

EFFECTS OF SOCIOECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF MANAGEMENT ACCOUNTING STUDENTS DURING THE PANDEMIC

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Abstract— This study investigated the effects of socioeconomic factors on the academic performance of management accounting students during the pandemic. The respondents of the study were 204 officially enrolled management accounting students at the University of Saint Louis Tuguegarao in the second semester of the School Year 2022-2023. The respondents were randomly selected from the different year levels of the accountancy department through simple random sampling. Frequency and percentage were used in analyzing the data collected to describe the profile of the respondents. Weighted mean was used to interpret the effects of socioeconomic factors on the academic performance of the respondents, and independent sample t-test and one-way analysis of variance were utilized to find the differences between the significant effects of socioeconomic factors on the respondents' academic performance. The results revealed that socioeconomic factors affect the academic performance of the respondents to a great extent, particularly the student's environment, financial resources, and new learning methods. Further, there is no significant difference in the effects of socioeconomic factors on respondents' academic performance when grouped according to age, sex, and year level.

Keywords— *Student Environment, Financial Resources, New Learning Method, Academic Performance, COVID-19*

I. INTRODUCTION

The coronavirus, also known as COVID-19, which is immeasurably little yet infinitely deadly, brought the globe to a standstill in the first few months of 2020 (Lahiri & Sinha, 2021). Due to the COVID-19 pandemic's impact on the educational system, numerous schools and institutions around the world have had to close (Gopal et al., 2021). The only way to complete a university education during the pandemic was to move your education online. Higher education was faced with an unprecedented difficulty due to the rapid global switch from face-to-face (FTF) to online learning (Tsang et al., 2021). Although many still think that going to a traditional school is the best way to learn and get a degree, online learning is a great alternative. The choice to study at their own pace is available to students. It is an excellent way to increase self-discipline and understanding of various topics. Due to students' ability to finish the coursework quickly, those who learn online have more time for extracurricular activities or job searching (Armstrong-Mensah et al., 2020).

Many universities around the world have reduced gatherings by suspending or dismissing all campus activities, including classroom instruction, to slow the virus's rapid spread. As a result, many students who may have succeeded in prior academic settings may struggle in new hybrid and online

teaching environments. Some kids in schools rely on computers and free internet because of socioeconomic differences (Demirbilek, 2014). The process of students migrating will probably be slow due to school closures. Students from low socioeconomic origins will undoubtedly find it challenging to advance as rapidly as they would like since they cannot afford to. Cuisia-Villanueva & Nez (2020) assert that many nations acknowledge the difficulty of implementing distance learning. Depending on how close they are to the poverty line, even middle-class residents in a third-world country struggle with resources or may need additional support. Thus, during the pandemic, the academic performance of management accounting students may be affected positively or negatively due to their environment when it comes to studying or having online classes, financial resources, and e-learning.

With the numerous socioeconomic factors, academic outcomes of the students are determined by their surrounding learning and institutional environment. Studies have explored socioeconomic factors that can affect students' academic performance like financial, environmental, online learning, and the COVID-19 pandemic. However, they only focus on one factor and have a small sample size. Furthermore, the majority of the studies were conducted in other countries, with only a few being conducted in the Philippines. This study benefits future Filipino researchers because it was conducted in the Philippines and can help students take online classes as their learning method.

The objective of the study was to identify the effects of socioeconomic factors on the academic performance of management accounting students and the barriers that kept them from performing well and maintaining the standards of their academic performance, their concerns, and its uptakes or possible actions that would be of help to their concerns. This study will contribute to the management accounting field, students, professors, universities, and future researchers. The universities, particularly the University of Saint Louis, will understand more their students' backgrounds and know how to help and support students and professors. This will benefit the students to know and understand the different factors affecting their online education and the possible adjustments or solutions to these. Furthermore, by classifying certain factors affecting the management accounting students' academic performance during the pandemic, the study will ease the path to understanding the factors and possible solutions, which will greatly assist the management accounting students. The study is significant to the management accounting field since the research agenda of the SABH Department focuses on Poverty Alleviation, which helps find out the current status of their students considering their

economic status. The study's outcome will also benefit future researchers as the findings can be used as a reference for their research.

