



Social Issues and Concerns and their Influences on the Academic Performance of Social Science Students of Naval State University, Naval, Biliran, Philippines

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Abstract

The main purpose of this study was to find out the social issues and concerns and their influences on the academic performance of selected students of Naval State University. Employing the descriptive-survey design, 100 Social Science students of Naval State University were involved as respondents based on the following objectives: determine the profile of the students; determine the profile of the students' parents profile; current rating of the students in the Social Science subject; ascertain the prevalent existing social issues and concerns met by the Social Science students; and find out the significant relationship between the variables. The instrument used in this study was a researcher-made survey questionnaire. The profile of the students such as age, gender, civil status, religion, and year level does not affect their academic performance in Social Science subject. The profile of the students' parents such as age, gender, highest educational attainment, socio-economic status, monthly family income, occupation and religion affects the academic performance of the students in the Social Science subject. The satisfactory rating of 2.1-1.8 of the Social Science students is influenced by the profile of their parents and the social issues and concerns they met. The existing social issues are prevalent among the Social Science students of NSU. The Social Science students maintained self-discipline at all time and responsibility in studying their lessons hard to achieve good academic performance.

Keywords: Academic Performance; Concerns; Influences; Social Issues; Social Science Students.

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1. Introduction

Social issues are controversial issues which relate to people's personal lives and interactions. These are problems of human relationships which seriously threaten society or impede the important aspirations of people particularly the students in their quest for truth and knowledge as well as in the pursuit of excellence. Such developmental issues include and are deeply associated with corruption, poor quality of education, unemployment, health issues, crimes, and environmental degradation [1].

Many factors can lead to student absenteeism like family, health or financial concerns, poor school climate, drug alcohol use, transportation problems and differing community attitudes towards education are conditions that can affect whether or not a child is attending school. Further, he stressed out chronic truancy (regular unexcused absence) in a particular, is a predictable of undesirable outcomes in adolescence, including academic failure, school dropout, substance abuse, and criminal activity [2].

Social issues are controversial problems which relate to people's personal lives and their interactions to the society where they live. These are problems of human relationships which seriously threaten the norms of the society and impede the important aspirations of the people. Some people in a society agree that the existence of this condition threatens the quality of their lives and their most cherished values; thus, they believe that something should be done to remedy that condition. As this societal condition continues to emerge and affects the lives of the people, sociologists have defined it as a social issue. In other words, since society is composed of people, every condition that affects some members of the population is indeed a problem for the entire society and not just for those who are directly affected.

In addition, college students stated that academic problems such as earning lower grades, doing poorly on exams or papers, missing classes, and falling behind are due to alcohol use.

The other social issue that triggers societal problems is due to the advent of modern technology. Technologies, such as computers and the Internet, have become enmeshed in young people's lives and further confused the situation in so far as such tools may be used by students to both engage academically and socially. However, excessive use of it will develop a kind of addiction which is now commonly called computer addiction. In line with this, "the main reasons why young Filipinos, 25 years old and below, use the Internet are for researching, social networking and gaming which affect those individuals in many ways" [3].

Along this line, the conditions of the students in Naval State University are no exemption to the actual situation of these social issues and concerns in both global and national milieu. Most students nowadays live independently in their boarding houses away from their parents and they easily become the prey for the influences of their friends, peers, high technology and media. Because of these influences, mischievous acts are being done and experimented that eventually lead to the growth of the social issues and may hinder their academic performance. The absence of parental intervention, proper counseling and adjustment difficulties also worsen the scenario.

At present however, there is no sufficient data that these prevalent existing social issues and concerns influence

the academic performance of the NSU students, hence; this study was conducted. The main purpose of this study was to find out the social issues and concerns and their influences on the academic performance of Social Science students of Naval State University. Specifically, it sought to achieve the following objectives:

1. Determine the profile of the Social Science students of Naval State University in terms of: 1.1 age; gender; civil status; religion; and year level.
2. Determine the profile of the students' parents in terms of: age; highest educational attainment; monthly family income; occupation; and religion
3. Determine the academic performance of students in Social Science;
4. Ascertain the prevalent existing social issues and concerns met by the Social Science students of Naval State University.
5. Find out the coping mechanisms used by the students to influence their academic performance.
6. Find out the significant relationship between the profile of the students and their academic performance;
7. Find out the significant relationship between the profile of the students' parent and the academic performance of the students.
8. Find out the significant relationship between the social issues and concerns met by the students and their academic performance.

