academic performance.

The study employed a descriptive-correlation research design. The descriptive method was used to identify and describe the non-academic factors that affect the academic performance of education students. The correlation design was used to know whether there was a relationship between the non-academic factors i.e. parent's level of education; family size; family income; parental involvement and support; and self-esteem and the respondents' academic performance. This study was conducted in the main campus of the Eastern Samar State University, specifically at the College of Education located in Borongan City, Eastern Samar. There was a total of 264 respondents who are enrolled in the two programs i.e. Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSED) at that time the study was conducted. The study utilized the stratified-random sampling method of selecting the samples. A researcher-developed questionnaire on the personal profile, socio-economic profile and parental involvement and support profile was used in gathering the needed data while the questionnaire on determining the level of self-esteem was based on Rosenberg's Self-Esteem Scale (Appendix B). The researcher, in the formulation of the research questionnaire, was guided by Tabbada-Rungduin et al. (2014) research instrument used in their study *"Exploring*

parental involvement and teachers' activities in early literacy development" to obtain data on parental involvement and support of respondents with some modifications introduced by the researcher. The survey questionnaire is composed of Four (4) parts. The first part drew information about the following profile characteristics of the student respondents: Year Level, Course, and General Weighted Average during the First Semester of School Year 2017-2018. The second part contained the socioeconomic profile in terms of the following criteria: highest educational attainment, family size, and family income. The third part was about parental involvement and support, while the last on student respondents' level of self-esteem. Percentage and mean were computed for the primary data that were obtained.

The Pearson Product Moment Correlation was used to determine the level of significance for the following: relationship between the respondents' socioeconomic factors and parental involvement and support; relationship between the respondents' socioeconomic factors and the level of self-esteem; relationship of respondents' parental level of involvement and support and academic performance; relationship of respondents' self-esteem and academic performance. Spearman Rho, on the other hand, was used to determine the level of significance for the relationship between socioeconomic factors and academic performance. The GWA was used as a measure of the respondents' academic performance while the level of significance was set at .05 level of significance for rejecting and accepting the null hypotheses. Results of the study revealed the following:

On the socioeconomic factors: the respondents' parents' level of education reveals that the highest frequency score is high school graduate for both parents: 67 or 25.38% and 79 or 29.92% for the fathers and the mothers, respectively. The lowest category, which is elementary level the fathers have a frequency score of 46 or 17.42%, topping the mothers with only 15 frequency score or 5.68%. The highest level, however, the doctorate degree, had only 1 frequency score for the fathers but none for the mothers. For the family size data reveals that the highest frequency is 51 corresponding 6 number of household members. In close second is 7 household members with 45 frequency. The two extreme number of household members: 14 and 1 both have a 1 frequency with .38 percentage equivalent. For the family income the highest frequency, which is 95, falls under 0 - 4,999 monthly income bracket with an equivalent percentage of 35.98. It is followed by the next level of income bracket: 5,000 – 9,999 with 82 frequency or 31.06%. The highest income bracket, which is 55,000 and above has only one frequency count. Most of the respondents' family income distribution converge within the 0 to 24,999 income brackets. Parental involvement, on the other hand, data shows that there is high involvement and support of respondents' parents on their study in all the categories indicated. It has a grand mean of 3.93 with an interpretation of "high involvement." The lowest mean score is 3.5 for the statement: *"Your parents know about most of your teachers and administrators and have confidence in their capability to provide the best quality training and education for you or otherwise they give constructive feedbacks to the proper school authorities whenever they see the need for improvement,"* while the highest frequency is item number 2 and 10: *"Your parents demonstrate confidence in their parenting and decision-making skills,"* and "Your parents are receptive in providing you with your school needs (e.g. books, learning resources, etc.)," respectively. Both of the items receives a mean score of 4.25. For the respondents' level of self-esteem using Rosenberg's Self-Esteem Scale the highest frequency score is Moderate Self-esteem with 183 or 69.32%. The second has a difference of 103 frequency count is High Self-esteem which only scores 80 or 30.30%. Only 1 respondent measured under Low Self-esteem. For the academic performance of respondents, the highest frequency score is 156 or 59.09% belongs to Very Good with 1.5 – 1.9 grade bracket. Second is Good (2.0 – 2.4) with 71 frequency score or 26.89, while 37 frequency score belongs to Excellent (1.1 -1.4) or 14.02 percent.

