

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES



"SOCIOECONOMIC PROFILE OF STUDENTS WHO HAVE A GRADE POINT AVERAGE "GPA"
OF 8.0, OR ABOVE, FROM THE FOURTH AND FIFTH YEARS OF THE BACHELOR IN ENGLISH
WITH EMPHASIS IN TEACHING AT THE DEPARTMENT OF FOREIGN LANGUAGES OF THE
UNIVERSITY OF EL SALVADOR IN THE YEAR 2015"

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INTRODUCTION

This report presents the information of the procedure that as a research team was taken into account for carrying a study on the “Socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015”

In the following pages, the reader finds relevant information on the topic. The information is presented into different parts. These parts have been designed based on the research project format required by the quantitative research approach: Research Topic, Statement of the Problem (Historical framework, Description of the problem, Objectives, Research questions, Justification/rationale, Delimitation of the problem), Theoretical Framework, Type of Study, Hypotheses (Hypotheses, Conceptual definition of variables, Operational definition of variables), Research Design, Population and Sample (Population , Sample), Data Gathering Process (Research instrument, Data gathering plan), Data Analysis (Data base, Statistical procedures, Data analysis), Findings (Hypotheses’ test, Answers to the research questions, Most outstanding findings), Conclusions, Recommendations and Annexes.

I. RESEARCH TOPIC

"SOCIOECONOMIC PROFILE OF STUDENTS WHO HAVE A GRADE POINT AVERAGE "GPA" OF 8.0, OR ABOVE, FROM THE FOURTH AND FIFTH YEARS OF THE BACHELOR IN ENGLISH WITH EMPHASIS IN TEACHING AT THE DEPARTMENT OF FOREIGN LANGUAGES OF THE UNIVERSITY OF EL SALVADOR IN THE YEAR 2015"

II. STATEMENT OF THE PROBLEM

A. Historical Framework

Knowing about the socioeconomic profile of students is a matter of such importance everywhere. Finding factors that influence students' performance has become an interesting topic of study not only in our country but also in countries abroad. In Latin America, doing research on students' academic performance has become a task of daily living for educational researchers. For example, there are research studies conducted primarily by OEI, UNESCO and UNICEF which have been carried out starting from the educational reform in 1990. These studies work as instruments to measure indicators of educational quality and living standards in the region. They show the development of people to enable the improvement of educational services quality and the modernization of role of the state.

Three studies conducted at different universities in Mexico are included, in this historical framework, with the purpose of presenting information on socioeconomic factors that influence academic performance of students in Latin American countries. The first one is a study conducted at Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) Campus Toluca in 2002. In the study not only socioeconomic factors associated to academic performance of students were found but also verbal, mathematical, emotional and academic factors among others.

At this time, the findings on socioeconomic factors will be mentioned because they become relevant information to this research. The conclusion that the study establishes is that there is a correlation between academic performance and social ability of students, measured through the scale of interpersonal behavior of the Inventory of Personality Styles of Millon. It states that academic performance is affected by the development of students' social abilities; that is, it has a meaningful participation for academic success sharing similarities with the development of verbal and mathematical skills as well. Therefore, the statement presented by

Hartup (1992), Katz and McClellan (1991) is proven: “The relationship among equals contributes to a large extent not only to cognitive and social development but also to the effectiveness in which as adults we work” (Hartup, 1992)

The second study titled: “Previous school development and socioeconomic profile as indicators of academic performance” was carried at Universidad Autonoma de Campeche, Mexico in 2006. In this study, the variable of socioeconomic profile was categorized into upper, middle, regular and lower socioeconomic status in which the indicators were: parents’ school level, family income, number of rooms and people at home, type of housing and parents’ occupation. As a conclusion, the study establishes that the influence that the socioeconomic level has on students’ performance is not consistent considering that most of the students’ in the sample analyzed for the four levels of the socioeconomic profile had middle to lower performance. In addition, none of the three students with high socioeconomic level had a high performance.

The last study was conducted to determine the impact that face-to-face and on-line tutoring programs have on university students’ academic performance. The study was published in 2012; it states that the implementation of tutoring programs has as a main purpose the improvement of students’ academic quality through the knowledge of both their own skills and personality. The aim is to increase their efficiency and to influence positively on students’ failure, school dropouts and backwardness (Marquez, 2003). This is a very important study to take into account since tutoring programs may be implemented anywhere as far as students’ population is given the change to take them. In addition, there is no doubt that tutoring may be seen as a social factor that may influence students’ performance.

This study concludes that the results show a positive impact on students that had taken tutoring sessions at any modality face-to-face or on-line. The average grade of students who took tutoring sessions was statistically higher than the one of students who did not take them. Also, the grade average of students who took on-line tutoring was higher than the one of students who took face-to-face

tutoring. These results match with the findings of Vales, Ramos & Serrano (2009). They compared two groups of students (one of face-to-face modality and the other of distance modality) and found that students from both groups had a high academic performance. However, most of the students who took the distance program, presented best grade results than those who took the face-to-face program.

It is well known, that education is one of the most powerful tools for improving the welfare of people who already have experienced a positive influence on many aspects that affect their lives. Firstly, we have that education enables people to develop their skills, abilities and capacities, which, in addition to be a factor of personal fulfillment, contribute with the aim of a better integration in the work world. Secondly, education also contributes to human beings active and conscious participation in the improvement of their family environment, community and society. In third place, but not least, it is known that when people have more and better education, the chance to have a long, healthy and of good quality life increases.

In spite of the efforts that the government of El Salvador has made, a revision to the national educational system should be done. It is known that some of the factors that explain the poor educational quality in our country are the school infrastructure conditions, the training of teachers and the conditions of health and nutrition of student population. An educational system committed to provide equal educational opportunities allows parents to aspire to a better life for their children. Better than the one they have had, by means of education and effort.

According to the book: “La Educación en El Salvador de Cara al Siglo XXI, Desafíos y Oportunidades”, Fernando Reimers (1995), establishes that: in El Salvador and other countries, the educational levels of the population are associated with income levels. According to the statistical data presented in this book, it is established that 20 percent of the population of low-income, one out of every four people, does not have any schooling, seven in ten people have three years of schooling or less, and only 2 percent has more than ten years of schooling.

In contrast with the 10 percent of the population with higher income, two of every five people have ten years of education or more, and only one of every four people has three years of schooling or less, only one in every ten people in this group does not have any schooling. This study shows that educational opportunities in El Salvador are not the same for children who come from households with different income levels. Children from the poorest households have less opportunity to enter to the school system; the inequalities in opportunities to access the basic levels of the educational system are aggravated in higher levels. Students who come from low-income households have little chance to complete the basic school. For that reason their likelihood to enter to a higher level of education is also very low. This suggests that in El Salvador, the educational system does not act as a mechanism to provide equal opportunities; on the other hand, it works as a mechanism that perpetuates the levels of inequality between families.

According to a study conducted by United Nations Development Programme (UNDP), called "INFORME SOBRE DESARROLLO HUMANO EL SALVADOR 2010", mothers and fathers see education as "a tool that enables their children fend for their own in the world". Despite the value they give to education, they also identify a series of obstacles to the achievement of educational goals such as the environment in the classroom, the shortcomings in pedagogical practices and the attention to students with special needs, the lack of family support and an adequate environment for learning at home, the little interest of the student and the limited investment of the government. In addition, they also express that learning English and Computer studies would increase the opportunities for professional development.

Economic vulnerability is closely related to the education of those who carry the head of household. According to the "INFORME SOBRE DESARROLLO HUMANO EL SALVADOR 2010", presented by UNDP, the percentage of vulnerable households is greater than 40% for those whose head has a study degree equal or lower than ninth grade. These educational levels are associated with unfavorable conditions of

employment, such as unemployment, insecurity of employment and low wages. In contrast, only 7% of households where the head has university degree are highly vulnerable. In sum, the vulnerability is significantly reduced when the head of the household has a high school diploma.

It has been stated that knowing about the socioeconomic profile of students is a really important topic in Latin American countries and El Salvador is not the exception. At the University of El Salvador, some undergraduate research works have been compiled to do research on this topic. In this case, two of them will be mentioned because they study the phenomenon at the School of Social Sciences and Arts specifically students at the Department of Foreign Languages. The first one is titled "Diagnosis of the socioeconomic and academic profile of students from 1st, 3rd and 5th year for semester II year 2010 of the Licenciatura en Idioma Inglés opción enseñanza at the Foreign Language Department of the University of El Salvador" presented on April 8th, 2011 and the second one is titled: "Key influences on students success at the University of El Salvador" presented on May 2011.

In the first study, the main goal is to describe the socioeconomic and academic profile of students from the major of Licenciatura en Idioma Inglés opción enseñanza of the University of El Salvador (Ruiz et al., 2011). As the previous objective suggests, the research team investigated about the socioeconomic and academic profile of the students' population taking the sample from 1st, 3rd and 5th year students from the bachelor in English with emphasis in Teaching. To develop it, this research team decided to carry out surveys as well as focused group interviews to collect data. Both techniques were applied to the same sample. They also interviewed the head of the Department of Foreign Languages in order to know opinions related to the topic under investigation.

The data analysis and interpretation of the information gathered through these instruments actually provides a socioeconomic profile of the students. They took into account the participants' personal information, parents' background, students' academic background, asset information, financial information, expenses

and additional information related to administrative issues in the Department of Foreign Languages to describe this profile as shown in the survey sections of the project report. In addition, the conclusions of the study are really interesting because they back up the findings described in the data analysis and interpretation in which the tendencies are well established to provide a very complete profile of the students' population in terms of socioeconomic and academic issues. This profile can work as a base on this new research because the descriptions in it may remain the same for the study to be carried in which the specific profiles of students with a grade point average "GPA" of 8.0, or above, will be determined.

The second work is an argumentative essay in which "Key influences on students' success at the University of El Salvador" are listed (Barrientos et al., 2011). According to Suzanne Sweat (master in English Education), "an argumentative essay is a type of writing that requires a writer to defend a position on a topic using evidence from personal experience, literature, historical examples, and research to support his or her viewpoint. The writer usually uses several different arguments to prove his or her point". In this undergraduate project, one of the research teams' specific objectives is to provide some ideas on how to achieve success at a higher education level. They identified eight key influences for students' success: family involvement, college involvement, expectations, economic aid and tuition, time management, responsibility vs. control, balance your life (Wellness) and task precision. The first four factors will be described with more details in the following lines. As it can be noticed, they describe socioeconomic factors of students while the rest of them are academic factors lacking of such importance to this research.

The first socioeconomic factor taken into account in the argumentative essay is family involvement. Arguments such as "Family expectations of success may be as important as student's own expectations" (Hackman & Dysinger, 1970), "College persisters are more likely to come from families whose parents are more educated. Students get more parental advice, praise and expressed interest" (Tellez y Waxman 2006) support this idea. College involvement is the second key factor that

influences students' success. It is supported by statements presented by different authors: "Campus involvement on the part of the student not only relates to academic success, but also to identity achievement (Weston & Stein) and general satisfaction with the academic experience (Witt&Handal, 1984). Lack of involvement seems to be a negative influence. Students who lacked involvement appeared powerless and used by others for purposes other than their own (Seaman, 1959)". The third factor to consider is expectations. According to Lunneborg&Lunnegorg, 1976, successful students have their own goals and expectations related to assignments, areas of study and future careers. The research team stated that setting career goals for university students is a crucial step towards success.

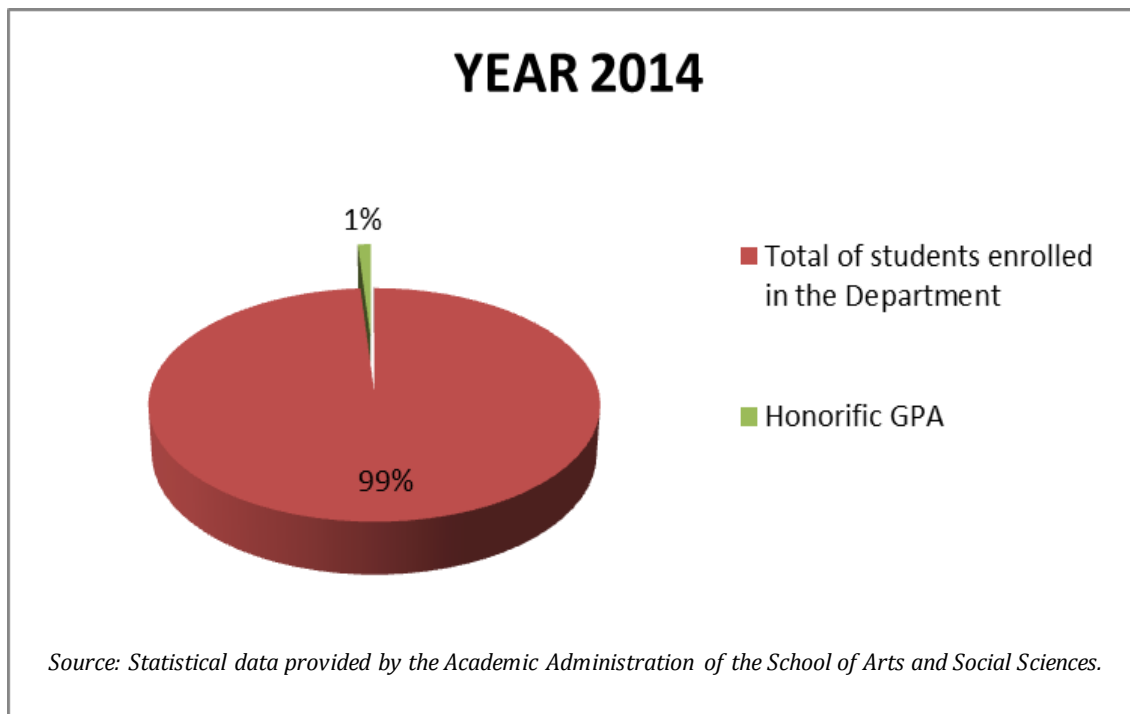
In addition, the last key influence factor to be taken into account is economic aid and tuition waivers. It is mentioned by the research team that a remarkable factor to become successful in higher education is the economic situation of some students at the University of El Salvador. Some of students have to get a job in order to continue studying, and this situation does not permit them to finish the major in the time required by the curriculum. In some circumstances students receive sponsorship from a relative while students with low economic level have the opportunity to obtain a scholarship at the School of Social Sciences and Arts of the University of El Salvador. By the year 2011, the University of El Salvador sponsored 170 scholarships to students of this School. They received certain amount of money to help them continue studying and finish their majors (Barrientos et al., 2011).

The facts and arguments presented above include socioeconomic information of students as key influence factors to students' success. They represent important and relevant information to be taken into account to carry on this new investigation whose aim is to find out what is the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015.

B. Description of the problem

Through time research has become one of the most reliable methods to gather and analyze information about any phenomenon. In the University of El Salvador, many studies have been conducted to get findings, draw conclusions and suggest recommendations on specific phenomena. In this research, the phenomenon of having few students graduate with a "GPA" of 8.0, or above will be studied. Given the fact that the Department of Foreign Languages is one of the most populated from the School of Social Sciences and Arts (e.g. 2014, 1,742 active students), it can be inferred that the population of students who graduate with a GPA of 8.0 or above is proportional to the number of students enrolled. However, this is not the real situation for the Department population.

The number of students who graduate with a GPA of 8.0 or above is really low when compared with the total population of the Department. For instance, in 2014 the Department had a total of 19 students who graduated with this GPA, which represents just 1% of the total population in that year. In the graph below, the comparison between the total population of the Department in 2014 and the percentage of students with a GPA of 8.0 or above is illustrated.



Having few students who graduate with a GPA of 8.0 or above is a real problem that the Department faces. Given the fact that there is few previous information about this phenomenon; it is necessary to carry research studies and find out the factors that influence students' academic performance. When talking about academic performance, there might be factors that influence it such as personality type, emotional intelligence, intelligence quotient, study habits among others. However, it is undeniable that the socioeconomic status (SES) of students is one of the most important factors to take into consideration as a cause of successful performance. Jeynes (2002) shows that there is a positive correlation between SES of a family and the academic achievements of a student. On the other hand, Hochschild (2003) says that students who have a low SES earn lower test scores and are more likely to drop out of school. In addition to that, Eamon (2005) believed that low SES negatively affects academic achievements because low SES prevents access to vital resources and creates additional stress at home.

Because of this, the decision of doing research to find out the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, has been made. The purpose of this study is to diagnose, analyze and describe the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015. It is not the purpose of the study to reveal the socioeconomic profile of all students from Bachelor in English with Emphasis in Teaching but to determine the profile of those whose grade point average is of 8.0 or above because it may be used as a tool to help those students who have a lower GPA in the Department of Foreign Languages.

C. Objectives

A. General objective

1. To establish the factors that build the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, by making use of a survey, in order to suggest institutional policies that the Department of Foreign Languages may implement not just to have a positive influence on the socioeconomic profile of students with lower performance but also to encourage those students to improve their performance.