1.1 Review of Literature

The following literature is reviewed to provide substance and support to the conduct of the study.

Likewise, poverty significantly affects the resources available to students. Due to this lack of resources, many students struggle to reach the same academic achievement levels of students not living in poverty. The significant factors affecting student achievement include family income, source of income, and the mother's education level. In relation to this, absenteeism among students who live in poverty and may be experiencing unbearable challenges at home causes students to lose valuable educational time and lack of concentration towards their classes. With that, worthwhile learning will surely be missed [4].

Meanwhile, some students do their smoking during vacant time than studying their lessons. Anent to this, smoking in college already becomes a popular substitute for learning. Some studies show that students with low self-esteem are actually more likely to smoke than students with high self-esteem because of the negative evaluation that they might receive from the people around them [5].

On the other hand, computer games, cybersex, cyber relationship, internet gambling and information overload are the causes why students are being addicted to computer which can affect the academic performance of the

students. The nearby computer shops trigger the students to be easily hooked in computer use. Peer pressure is also one of the problems why students get easily addicted in computer games and software, and can ruin their entire school career which will lead them to dropping out of the school [6].

Without their knowledge, due to the excessive use of computer and its services, the students have started to experience the bad effects of computer addiction. The effects were escapism to reality, dishonesty, and financial problems. As what the study conducted at Mapua Institute of Technology to the first year students, five out of 16 students confessed that they have lied to their professors, parents, etc. that they have skipped their classes just to go to a nearby computer shop. They did alibis so that they will be able to cut classes [7].

In addition, students who are involved in computer addicted programs is one of the reasons why they didn't pass all their school requirements for the past years and semesters. And although many parents help their children get online in order to bolster grades, research still reveals that more time spent online translates into less time spent reading books [8].

Another more recent findings which assess the relationships between the Social Networking Site usage and academic performance stated that, Facebook users had lower grades and spent less time studying than students who did not use this, that of the 26 percent reporting an impact, including procrastination, distraction, and poor time-management. A potential explanation for this may be that students who used the Internet to study may have been distracted by simultaneous engagement in Social Networking Sites, implying that this form of multitasking is detrimental to academic achievement [9].

Furthermore, there were causes and major factors cited that lead to the increase of premarital sex in the country. The causes of premarital sex among young adult in the country are the following: One is the use of drugs and alcohol which enhances and increases sexual drives of the users and makes them confident to initiate sex. Second is separation from parents and lack of parental guidance which leaves the youth with wrong perceptions about sex. Third is peer pressure and presence of sexually active peers who greatly influence the individual's sexual behavior. Last is media, of which sexual suggestiveness have great impact on the individual. All of these have crucial effects on an individual [10].

1.2 Framework of the Study

This study utilized the theoretical and conceptual frameworks as its main foundation in the due course of its proceedings.

Theoretical framework. This study is anchored on the different theories of young adulthood problem behaviors and perspectives in analyzing social issues or problems.

Social Learning theory can be used to explain the development of deviant behavior like substance use and abuse, smoking, computer games addiction and many others. Behavior is learned through imitation of attractive models with attached rewards. Supporters of social learning theory stressed that computer games in particular are effective, as they demand the player's full attention and entail active identification with characters on the

computer screen. Theoretically, if an individual never observed these behaviors, then those behaviors would never be learned.

Social Norms Theory also influenced cheating behavior as suggested by social learning theory and perceived to support peers or pro-attitudes about cheating and would act to facilitate cheating. McCabe, Trevino, and Butterfield (2002) showed that academic dishonesty is related to the "cheating culture" that developed on campuses, and many studies note that observation of others cheating may create an attitude in which academic dishonesty is viewed as normal behavior.