As for the relationship between the respondents' socioeconomic factors and parental involvement and support. Pearson Product Moment Correlation reveals only the fathers' level of education with p-value of .027 was significant at .05 level. The mothers' level of education, family size, and family income, obtained a p-values of .317, .475, and .060, respectively were not significant at .05 level. As for the relationship between socioeconomic factor and academic performance of respondents, using Spearman Rho, only family income with p-value of .012 yielded a significant relationship at .05 level. Meanwhile, fathers and mothers' level of education, and family size have p-values of .330, .053, and .365, respectively were not significant at .05 level. Lastly, the relationship of self-esteem and academic performance obtained a p-value of .755 was not significant at .05 level.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The socioeconomic factors of respondents in terms of educational attainment majority belong to high school graduate. Their low level of education is also proportional to their low income status with majority of them fall within the lowest income strata. Similarly, the respondents' family size is higher than the average family size in the province. Their overall SES can be considered below the threshold of education and income indicators and above the ideal sustainable family size.
2. Parental involvement is high in all of the types of school involvement asked. This implies that parents see the importance of their participation and involvement in the education of their children. From a cultural value perspective, education is viewed by the people in Eastern Samar as an opportunity for vertical mobility. That's the reason why diplomas, medals and other recognitions are placed conspicuously in the sala of the house where visitors can immediately take notice as the family takes great pride in the academic achievement of their children.
3. Self-esteem is moderate among respondents. Self-esteem can play a significant role in creating motivation and success throughout one's life. While low self-esteem may hold back people from succeeding at school or work because of the lack or absence of belief in one's capability of success. By contrast, having a healthy self-esteem can help in achieving success because it helps navigate life with a positive, assertive attitude and a firm belief that one can accomplish perceived goals. Although the majority of the

participants fall under moderate level of self-esteem this implies that their self-esteem condition is enough impetus to drive them to aspire for higher academic performance. This can be seen in the GWA that participants have earned during the semester under study.

4. The GWA, which is the indicator of academic performance of respondents falls under Very Good level during the semester under consideration. It implies that the respondents are performing well in their studies and way beyond the passing mark required to pass the subjects. This performance could be a result of any of the following factors: consistency of high academic achievement as a student, intrinsic motivation, or strict retention policy implemented by the College of Education, among others.
5. Of the four socioeconomic factors only the fathers' education and the respondents' parental involvement and support is significant while the rest are not. Culturally, Philippine society is patriarchal and the father is the central source of authority in the family. The result implies that the fathers are more involved in the education of the respondents by their participation and approval of school activities. If the mothers are actively involved it may be at the behest of the fathers.
6. Of the socioeconomic factors considered in the study only the family size and the level of self-esteem is significant while the rest are not. Family size and the level of self-esteem in various studies mentioned is inversely proportional, which means that the smaller is the family size the higher the parental involvement and support and the more parental support the higher self-esteem is developed. It implies that children from large families have less frequent interactions with adults which is the opposite among small family size. Similarly, the attention of parents on their children declines as the number of siblings increases and latter born children perform less well that their earlier born siblings.
7. Of the socioeconomic factors considered in the study only family correlates significantly with academic performance. The result is asymmetrical with previous studies cited that small family size correlates with high academic achievement. Result shows that family size of respondents is above the average size even at the provincial level. Although, the results may not agree with the conclusions of several studies other factors may be considered as to the reason like intrinsic drive to excel academically or may be that bigger family size and low socioeconomic status becomes a motivation of participants in order to escape from that morass cycle that runs in the family for generations as this is a typical story of families in the country. Education is universally considered an emancipating agent from both ignorance and economic destitution.
8. The relationships of parental level of involvement and support and academic achievement is not significant. The result is contrary to the conclusions of the studies presented. Even though there is a high involvement of parental participation in their children's academic studies still, as far as academic performance is concerned is not significantly correlated. It implies that the motivation of respondents to achieve Very Good academic performance lies somewhere else. Other correlates may be explored like motivation and teaching performance of teachers, learning style of students, peer influence, retention policy, school culture, etc. that in the circumstantial contexts of the respondents can be given consideration.
9. The moderate level of self-esteem of participants and their academic performance is not significant. The result also is not in consonance with most studies cited, although there are several studies that yielded the same results. This implies that in this study self-esteem is not a strong factor in the academic performance of the participants. Their motivation, therefore can be anchored in other factors that may serve as predictors of academic performance.

Recommendations

The results of the study have serious implications on educational practices and policy. With that premise, the following are the recommendations:

1. It is imperative that faculty and school management recognize the importance of strengthening collaboration between home and school as a vehicle in promoting academic achievement for its students. Empowering parents, particularly in the lower socioeconomic status background with a sense of proactive participation particularly in the decision-making process of some relevant issues can also increase involvement and support in their children's academic performance. Therefore, the crafting of professional development workshop course that will empower the faculty with knowledge and social skills to actively involve parents as primary stakeholders in its various activities should be included in its strategic plan.
2. Since experts are divided on the issue of self-esteem and academic performance, a comparative study among honor and average students may be explored. This will help determine whether or not self-esteem is a clear predictor of high academic performance among the two cohorts. A separate instrument in measuring the level of self-esteem may be explored like the CFSEI-3 (Culture-Free Self-Esteem Inventories-Third Edition) to exclude culture bias.
3. Feedback mechanism especially from parents, as major stakeholders, should be open and accessible so that parents will be given the opportunity to express their concerns to the school. These concerns should be properly documented and analyzed and presented during management performance review for consideration to improve the services of the school.
4. A study on other variables like admission and retention policies, co-curricular activities, internet exposures, teacher-student ratio, learning resources-student ratio, related-learning experience, etc. and their impact to the academic performance of students may be explored.

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