B. Specific objectives

1. To identify the factors that build the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above by analyzing the five sections of a survey administered to students.
2. To determine the similarities that students who have a grade point average "GPA" of 8.0 or above share in their socioeconomic profile by listing the factors they have in common.
3. To suggest some institutional policies that may have a positive impact on students with low performance through the analysis of the information from the survey and its results.

D. Research questions

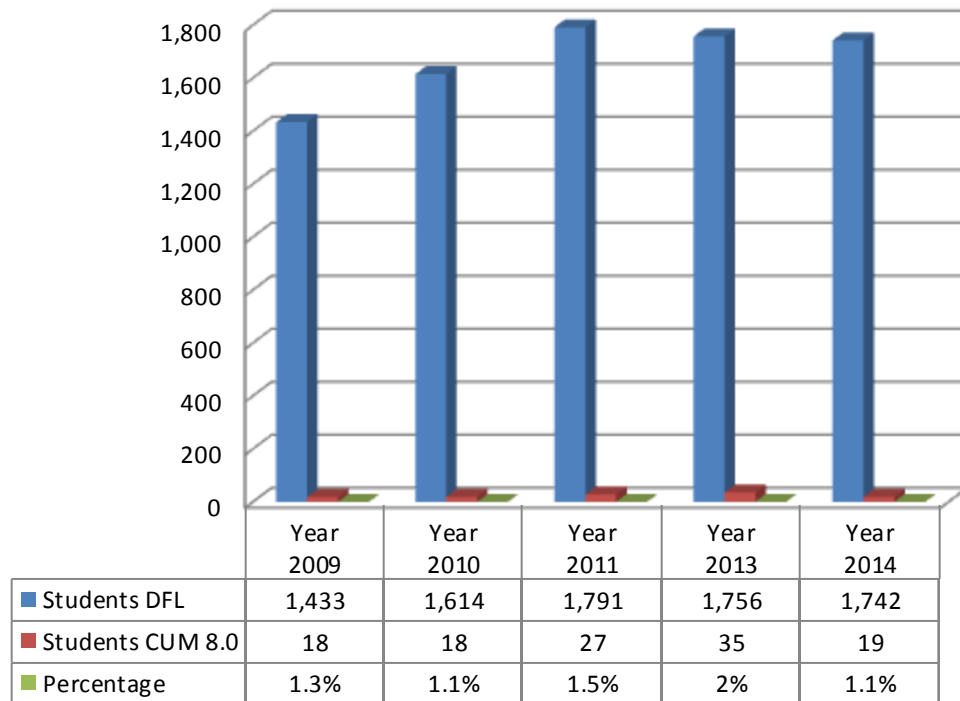
1. How many students from the fourth and fifth years of the bachelor in English with emphasis in Teaching have a grade point average "GPA" of 8.0, or above?
2. Which are the socioeconomic factors that characterize the profile of students whose grade point average "GPA" is of 8.0, or above?
3. Is the socioeconomic profile of students with a grade point average "GPA" of 8.0, or above, similar or different?
4. Are there socioeconomic factors in students' profile influenced by University policies and programs?
5. Which socioeconomic policies may the Department of Foreign Languages implement to improve the academic performance of students whose grade point average "GPA" is low?

E. Justification/ rationale

The Department of Foreign Languages is one of the most populated Departments of the School of Arts and Social Sciences at the University of El Salvador. According to the statistical data provided by the Academic Administration of the School of Arts and Social Sciences, in 2014, 1,619 students were enrolled, in the two majors the Department offers, during the first semester of 2014 while 1,317 students were enrolled for the second semester of the same year. The reasons to this phenomenon may vary. One of the most supported reasons is that learning a new language has become a primary necessity in our country. For example, to be competent enough in many jobs it is mandatory to speak one or more languages besides the mother tongue. The most languages a person speaks the most chances to get a job.

It is undeniable that population in the Department has grown. According to the statistical data provided by the Academic Administration of the School of Arts and Social Sciences, in 2009 there were 1,433 students enrolled in the different majors during the first semester while there were 1,239 students for the second semester of the same year. In comparison to 2009, in 2010 there were 181 more students enrolled during the first semester (1,614) while 210 more students were enrolled for the second semester of the same year (1,449). Making a comparison between years 2010 and 2011, there were 177 more students enrolled for the first semester (1,791) while 92 more students were enrolled for the second semester of 2011 (1,541). In 2012, there were 35 fewer students enrolled for the first semester (1,756) and 77 less students for the second one (1,464). In 2013, there were 14 fewer students enrolled for the first semester (1,742) and 42 less students for the second semester (1,422). Finally, in 2014 there were 123 less students for the first semester (1,619) and 105 less students for the second semester (1,317). Graphic containing comparative information on these statistical data is included in the following page.

STUDENTS' POPULATION



Source: Statistical data provided by the Academic Administration of the School of Arts and Social Sciences.

It is important to mention that during the last two years (2013, 2014) the Department of Foreign Languages has enrolled students only for two out of the three majors offered on previous years (2009, 2010, 2011 and 2012). This may become a reason to support the decreasing number of students' population in the Department of Foreign Languages during those years. However, as it can be stated from the previous statistical data, the population in the Department has grown with 186 more students during the first semester and 78 more students during the second semester along these six years. This represents a growth of the 11.5% of students' population.

However, not all of the students enrolled in the majors the Department offers show a successful performance. That is, not all of the students graduate with a grade point average "GPA" of 8.0, or above. As shown in the graphic above, during the year 2009 only 1.3% of the population graduated with a "GPA" of 8.0 or above,

in 2010 it was the 1.1% of students' population who graduated with such "GPA", while in 2011 the number increased to the 1.5%; however, in 2012 the highest percentage was reached with 2% of students' population. In 2013, there was a decrease of population only 1.1% of students graduated with a "GPA" of 8.0 or above. Based on the previous statistics, it can be stated that along these years a low percentage of students have graduated with a global point average of 8.0, or above.

There are different factors that influence students' performance such as personality type, emotional intelligence, intelligence quotient, study habits, socioeconomic status among others. It is undeniable that the socioeconomic status (SES) of students is one of the less studied topics. For example, in 2015, there are only 2 studies focused on the socioeconomic factors that influence students' performance out of 45 research studies that would be developed by students taking the graduation process. However, one of the most important factors to take into consideration as a cause of successful performance is the socioeconomic status of students. Jeynes (2002) shows that there is a positive correlation between SES of a family and the academic achievements of a student. On the other hand, Hochschild (2003) says that students who have a low SES earn lower test scores and are more likely to drop out of school. In addition to that, Eamon (2005) believed that low SES negatively affects academic achievements because low SES prevents access to vital resources and creates additional stress at home. Because of this, it is important to do research about the socioeconomic factors and conditions under which this limited group of students reaches the goal of graduating with a grade point average "GPA" of 8.0, or above.

This specific group of students has been chosen to make this research because the real purpose of this study is to find out the profile of those students seen from the socioeconomic perspective. This profile will be helpful not only to find possible recommendations for students who have a low performance but also to suggest some institutional policies in the area of public higher education. The study will find out: "What is the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the

Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015?"

F. Delimitation of the problem

"What is the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015"

Limits of population:

Students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015 in the afternoon shift.

III. THEORETICAL FRAMEWORK

Several academic and non-academic factors might influence academic performance at any educative level. Through the analysis of many research studies, it can be said that measuring university students' academic performance can be very challenging since academic performance is the product of personal and academic factors. College life can be stressful, although it is undoubtedly one of the most memorable experiences in one's life. It represents a critical developmental period for both late adolescents and young adults (Chickering, 1969). Many socioeconomic factors have been found to have effects on students' academic performance in terms of time demanded and the psychological state they may cause. A student may be influenced to be involved in any of these factors. A well-known psychologist stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and soon Maslow (1943). As mentioned before, there are many socioeconomic factors that may affect the academic performance of students. This study will be focused on personal information, academic information, social relationship information, family information (parents), and family financial information as main factors that can influence the students' academic performance.

First at all, it is important to start any investigation by knowing students personal information, having the notion that personal factors play an important role in students' academic performance. This means that what each student brings to the education process is important and the term "student profile" makes reference to the importance of students' information. According to Wyn (1999) it is important to mention the background that each student has in order to know how education can be applied to what each student brings to the learning (Age, gender, educational background, economical background, attitude, profession and nationality). Tinto (1992) & Chain (1995) said that the socio-demographic conditions affect predominantly in the school career and student performance. In another study, Franke (2003) stated that working while being a student does not consist solely of substituting study hours for paid work. Other activities are also rescheduled. In addition, McInnis and Hartley (2002), established that students work to provide the

basic necessities of life and support themselves, to get experience for post-graduation employment, for reasons of independence, to supplement youth allowance, to support a lifestyle, or a combination of these. Whatever the primary reason, however, there are other strong imperatives for students enrolled full-time to work, especially younger students. Employers expect that graduates can provide evidence of consistent paid work experience; economic and social pressures increasingly encourage combining study and work at all ages. At the same time Abraham Maslow (1943, 1954) says that human motivation is based on people seeking fulfillment and change through personal growth. Also, Maslow (1962) believed that self-actualization could be measured through the concept of peak experiences. The Self-actualized people are those who were fulfilled and doing all they were capable of. Students who work and are financially independent are more likely to attend classes and take their education more seriously (Devadoss&Foltz, 1996).

Now, another factor that is really important in the academic performance is academic information. According to Chen (2007) there is a belief that students coming from public schools lack of study habits and the ones from private ones have better results academically; and this is part of students' profile. The prior knowledge that a student may have in their major will help him in the academic performance that he can have. There are few studies on this, but the information found shows that whenever the students brings something from their prior knowledge to the class they are more likely to learn new things in an easier way (Skourtou, 2005). Also, it is well known that grades, motivation and prior GPA can also be reasons for class attendance (Devadoss&Foltz, 1996). Activation of prior knowledge is always useful in order to integrate new input in exiting cognitive schemata, making thus the learning process more efficient. Skourtou (2005) says that prior knowledge shown in class makes the students background visible for the teacher and they benefit from this since they can see the areas of opportunity that the students may have. Activation of prior knowledge makes the cultural background visible something that first of all enables teachers to realize the potential students bring with them to school, build upon it and also organize the necessary contextual support in order to secure maximum cognitive

engagements of the students. On the other hand, successful students have their own goals and expectations related to assignments, areas of study and future careers (Lunneborg&Lunneborg, 1976). According to Palm (2008), it is recommendable that student's study should have at least three hours out of class for every hour spent in class. She also said that a student must have a special place to study with plenty of room to work. And students should not be cramped. She presupposes that study time would go better if a learner takes a few minutes at the start to straighten things up. A desk and straight-backed chair is usually best.

The third factor to take into consideration is the social relationship information. Learning is the outcome of all those activities which are going on in the environment around the individual. According to Piaget (1969, p.73) this change occurs in the result of assimilation, accommodation and adaptation of new ideas. Later on Vygotsky (1978, p.57) said that "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. "This means that individual learning is affected by social interaction. It does not negate the Piaget's point of view, it only gives broader view that an individual learns not at his own but the social environment around him also affect his learning". The main factor of the social environment is the parent's Socio-economic Status (SES) which affects the learning of an individual (Akhtar&Niazi 2011). Socialization is part of life and it may influence students' academic performance. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

In addition, “The relationships among equals contribute to a large extent not only to cognitive and social development but also to the efficiency people work as adult. Likewise, the best predictor of adult adaptation in childhood is not the Intelligence Quotient (IQ), or the grades in school, or the behavior in class, but the ability to interact with others. Kids who are generally rejected, aggressive, problematic and unable to establish a close relationship with other kids are at high risk conditions” (Hartup, 1992). Because social interaction is so important for people personal and professional growth, at high performing colleges and universities, a variety of groups are all pushing and pulling in the same direction to challenge and support students to perform at high levels (O’Malley, Stanton, and Legar, 1998). College involvement can be characterized in several ways, such as living on campus, part-time campus jobs (Astin, 1984), through friendship support (Bern et al, 1966; Scott, 1971), from extra-curricular activities (Wolford, 1964; Bernis, 1967; Spady, 1971), and from college faculty interaction (Rock, 1971; Spady, 1970). Lack of involvement seems to be a negative influence. Students who lacked involvement appeared powerless and used by other purposes other than their own (Seaman, 1959). Campus involvement on the part of the students not only relates to academic success, but also to identity achievement (Weston & Stein) and general satisfaction with the academic experiences (Witt & Handal, 1984). Furthermore, people who control outcomes have a great satisfaction with the circumstances of their environment (Langer, 1983). While freshman believe their instructors had more control over their performance, upper classman learned to rely more on themselves and their peers for success (Schmelzer, et al, 1987).

Another aspect to consider in the social relationship factor is the fact of romantic relationships. Having a boyfriend or girlfriend, dating status and the effects of romantic relationship may influence the academic performance of students. Quatman, et. al., (2001) stated that students who dated more frequently had a lower academic performance. (Berger, 1997) mentioned that a romantic relationship may ease environmental stress. On the other hand, Zimmer and Ginerbec (2001) find dating has a positive effect on the emotional health of adolescents. Campbell & Oliver

(1994) found benefits in having a romantic relationship such as “companionship, feeling of happiness or elation, exclusivity, feeling loved or loving another, intimacy, self-growth and self-understanding, and more positive self-esteem”. At what extend being involved in a romantic relationship has been of benefit or not is relevant information to be included in this study as part of the social relationship information of participants in this study.

When talking about socioeconomic factors of students, it is undeniable that family information plays an important role. Because of this, family information (parents) is the fourth factor to take into consideration. In an international study, Daniel Santín González concluded that the most meaningful result is that in the group of evaluated countries parents’ level determines the results of their children at school. Parental involvement with children’s learning is thought of as one pathway through which socio-economic risk factors influence child competencies (Foster et al., 2005). Majoribanks (1996) explains the importance of socioeconomic situation not only in student’s life but also outside the school. In studying the impact of various factors on student’s academic achievements he concluded that the determining factor is the socioeconomic situation of the family. The environment at home is a primary socialization agent and influences a child interests in school and aspirations for the future. Baharudin and Luster (1998) and Seyfried (1998) have also studied a positive correlation between socioeconomic situation and students’ academic achievements.

Socio-economic indicators included family income and maternal educational qualifications in that family income can vary temporally, whereas maternal education is less varied over time (McLoyd, 1989). Also, for some families with income below the poverty line, parents with some educational qualifications may be more resourceful in making ends meet (Gershoff et al., 2003). The socioeconomic situation of parents is determined by their education, job, income, political power and prestige in society. Parson and Sardo-Brown (2001, p.193) described the “Socio-economic Status (SES) is the term used to distinguish between peoples relative position in the society in terms of family income, political power, educational back ground and occupational prestige”.

According to an investigation done by the Centre for the Study of Higher Education, University of Melbourne (1999), parents' educational level can be divided into Lower (parents did not attend school, the did only primary), Medium (parents completed secondary school or vocational qualification, diploma), Higher (parents completed an university degree) (Hepworth 1999). College persisters are more likely to come from families whose parents are more educated. Students get more parental advice, praise and expressed interest (Tellez y Waxman 2006). Despite the factual information that parents' educational level has an important role, it is also important to consider that family expectation of success may be as important as student's own expectations (Hackman & Dysinger, 1970). Parental feelings that "getting an education is important", "being proud when showing one's report card to parents," and "discussing future careers with one's family" are important factors in the equation of college success and persistence (Lunneborg&Lunneborg, 1976).

Also, the numbers of books at home, sibling educational attainments, as well as parental expectations have shown to add to college success (Metsker& Trent, Scope Study, 1968). On the contrary, a study conducted at the University of Munich, Germany on "The Effect of Social Factors on Students' Academic Performance" states that different problems arise from home which causes children to lose focus or sometimes to lose hope in continuing their education. Students' academic performance may be affected by different types of family problems such as personal matters like broken families, misunderstandings, financial instability. Deficient parents, controlling parents, alcoholic parents, abusive parents and many others result to students' depression which later on may cause lower grades or worse dropping out of students.

Finally, the last factor to be taken into account is the family financial information; that is the family economic status in society. The status was defined by Stockwell, Peter (2002, p.26) as "a status is a rank or position in a group or organization". The Dictionary of Sociology (2003, p.176) describes the status is of three types. The ascribed status is determined at the time of birth like gender, race, ethnic difference etc. The achieved status is acquired on the basis of merit, skills, and

abilities e.g. being a principal, teacher or doctor. The master status is that which has exceptional importance for social identity. There is a positive relationship between the socioeconomic status of the parents (calculated in terms of family income, either by father, mother or both) and the academic achievements of their children. The analysis of the data shows that the socioeconomic status of a family positively affects the academic achievements of their children. It is also verified by the strong positive correlation between the two. Jeynes (2002) shows that there is a positive correlation between SES of a family and the academic achievements of a student. Hochschild (2003) says that students who have a low SES earn lower test scores and are more likely to drop out of school. Eamon (2005) believed that low SES negatively affects academic achievements because low SES prevents access to vital resources and creates additional stress at home. Numerous studies have established a link between poverty and children's cognitive abilities and social-emotional competence (e.g. Mayer, 2002; Gershoff et al., 2003; Dahl&Lochner, 2005). While the size of the impact has been debated (Mayer, 1997), there is compelling evidence that increases in family income, particularly among poor families, have a positive impact on children (Costello et al., 2003; Morris &Gennetian, 2003; Gershoff et al., 2007).

