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Socioeconomic Profiles of BS Accounting Information System Students' Academic Performance in Laguna University

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ABSTRACT.

This research aimed to determine the significant relationship of the socioeconomic profiles and the academic performance of Accounting Information Systems (BSAIS) students at Laguna University. Utilizing a descriptive quantitative approach, the study employed a survey-based, non-experimental design to gather data from a randomly selected sample of 142 students from the second, third, and fourth-year. The primary focus was on understanding how factors such as family income, access to technology, educational resources, nutrition, healthcare, and community type influence academic performance, specifically in terms of assessment tasks, term exams, and General Weighted Average (GWA). Statistical treatments included frequency, percentage, mean, and regression analysis to explore correlations and test the significance of each predictor. Results indicate that family income and access to technology have significant impacts on academic outcomes, with lower income generally associated with reduced performance and access to technology positively linked to academic success. Other factors, including access to healthcare and community support, showed limited direct effects on performance. These findings highlight the critical role of socioeconomic resources—particularly financial stability and technological access—in supporting academic achievement among BSAIS students, underscoring the need for targeted support strategies within the educational environment to foster equitable outcomes.

1. Introduction

Socioeconomic status (SES) has long been recognized as a significant determinant of academic performance. Students from higher SES families benefit from greater access to resources such as advanced learning materials, technology, and supportive home environments, all of which contribute to better educational outcomes (Rumbaoa et al., 2022). In contrast, those from lower SES backgrounds often encounter challenges, including financial constraints and limited access to essential resources. These barriers not only affect their ability to perform academically but also influence their long-term educational trajectories (Sabanal et al., 2023).

In the Philippine context, the impact of SES is particularly pronounced, as disparities in income and access to quality education remain prevalent. Studies emphasize that low- SES students often struggle with limited access to technology, poor nutrition, and inadequate community support systems, all of which negatively affect their academic engagement and performance (Munir et al., 2023; Liquigan et al., 2023). Despite these challenges, some students demonstrate resilience, achieving satisfactory or even exceptional performance through sheer determination and the support of their families and communities. This underscores the need to examine the nuanced interplay between SES and academic performance in localized settings.

Therefore, this study aimed to determined significant relationship of the socioeconomic profile to the academic performance of selected BSAIS students in Laguna University. By focusing on this specific student population, the study seeks to provide insights tailored to the local context, contributing to a deeper understanding of how socioeconomic factors influence educational outcomes within the Philippine higher education landscape.

This study aimed to shed light on the specific ways in which socioeconomic profile of the respondents impacts academic performance in this program. By understanding this relationship, the findings can be valuable for various stakeholders. University administrators can gain insights into how to better support students from diverse socioeconomic backgrounds. Additionally, educators can develop strategies to bridge the performance gap and ensure a more equitable learning environment for all BSAIS students.

2. Theoretical Background

This study examines the relationship between socioeconomic profiles and the academic performance of Bachelor of Science in Accounting Information System (BSAIS) students at Laguna University through the lens of prominent sociological and educational theories. These theories provide a comprehensive understanding of how socioeconomic profiles influences students' access to resources, opportunities, and educational outcomes.

One prominent theory is the **"Cultural Capital Theory"** proposed by Pierre Bourdieu. According to this theory, individuals from higher socioeconomic backgrounds possess greater cultural capital, including educational resources, values, and habits, which positively influence their academic success. Conversely, students from lower SES backgrounds may lack access to such resources, leading to lower academic achievement. This theory suggests that SES disparities can create unequal educational opportunities and outcomes.

Social Capital Theory, on the other hand, posits that social networks, relationships, and social interactions contribute to individuals' access to resources that can enhance educational outcomes. According to Coleman and Bourdieu (2020), social capital within the family and community, through shared norms, trust, and reciprocal obligations, can significantly improve educational attainment by providing a supportive environment for students. For BSAIS students, factors such as parental involvement, peer support, and community engagement are crucial in shaping academic success. For instance, parents who are actively involved in their children's education can provide help with homework, encourage educational aspirations, and foster an environment that values learning. Furthermore, peers and community members can offer additional support and resources that enhance a student's educational experience.

And lastly, **Human Capital Theory**, introduced by Gary Becker, emphasizes that investments in education, skills, and training significantly enhance individual productivity and economic outcomes. This theory is particularly relevant to this study as it explains how socioeconomic factors, like family income and access to technology, influence educational investments. For instance, students from higher income families often have access to better resources and opportunities, allowing them to excel academically and improve their future earning potential. Conversely, low-income families may face constraints that limit their ability to invest in their children's education, directly impacting academic performance (NBER, 2023).