Conceptual framework. The ultimate aim and focus of this study is on social issues and concerns and their influences on the academic performance of social science students of Naval State University. This study quantifies the parameters in terms of the profile of the student respondents as to: age, gender, civil status, religion, and year level as well as the profile of the students' parents in terms of: age, gender, highest educational attainment, monthly family income, occupation, and religion. In addition, the current rating of the students in social science subject was also determined. The prevalent existing social issues and problems met by the students and the coping mechanism they used to influence their academic performance in Social Science were also ascertained. The variables were also tested to determine the significant relationship. Figure 1 presents the conceptual framework of the study

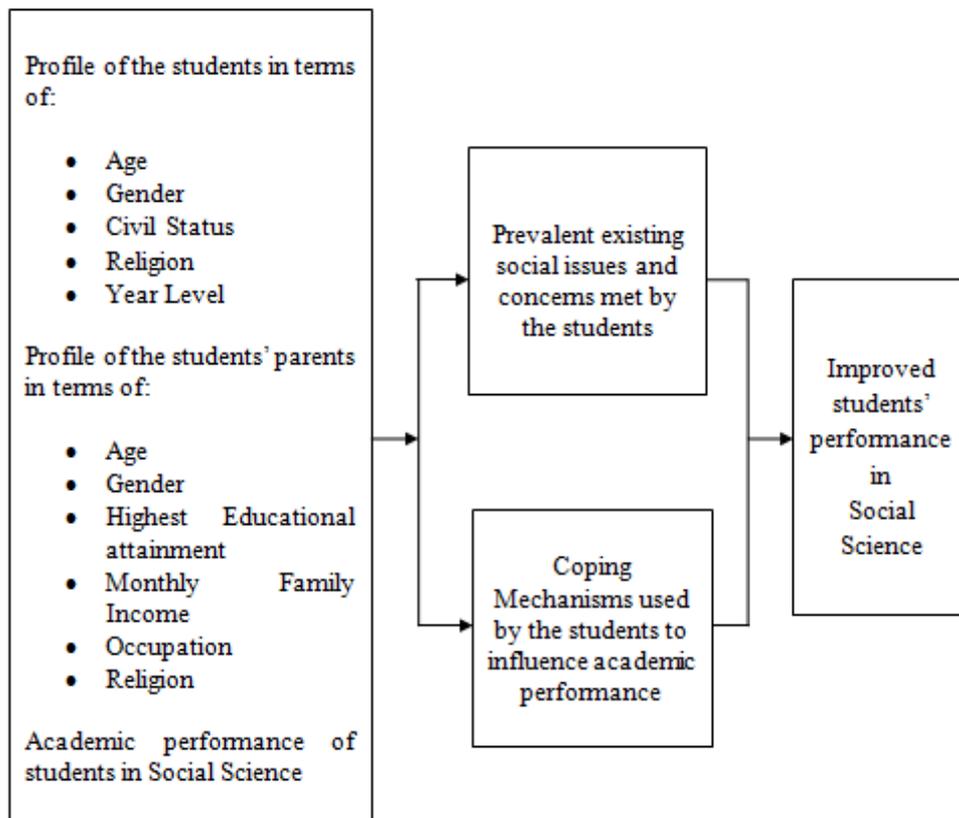


Figure1: Conceptual Framework of the Study

1.3 Scope and Delimitation of the Study

This study covered the most prevalent existing social issues and concerns and was only limited to selected social science students of Naval State University S.Y. 2011-2012. It also focused on the causes of these current issues and concerns and the coping mechanisms used by the students to influence their academic performance.

2. Methodology

This study employed the descriptive survey method of research. It described the profile of the respondents and their parents’ profile and the current rating of the students in Social Science subject. It also proved to be useful in ascertaining the prevalent existing social issues and concerns met by the students. The premiere university in Biliran province, Naval State University main campus served as the venue of this study. It comprises of six (6) colleges to wit: College of Maritime Education (COME); College of Industrial, Information, Communication Technology (CIICT); College of Tourism (COT); College of Engineering (COE); College of Education (COEd); and the College of Arts and Sciences (CAS). This study covered the selected students from all the six (6) colleges in the main campus of Naval State University. The subjects involved were the 100 social science students of NSU enrolled during the school year 2011-2012 and their respective parents. Simple random sampling was used in this study, however due to the fact that the College of Education department had many Social Sciences subjects being offered, it had a larger number of respondents. The distribution of the respondents is presented in table 1.