The German Sociologists Max Weber framed three component theory of social stratification in which he defines status class as "a group of people that can be differentiated on the basis of non-economical qualities like honor, prestige and religion". According to Chris Livesey, Weber defined social class as any group of people who share a similar position in an economic market. In this respect, "class position" is equated with "market position" and the latter can be defined as a combination of two ideas: the ownership of property (such as land, factories and so forth), and position in the labor market. In this situation it is possible, in Weber terms, to define four basic social classes that result from a combination of the above two social attributes - each position having positive and negative features in the following terms: ownership of property such as large property owners (for example, landed gentry, owners of large companies) and small property owners (for example, small shopkeepers). Each group scores positively on the basis of property ownership and

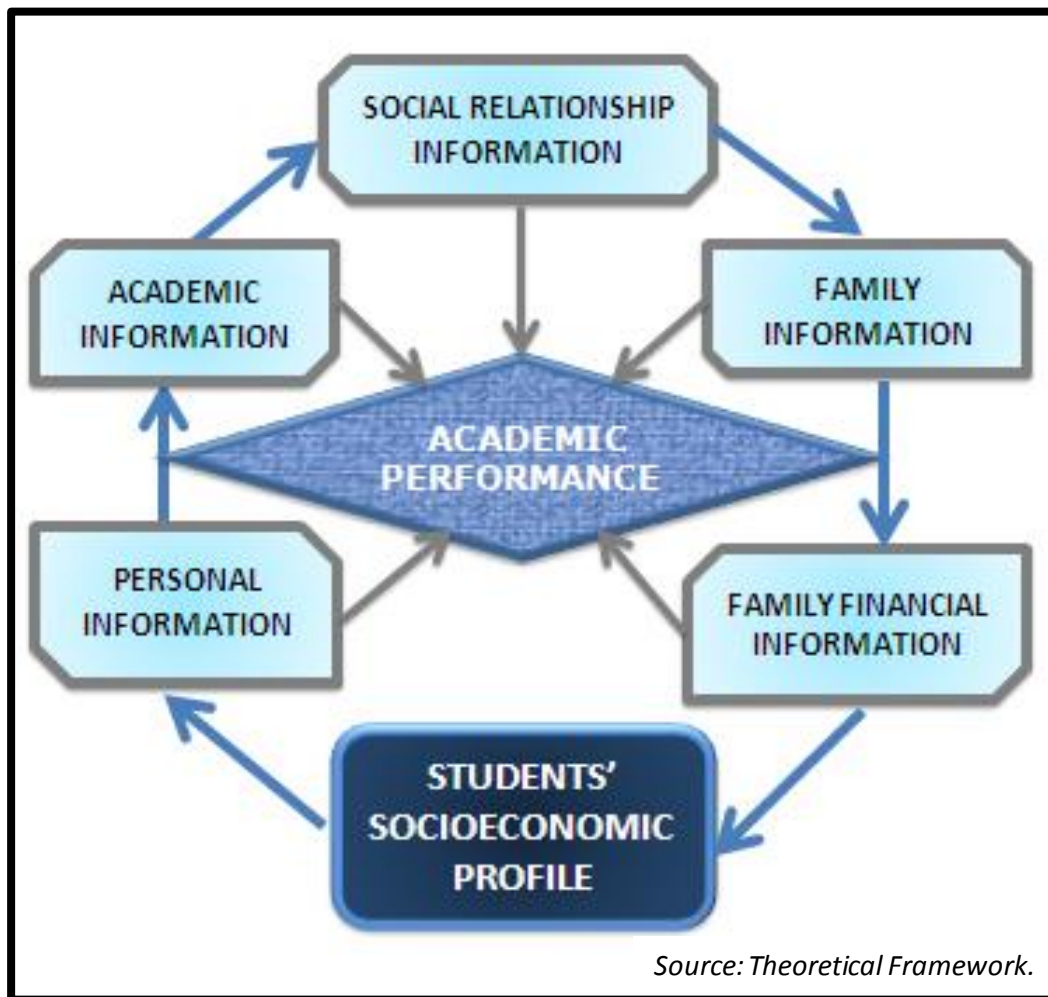
negatively on the basis of position in the labor market (since they do not sell their labor to others). Position in labor market: high occupational positions (for example, white collar professional workers), and lower occupational positions (for example, manual workers). Each group scores negatively on the basis of property ownership (since they do not own property in the same way as the two groups noted above) and positively on the basis of position in the labor market.

In terms of a classification system, this gives us four classes ranked in descending order of importance: Class 1: A Propertied Class (Upper Class), Class 2: White Collar Professionals (Upper Middle Class), Class 3: Petty Bourgeoisie (Lower Middle Class), and Class 4: Working Class (Lower Class). In Weber's classification, a propertied class is placed at the top because of their economic power, social status and political influence. A "professional class" was placed next because of their high position in the labor market and ownership of lesser forms of property (stocks and shares, for example) in addition to their relatively high social status and some political influence. A petty bourgeoisie was placed third because of their less property ownership, lesser social status and lesser ability to exert political influence. Finally comes the working class, so placed because of their relative lack of property ownership and lower position in the labor market, their low social status and lack of political influence. Using the attributes of property ownership and labor market position, Weber was able to theorize convincingly a "middle class" (consisting of White Collar professionals and a petty bourgeoisie).

Internationally Socio-economic classification (2004, p.13) distributed social classes into five categories such as "upper class", "upper middle class", "middle class", "lower middle class" and "lower class". There may be some variations in this class structure but most of the time this five class structure is used. A general perception is that the students belonging to upper class have greater opportunities to interact with learning environment and show greater achievement, on the other hand students coming from lower socio-economic status class have less opportunities and less resources; they remain behind in every walk of life. They may not be more productive

as compared to other groups Akhtar&Niazi (2011). In this study weber classification will be considered when classifying the socioeconomic situation of participants.

In conclusion, “College students have many obstacles to overcome in order to achieve their optimal academic performance” a quotation by Womble, 2004 that supports the fact that many different factors may influence students’ academic performance. However, this research study is focused on describing the socioeconomic profile of students who have a grade point average “GPA” of 8.0 or above so the socioeconomic factors to be taken into consideration are: personal information, academic information, social relationship information, family information (parents), and family financial information. Each of them has been described in the previous pages of this theoretical framework. A diagram of how socioeconomic profile is described by these factors is included below.



IV. TYPE OF STUDY

The process of a quantitative research includes the importance of defining the type of study to be carried. It is well known that the different types of quantitative research are exploratory, descriptive, correlation or explanatory. In this study, the descriptive study was applied. According to Dankhe, 1986, descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis. So, the type of study applied to this research was the descriptive method, since this is a method concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident. The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time. The descriptive research attempts to describe, explain and interpret conditions of the present.

Because the main aim of this research was to describe the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015, the descriptive study type was useful to find the important properties of this group of students. The socioeconomic profile of this limited group of students was the phenomenon submitted to analysis, and this was a method that found the conditions, practices, structures, differences or relationships that exist and that were evident among these students. It is also important to mention that this research was developed in a specific place and time (as stated above) and that is the purpose of a descriptive research. That is why the decision that the descriptive method was the most suitable one to obtain reliable results was made; having the fact that the research team was looking for the socioeconomic profile of a certain group of students at a certain time and place.

V. HYPOTHESES

A. Hypotheses:

Work hypotheses:

1. 60% of students who have a grade point average "GPA" of 8.0 or above share similarities in the personal information of their socioeconomic profile.
2. 60% of students who have a grade point average "GPA" of 8.0 or above have their own goals and expectations related to assignments, areas of study and future careers.
3. 70% of students who have a grade point average "GPA" of 8.0 or above have the ability to interact with others in relationships among equals maintaining an active social interaction.
4. 70% of students who have a grade point average "GPA" of 8.0, or above are supported by their parents' educational qualifications and expectations of success.
5. 80% of students who have a grade point average "GPA" of 8.0, or above belong to a "middle class" or a "lower middle class" in their socioeconomic classification.

Null hypotheses:

1. 60% of students who have a grade point average "GPA" of 8.0 or above do not share similarities in the personal information of their socioeconomic profile.
2. 60% of students who have a grade point average "GPA" of 8.0 or above do not have their own goals and expectations related to assignments, areas of study and future careers.
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Variable:

Socioeconomic profile

B. Conceptual definition of variables

Socioeconomic profile: a profile is a type of feature story and usually focuses on a person. A socioeconomic profile is an individual's or group's position within a hierarchical social structure. Socioeconomic profile depends on a combination of variables. In this research study, the variables include personal information, academic information, social relationship information, family information (parents), and family financial information.

Personal information:

Recorded information about an identifiable individual that may include his or her (1) name, address, email address, phone number, (2) race, nationality, ethnicity, origin, color, religious or political beliefs or associations, (3) age, sex, sexual orientation, marital status, family status, (4) identifying number, code, symbol, (5) finger prints, blood type, inherited characteristics, (6) health care history including information on physical/mental disability, (7) educational, financial, criminal, employment history, (8) others' opinion about the individual, and (9) personal views except those about other individuals. (Business Dictionary)

Academic information:

Students' information relating to institutionalized information such as a college, academy, school, or other educational institution, especially one for higher education. It also relates to scholarly performance: a student's academic average, background and prior knowledge, etc.

Social relationship information:

A person constructs a sense of identity in relation to family, other people, cultural practices, gender, social class, social/political systems, sexuality, geographic location and physical and mental abilities. Learning within a social relation framework enhances: people's personal relationships, their workplace relations with peers, managers and clients and their engagement and sense of belonging with the community. (Australian Institute of Social Relations)

A social relationship is the sum of the social interactions between people over time. This can be a positive or a negative relationship. Momentary social interactions can be described in terms of parental care, dominant-subordinate or aggressive-fearful interactions etc. "A social relationship can be positive or negative." (Psychology Dictionary)

Family Information (parents):

A family is a fundamental social group in society typically consisting of one or two parents and their offspring, the principal function of which is provision for its members. Some aspects to be considered in this research are the environment at home, parents' educational level, socioeconomic situation of parents; family expectation of success and family problems.

Family financial information:

All income, expenses, and financial accounts related to the maintenance and upkeep of an entire family household. This includes all sources of income including wages, investments, savings accounts, and trusts. Expenses include items such as mortgage or lease payments, car payments, utility bills, grocery bills, retirement plan contributions, insurance, education, taxes, credit card payments, clothing and other sundry purchases (Investors Words Glossary).

C. Operational definition of variables

All research studies take into consideration the technique used by the time of the data collection process. This study was designed in such a way that the data collection process was developed by using the survey technique. Participants in the study were asked to complete a closed-ended questions questionnaire divided into five sections. These sections were: personal information, academic information, social relationship information, family information (parents) and family financial information. These sections represented the socioeconomic profile that described students' academic performance. Thus, the instrument to measure the variables was chosen and designed to collect data of a quantitative research design perspective.

VI. RESEARCH DESIGN

Quantitative research can be done through experimental designs and non-experimental ones. The current study aim was to describe the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above. Jayesh Patidar (May, 2013) suggests that in non-experimental research, the researcher observes the phenomena as they occur naturally, and no external variables are introduced, variables are not deliberately manipulated, nor is the setting controlled, researcher collect data without making changes or introducing treatments. Because of that, this research study was a non-experimental one. The variable of this study, socioeconomic profile, was not deliberately manipulated, nor the setting; however, it was observed as it occurs naturally without changes or treatments.

It is important to mention that a non-experimental design can be done through longitudinal study or cross-sectional one, but in this particular case the descriptive cross-sectional research was implemented. "Trans-sectional descriptive studies give us an idea about the state of one or more variable in one or more group of people or things. The process consists in measuring in a group of people or things, one or more variables and give their description" (Sampieri et al., 2006). Since the aim of this research was to give the description of the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015, the cross-sectional design of non-experimental research was the one to be implemented.

VII. POPULATION AND SAMPLE

A. Population

The main purpose of this study was doing research to describe the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015. Because of this, the population was made of all students who accomplished the following characteristics:

1. Having a "GPA" of 8.0 or above,
2. Taking any subject from fourth and fifth year,
3. Studying the Bachelor in English with Emphasis in Teaching in the year 2015, and
4. Taking classes in the afternoon shift.

B. Sample

As it is known a population may be studied using one of two approaches: taking a census, or selecting a sample. A census is a study of every unit, everyone or everything, in a population. A census study occurs if the entire population is very small. Based on the number of students surveyed, the research team found that the population of students who have a grade point average "GPA" of 8.0, or above from fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015 was small. Because of this, the census approach was carried out.

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VIII. DATA GATHERING PROCESS

A. Research technique

The quantitative approach was used in order to obtain the information that was analyzed. This data was taken from students to know the different socioeconomic factors that characterize their socioeconomic profile. This was gathered by means of a survey. According to HR-Survey.com (2015), surveys are a method of gathering information from individuals. Surveys have a variety of purposes, and can be conducted in many ways. Surveys may be conducted to gather information through a printed questionnaire, over the telephone, by mail, in person, by diskette, or on the web. This information is collected through use of standardized procedures so that every participant is asked the same questions in the same way.

B. Research instrument

The instrument was a questionnaire of close format questions. This was done with the aim of knowing students' characteristics about the topic that was researched. It is well known that a questionnaire is a list of a research or survey questions asked to respondents, and designed to extract specific information. According to the Business Dictionary, a questionnaire serves for four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking question, and (4) to make questions engaging and varied. Then, the data gathered is analyzed by means of quantitative procedures. The questionnaire is presented in the following pages.



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

QUESTIONNAIRE

Topic:

"Socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015"

Objective: To do research on what is the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above.

Directions: Answer the questions using your own information.

GENERAL INFORMATION

NAME: _____ **DUE NUMBER:** _____

SUBJECT: _____ **GRADE POINT AVERAGE (CUM):** _____

SIGNATURE: _____

- If your GPA is of 8.0 or above, please complete the questionnaire bellow. If it is not, please give it back.



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE

Topic:

"Socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015"

Objective: To do research on what is the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above.

Directions: Complete the questionnaire based on your own information.

PART I: PERSONAL INFORMATION

1. Gender: Male Female
2. Age: 18- 22 23 – 27 28 – 32 33- 37 38 +
3. Marital Status: Single Married Free Union Divorced
If married or in free union, how many children? _____
4. Whom do you live with? Mother Father Both
Spouse Alone Other, _____
5. Where is your hometown zone located? Western Central Eastern
Mention city and department, _____
6. Where are you currently living? S. S. Other, _____
7. What are you currently doing? Studying only Working and Studying
If working, are you financially independent? Yes No
If not working, who supports your school tuition and fees? _____
8. Is working and studying stressful? Yes No N/A
If yes, how? _____

PART II: ACADEMIC INFORMATION

9. Where did you study high school? Private Public
10. Who motivates you to study at University?
Self-motivation Parents motivation Both Other _____
11. What is your Grade Point Average (GPA)? 8.0 – 8.5 8.6 – 9.0 9.1+
12. What was your grade in the last evaluation you took?
7.1 – 8.0 8.1 – 9.0 9.1+
13. After finishing this major, do you expect to study another one in the future? Yes No If yes, why? _____

PART III: SOCIAL RELATIONSHIP INFORMATION

14. In childhood, were you any of the following?
Rejected Aggressive Problematic All None
15. Are you an active member of a group association at University?
Yes No If yes, which one? _____
16. Are you involved in any extracurricular University activity?
Yes No If yes, which one? _____
17. Are you academically supported by your friends at university?
Yes No If yes, how? _____
18. At University, who academically supports you the most?
Professors Instructors Tutors None
19. Have you had a romantic relationship at University? Yes No
If yes, are you dating that person nowadays? Yes No
20. In your opinion, having a romantic relationship at University is beneficial?
Yes No If yes, how? _____

PART IV: FAMILY INFORMATION (PARENTS)

21. What is your fathers' academic level?

1 2 3

What's his job/occupation? _____

22. What is your mothers' academic level?

1 2 3

What's her job/occupation? _____

23. Do you have any brothers or sisters?

Yes No

If yes, are they currently studying? Yes No

24. Are you academically supported by any of your parents?

Yes No

25. Do your parents express their expectations of success in your academic performance? Yes No

26. Have any of the following personal matters happened to you?

Broken families Financial instability Efficient parents Controlling parents
 Alcoholic parents Abusive parents

If any of the above, did that affect your grades? _____

1	Lower (they did not attend school) (they completed primary school)
2	Medium (parents completed secondary school or vocational qualification, diploma)
3	Higher (parents completed an university degree)

PART V: FAMILY FINANCIAL INFORMATION

27. What's your parents' income?

1 2 3 4 5

28. In which of the following four classes may be your family placed?

- 1. Propertied class, owners of large companies
- 2. White collar professional, professional class
- 3. Small property ownership, small shopkeepers
- 4. Working class, manual workers

1	None
2	200 – 400 USD
3	401 – 700 USD
4	701 – 1,000 USD
5	1,001 USD or more

THANKS FOR YOUR HELP!!!