II. METHODS

The study used a quantitative research design employing a descriptive research method. The study was conducted at the University of Saint Louis, Tuguegarao City, Cagayan, in which the respondents were the Management Accounting students. A simple Random Sampling method was used in selecting the respondents. The study used a questionnaire to gather the data needed, which was divided into two (2) parts. The first part of the questionnaire was about the respondents' profile, including their age, sex, and year level. The second part was an adapted questionnaire from Ogunshola (2019), Emmanuel (2015), Dada et al. (2019), Habiba & Liaqat (2022), Moneva et al. (2020), & Machebe et al. (2017), in which questions were about the effects of socioeconomic factors on the academic performance of management accounting students during the pandemic. This section was answered using a 4-point Likert Scale. The questionnaire has undergone content validation by experts to ensure its reliability. The researchers asked permission from the Vice-President for Academics through the Academic Dean of the School of Accountancy, Business, and Hospitality to conduct the study. After the permission was granted, the researchers administered the approved questionnaire. Since there was a limitation on the face-to-face gathering of data, the researchers utilized google forms which were answered by the sampled respondents. After the data was gathered, it was then analyzed and interpreted using descriptive and inferential statistics. The profile of the respondents was analyzed using frequency and percentage. The effects of socioeconomic factors on the academic performance of management accounting students during the pandemic were analyzed using mean with the following range and qualitative descriptions:

3.50-4.00-Strongly Agree

2.50-3.49-Agree

1.50-2.49-Disagree

1.00-1.49-Strongly Disagree

Lastly, T-test and ANOVA were used to test if there is a significant difference in the effects of socioeconomic factors on the academic performance of management accounting students during the pandemic when grouped according to profile.

III. RESULTS

TABLE I. PROFILE OF THE RESPONDENTS

Profile Variables	Frequency	Percentage
Age		
18	9	4.40
19	30	14.70
20	55	27.00
21	70	34.30
22 and above	40	19.60
Total	204	100.00
Sex		
Male	36	17.60

Female	168	82.40
Total	204	100.00
Year Level		
First Year	21	10.30
Second Year	46	22.50
Third Year	79	38.70
Fourth Year	58	28.40
Total	204	100.00

The table shows that the majority of the respondents are female, ages 20 and 21, and many are third- and fourth-year students.

TABLE IIA. EFFECTS OF SOCIOECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF MANAGEMENT ACCOUNTING STUDENTS ALONG STUDENT ENVIRONMENT

Student Environment	Agree	Disagree	N/A
Internet Access			
1. I can relate to the discussion because of a stable internet connection.	102	24	0
2. I got high performance in our recitation because of a stable internet connection.	79	47	0
3. I got high scores on our quizzes because of a stable internet connection.	96	30	0
4. I passed my projects/requirements within the given time.	109	17	0
Ambiance			
1. I could focus while taking online classes and see everything clearly around me because of the good lighting.	83	43	0
2. I could still pay attention, follow the lesson, and hear my teacher and classmates clearly despite the noise level in my study area (from devices, conversations, people opening and closing doors and windows, and other sources).	77	49	0
3. I could focus and feel at ease while taking online lessons as long as the temperature in my study area was good.	104	22	0
4. I could relax and pay attention while taking online lessons as long as I have good air quality	107	19	0
Home Responsibilities			
1. I learned how to multitask by completing both household chores and studies at the same time, and it is helpful for me	98	28	0
2. I have enough time to complete my schoolwork and do my household chores.	87	39	0
3. I am able to balance my time between schoolwork and household chores effectively.	95	31	0
4. I don't miss doing any of my assessments, even with my household chores.	94	32	0

Table 2a shows the effects of the student environment in terms of internet access, ambiance, and home responsibilities on the respondents' academic performance. Based on the results, the respondents agree that the student environment affects their academic performance. Regarding internet access, 109 out of 126 respondents agreed that they could relax and pay attention while taking online lessons as long as they have good air quality. Additionally, as to ambiance, 107 students could focus and feel at ease while taking online lessons, given that there is a good temperature in their study area. Moreover, along home responsibilities, 98 respondents learned how to multitask by completing both household chores and studies at the same time.