Table 1: Distribution of respondents from the six colleges of Naval State University-main campus

Respondents	f	%
College of Education (COEd)	23	23.0
College of Arts and Sciences (CAS)	19	19.0
College of IICT (CIICT)	18	18.0
College of Tourism (COT)	12	12.0
College of Engineering (COE)	12	12.0
College of Maritime Education (COME)	16	16.0
Total	100	100.0

This study employed the survey questionnaire and the semi-structured interview guide as the instruments of the study. Results of the data in the conducted interview were coded using the prescribed mode for coding qualitative outputs. From the open system of coding, categories was identified as inputs for the discussion of results. Data that was gathered from personal interviews was presented in narrative form. The data gathered during the survey was coded, analyzed and presented in tabular form using descriptive statistics such as frequencies, mean, range, relative frequency, percent, and weighted mean. The Likert Scale was used in the questionnaire, with a rating scale of 1 to 5 where five was the highest and one was the lowest. Scores obtained in

the questions that required scoring were interpreted using the following descriptions:

3. Results and Discussion

3.1 Profile of the Social Science students

Specifically, the components of the respondents profile were the age, gender, civil status, religion and year level. The frequency and percentage were computed, analyzed, and presented in table 2.

Table 2: Profile of the Social Science students

Variables	f	%
Age		
27 years & above	4	4.0
24-26 years old	4	4.0
21-23 years old	13	13.0
18-20 years old	60	60.0
17 years & below	19	19.0
Total	100	100.0
Gender		
Male	48	48.0
Female	52	52.0
Total	100	100.0
Civil Status		
Single	98	98.0
Separated	0	0
Married	2	2.0
Widowed	0	0
Total	100	100.0

Religion		
Seventh-day Adventist	3	3
Baptist	2	2
Christian	5	5
Iglesia Filipina Independiente	6	5
Latter day Saints	2	2
Roman Catholic	79	78
United Pentecostal Church	3	3
Total	100	100.0
Year Level		
1 st Year	16	16.0
2 nd Year	37	37.0
3 rd Year	28	28.0
4 th Year	14	14.0
5 th Year	5	5.0
Total	100	100.0

As regards to age, among the 100 student-respondents, 60 percent belongs to the age group of 18-20 years old, while the age groups 24-26 and 27 years old and above got the same percentage at 4, being the lowest. This means that most of the student-respondents are young adult and mature enough to face social problems. Gender, the data revealed that 52 percent were female, while the male was only 48 percent. This shows that female dominates the male. Civil status, among the student-respondents, 98 percent were single, 2 percent were married, and nobody was separated or widowed. This suggests that the students have much focus on their studies since they don't have family related activities to attend to. For Religion, the table indicates that out of the 7 identified religions, Roman Catholic got the highest percentage at 79, and the lowest are Baptist and Latter day Saints at 2 percent. This implies that Roman Catholic dominates over other student-respondents' religion. As regards to Year level, the table shows that the 2nd year got the highest percentage at 37, and 5th year got the

lowest at 5 percent. This means that most of the student-respondents are in their sophomore year.

3.2 Profile of the students' parents

The profile of the students' parents was categorized into: age, gender, highest educational attainment, monthly family income, occupation and religion. The frequency and percentage were computed, analyzed, and are presented in table 3.

Table 3: Profile of the students' parents

Variables	f	%
<i>Age</i>		
58 years & above	14	14.0
52-57 years old	14	14.0
51-59 years old	25	25.0
36-48 years old	41	41.0
35 years & below	6	6.0
Total	100	100.0
<i>Gender</i>		
Male	49	49.0
Female	51	51.0
Total	100	100.0
<i>Highest Educational Attainment</i>		
Elementary graduate	18	18.0
High School graduate	32	32.0
College degree holder	38	38.0
With units in MA degree	6	6.0
Master's degree holder	4	4.0

With units in Doctorate degree	1	1.0
Doctoral degree holder	1	1.0
Total	100	100.0
<i>Monthly family income</i>		
P20,000 & above	6	6.0
P10,000-20,000	23	23.0
P5,001-10,000	40	40.0
P2001-5000	17	17.0
P2000 & below	14	14.0
Total	100	100.0
<i>Occupation</i>		
Church Minister	1	1.0
Farmer	16	16.0
Fisherman	2	2.0
Government Employee	14	14.0
Laborer	12	12.0
OFW	2	2.0
Retired from government service	3	3.0
Self-employed		
None	32	32.0
	18	18.0
Total	100	100.0