C. Data gathering plan

The instrument was passed while participants were taking classes. The teachers in charge of every class were notified in advance to have the approval of doing research with the groups. The following table shows more detailed information about the plan.

Activities:	Details:
Instrumentation:	Semi-Structured survey with close ended question.
Responsible of the administration of the instrument:	The instrument was administered by all members of the research group.
Place where it will be administered:	University of El Salvador, School of Arts and Sciences at the Department of Foreign Languages.
Time when it will be administered:	Semester II, 2015
Sample:	The census approach will be used since a census study occurs if the entire population is very small. Based on the projections made by the research team, the population of students who have a grade point average "GPA" of 8.0, or above from fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015 is small. That is why the census approach will be used in the study.
Participants:	Students from fourth and fifth years of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015.

Activities:	Details:	Date:
Contact professors in charge of the five subjects to ask for permission to administer the instrument.	Practice Teaching II <i>Lic. Ana Grace Gómez</i>	Aug. 24 th /2015
	Research Methods/ Statistics / Seminar II <i>Lic. Pedro Antonio Salazar</i>	Aug. 25 th /2015
	Advanced Grammar <i>Lic. Ricardo Garay</i>	Aug. 25 th /2015
Check students' GPA in the Inscription pages.	Visit Lic. Ana Grace Gómez for Practice Teaching II students' records.	Aug. 26 th /2015
Administer the instrument to the groups.	Practice Teaching II	Sept.1 st / 2015
	Research Methods	Aug. 31 st / 2015
	Statistics	Sept.1 st / 2015
	Seminar II	Sept.1 st / 2015
	Advanced Grammar	Aug. 31 st / 2015

IX. DATA ANALYSIS

A. Data base

The information gathered was processed by using the program SPSS (Statistical Procedures for Social Sciences). This data base file was saved in a Cd. See Annex C: CD.

B. Statistical Procedures

For doing the analysis of the information gathered, it was important to take into account the statistical procedures of the research. In the case of this research, the measures of central tendency (the mean, median and mode), the frequencies and the percentages are presented and analyzed in each of the questions below.

C. Data Analysis

1. Univariate Analysis

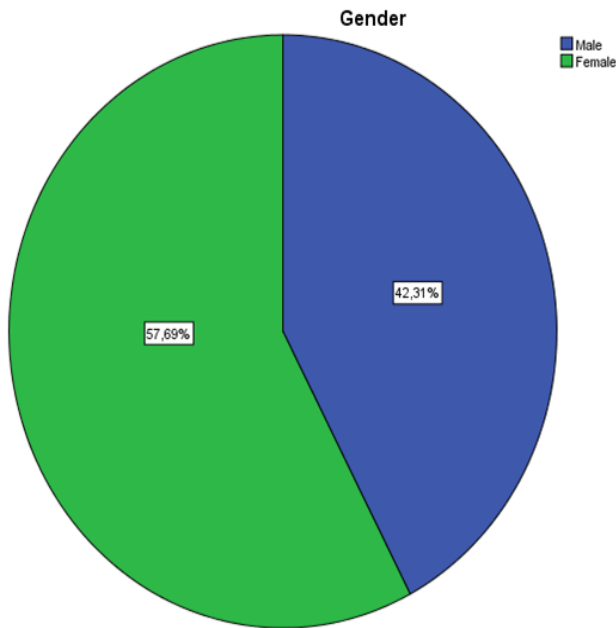
This section presents the description and analysis of the data gathered. Here, the researchers deepened into the socioeconomic profile that characterizes students who have a GPA of 8.0, or above in fourth and fifth year of the University of El Salvador in Semester II-2015. Graphs and tables are offered to have a visual helper so that the understanding of the phenomenon studied is given as clear as possible. This section includes socioeconomic, academic and personal factors that might describe the socioeconomic levels of the target students.

1. What is students' gender?

What is students' gender?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Male	11	42,3	42,3	42,3
Female	15	57,7	57,7	100,0
Total	26	100,0	100,0	

Details	Gender
Valid	26
Missing	0
Mean	1,58
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

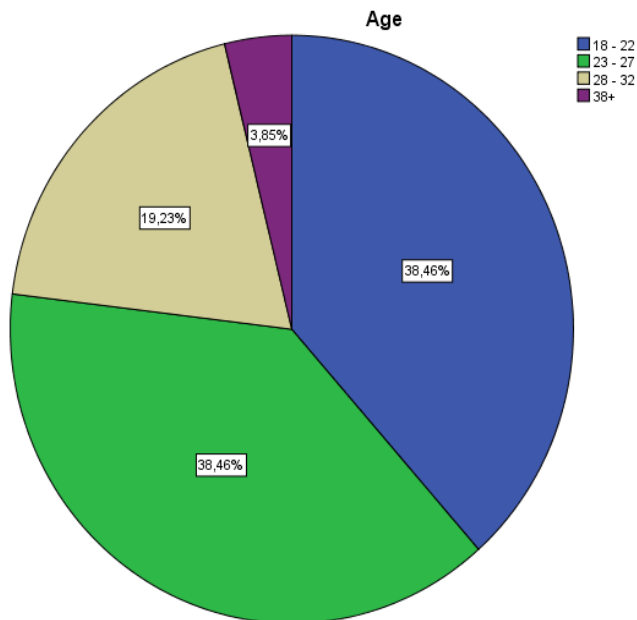
The results showed by question one revealed that the majority of the participants that have a GPA of 8.0, or above, surprisingly are female. This means that from a total of 26 participants that were taken into account to run this research 15 of them were female, this is an unexpected and important 57.7% of the population in the census, the preview results gives an idea that the minority a 42.3% (11) of the participants are male. In the results, 2 is the most repeated answer given by the participants. This number of answer was the female option.

2. What is students' age?

What is students' age?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
18 - 22	10	38,5	38,5	38,5
23 - 27	10	38,5	38,5	76,9
28 - 32	5	19,2	19,2	96,2
38+	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Details	Age
Valid	26
Missing	0
Mean	1,88
Median	2,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

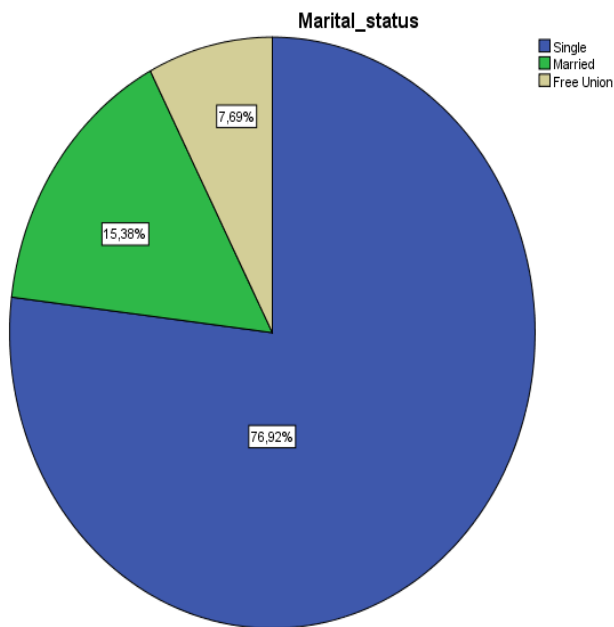
Students' age in the research is of great importance. This graph allows the readers to have a perception of the data collected and let the reader see that a very important 38.5% (10) of our participants share a similar age between 18-22 years old. While another 38.5% (10) of participants are from 23-27 years old. This mean that the most answered options in this question are number 1 and 2 (18-22). Meanwhile, the other minority 19.2% that is related with 5 out of the 26 participants who were taken into account in the research are in the rank of 23-27 years old. And one student representing the 3.8% is older than 38 years.

3. What is students' marital status?

What is students' marital status?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Single	20	76,9	76,9	76,9
Married	4	15,4	15,4	92,3
Free Union	2	7,7	7,7	100,0
Total	26	100,0	100,0	

Details	Marital_status
Valid	26
Missing	0
Mean	1,31
Median	1,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

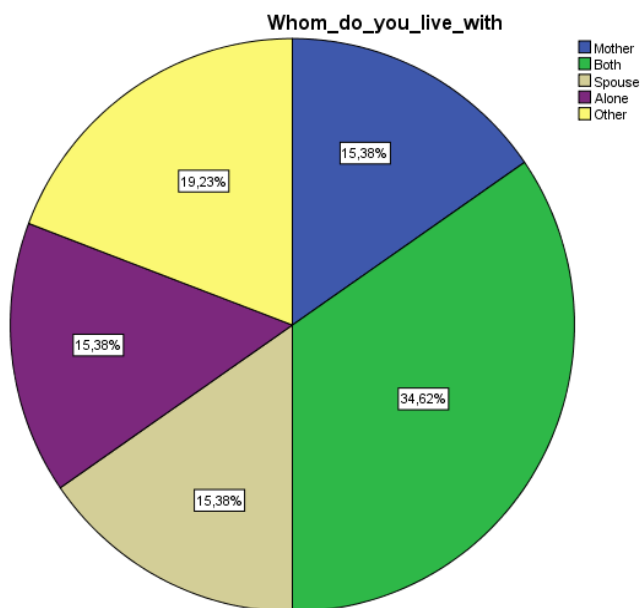
Knowing about the marital status of participants is really important to deduce the responsibilities and duties they carry on. In this graph it was found that an unexpected 76.9% of participants are single and do not have any children, this implies that this characteristic is shared by 20 participants. This somehow helps these students to be always thinking of their academic compromises and also provides them with extra-curricular practice to improve their academic performance. In addition, 15.4% are married and 7.7% are in free union. It is important to mention that 3 out of 5 students mentioned to have kids. However, they represent the minority of students who have known how to balance study and family matters.

4. Whom do students live with?

Whom do students live with?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Mother	4	15,4	15,4	15,4
Both	9	34,6	34,6	50,0
Spouse	4	15,4	15,4	65,4
Alone	4	15,4	15,4	80,8
Other	5	19,2	19,2	100,0
Total	26	100,0	100,0	

Details	Whom_do_you_live_with
Valid	26
Missing	0
Mean	3,73
Median	3,50
Mode	3



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

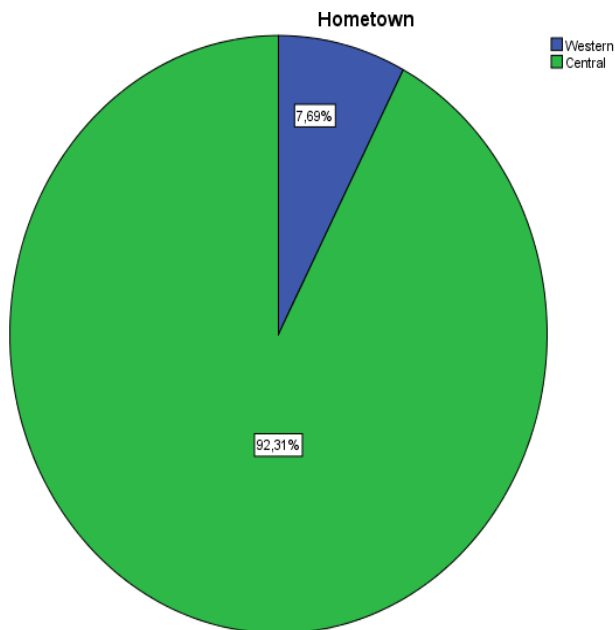
This statistic manifests that 34.6% (9), which represent the majority of the participants live with both parents, so that it can be inferred that the most common answered between the participants was number 2. On the other hand, the 15.4% of students live with their mother, another 15.4% lives with their spouse and the same percentage lives alone. On the opposite, 19.2% of the participants live with another person such as the partner, roommate, or a relative. It represents a meaningful minority since the person they live with may encourage their academic development.

5. Where is students hometown located?

Where is students hometown located?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Western	2	7,7	7,7	7,7
Central	24	92,3	92,3	100,0
Total	26	100,0	100,0	

Details	Hometown
Valid	26
Missing	0
Mean	1,92
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

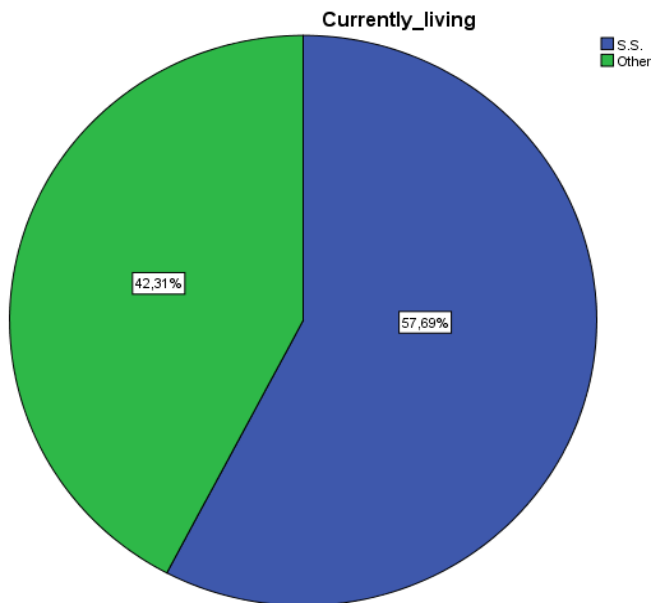
As it could have been known, living near the campus is beneficial to students. It is interesting to notice that 92.3 % (24) of the population's hometown is located in the central zone of the country. However, not all of them live in San Salvador department, but in different surrounding departments such as La Paz, La Libertad, Cabañas and Cuscatlán. The minority of surveyed student's hometown which is represented by the 7.7% of the participants live in Eastern zone of the country in the departments of Santa Ana and Sonsonate.

6. Where are students currently living?

Where are students currently living?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
S.S.	15	57,7	57,7	57,7
Other	11	42,3	42,3	100,0
Total	26	100,0	100,0	

Details	Currently_living
Valid	26
Missing	0
Mean	1,42
Median	1,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

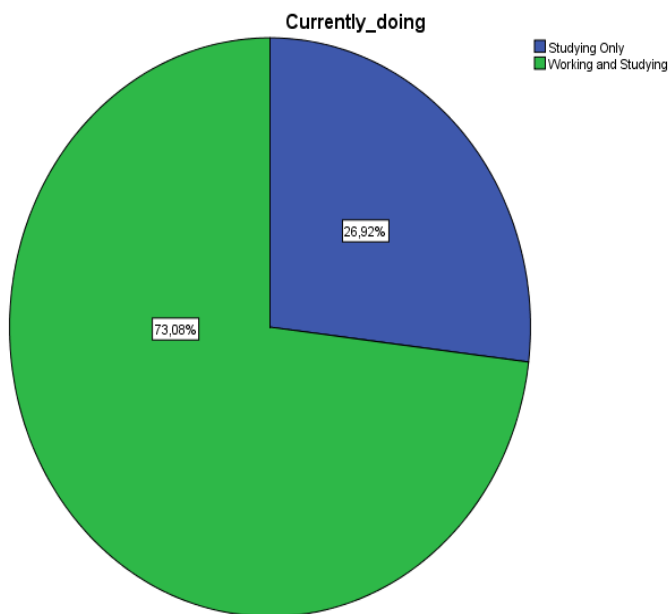
In this graph, the research team looked for the place where participants are currently living and it was amazing to find that a 57.7 % (15 participants), which is the majority, are currently living in the department of San Salvador. It is important to mention that 11 out of 26 participants surveyed live in other departments. This is an evident 42.3% of participants missing; this means that the most answered option was 1 San Salvador.

7. What are students currently doing?

What are students currently doing?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Studying Only	7	26,9	26,9	26,9
Working and Studying	19	73,1	73,1	100,0
Total	26	100,0	100,0	

Details	Currently_ doing
Valid	26
Missing	0
Mean	1,73
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

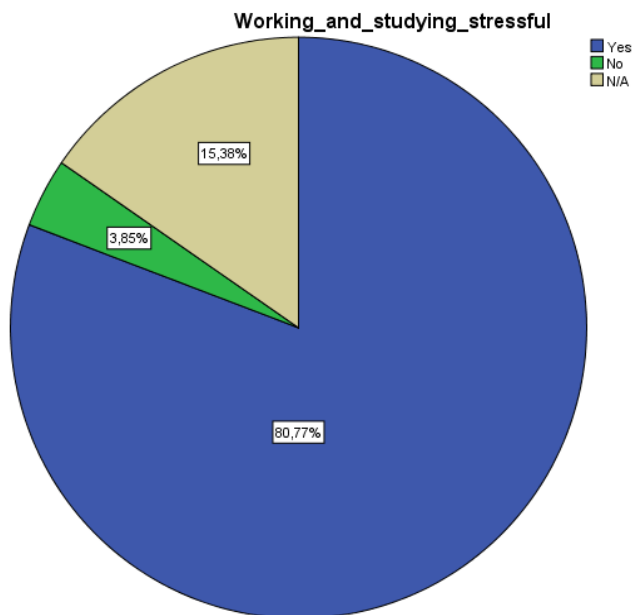
An important 73.1% of the participants said that they are working and studying, this shows that the majority of students surveyed have found how to deal with work and study responsibilities being financially independent. Thus, the most answered option was 2. On the other hand, it can be inferred that 26.9% of answers missing were given to the option of studying only; even though, the minority answered that they are studying only, they are financially supported by close relatives such as both parents, mother only, brother and husband.