TABLE IIB. EFFECTS OF SOCIOECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF MANAGEMENT ACCOUNTING STUDENTS ALONG FINANCIAL RESOURCES

Financial Resources				
Family Income		Agree	Disagree	N/A
1.	I was able to improve my achievements because of my family income.	90	36	0
2.	I am motivated and encouraged to learn because I received the learning materials needed for my studies.	109	17	0
3.	I am encouraged and inspired to do well in my studies because I have my parents who can provide and support me financially	113	13	0
Part-time Job		Agree	Disagree	N/A
1.	I can attend my online classes even if I am working part-time.	34	21	71
2.	I got good results in my examination even though I am working part-time.	30	24	72
3.	I noticed no distractions during online class even though I work part-time.	23	29	73
4.	I can balance working a part-time job and attending online classes.	29	24	73
Scholarships		Agree	Disagree	N/A
1.	I am motivated to do better in my studies because my scholarship lessens my financial concerns	67	15	44
2.	I work hard in my studies because of my academic scholarships.	64	16	46
3.	I do not lose interest in my studies because my scholarship pushes me to study.	62	20	44

Table 2b shows the effects of financial resources in terms of family income, part-time jobs, and scholarships on the respondents' academic performance. The results indicated that respondents agree that financial resources affect the academic performance of the respondents. In terms of family income, 113 out of 126 respondents agreed that they are encouraged and inspired to do well in their studies since they have parents who can provide for and support them financially. Additionally, as to part-time jobs, 34 students are not able to attend online classes due to part-time work. As a consequence, they do not get good results in their examinations. They notice distractions during online classes, which is difficult to balance with their part-time work. Moreover, along with scholarships, 67 respondents are motivated to do better in their studies because their scholarship lessens their financial concerns.

TABLE IIC. EFFECTS OF SOCIOECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF MANAGEMENT ACCOUNTING STUDENTS ALONG NEW LEARNING METHODS

New Learning Method		Agree	Disagree	N/A
Synchronous Learning Through synchronous learning...				
1.	I am more motivated to study.	103	23	0
2.	My classroom participation is more effective	100	26	0
3.	My mental alertness is more effective.	94	32	0
Asynchronous Learning Through asynchronous learning...		Agree	Disagree	N/A
1.	I am more motivated to study.	100	26	0
2.	My classroom participation is more effective	96	30	0
3.	My mental alertness is more effective.	94	32	0

Table 2c shows the effects of the new learning methods-synchronous and asynchronous- on the respondents' academic performance. The respondents agree that the new learning methods affect the academic performance of the respondents. It further shows that the respondents are more motivated to study using synchronous and asynchronous learning methods.

TABLE III. TEST OF SIGNIFICANT DIFFERENCE IN THE EFFECTS OF SOCIOECONOMIC FACTORS ON THE ACADEMIC PERFORMANCE OF MANAGEMENT ACCOUNTING STUDENTS DURING THE PANDEMIC WHEN GROUPED ACCORDING TO PROFILE

Variables		t/f-value	p-value	Decision
Age	Student Environment	1.194	.188	Accept Ho
Sex		.465	.643	Accept Ho
Year Level		1.052	.395	Accept Ho
Age	Financial Resources	.683	.930	Accept Ho
Sex		-.862	.390	Accept Ho
Year Level		.920	.616	Accept Ho
Age	New Learning Method	1.290	.207	Accept Ho
Sex		-.817	.415	Accept Ho
Year Level		1.243	.239	Accept Ho

Table 3 presents the significant difference in the effects of socioeconomic factors on respondents' academic performance when grouped according to profile variables. It is shown that there is no significant difference in the effects of socioeconomic factors on the academic performance of respondents when grouped according to age, sex, and year level. Hence, the null hypothesis is accepted. This means that the effects of socioeconomic factors on academic performance do not vary regardless of the respondents' profile.