Religion		
Seventh-day Adventist	3	3.0
Baptist	2	2.0
Christian	5	5.0
Iglesia Filipina Independiente	6	6.0
Latter day Saints	2	2.0
Roman Catholic	79	79.0
United Pentecostal Church	3	3.0
Total	100	100.0

Table 3 shows that of the 100 parent-respondents, 41 percent belongs to the age bracket of 36-48 years old as the highest percentage while 35 years old and below got 6 percent as the lowest. This implies that the age of parents gives crucial influence to student's appetite to excel in school. This also suggests that it serves as the intrinsic motivation for their children to make them responsible and mature individuals. The data also reveals that 51 percent are female and 49 percent are male. This shows that female dominates the male. Among the parent-respondents, 'college degree holder' obtained the highest percentage of 38, while 'doctoral degree holder' and 'with units in doctorate degree' obtained only one percent as the lowest. This implies that high educational attainment of the parents is always the key in getting a child to perform well in school. This further suggest that the student's parents with high educational attainment the child can carry out good manifestation in learning because he or she may be using his or her parents as role models. A great proportion of 40 percent had monthly family income of P5, 001-10,000, while only 6 percent obtained P20, 000 and above monthly income. This means that most of the parents belong only to the middle class, this further suggests that as the student's family is financially stable, there is less chance that he or she cannot maintain his/her grades in school. The table shows that 32 percent as the highest percentage admitted that they are self-employed and only one percent as the lowest percentage call himself a church minister. This suggests that occupation of the student's parents serve as a positive stimulus to reinforce their child to improve or maintain their good performance in school. The table indicates that Roman Catholic obtained the highest percentage at 79, while Baptist and Latter Day Saints got the lowest percentage at 2 percent. This means that Roman Catholic dominates other student-respondents' religions.

3.3 Academic performance of students in Social Science

Table 4 presents the current rating of the students in Social Science subject. The frequency and percentage were

computed, analyzed, and are presented in the table 4.

Table 4: Academic performance of students in Social Science

Academic performance of students in Social Science	Frequency <i>f</i>	Percentage <i>%</i>
1.3 – 1.0	3	3.0
1.7 – 1.4	28	28.0
2.1 – 1.8	61	61.0
2.4 – 2.2	7	7.0
2.5 – below	1	1.0
Total	100	100.0

The table shows the current rating of the students in Social Science subject. As shown, the students’ rating of 2.1 – 1.8 obtained the highest percentage at 61, while the lowest percentage obtained was one percent, which refers to the students who obtained the rating of 2.5 and below. This means that most of the students obtained a satisfactory rating, which implies that they didn’t excel much in the Social Science subject, because they obtained only a satisfactory rating. This further suggests that there is a need to improve the academic performance among the Social Science students.

3.4 Prevalent existing social issues met by the students

The succeeding table presents the prevalent existing social issues met by the Social Science students of Naval State University. It used the 5-point scale categorized into: (5) absolutely prevalent; (4) very prevalent; (3) prevalent; (2) moderately prevalent; and (1) not prevalent. The weighted means were computed, analyzed, and presented in table 4 with their corresponding interpretations.

Table 5 presents the 25 identified social issues and concerns of the students. As reflected, the top 6 prevalent issues and concerns are computer game addiction, corruption, early marriage, early pregnancy, poverty and premarital sex with weighted means of 3.73, 3.78, 3.55, 3.54, 3.92, and 3.7 respectively.

And the moderately prevalent issues and concerns are separation of parents, bullying, child labor, and cybersex with weighed means of 2.79, 2.90, 2.92 and 2.98. The computed average weighted mean was 3.21 interpreted as ‘prevalent’ which means that most of the social issues and concerns mentioned have prevalently existed. These results suggests that the students experienced the identified social issues and concerns whether inside and outside the campus. This also implies that it has a direct influence in their academic performance and to their

lives. Furthermore, this also means that behind the existence of prevalent social issues and concerns lies the different causes of it which made the students identified it as prevalent existing social issues and concerns.