8. Is working and studying stressful?

Is working and studying stressful?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	21	80,8	80,8	80,8
No	1	3,8	3,8	84,6
N/A	4	15,4	15,4	100,0
Total	26	100,0	100,0	

Details	Working_and_studying_stressful
Valid	26
Missing	0
Mean	1,35
Median	1,00
Mode	1 ^a



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

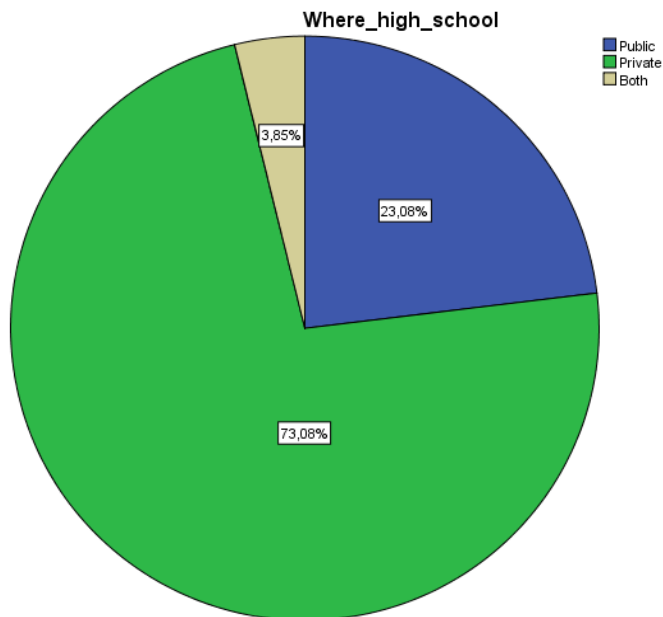
Once again, data has shown that people cannot judge a book by its cover! Here the participants show that 80.8% of them find that working and studying is stressful for them. These students mentioned that stress comes to their lives because they have to arrange their time in order to study, handle different responsibilities and study harder to get good grades. On the other hand just the 3.8% said that it is not stressful. Moreover, 15.4% of participants said that the question was not applicable to them since they just study.

9. Where did students study high school?

Where did students study high school?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Public	6	23,1	23,1	23,1
Private	19	73,1	73,1	96,2
Both	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Details	Where_high_school
Valid	26
Missing	0
Mean	1,81
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

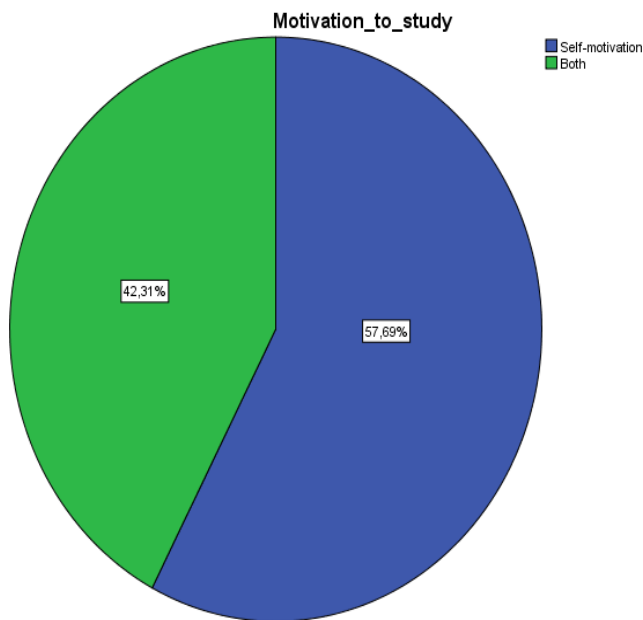
Amazingly, this finding gave the researchers a complete out-of-expectation contribution. Contrary to what common sense could indicate here, it can be seen that the majority of participants (19) which represents a 73.1% studied in private institutions, and as it can be inferred this graph gives the sense that the option 2 (private education) was the most repeated. Something that has to be emphasized in this question is that only 23.1% (6) studied high school in a public institution while 3.8% (1) studied in both. It is really impressive that participants who had private high school education are nowadays studying in a public higher education institution.

10. Who motivates students to study at the university?

Who motivates students to study at the university?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Self-motivation	15	57,7	57,7	57,7
Both	11	42,3	42,3	100,0
Total	26	100,0	100,0	

Details	Motivation_t o_study
Valid	26
Missing	0
Mean	1,85
Median	1,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

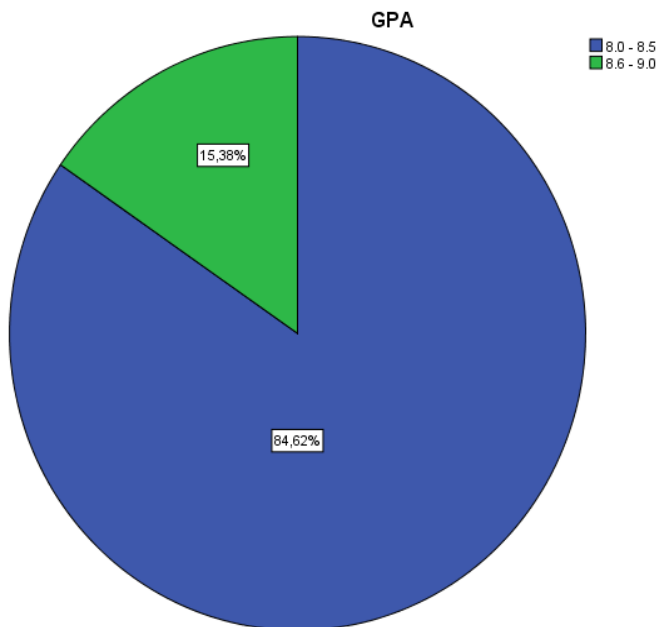
The motivation to become someone in life most of the times is intrinsic and is grown at home; it can be said that parents also take an important role in this process. In this graph it is reflected because an amazing 57.7% of students who were interviewed said that they are self-motivated to study. Moreover, 42.3% answered that they had two reasons: self-motivation and parents' motivation. Although there were other possible options to the questions, self-motivation and parents' motivation were the answers chosen by participants.

11. What is students' Grade Point Average (GPA)?

What is students' Grade Point Average (GPA)?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
8.0 - 8.5	22	84,6	84,6	84,6
8.6 - 9.0	4	15,4	15,4	100,0
Total	26	100,0	100,0	

Details	GPA
Valid	26
Missing	0
Mean	1,15
Median	1,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

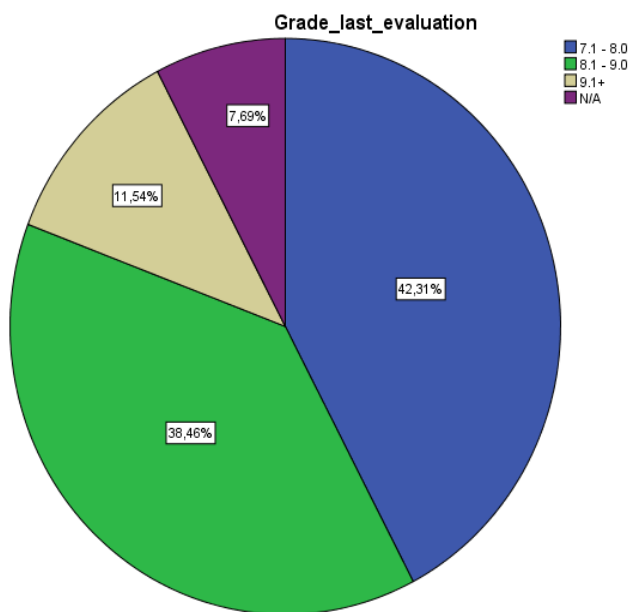
The researchers hope the reader is as excited as they were when realizing that the majority of the target participants have an outstanding grade point average (GPA) between 8.0 and 8.5, this represents the 84.6%, which is the majority of the participants that were taken into account to do the research. This implied that 22 out of the 26 participants shared this important characteristic. On the other hand, there is an important minority a 15.4 % (4) of the participants that have a GPA higher than the majority (8.6-9.0).

12. What was students' last evaluation grade?

What was students' last evaluation grade?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
7.1 - 8.0	11	42,3	42,3	42,3
8.1 - 9.0	10	38,5	38,5	80,8
9.1+	3	11,5	11,5	92,3
N/A	2	7,7	7,7	100,0
Total	26	100,0	100,0	

Details	Grade_last_evaluation
Valid	26
Missing	0
Mean	1,85
Median	2,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

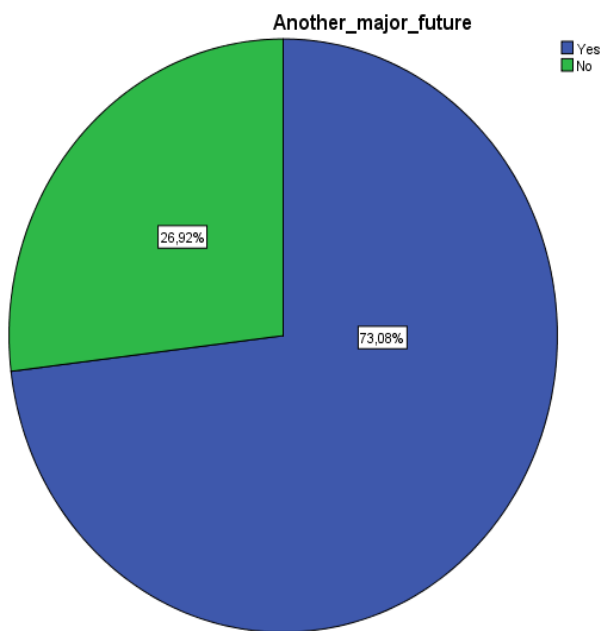
Referring to the last evaluation grade, it can be said that the last evaluation grade was divided into a categorization coming from 7.1 to 8.0, 8.1-9.0 and 9.1 or more. Over a 42.3% of these students have grades placed in the interval of 7.1 – 8.0 while a meaningful 38.5% have exceptional grades in the interval of 8.1-9.0. And a minority of 11.5% mentioned they had a grade above 9 in the last evaluation they took. Just a 7.7% of students said the questions did not apply since they had not taken an evaluation in this semester yet. This reflects that the first answer was the most common among participants (7.1-8.0).

13. Do students have plans to study another major in the future?

Do students have plans to study another major in the future?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	19	73,1	73,1	73,1
No	7	26,9	26,9	100,0
Total	26	100,0	100,0	

Details	Another_major_future
Valid	26
Missing	0
Mean	1,27
Median	1,00
Mode	1 ^a



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

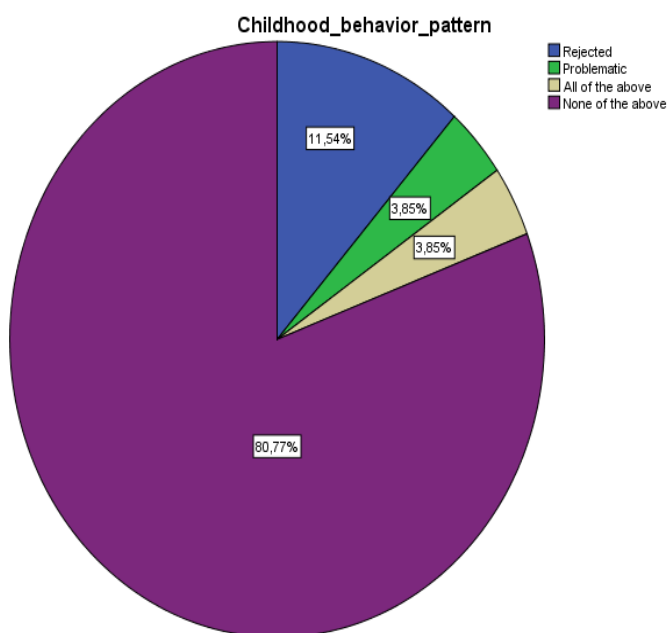
The importance of this question is based on the fact that most of the times when a student finishes a major, looking for another one is not a priority. But it is important to emphasize that 73.1%, which is a huge percentage, of the participants interviewed said that they want to study another major after finishing their currently studies, this means that most of them share this characteristic of success, even though, it was found in the answers that a 26.97%, which are 7 participants, said that they do not want to study another major or specialization in the future.

14. What was student's childhood's behavior?

What was student's childhood's behavior?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Rejected	3	11,5	11,5	11,5
Problematic	1	3,8	3,8	15,4
All of the above	1	3,8	3,8	19,2
None of the above	21	80,8	80,8	100,0
Total	26	100,0	100,0	

Details	Childhood_behavior_pattern
Valid	26
Missing	0
Mean	4,42
Median	5,00
Mode	5



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

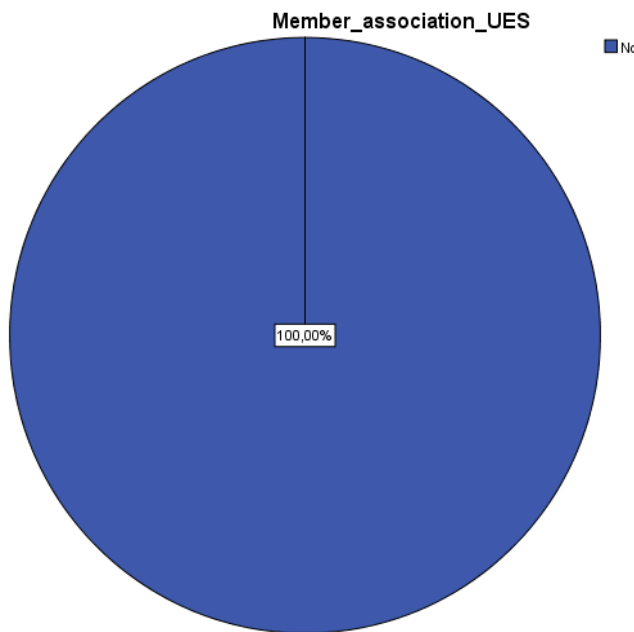
Childhood plays an important role when talking about adulthood personality. It is believed that the most behavioral problems a kid face, the less possibilities this adult will have to be academically successful. This graph confirms that belief with the 80.8% of participants who had not experienced any of the behavioral problems in childhood. On the contrary, 11.5% of participants were rejected kids while 3.8% were problematic and 3.8% were problematic, rejected and aggressive. This minority represents 5 out 26 participants.

15. Are participants members of any group association at UES?

Are participants members of any group association at UES?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
No	26	100,0	100,0	100,0

Details	Member_association_UES
Valid	26
Missing	0
Mean	2,00
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

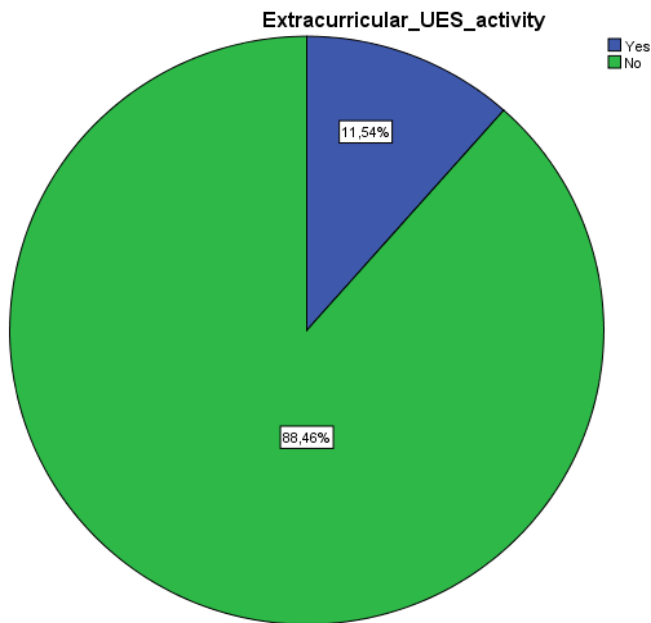
It is important to mention that with the aim to have more characteristics of the student's profiles the research group asked the participants if they belong to any association at UES. Some theories mention that being member of a group association at University is beneficial for the academic performance of students. But it was interesting to know all of the students surveyed stated that they are not members of a University association.