3. Research question or Research hypothesis or Problem statement

This study investigated the impact of socioeconomic profiles on the academic performance of Bachelor of Science in Accounting Information Systems (BSAIS) students at Laguna University. It focused on key socioeconomic factors such as family income, access to technology, educational resources, nutrition, health facilities, and community type to assess their influence on students' academic experiences. Academic performance was measured through assessment tasks, term examinations, and General Weighted Average (GWA). The study also aimed to determine whether socioeconomic profiles significantly affects academic outcomes, highlighting the relationship between financial and resource-related factors and student success.

4. Data and methods

This study used a descriptive quantitative research; a survey approach to look through the socioeconomic profiles affecting academic performance of selected BSAIS students in Laguna University. This study will use a questionnaire-based non experimental survey research approach to generalize from a sample to a population. One hundred forty-two (142) students from the second, third, and fourth-year students were chosen randomly to accomplish the questionnaires.

5. Results

Table 1 shows the summary of mean results on the Socioeconomic Status in Terms of Family Monthly Income

Table 1. Summary of Frequency and Percentage

FAMILY MONTHLY INCOME	***FREQUENCY***	***PERCENTAGE***	***RANK***
Below PHP 10,000	35	25%	2
PHP 10,000 - PHP 20,000	54	38%	1
PHP 20,001 - PHP 30,000	35	25%	2
PHP 30,001 - PHP 40,000	9	6%	3
Above PHP 40,000	9	6%	3

Source: Authors

Table 1 illustrates the socioeconomic status in terms of family monthly income. Additionally, indicates frequency and percentage. The data reveals that the largest proportion of families, 38%, earn between PHP 10,000 and PHP 20,000 monthly. This suggests a concentration of families within a lower-middle- income bracket.

Secondly, both PHP 20,001 to PHP 30,000 and below PHP 10,000 range falls within 25%; this creates an interesting contrast: while a quarter of families are in a lower-middle- income bracket (PHP 20,001 to PHP 30,000), an equal percentage of families are in a significantly lower-income bracket (below

PHP 10,000). The remaining income groups are relatively small. Both families earning PHP 30,001 to PHP 40,000 and those earning above PHP40,000 make up only 6% each, suggesting that higher-income families are relatively few in this sample.

This implies that most of the respondents from lower-middle-income families might not have the financial flexibility to participate in extracurricular activities, such as sports, arts programs, or academic clubs, which often require additional fees, travel costs, or specialized equipment. Missing out on these experiences can affect their personal development, reduce their competitiveness in college applications, and limit opportunities to build skills outside the classroom.

Conforming to Delelis (2019) it aimed to investigate the correlation between socioeconomic status and academic performance. The majority of participants had family incomes below the poverty line, with parents mostly being farmers with secondary education. The study found that academic performance was influenced by factors such as monthly family income, parents' occupation, and education.

Table 2 shows the summary of mean results of the respondents ‘in Terms of Access to Technology

Table 2. Summary of the Mean Results

	MEAN	***SD***	***VERBAL INTERPRETATION***
Reliable internet connection at school.	3.23	0.82	Agree
Access to personal computer or laptop.	2.54	0.97	Agree
Difficulties accessing internet.	2.51	0.90	Agree
Missed deadlines.	2.11	0.75	Disagree
Hindered by the access of technology.	2.77	0.96	Agree

Source: Authors

The student agrees that they have a reliable internet connection for school. The mean and standard deviation (M = 3.23 and SD=0.82) that most respondents agree they have reliable internet access for school-related purposes. On the other hand, the student agrees that they have ever missed assignments or deadlines due to lack of access to technology. While the mean and standard deviation are slightly lower (M = 2.11 and SD = 0.75), it still indicates that, despite some limitations, access to technology is not commonly preventing students from meeting deadlines. It shows resilience or alternative solutions being utilized by students to stay on track with their assignments. The socioeconomic status in terms of access to technology attained a weighted mean score of 2.63 and a standard deviation of 0.88, verbally interpreted as most of the time among the respondents.

This implies that while students report sufficient access to technology most of the time, there are areas where technology-related challenges impact their academic experience.

Delcker and Ifenthaler (2021) highlighted the transformative role of digital tools in enhancing educational experiences. Reliable internet access and personal devices facilitate learning by providing students with access to online resources and collaborative platforms. However, digital inequities can exacerbate existing disparities in academic achievement. The study's findings that students "agree" with having access to technology most of the time align with these observations, though challenges such as missed deadlines indicate areas for improvement.