IV. DISCUSSION

Profile of Respondents

The findings revealed that most of the management accounting students of the University of Saint Louis Tuguegarao are either 20 or 21 years old. In terms of gender, the majority are female, and in terms of year level, the majority were third-year students.

Effects of Socioeconomic Factors on the Academic Performance of Management Accounting Students along Student Environment

The results revealed that the student environment in terms of internet access, ambiance, and home responsibilities affects students' academic performance. This indicates that students can learn better when they feel comfortable enough by having a good internet connection and ambiance. Since the home environment for learning has been shown to significantly affect both learning quality and achievement (Usman & Madudili, 2019), students are more likely to become more motivated and achieve better learning outcomes when they are in a positive learning environment. The study conforms to the study of Usman & Madudili (2019) that students who study in a positive

learning environment, specifically management accounting students, are more motivated, engaged, and have a higher overall learning ability.

Effects of Socioeconomic Factors on the Academic Performance of Management Accounting Students along Financial Resources

Furthermore, financial resources have a great effect on the academic performance of students. This indicates that having a family with a good source of income and the ability to give them what they need for their education allow students to improve their achievements and be more motivated in their academic performance. This coincides with the results of the study by Yohannes et al. (2021) that parents from higher socioeconomic backgrounds can give their children the financial assistance and learning resources at home. The results align with the study of Muluk (2017) which found that many students who work part-time have some difficulty juggling the demands of both their jobs and their studies. Many people working part-time only participate in a small number of extracurricular activities. The prevailing view in society holds that due to the effort and time put out at a job, students would be diverted from their studies, leading to low GPAs.

Effects of Socioeconomic Factors on the Academic Performance of Management Accounting Students along New Learning Methods

In addition, new learning methods in terms of synchronous and asynchronous methods affect their academic performance. This indicates that respondents are motivated to study synchronously and asynchronously and can effectively participate in classroom activities. According to Khalil et al. (2020), students may find online learning tough due to the lack of non-verbal communication. However, the respondents quickly adjusted to the transition and could study efficiently using both methods.

Significant Difference in the Effects of Socioeconomic Factors on the Academic Performance of Management Accounting Students during the Pandemic when grouped according to Profile

Finally, there is no significant difference in the effects of socioeconomic factors on respondents' academic performance when grouped according to age, sex, and year level. This means that socioeconomic factors' effects on academic performance do not vary regardless of age, sex, and year level. The result conforms to the study of Yohannes et al. (2021), except for a small impact from respondents' gender and the resources their family provided for them, there is no substantial relationship between socioeconomic/environmental factors, students' academic attainment goal, and the CGPA.

V. CONCLUSION AND RECOMMENDATIONS

The study concludes that there is no significant difference in the socioeconomic factors' effects on management accounting students' academic performance during the pandemic when grouped according to profile. This means that socioeconomic factors' effects on academic performance do not vary regardless of age, sex, and year level.

Based on the results gathered from the study, the researchers recommend that students have a positive learning environment and a well-designed study area when taking online classes. The researchers also suggest that the university promotes scholarships and seek out more partners to provide for such. The organization or institution must increase the number of scholarships offered, especially for individuals who do not earn enough money to continue their studies. In addition, the university scholarship should focus on the students most in need of financial aid with specific criteria to ensure equitable and fair admission. This study still has limitations because it was only conducted in a limited geographic area and with limited sample sizes. To gather more reliable data, future researchers should expand their studies to include a wider variety of individuals with a more thorough perspective. Despite the study's limitations, other researchers who are interested in the subject may utilize this publication to gain new information and improve their understanding of the effects of socioeconomic factors on students' academic performance during the pandemic.

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