16. Are participants involved in any extracurricular university activity?

Are participants involved in any extracurricular university activity?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3	11,5	11,5	11,5
No	23	88,5	88,5	100,0
Total	26	100,0	100,0	

Details	Extracurricular_UES_activity
Valid	26
Missing	0
Mean	1,88
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

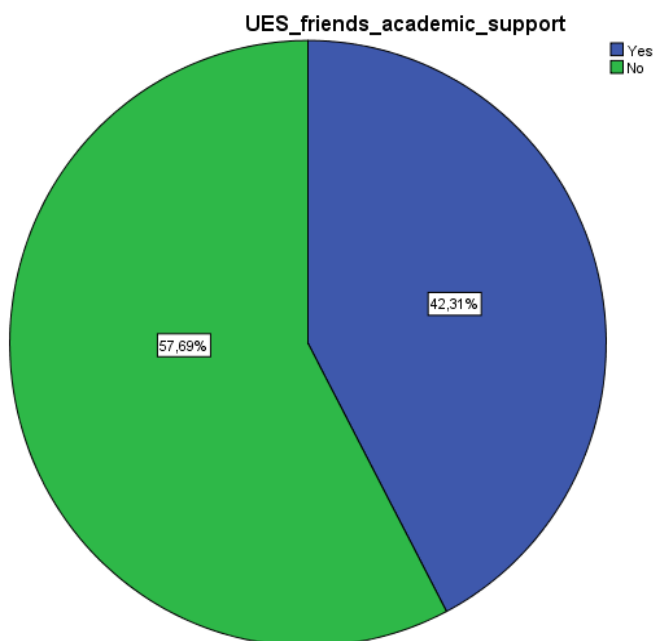
By looking at the graph, it can be easily inferred that the majority of participants surveyed (88.5%) said they are not involved in extracurricular university activities. While 3 of them (11.5%) mentioned to be involved in extracurricular activities such as taking Japanese classes and teaching at the empower project. These activities may be considered as extracurricular but it is important to say that they are part of the major requirements.

17. Are students academically supported by friends at the university?

Are students academically supported by friends at the university?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	11	42,3	42,3	42,3
No	15	57,7	57,7	100,0
Total	26	100,0	100,0	

Details	UES_friends_academic_support
Valid	26
Missing	0
Mean	1,58
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

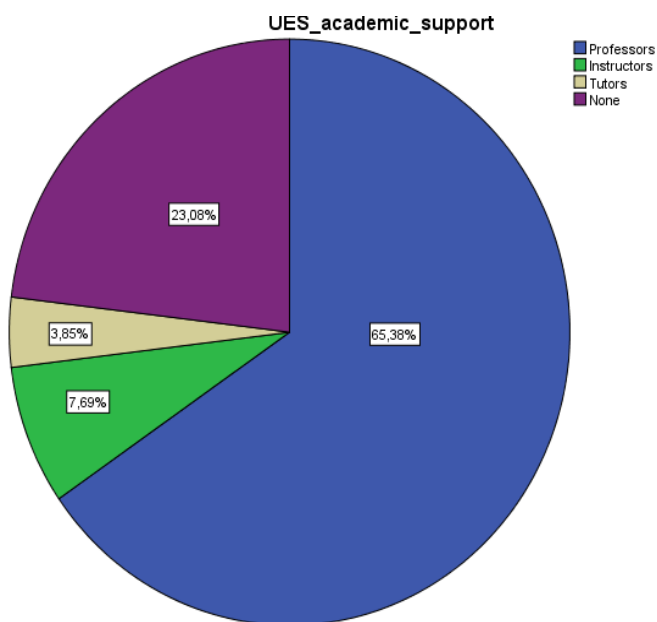
Contrary to what could have been expected, the majority of participants said not to be academically supported by friends at University. It is believed that friendship at University is done because of benefits that academic interaction brings among students. However, the majority of participants represented by the 57.7% shown in the graph are not feeling academic support from friends at University. This was the most repeated answer for the question. On the contrary, the 42.3% stated that they get friends academic support. They mentioned to be helped in different forms such as support by making study groups, for completing homework, peer tutorials, among others.

18. Who supports academically to students at university?

Who supports academically to students at university?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Professors	17	65,4	65,4	65,4
Instructors	2	7,7	7,7	73,1
Tutors	1	3,8	3,8	76,9
None	6	23,1	23,1	100,0
Total	26	100,0	100,0	

Details	UES_academic_support
Valid	26
Missing	0
Mean	1,85
Median	1,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

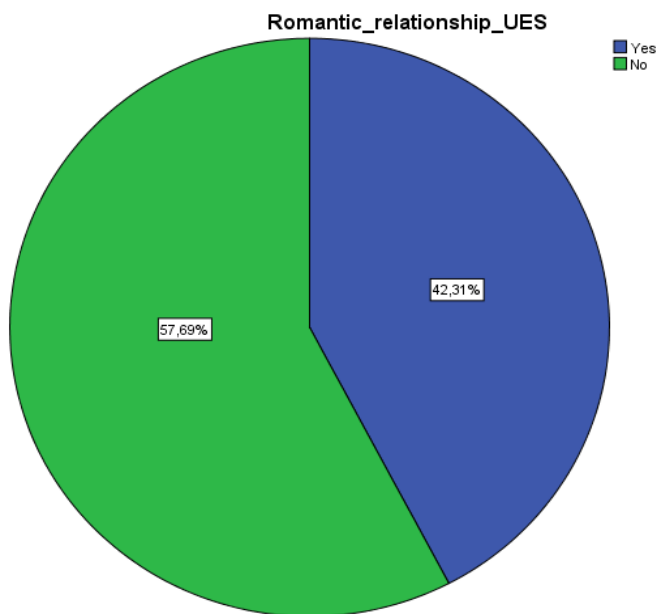
This question is really important to take into consideration since university majors are aimed to prepare capable professionals to society. The answer is a reason to relief. Students stated that professors are the ones who academically support them at university. It is the answer with the major percentage 65.4 (17 out of 26 students) and the most chosen answer. However, an important minority 23.1% (6 out of 26 students) said that neither professors nor instructors or tutors supported them. 7.7% mentioned that academic support at university comes from instructors while 3.8% said that tutors provide academic support at university.

19. Have participants been involved in a romantic relationship at UES?

Have participants been involved in a romantic relationship at UES?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	11	42,3	42,3	42,3
No	15	57,7	57,7	100,0
Total	26	100,0	100,0	

Details	Romantic_relationship_UES
Valid	26
Missing	0
Mean	1,58
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

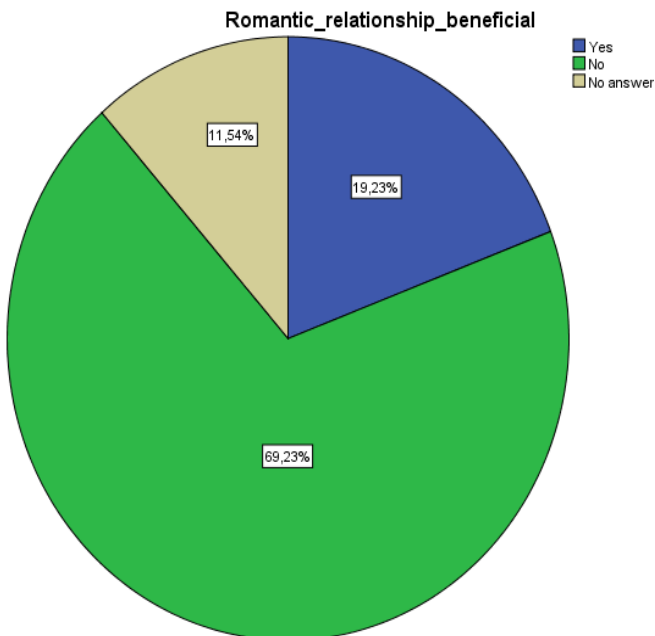
It can be noticed that romantic relationships at University is a common phenomenon. However, It is important to highlight that 57.7% of the participants have not been involved in a romantic relationship at University. This majority is represented by 15 participants out of 26. Answer number 2 was the most repeated answer to the question. On the other hand, it can be noticed that 11 participants have been involved in a romantic relationship at University. This is a significant minority represented by the 42.3%.

20. Is it beneficial for participants to have a romantic relationship at UES?

Is it beneficial for participants to have a romantic relationship at UES?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	19,2	19,2	19,2
No	18	69,2	69,2	88,5
No answer	3	11,5	11,5	100,0
Total	26	100,0	100,0	

Details	Romantic_relation ship_beneficial
Valid	26
Missing	0
Mean	1,92
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

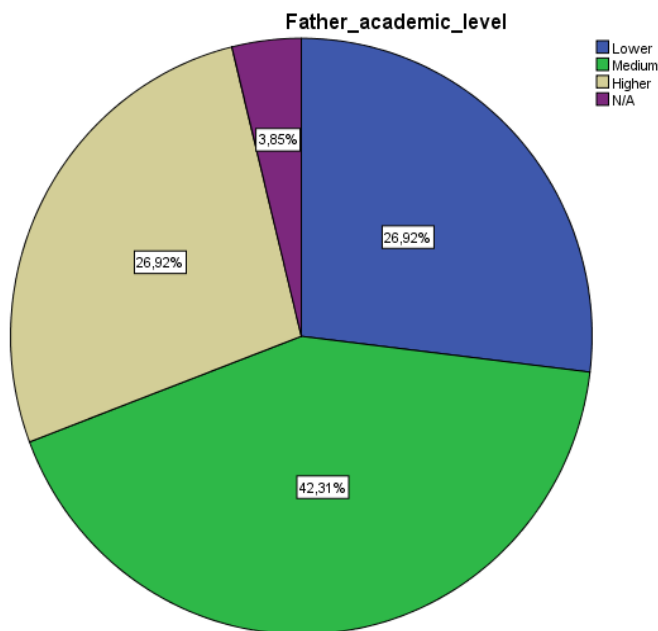
Participants answered this question in an expected form. Given the fact that most students have not experienced a romantic relationship at University, it can be inferred that all of them think it is not beneficial to be involved in one. This was the most common answer to the question, 69.2% of students. In this sense, the majority of students 18 out of 26 think that there are no positive points in being involved in one. On the contrary, 19.2% of them think that having a romantic relationship is beneficial because they experience mutual help while 11.5% of participants decided not to answer the question.

21. What is students' fathers' academic level?

What is students' fathers' academic level?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Lower	7	26,9	26,9	26,9
Medium	11	42,3	42,3	69,2
Higher	7	26,9	26,9	96,2
N/A	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Details	Father_academic_level
Valid	26
Missing	0
Mean	2,08
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

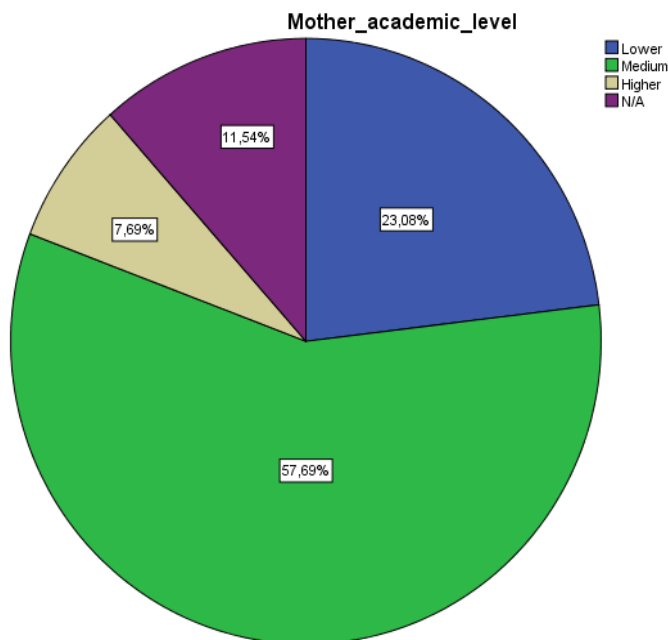
As it could have been expected, the 42.3% of parents' academic level is located in the medium category in which fathers have completed secondary school or vocational qualification. Knowing the academic level of parents may lead the research group to know how much motivation from parents they receive. Like lower education, higher education has the 26.9% (7 out of 26). In this case, the academic level for the most significant minority is in the categories of fathers who did not attend school or completed just primary school and fathers who completed a university degree. Each of them represents a small minority, but a significant one when taken as a whole. In addition, only the 3.8% said that the question did not apply.

22. What is students' mothers' academic level?

What is students' mothers' academic level?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Lower	6	23,1	23,1	23,1
Medium	15	57,7	57,7	80,8
Higher	2	7,7	7,7	88,5
N/A	3	11,5	11,5	100,0
Total	26	100,0	100,0	

Details	Mother_academic_level
Valid	26
Missing	0
Mean	2,08
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

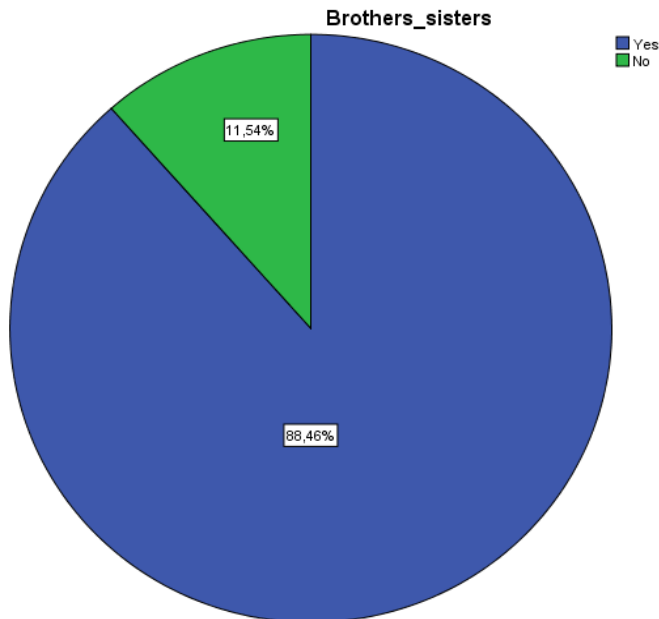
It is interesting to notice that the majority is located in medium category in which mothers have completed secondary school or vocational qualification. A significant minority is placed in the lower category in which mothers did not attend schools or they completed primary school. It is representing the 23.1%. the smallest minority is placed in the higher education category where mothers have completed a university degree. It is just the 7.7% of participants. Moreover, the 11.5% of students mentioned that the question did not apply to them.

23. Do students have any brothers or sisters?

Do students have any brothers or sisters?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	88,5	88,5	88,5
No	3	11,5	11,5	100,0
Total	26	100,0	100,0	

Details	Brothers_sisters
Valid	26
Missing	0
Mean	1,12
Median	1,00
Mode	1a



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

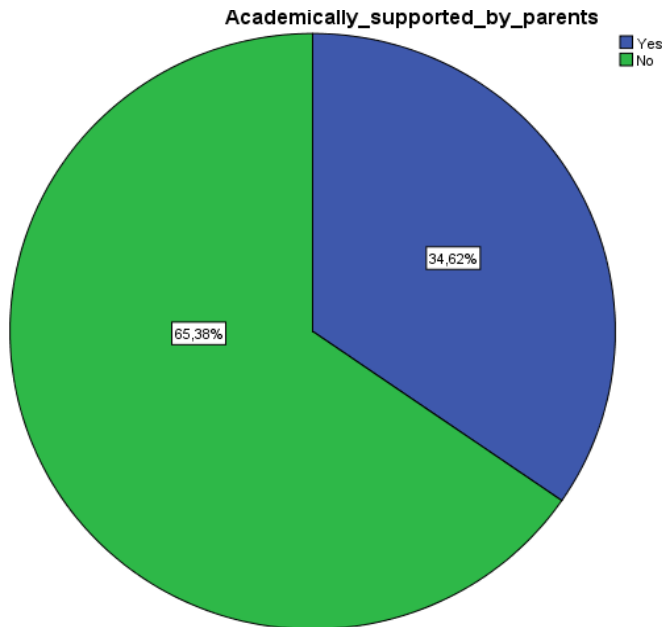
The theory of being an only child may have guided the research group to think that participants with a grade point average higher than 8.0 are grown in this type of family environment. It was not expected to find out that most of the participants have brothers or sisters, but the answer to this question is clear to state this. In the graph, it is evident that 88.5% of them do have brothers or sisters. As stated above, this was the most repeated answer among participants. It is important to mention that 13 of them said that their siblings are currently studying while 10 said the opposite. 11.5% was the minority of students who said they did not have any brothers or sisters.