Table 3 shows the summary of mean results of the respondents ‘in Terms of Access to Educational Resources

Table 3. Summary of the Mean Results

	MEAN	***SD***	***VERBAL INTERPRETATION***
Quiet place to study.	2.68	0.93	Agree
Availability of textbook and other educational materials.	2.93	0.84	Agree
Lack of resources for studies.	2.27	0.87	Disagree
Financial limitations to access educational materials.	2.32	0.92	Disagree
Hindered by the lack of resources	2.42	0.89	Disagree

Source: Authors

The data reveal that students generally agree they have easy access to textbooks and other required educational materials, as reflected by a mean score of 2.93 and a standard deviation of 0.84. This suggests that students hold a positive perception of their ability to obtain essential resources. Conversely, students disagree with the notion that they frequently lack the educational materials necessary for their studies (M = 2.27, SD = 0.87). The low mean

score indicates that resource availability is not a significant concern for most respondents, highlighting a favorable situation overall regarding access to educational resources

The overall weighted mean score for access to educational resources is 2.52, with a standard deviation of 0.89, which can be interpreted as "most of the time." This suggests that while students generally feel they have sufficient access to resources, some challenges may still exist, particularly with specific materials and their availability.

Supporting this perspective, findings by Kutu, Nzimande, and Zukiswa Grace Ngema (2020) highlight that limited resources in schools contribute to an achievement gap, with students in less affluent schools facing significant disadvantages. These findings underscore the need for equitable resource distribution across schools to enhance educational outcomes for all students.

As stated by Adzido et al. (2021) that access to educational materials positively correlates with academic performance, as these resources support comprehension and application of knowledge. However, financial constraints often limit students' access, as seen in this study, where respondents reported occasional challenges due to resource scarcity. These findings underscore the importance of institutional support in providing affordable or free learning materials to bridge the resource gap.

Table 4 shows the summary of mean results of the respondents 'in Terms of Access to Good Nutrition

Table 4. Summary of the Mean Results

	MEAN	***SD***	***VERBAL INTERPRETATION***
Regular nutritious meals.	3.22	0.82	Agree
Skip meals due to financial constraints.	1.79	0.93	Disagree
Experiencing difficulty concentrating due to hunger.	1.95	0.93	Disagree
Diet affecting academic performance.	2.19	0.97	Disagree
School provides healthy food to focus and learn.	2.65	0.81	Agree

Source: Authors

The results suggest that students generally agree they have regular access to nutritious meals each day, as shown by a mean score of 3.22 (SD = 0.82). This indicates that most respondents have a positive view of their ability to meet their dietary needs. On the other hand, students disagree with the idea that financial difficulties cause them to skip meals, with a mean score of 1.79 (SD = 0.93). This low score suggests that financial constraints are not a major obstacle to meal access for most students, reflecting a generally favorable situation regarding meal availability.

The overall weighted mean score for access to good nutrition is 2.36, with a standard deviation of 0.89, which is interpreted as "sometimes." While students feel they have access to nutritious meals most of the time, certain areas may still need improvement, particularly in the quality and effectiveness of school-provided meals in supporting learning and concentration.

In line with these findings, JN Critch (2020) examined the impact of school nutrition policies on academic performance, focusing on key aspects of these policies, especially nutrition standards, and their role in improving student outcomes.

Moreover, Ayalew et al. (2020) demonstrated that malnutrition negatively impacts concentration, memory, and overall academic performance, especially among school-aged children. Although most respondents in this study reported regular access to nutritious meals, the variability in school-provided food quality aligns with findings from Aizer (2021), who emphasized the need for consistent, nutritious food programs to enhance learning outcomes

Table 5 shows the summary of mean results of the respondents 'in Terms of Access to Health Facilities

Table 5. Summary of the Mean Results

	MEAN	***SD***	***VERBAL INTERPRETATION***
Access to basic healthcare facilities.	2.99	0.79	Agree
Challenges accessing healthcare due to financial constraints.	2.17	0.88	Disagree
Missed school or academic commitments due to health issues that could not be promptly addressed.	1.83	0.91	Disagree
Ability to focus in class due to health issues.	2.38	0.99	Disagree
Academic performance is influenced by access to healthcare facilities.	2.56	1.04	Agree

Source: Authors

The findings reveal that students generally perceive access to basic healthcare facilities as adequate, with a mean score of 2.99 (SD = 0.79). This reflects a positive sentiment among most respondents regarding their ability to receive necessary medical care, suggesting a supportive environment for health services. Conversely, students largely disagree with the notion that unresolved health issues frequently cause them to miss school or academic responsibilities, as indicated by a mean score of 1.83 (SD = 0.91). This points to a relatively low incidence of health related absences, further underscoring the overall positive view of healthcare accessibility.

