
THE SOCIO-ECONOMIC STATUS OF THE KINDERGARTEN
PUPILS OF WEST NEGROS COLLEGE AND ITS RELA-
TIONSHIP TO INTELLIGENCE QUOTIENT, ACA-
DEMIC PERFORMANCE, SOCIAL MATURITY,
SOCIAL ACCEPTABILITY AND
LEADERSHIP ABILITY

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by

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Chapter 1

INTRODUCTION

Today, parents have come to realize the importance of educating their children during their early years. We are informed through different educational literature and periodicals that in many countries of the world, different kindergarten programs have been created for the education of the very young. Others refer to this as early childhood education but the majority call it the Kindergarten School.

The social status of parents has great influence upon the child. Parents can do something to overcome partially the adverse effects of low social status by showing affection, respect and understanding for their children. A high social status may require that a child be directed by certain expectations of the wealthy "set." A low social status limits the child's experiences, home necessities, and other educational facilities like books and other reading materials, thus limiting his ability to adjust himself to his environment in later life. Equal opportunity in the school for equal social experiences should be offered if children are to learn to live together. Parents have shown their faith in this process by sending their children to kindergarten schools.

The researcher, as a kindergarten teacher, has been faced with the problem of whether or not the socio-economic status of the families of children in the kindergarten school of West Negroes College has significant relationship to their intelligence quotient, academic performance, social maturity, social acceptability and leadership ability. Since quite a number of children from homes of different socio-economic levels enrol in the kindergarten school of West Negroes College every year, a study to ascertain this relationship is timely and important.

THE PROBLEM

Statement of the Problem

The aim of this study is to determine the socio-economic status of children in the kindergarten school of West Negroes College and its relationship to their intelligence quotient, academic performance, social maturity, social acceptability and display of leadership ability. Specifically, it seeks to answer the following questions:

1. How are the kindergarten pupils of West Negroes College distributed among the five socio-economic levels, namely, high, above average, average, below average, and low.

2. How is socio-economic status related to (a) intelligence quotient, (b) academic performance, (c) social maturity, (d) social acceptability, and (e) leadership ability?

3. What recommendations may be suggested based on the findings to meet the needs of the children from different socio-economic levels?

Significance of the Study

1. This study will help teachers plan out activities needed by the children belonging to the different socio-economic levels.

2. It will guide kindergarten teachers in their effort to provide adequate educational experiences for the children since the teachers would know the strengths and weaknesses of each particular child from a particular home and who belongs to a particular socio-economic level.

3. It will enable parents to understand the effects of socio-economic status on the intelligence, performance, maturity, acceptability and leadership ability of their children.

4. The findings of this study will enable school administrators to understand the needs of kindergarten children and thus provide the necessary equipment and other educational facilities which would enhance the

learning processes.

Scope and Limitations of the Study

This study used as respondents the kindergarten pupils of West Negro College enrolled during the school year, 1975-1976. These children belonged to one class of 35 pupils whose ages ranged from 5½ years to six years.

The data used in this study were limited to the responses given by the subjects as gathered by the ten "judges" who had been observing the children daily in the classroom. Scales were used to gather information for the variables stated in the problem. Interviews were employed by the researcher as an instrument in gathering data from the yayas and parents of the children. No other responses outside of the instruments used are included in the study.