24. Are students academically supported by any of their parents?

Are students academically supported by any of their parents?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	9	34,6	34,6	34,6
No	17	65,4	65,4	100,0
Total	26	100,0	100,0	

Details	Academically_supported_by_parents
Valid	26
Missing	0
Mean	1,65
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

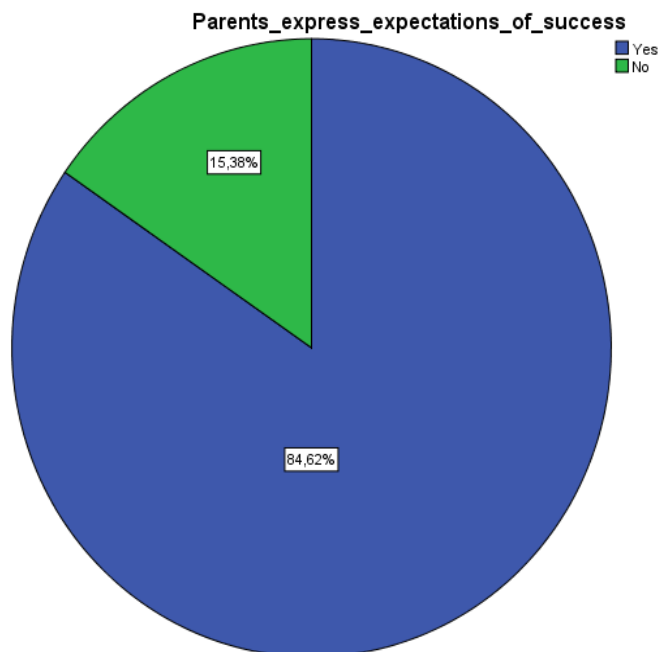
The answer to this question was easily inferred after making the analysis of the previous questions. Students may not find academic support from parents whose academic level is lower than the one they are currently studying. Thus, 65.4% of students surveyed stated that they are not academically supported by any of their parents while the minority of them 34.6% said the opposite. This is a meaningful minority that matches the previous findings in which an important minority of parents was placed in the medium and higher academic level of academic education.

25. Do students' parents express their expectations about academic success?

Do students' parents express their expectations about academic success?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	22	84,6	84,6	84,6
No	4	15,4	15,4	100,0
Total	26	100,0	100,0	

Details	Parents_express_expectations_of_success
Valid	26
Missing	0
Mean	1,15
Median	1,00
Mode	1



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

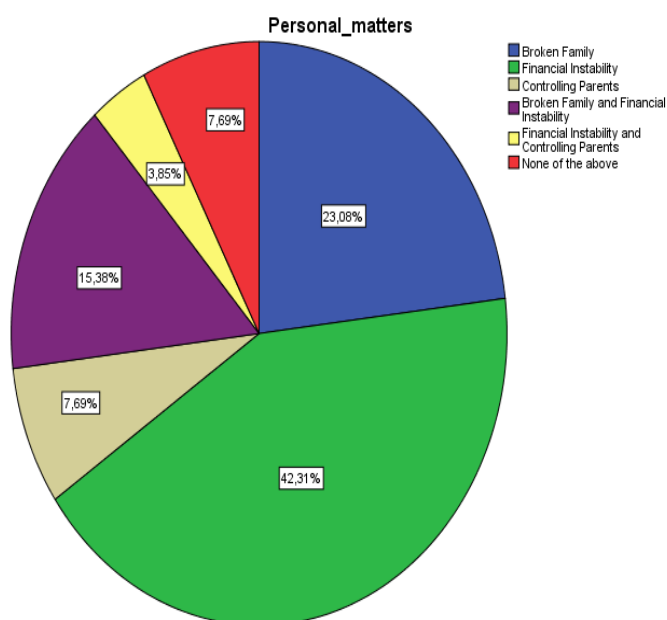
As it could have been expected, the 84.6% of participants mentioned that their parents express their expectations of success in their academic performance. The high percentage of participants sharing this characteristic was expected from the fact that most of the participants live either with their mothers or both parents (taken from the analysis to question 4). In addition, it is interesting to notice that although the majority of parents do not have a high academic level (as shown on the results for question number 21 and 22); they express their expectation on academic success to their sons and daughters. Only the 15.4% of the surveyed students said that they do not receive academic success expectation from parents. This may be the result of the fact that some students live alone while others live with another relative.

26. Have personal matters happened to participants?

Have personal matters happened to participants?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
Broken Family	6	23,1	23,1	23,1
Financial Instability	11	42,3	42,3	65,4
Controlling Parents	2	7,7	7,7	73,1
Broken Family and Financial Instability	4	15,4	15,4	88,5
Financial Instability and Controlling Parents	1	3,8	3,8	92,3
None of the above	2	7,7	7,7	100,0
Total	26	100,0	100,0	

Details	Personal_matters
Valid	26
Missing	0
Mean	3,46
Median	2,00
Mode	2



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

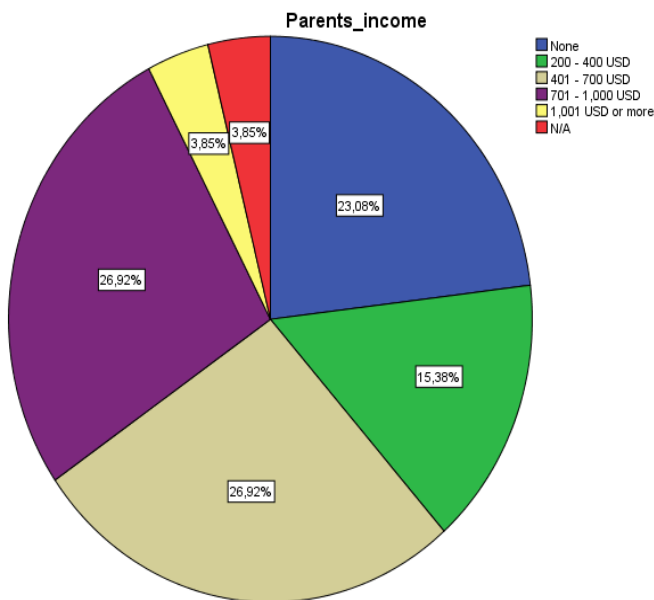
It is interesting to notice that the highest family problem among participants is financial instability represented with the 42.3%. It could have been thought that belonging to a broken family would have been the most common one; however, this percentage is the highest minority with the 23.1%. And the combination of both financial instability and broken family is the second minority with the 15.4%. Controlling parents becomes the third minority with the 7.7%. In opposition to this minority there is the same percentage of students who have not faced any of these personal matters. Meanwhile the lowest minority is the combination of financial instability and controlling parents with the 3.8%.

27. What is students' parents' income?

What is students' parents' income?

Details	Frequency	Percent	Valid Percent	Cumulative Percent
None	6	23,1	23,1	23,1
200 - 400 USD	4	15,4	15,4	38,5
401 - 700 USD	7	26,9	26,9	65,4
701 - 1,000 USD	7	26,9	26,9	92,3
1,001 USD or more	1	3,8	3,8	96,2
N/A	1	3,8	3,8	100,0
Total	26	100,0	100,0	

Details	Parents_income
Valid	26
Missing	0
Mean	2,85
Median	3,00
Mode	3



Source: students who have a GPA of 8.0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

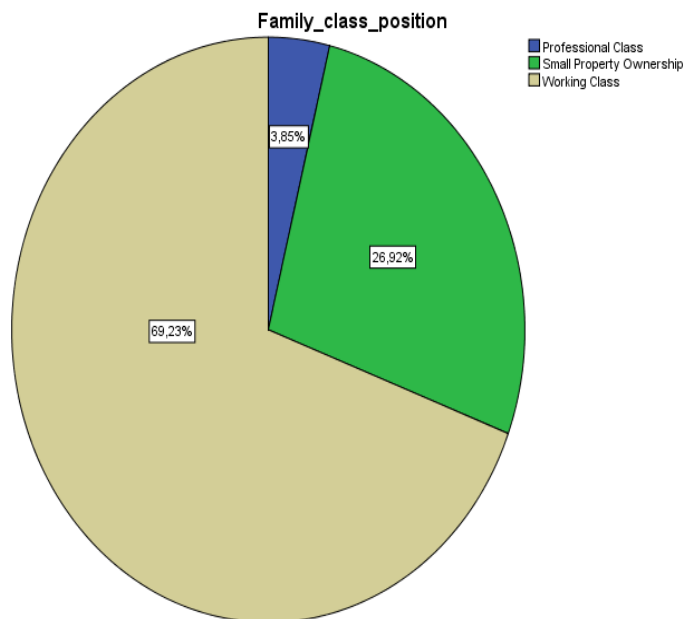
As expected from the previous questions on parents' academic level, most of the participants' parents' income is located in options 3 and 4 representing an income between 401-700 USD and 701-1,000 USD. Both majorities have the 26.9% each. This is the most repeated answer with the 53.8% of the total answers. The first minority is 23.1% of parents receiving no income while the second minority is represented by the 15.4% who answered that their parents have an income between 200-400 USD. The remaining 3.8% (1 student) said that the parents' income was 1,001 USD or more. It is important to mention that for one participant the question did not apply.

28. In which class is the student's family placed?

In which class is the student's family placed?

Details	Freq.	Percent	Valid Percent	Cumulative Percent
Professional Class	1	3,8	3,8	3,8
Small Property Ownership	7	26,9	26,9	30,8
Working Class	18	69,2	69,2	100,0
Total	26	100,0	100,0	

Details	Family_class_position
Valid	26
Missing	0
Mean	3,65
Median	4,00
Mode	4a

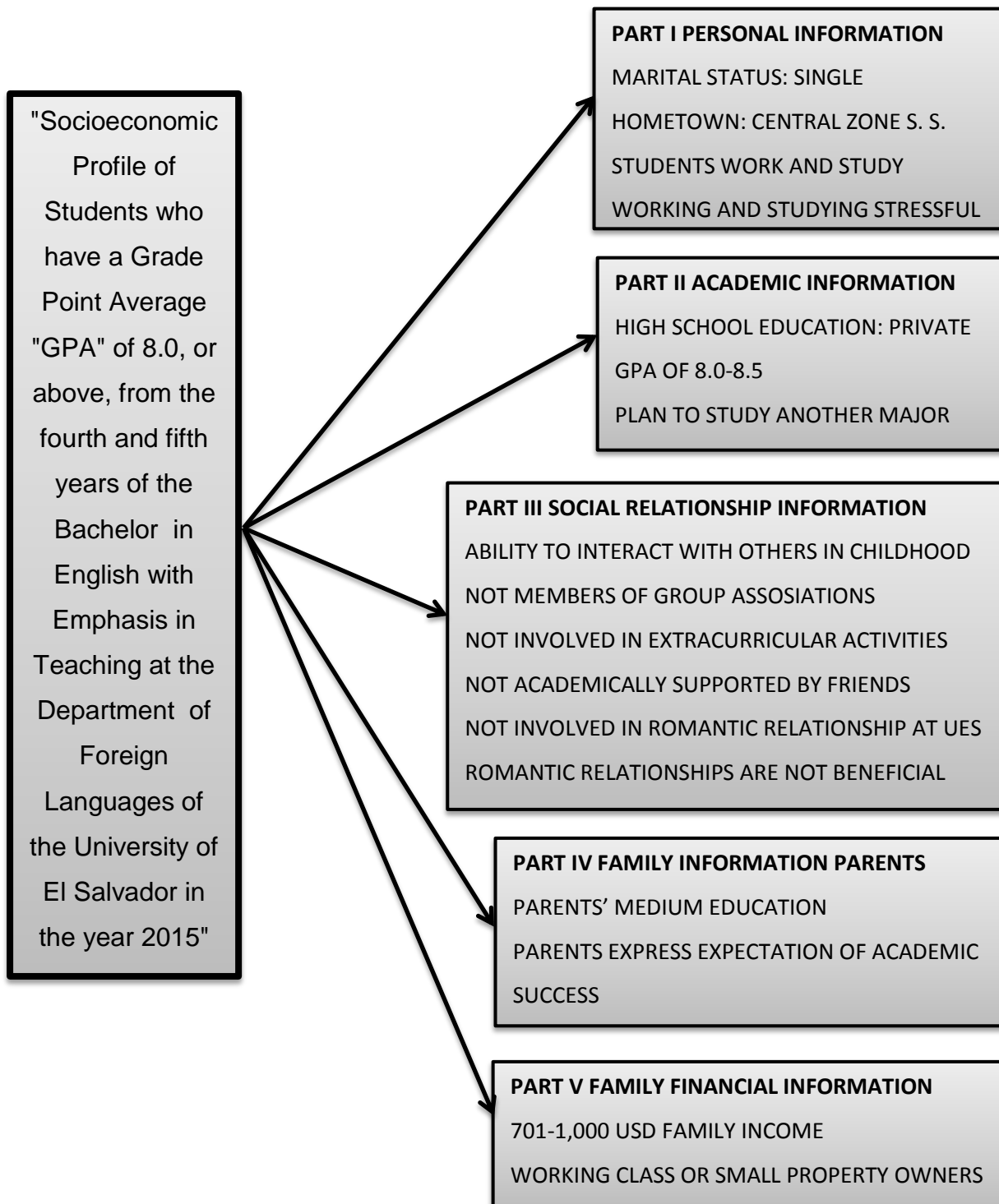


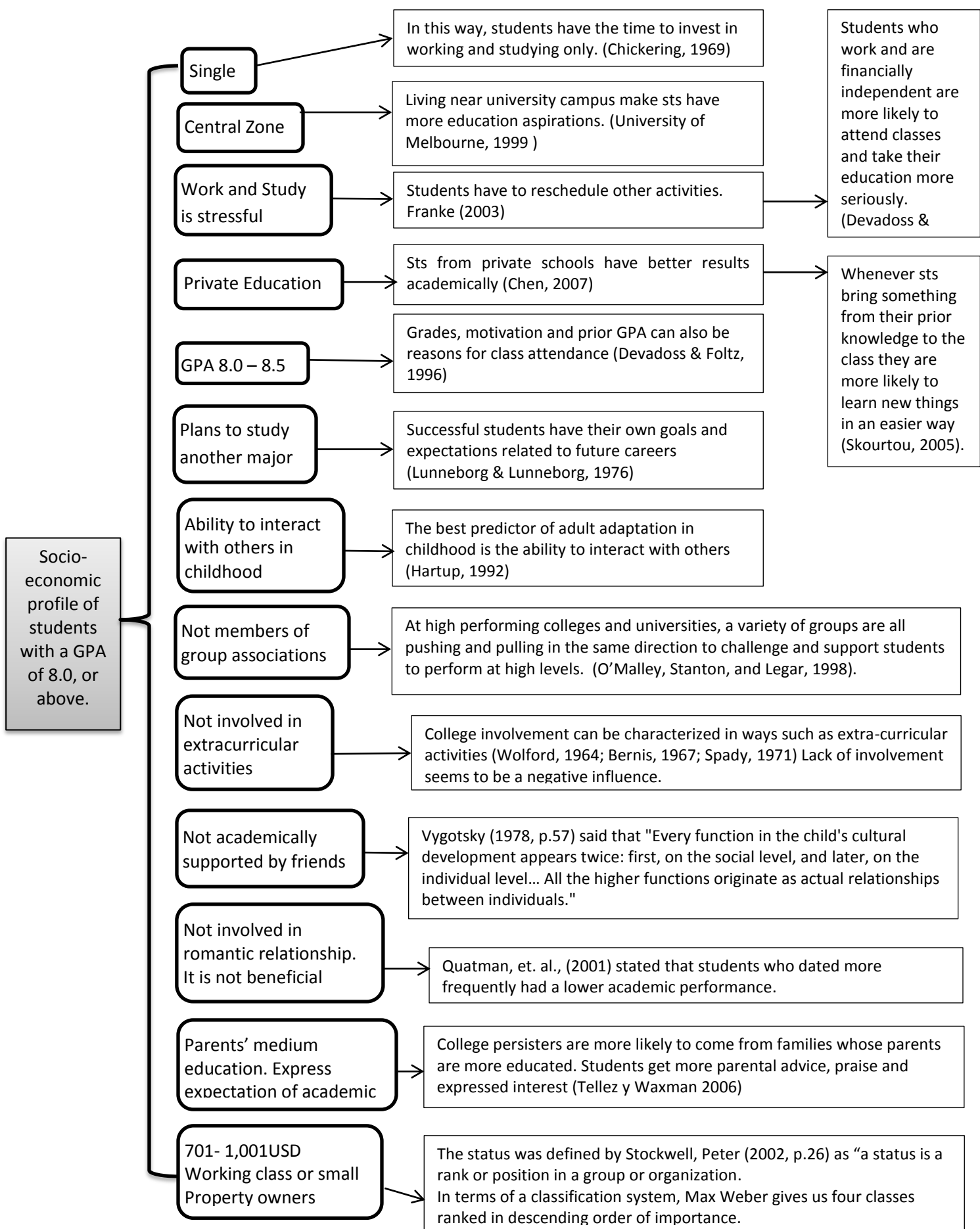
Source: students, who have a GPA of 8,0, or above from fourth and fifth year for semester II year 2015.

GRAPH ANALYSIS:

In order to know about students' socioeconomic status, Weber's theory on social classification was taken into account. Participants were asked what their parents' class position was. The most common answer to this question was number 3 which refers to working class. The 69.2% of participants belong to this family position. The first minority is placed in the small property ownership class with the 26.9%. On the other side, the most meaningful minority of participants represented by the 3.8% said their parents belong to the professional class. This data matches the previous question in which one student mentioned to have parents whose income was of more than 1,001 USD.

Two conceptual maps are presented to summarize the previous data analysis:





X. FINDINGS

A. Hypotheses' test

1. 60% of students who have a grade point average "GPA" of 8.0 or above share similarities in the personal information of their socioeconomic profile.