The overall weighted mean score for access to health services is 2.39, with a standard deviation of 0.92, which is interpreted as "sometimes." While students generally feel that healthcare is accessible, there are areas that could benefit from attention to enhance both their academic success and well-being.

In support of these insights, BC Olson (2021) investigated the impact of school-based health clinics on students' academic performance, behavior, and mental health. The study found that students who utilized these clinics experienced reduced drop-out rates, improved grade point averages, greater progress through grade levels, and enhanced preparation for college, highlighting the critical role of accessible healthcare in promoting educational and personal outcomes.

Additionally, according to Casas (2023), limited access to healthcare exacerbates educational inequalities, particularly among low-income students. While the majority of respondents in this study reported access to basic healthcare, minor challenges remain, highlighting the need for improved health services to support students' well-being and academic success.

Table 6 shows the summary of mean results of the respondents 'in Terms of Community Type

Table 6. Summary of the Mean Results

	MEAN	***SD***	***VERBAL INTERPRETATION***
Participation in community activity.	2.39	0.95	Disagree
Community provides support for educational programs or resources	2.37	0.84	Disagree
Encouragement received from community.	2.49	0.90	Disagree
Interactions with community members.	2.34	0.92	Disagree
Community contribution to the availability of extracurricular activities	2.42	0.89	Disagree

Source: Authors

The analysis in Table 6 examines socioeconomic status through the lens of community type, presenting individual statements, mean scores, standard deviations, and remarks.

Students report a lack of encouragement from their community to pursue academic goals, with a mean score of 2.49 (SD = 0.90). This reflects a perceived absence of support for their educational aspirations. Similarly, the mean score for interactions with community members regarding academic or career advice is 2.34 (SD = 0.92), further indicating minimal engagement with community resources.

Overall, the weighted mean score for community type is 2.40, with a standard deviation of 0.90, which is interpreted as "sometimes." This points to a sporadic level of community involvement that fails to provide consistent support for students' academic progress.

Additionally, socioeconomic challenges in low-SES communities compound these issues. The lack of access to resources such as quality after-school programs, educational tools, and technology in these areas widens the achievement gap, disadvantaging students compared to those in more affluent environments (Aizer, 2021)

Table 7 shows the summary of mean results on the Socioeconomic Status in Terms of Assessment Tasks

Table 7. Summary of the frequency and percentage.

GRADE POINT EQUIVALENT	***FREQUENCY***	***PERCENTAGE***	***REMARKS***
1.00-1.25	0	0.00%	Excellent
1.26-1.50	4	2.82%	Very Good

1.51-1.75	57	40.14%	Good
1.76-2.00	46	32.39%	Satisfactory
2.01-2.25	28	19.72%	Fairly
2.26-2.50	2	1.41%	Poor
2.51-3.00	5	3.52%	Very Poor

Source: Authors

The analysis shows that the largest proportion of students, 40.14%, achieved a "Good" performance level, corresponding to a grade point range of 1.51-1.75. This indicates that the majority of students are performing competently and meeting the expected standards in their assessment tasks.

A significant portion of students, 32.39%, falls into the "Satisfactory" category, with grades between 1.76 and 2.00. This highlights that while these students meet the minimum expectations, there remains room for improvement in their academic performance.

In contrast, only 1.41% of students are categorized as "Poor," with grade points ranging from

2.26 to 2.50. The low percentage in this group suggests that very few students face significant difficulties with their assessment tasks.

These results demonstrate that students from lower-middle-income families generally show resilience and the ability to achieve strong academic outcomes, with most concentrated in the "Good" and "Satisfactory" categories.

As observed by Brew, E.A., Nketiah, B., and Koranteng, R. (2021) that students who perform above average and are positively engaged with assessment tasks tend to excel academically. Identifying gaps in these areas can guide further research to improve educational systems.

The findings further align with Magpily and Mercado (2020), who emphasized that academic performance is shaped by factors such as study habits, access to resources, and effective time management. Despite challenges related to finances and resources, these results underscore the determination and resilience of students in meeting academic expectations.

Table 8 shows the summary of mean results on the Socioeconomic Status in Terms of Term Examination

Table 8. Summary of the frequency and percentage.