Table 5: Prevalent existing social issues met by the Social Science students of NSU

Social Issues and Concern	AP	VP	MP	SP	NP	WM	Interpretation
	5	4	3	2	1		
1. Poverty	43	29	18	7	3	3.92	Very Prevalent
2. Corruption	48	23	12	10	7	3.78	Very Prevalent
3. Computer Game Addiction	40	30	15	8	7	3.73	Very Prevalent
4. Premarital sex	36	30	21	7	6	3.7	Very Prevalent
5. Early marriage	32	31	22	5	10	3.55	Very Prevalent
6. Early pregnancy	35	28	20	7	10	3.54	Very Prevalent
7. Abortion	20	28	28	12	12	3.08	Prevalent
8. Alcoholism	31	30	19	10	5	3.42	Prevalent
9. Academic Cheating	30	30	20	15	5	3.45	Prevalent
10. Crime and violence	29	32	22	5	12	3.44	Prevalent
11. Drug addiction	24	30	26	10	10	3.28	Prevalent
12. Drug pushing	21	30	20	19	10	3.04	Prevalent
13. Gambling	30	25	25	12	8	3.37	Prevalent
14. Lack of parental guidance	21	25	30	16	8	3.11	Prevalent
15. Malnutrition	25	35	20	15	5	3.4	Prevalent
16. Social Networking Sites addiction	21	35	21	16	7	3.24	Prevalent
17. Political instability/conflict	20	27	32	15	6	3.19	Prevalent
18. Pollution	35	25	21	11	8	3.49	Prevalent
19. Prostitution	21	39	20	12	8	3.33	Prevalent
20. Truancy/Frequent Absenteeism	15	35	27	15	8	3.11	Prevalent
21. Smoking	30	30	20	14	6	3.44	Prevalent
22. Bullying	10	29	35	19	7	2.90	Moderately prevalent
23. Child labor	12	29	32	20	7	2.92	Moderately prevalent
24. Cybersex	15	31	28	15	11	2.98	Moderately prevalent
25. Separation of parents	15	18	38	18	11	2.79	Moderately prevalent
AWM						3.32	Prevalent

3.5 Coping Mechanism

Table 6 presents the coping mechanisms to improve the academic performance of the students. The coping mechanisms were based from the prevalent existing social issues and concerns and their influences of academic performance of Social Science students as reflected in Table 5. The 15 identified coping mechanisms with their corresponding frequency and percentage are presented in table 6.

Table 6: Student's Coping Mechanisms on Social Issues and Concerns

Coping Mechanisms	f	%
*1. Limit time spent online in the internet.	61	10.37
*2. Avoidance of peers who are bad influence.	58	9.86
*3. Occupy one's vacant time on other educational activities.	23	3.91
*4. Maintain self-discipline at all the time.	65	11.05
*5. Develop study habit and proper time management.	39	6.63
*6. Maintain good communication to parents or relatives in dealing with personal and academic problems.	51	8.67
*7. Engage in any sports and sensible social activities with classmates and friends.	25	4.25
*8. Appropriate allocation of budget allowance for school requirements.	47	7.99
*9. Awareness and open-mindedness of sex education taught through media and educational reading materials.	43	7.31
*10. Total abstinence of sexual desires on having intimate relationship to someone.	35	5.95
*11. Avoidance of political affiliation or influence of politicians which trigger one's good reputation.	19	3.23
*12. Be focused, positive and patient.	26	4.42
*13. Be vigilant about the transparency of school administrators in allocating budget for student's facilities.	39	6.63
*14. Develop creativity and honesty in accomplishing school requirements.	15	2.55
*15. Have fear and faith in God to be morally right.	42	7.14
*Multiple Response	Total	588
		100.0

As shown in the table, the highest five coping mechanisms utilized by the students were 'maintain self-discipline at all time', 'limit time spent in the internet', 'avoidance of peers who are bad influence', 'maintain good communication to parents or relatives in dealing with personal and academic problems', 'appropriate allocation of budget allowance for school requirements', with 11.05, 10.37, 9.86, 8.67, and 7.99 percent respectively. The results imply that although the students have met social issues and concerns, they remained to be disciplined particularly in limiting the time spent in the internet, the avoidance of peers who brought bad influence and the appropriate budget of allowance for school requirements.