As stated in this hypothesis, students do share similarities in the personal information of their socioeconomic profile. This can be verified by looking at the univariate analysis shown previously. The first question asked in the personal information section of the survey was about the students' gender in which the 57.7% are female. As question number two, participants were asked about their ages. The result to this question was that a 77% are in the range of 18 to 27 years old. The third question concerning the marital status of students shows that 76.9% of them are single. The next question was about participants' hometown location. 92.3 % were born in the central zone. In this percentage of students, it was found that 57.7% of them are currently living in San Salvador as stated in question number six. For question number seven students were asked about their current activities, 73.1% said they are working and studying. As the eighth and final question for this category, 80.8% consider that working and studying is stressful. After having shown the previous factual information, it can be easily inferred that the hypothesis is true.

2. 60% of students who have a grade point average "GPA" of 8.0 or above have their own goals and expectations related to assignments, areas of study and future careers.

In this hypothesis, the research group took into consideration three main categories. First, students have their own goals and expectations related to assignments. 73.1% of participants shared the similarity of having studied high school in a private institution, and 57.7% said to be self-motivated to study at the

university. This confirms that students have their own goals and expectations related to assignments. Second, it can be said that students have their own goals and expectations related to areas of study. 48.6% of participants have a GPA in a range of 8.0 to 8.5 while the 80.8% of them obtained a grade on the range of 7.1 to 9.0 in the last evaluation they took. Third and last, students showed to have their own goals and expectations about future careers. 73.3 stated that they have plans to study another major in the future. As a conclusion to this second hypothesis it can be said that it has been proven to be true.

3. 70% of students who have a grade point average "GPA" of 8.0 or above have the ability to interact with others in relationships among equals maintaining an active social interaction.

In this hypothesis, seven questions were included in the instrument with the purpose of knowing students' social relationship information at the university. The first question asked in this section of the survey was about students' childhoods' behavior in which the 80.8% were not rejected, problematic or aggressive kids. As question number fifteen, participants were asked if they were members of any group association at UES. The result to this question was that 100% of students do not belong to any group. The third question concerning the participation of students in any extracurricular activities at UES provided the result of having 88.5% of students who are not involved. The next question was about participants' academic support by friends. 57.7% said they are not academically supported by their friends at the university. In this percentage of students, it was found that 65.4% of them stated that at university they are academically supported by professors. For question number nineteen students were asked if they have experienced a romantic relationship at UES. 57.7% said they have not. As the twentieth and final question for this category, 69.2% consider that having a romantic relationship at UES is not beneficial. Because of the above answers, it is evident that the hypothesis is false. In this case, the null hypothesis takes place as the true one.

4. 70% of students who have a grade point average "GPA" of 8.0, or above are supported by their parents' educational qualifications and expectations of success.

This hypothesis took into consideration two main categories. The first one was about students being supported by their parents' educational qualifications. 69.2% of participants shared the similarity of having fathers who studied medium or higher education, and 65.4% answered that their mothers also have medium or higher education. This confirms that students are supported by their parents' academic level. Second, it can be said that students are supported by their parents' expectations of success. 84.6% of participants confirmed that their parents do express their expectations of success in their academic performance. In brief, it is proven that this hypothesis is true.

5. 80% of students who have a grade point average "GPA" of 8.0, or above belong to a "middle class" or a "lower middle class" in their socioeconomic classification.

The final hypothesis established by the research team was based on questions twenty seven and twenty eight. Both questions dealt with social status placement of students. 92.3% of participants mentioned that their parents have an income lower than \$1,000.00 USD meanwhile 96.1% said that their family belongs to a working class or a small property ownership class. For these two indicators, students who have a grade point average "GPA" of 8.0, or above belong to a "middle class" or a "lower middle class" in their socioeconomic classification. Thus, the hypothesis is true.

B. Answers to the research questions.

1. How many students from the fourth and fifth years of the bachelor in English with emphasis in Teaching have a grade point average "GPA" of 8.0, or above?

With the aim of knowing the exact number of students who have a grade point average of 8.0, or above from fourth and fifth year of the Bachelor in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador for semester II year 2015, the research group surveyed six groups of students taking subjects in the afternoon shift. In this way, after having obtained the results of that survey, it was found that 26 out of 102 students who completed it had a GPA of 8.0, or above. The study was a census since the sample was not big enough to apply any other sampling selection process. Thus, the 25.4% of the population surveyed became the sample of the study.

2. Which are the socioeconomic factors that characterize the profile of students whose grade point average "GPA" is of 8.0, or above?

One of the most important factors to mention is the students' personal information. As stated in hypothesis one, most of students with this GPA are females who are in the range of 18 to 27 years old. Most of them are single persons who were born in the central zone, and they are currently living in San Salvador. Most of these students are currently working and studying, and they think it is stressful.

A second important factor that characterizes students is their academic information. The majority of students studied high school in a private institution, and they are self-motivated to study at the university. Another important aspect to mention is that students have their own goals and expectations related to areas of study. Most participants have a GPA in a range of 8.0 to 8.5 while most of them

obtained a grade on the range of 7.1 to 9.0 in the last evaluation they took. In addition, students showed to have their own goals and expectations about future careers. The majority of participants stated that they have plans to study another major in the future.

Third, students who have a GPA of 8.0, or above do not interact with others in relationships among equals to maintain an active social interaction. Most students were not rejected, problematic or aggressive kids. This allows them to have good interaction with others. However, the majority of students do not belong to any group association at UES, and most of them are not involved in any extracurricular activities at UES. In addition, participants' said that they are not academically supported by their friends at the university, but they are academically supported by professors. Important information to mention is that students were asked if they have experienced a romantic relationship at UES, most of them said both they have not and they consider it is not beneficial.

Another important characteristic in the socioeconomic profile of students whose GPA is of 8.0, or above is that they are supported by their parents' educational qualifications and expectations of success. Most participants shared the similarity of having fathers who studied medium or higher education, and mothers who also have medium or higher education. Also, participants confirmed that their parents do express their expectations of success in their academic performance.

The last factor that characterizes students whose "GPA" is of 8.0, or above is the fact that they belong to a "middle class" or a "lower middle class" in their socioeconomic classification. When students were asked about their social status placement, the majority of them mentioned that their parents have an income lower than \$1,000.00 USD, and they said that their family belongs to a working class or a small property ownership class. Because of this, most participants belong to a "middle class" or a "lower middle class" socioeconomic classification.

3. Is the socioeconomic profile of students with a grade point average "GPA" of 8.0, or above, similar or different?

As stated in the discussion of the previous research question number, students with a grade point average of 8.0, or above share similar factors among them. These factors are personal, academic, social relationship, parents' qualification and financial information. Thus, it can be stated that most of the participants who were taken into account to conduct this research share more similarities in their socioeconomic profile in comparison to differences.

4. Are there socioeconomic factors in students' profile influenced by University policies and programs?

Based on the facts gotten from the social relationship section of the research instrument, it is possible to infer that university programs do not influence the academic performance of students. The reasons that support this conclusion are that students are neither active members of group associations at the university, and they are not involved in any extracurricular university activity. Although students mentioned to be academically supported by professors, there is no evidence of accessibility to another type of academic support such as instructors or tutors. In addition, students did not mention to be benefited by university scholarships or any financial support for paying their tuition and fees.

5. Which socioeconomic policies may the Department of Foreign Languages implement to improve the academic performance of students whose grade point average "GPA" is low?

Based on the findings presented above, the following policies may be implemented by the Department of Foreign Languages:

- Self-motivation programs in which professionals present different strategies to be a self-motivated student.
- Academic support sessions in which students may interact with professors, instructors and tutors.
- Creation of the socioeconomic profile file of students whose GPA is low to have specific information on what areas to reinforce.

C. Most Outstanding findings

1. 26 out of 102 students who completed the survey had a GPA of 8.0, or above. The study was planned to be a census since the sample projections stated that the population was not going to be big enough to apply any other sampling process.
2. Participants in the study share similar factors in their socioeconomic profile. They have similar personal information, academic information, social relationship information, family information (parents), and family financial information.
3. Participants in the study do not interact with others in relationships among equals maintaining an active social interaction. In contrast to what was believed by the research group, participants were characterized by not having an active social interaction.
4. The majority of participants' parents' educational qualifications are medium or high. Although most of them stated that they are not academically supported by their parents, their parents express expectations of success in their academic performance.

5. Most participants' parents are not in a propertied class being owners of large companies. On the contrary, participants stated that their families belong to a working class or a small property ownership class which place them in a "middle class" or a "lower middle class".

XI. CONCLUSIONS

Based on the results to the previous work about the socioeconomic profile of students who have a grade point average of 8.0, or above, from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador, it can be concluded that:

1. From a total of 102 students that are in their fourth and fifth years, semester II in the afternoon shift only 26 of them had a GPA of 8.0, or above. This represents the 24.5% of students; a percentage of population that is neither low nor high enough.
2. Living near the place of study is a key point in the development of students because having the fact that 92.3% of the participants answered that they live in the central zone, this shows that living near the place to study is important for their academic performance.
3. Those students with a GPA of 8.0 or above are neither active members of group associations at the university, and they are not involved in any extracurricular university activity, this conclusion is supported by the answer got from question 15. Showing that university programs do not influence to those brilliant students.
4. Student with a GPA of 8.0 or above, consider that having a romantic relationship is not beneficial to them, this is supported by a 69.2 % of the participants. This shows that these brilliant students are solitaires.
5. Having the results, it is concluded that participants studied their high school in private institutions; this means that the previous background in the academic performance of students is really important to have an excellent performance at the university.

XII. RECOMMENDATIONS

Based on the results to the previous work about the socioeconomic profile of students who have a grade point average of 8.0, or above, from the fourth and fifth years of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador, it can be recommended that:

1. Students of the Bachelor in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador should increase their awareness on the importance of having a GPA of 8.0, or above.
2. Professors should take advantage of the fact that successful students share some meaningful similarities in their personal, academic, social, family and financial information. Some of these similarities may be influenced by making use of extrinsic motivation in the classroom.
3. The Department of Foreign Languages should train professors in the affective and cognitive areas by making use of social integration in the classroom and in this way take advantage of brilliant students by giving support to students who have a low performance.
4. University should create and expand extracurricular programs and policies like: Self-motivation programs, Academic support sessions, and conversation clubs that involve students with a GPA of 8.0 or above, with the aim to help students whose “GPA” is low.
5. University should create the socioeconomic profile file of students whose GPA is low to have specific information about them and in this way knowing what the areas in which these students may be reinforced are.

ANNEXES

Annex A. Timetable

Months		March				April				May				June				July				August				September				
Weeks		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
N	Activities																													
1	Research topic proposals Choosing the Research Topic			■	■																									
2	Designing the research topic Profile					■	■	■																						
3	STATEMENT OF THE PROBLEM						■	■	■	■																				
4	THEORETICAL FRAMEWORK									■	■	■																		
5	TYPE OF STUDY HYPOTHESIS RESEARCH DESIGN POPULATION AND SAMPLE										■	■	■																	
6	DATA GATHERING PROCESS											■	■	■	■															
7	DATA ANALYSIS													■	■	■	■	■												
8	FINDINGS																	■	■	■	■									
9	CONCLUSIONS																		■	■	■	■								
10	RECOMMENDATIONS																					■	■	■	■					
11	DESIGNING THE RESEARCH REPORT																											■	■	

Annex B. Concordance table

Concordance table

TOPIC:"SOCIOECONOMIC PROFILE OF STUDENTS WHO HAVE A GRADE POINT AVERAGE "GPA" OF 8.0, OR ABOVE, FROM THE FOURTH AND FIFTH YEARS OF THE BACHELOR IN ENGLISH WITH EMPHASIS IN TEACHING AT THE DEPARTMENT OF FOREIGN LANGUAGES OF THE UNIVERSITY OF EL SALVADOR IN THE YEAR 2015"

Research question(s)	Objectives	Hypothesis	Variables	Con-structs	Indica-tors	Ques-tions	Technique
1. How many students from the fourth and fifth years of the bachelor in English with emphasis in Teaching have a grade point average "GPA" of 8.0, or above?	<p><u>General Objective:</u></p> <p>1. To establish the factors that build the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above, by making use of a survey, in order to suggest institutional policies that the Department of Foreign Languages may implement not just to have a positive</p>	<p><u>Work hypotheses:</u></p> <p>1. 60% of students who have a grade point average "GPA" of 8.0 or above share similarities in the personal information of their socioeconomic profile.</p> <p>2. 60% of students who have a grade point average "GPA" of 8.0 or above have their own goals and expectations related to assignments, areas of study and future careers.</p>	<p><u>Variable:</u></p> <p>Socio-economic profile</p>				SURVEY

<p>2. Which are the socioeconomic factors that characterize the profile of students whose grade point average "GPA" is of 8.0, or above?</p> <p>3. Is the socioeconomic profile of students with a grade point average "GPA" of 8.0, or above, similar or different?</p>	<p>influence on the socioeconomic profile of students with lower performance but also to encourage those students to improve their performance.</p> <p><u>Specific Objectives:</u></p> <p>1. To identify the factors that build the socioeconomic profile of students who have a grade point average "GPA" of 8.0, or above by analyzing the five sections of a survey administered to students.</p>	<p>3. 70% of students who have a grade point average "GPA" of 8.0 or above have the ability to interact with others in relationships among equals maintaining an active social interaction.</p> <p>4. 70% of students who have a grade point average "GPA" of 8.0, or above are supported by their parents' educational qualifications and expectations of success.</p> <p>5. 80% of students who have a grade point average "GPA" of 8.0, or above belong to a "middle class" or a "lower middle class" in their socioeconomic classification.</p>					
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<p>4. Are there socioeconomic factors in students' profile influenced by University policies and programs?</p> <p>5. Which socioeconomic policies may the Department of Foreign Languages implement to improve the academic performance of students whose grade point average "GPA" is low?</p>	<p>2. To determine the similarities that students who have a grade point average "GPA" of 8.0 or above share in their socioeconomic profile by listing the factors they have in common.</p> <p>3. To suggest some institutional policies that may have a positive impact on students with low performance through the analysis of the information from the survey and its results.</p>						
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Constructs	Indicators	Questions
Personal Information	<ul style="list-style-type: none"> - personal factors - socio-demographic conditions - working and studying stress factors - the effects of working and studying 	<p>Instrument: Questionnaire</p> <p>Gender?</p> <p>Age?</p> <p>Marital Status?</p> <p>Whom do you live with?</p> <p>Where is your hometown located?</p> <p>Where are you currently living?</p> <p>What are you currently doing?</p> <p>Are you financially independent?</p> <p>Who supports your school tuition and fees?</p> <p>Is working and studying stressful?</p>
Academic Information	<ul style="list-style-type: none"> - previous schooling: public/ private - prior knowledge (grades, motivation, GPA) - students own goals and expectations 	<p>Where did you study high school?</p> <p>Who motivates you to study at University?</p> <p>What is your Grade Point Average (GPA)?</p> <p>What was your grade in the last evaluation you took?</p> <p>After finishing this major, do you expect to study another one in the future?</p>

<p>Social Relationship Information</p>	<ul style="list-style-type: none"> - rejected, aggressive, problematic kid - College involvement (friendship support, faculty interaction, extracurricular activities) - relationships among equals - adult guidance and peer collaboration(instructor tutor) - having a boyfriend or girlfriend - dating status - benefits of a romantic relationship 	<p>In childhood, were you any of these?</p> <p>Are you an active member of a group association at University?</p> <p>Are you involved in any extracurricular University activity?}</p> <p>Are you academically supported by your friends at university?</p> <p>At University, who academically supports you the most? professors, instructors, or tutors</p> <p>Have you been involved in a romantic relationship at University?</p> <p>Are you dating that person nowadays?</p> <p>In your opinion, having a romantic relationship at University is beneficial?</p>
<p>Family Information (Parents)</p>	<ul style="list-style-type: none"> - parental education - maternal education - sibling educational attainments - Parental involvement - family expectation of success 	<p>What is your fathers' academic level?</p> <p>What's his job/occupation?</p> <p>What is your mothers' academic level?</p> <p>What's her job/occupation?</p> <p>Do you have any brothers or sisters?</p> <p>Are they currently studying?</p> <p>Are you academically supported by any of your parents?</p> <p>Do your parents express their expectations of success?</p>

<p>Family Financial Information</p>	<p>- personal matters</p> <p>-socioeconomic situation of the family</p> <p>-social stratification by Weber</p> <p>Class 1: A Propertied Class (Upper Class)</p> <p>Class 2: White Collar Professionals (Upper Middle Class)</p> <p>Class 3: Petty Bourgeoisie (Lower Middle Class)</p> <p>Class 4: Working Class (Lower Class)</p>	<p>Have any of the following personal matters happened to you? (broken families, financial instability, deficient parents, controlling parents, alcoholic parents, abusive parents)</p> <p>If any of the above, did that affect your grades?</p> <p>What's your parents' income?</p> <p>In which of the following four classes may be your family placed?</p> <p>propertied class, owners of large companies</p> <p>white collar professional, professional class</p> <p>small property ownership, small shopkeepers</p> <p>working class, manual workers</p>
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Annex C. Data Base CD