GRADE POINT EQUIVALENT	***FREQUENCY***	***PERCENTAGE***	***REMARKS***
1.00-1.25	0	0.00%	Excellent
1.26-1.50	4	2.82%	Very Good
1.51-1.75	53	40.14%	Good
1.76-2.00	49	32.39%	Satisfactory
2.01-2.25	29	19.72%	Fairly
2.26-2.50	1	1.41%	Poor
2.51-3.00	6	3.52%	Very Poor

Source: Authors

A significant proportion of students (40.14%) achieved "Good" grades in their term examinations, despite the financial challenges typically associated with lower middle-income families. This suggests that many students have managed to overcome these barriers and perform well academically. Their success may be attributed to factors such as strong personal motivation, support from family or community, or effective study practices.

Another group, representing 32.39% of students, scored at the "Satisfactory" level, meeting the minimum exam requirements. However, this group may face challenges that prevent them from achieving higher performance levels.

In contrast, only 1.41% of students scored in the "Poor" range, highlighting that very few students are struggling significantly. This low percentage is encouraging, as it indicates that most students from lower-middle-income backgrounds are able to avoid severe academic difficulties.

These results suggest that students from lower-middle-income families are generally performing well academically, despite financial constraints. The availability of resources, affordable learning materials, and support programs can help these students reach their full potential, demonstrating their resilience and determination.

According to Lee and Bowen (2022), lower-income students often face significant challenges that affect their academic performance, especially in terms of term exam results. These socioeconomic barriers contribute to a widening achievement gap, making it harder for disadvantaged students to compete with their wealthier peers.

As noted by Gamoran et al. (2021), consistent study habits and access to preparatory resources are essential for academic success. The findings suggest that students are making effective use of available resources, although financial limitations may still hinder their ability to achieve even higher academic performance.

Table 9 shows the summary of mean results on the Socioeconomic Status in Terms of Second Semester General Weighted Average

Table 9. Summary of the frequency and percentage.

GRADE POINT EQUIVALENT	***FREQUENCY***	***PERCENTAGE***	***REMARKS***
1.00	0	0.00%	Excellent
1.25	0	0.00%	Moderately Excellent
1.50	4	7.75%	Outstanding
1.75	57	45.77%	Very Good
2.00	46	23.24%	Good
2.25	28	14.08%	Satisfactory
2.50	2	4.23%	Fairly Satisfactory
2.75	4	4.23%	Moderately Satisfactory
3.00	1	0.70%	Passed
5.00	0	0.00%	Failed

Source: Authors

The findings indicate that the majority of students attained a GWA of 1.75 (57 students, 45.77%), categorized as "Very Good." This highlights that nearly half of the respondents exhibited high academic performance, showcasing consistent achievement among most of the sample. Such results underscore a strong academic foundation within a significant portion of the student body.

Another noteworthy observation is the second-highest frequency group, where 46 students (23.24%) achieved a GWA of 2.00, rated as "Good." This sizable percentage reflects that while these students performed well, they fell short of attaining the "Very Good" level. Nevertheless, it indicates a commendable academic effort by many respondents.

Contrastingly, the lowest frequency was recorded by a single student (0.70%) who obtained a GWA of 3.00, categorized as "Passed." Although this student met the minimum academic requirements, their performance was the lowest in the sample. Fortunately, there were no failing students, signifying that all respondents managed to meet or exceed the academic passing criteria.

Overall, the data suggests a positive trend in academic performance, with most students achieving above-average grades during the second semester. The lack of failing grades and the minimal number in the "Passed" category point to strong academic support systems. These results also highlight the resilience of students from lower-middle-income families in overcoming socioeconomic challenges to succeed academically.

Supporting literature, such as the study by Magpily and Mercado (2020), reveals that higher GWAs are linked to factors such as study habits, regular meals, exercise frequency, and participation in extracurricular activities. This aligns with the study's findings, emphasizing that effective time management, resource accessibility, and supportive environments significantly contribute to consistent academic performance.

6. Conclusions

The study concludes that socioeconomic profiles significantly impacts students' academic performance and well-being. Financial challenges limit access to extracurricular activities and may affect school-provided meals and healthcare quality, while students also report limited community support. Despite these challenges, most students from lower-middle-income families perform well academically, with a majority achieving "Good" or "Very Good" grades, showing resilience and dedication. Family income and access to technology are key factors influencing academic success; lower income hinders

performance, while access to technology, like computers and the internet, improves learning outcomes. Addressing financial barriers and enhancing technological access are essential to further support student success.

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