3.6 Relationship of Variables

This section presents the hypothesis tested in this study. To determine the relationship between students profile and their academic performance, profile of the students' parents and the academic performance of the students, social issues and concerns and the academic performance of the students, the correlation coefficient was used. Students' profile and academic performance, Table 7 shows the relationship between students' profile and their academic performance in Social Science subject.

Table 7: Relationship between students' profile and their academic performance

Variables	r	computed-t	table value	Interpretation
Students' profile and Students' academic performance	.65	1.92	2.306	Ho ₁ accepted

alpha level of significance (α) = 0.05

The results of the correlation analysis reveals that the profile of the students had a moderate relationship (df= 8; $r=0.65$). The computed t. was 1.92 which was less than the table value of 2.306 at $\alpha=0.05$. The hypothesis was accepted which means that the profile of the students does not affect their academic performance in Social Science subject. This suggests that students were determined to perform well academically despite of their personal profile; hence it serves as motivation for them.

3.7 Profile of students' parents and academic performance of the students

The relationship between the profile of the students' parents and the academic performance of the students is presented in table 8.

Table 8: Relationship between the profile of the students' parents and the academic performance of the students

Variables	r.	Computed-t	table value	Interpretation
Profile of students' parents and Students' academic performance	.71	2.28	2.306	Ho ₂ Rejected

alpha level of significance (α) = 0.05

The results of the correlation analysis reveals that the profile of the students had a moderate relationship (df=8; $r=0.71$). The computed t. was 2.28 which was less than the tabled value of 2.306 at $\alpha=0.05$. The hypothesis was rejected which means that the profile of the students' parents affects the academic performance of the students in Social Science subject. This implies that parents profile is a significant factor that contributes to the success of the academic performance of their children. Furthermore, this also suggests that if the student has parents with high educational level, the student may not still perform well if he or she senses that his or her parents have low self-esteem.

3.8 Social issues and concerns and academic performance of the students

The relationship between the social issues and concerns and the academic performance of the students are presented in table 9.

Table 9: Relationship between the social issues and concerns and the academic performance of the students

Variables	r.	computed-t	table value	Interpretation
Social issues and concerns and Students' academic performance	.70	3.41	2.179	Ho ₃ Rejected

alpha level of significance (α) = 0.05

The results of the correlation analysis reveals that the profile of the students has a high correlation marked relationship (df=12; r=0.70). The computed t. was 3.41 which was higher than the tabled value of 2.179 at $\alpha = 0.05$. The hypothesis was rejected which means that the social issues and concerns affect the academic performance of the students in Social Science subject. Findings suggest that the students were influenced by the prevalent existing social issues and showed adverse result to their academic performance. This also implies that the attention of the students to their studies was hindered by the prevalence of existing social issues and concerns they experienced either inside or outside the campus.

4. Conclusion

The profile of the students such as age, gender, civil status, religion, and year level does not affect their academic performance in Social Science subject. The profile of the students' parents such as age, gender, highest educational attainment, monthly family income, occupation and religion affects the academic performance of the students in the Social Science subject. The satisfactory rating of 2.1-1.8 of the Social Science students is influenced by the profile of their parents and the social issues and concerns they met. The existing social issues and concerns are prevalent among the Social Science students of Naval State University. The Social Science students maintained self-discipline at all time and responsibility in studying their lessons hard to achieve good academic performance.

5. Recommendations

Students enrolled in the University should further be encouraged to actively participate in school activities and undertakings to divert their attention from the social issues and concerns that they are currently facing. The parents as the primary role models of behavior among the students should be reminded and encouraged to partake in monitoring their children's behavior and academic performance. Students should develop open-mindedness and readiness at all times in facing and dealing with social issues and concerns so that it cannot affect their academic performance. The university should develop close bond among its clientele particularly

the parents by organizing an association among them with the main focus of eradicating the involvement of students to any existing social issues or social concerns. Socioeconomic Status and Academic Performance of Social Science Students of Naval State University. Assessment of Social Science Students Academic Achievement of the College of Education in Naval State University.

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