

## INTRODUCTION

This research project embeds all the corresponding components for doing an exhausted research report, it contains the topic “Socio-economical indicators and academic success or failure of the fourth and fifth - year students, registered in 2012, in the Modern Languages Major of Foreign Languages Department, University of El Salvador”.

Although the statement of the problem is composed by the objectives, the research questions, the justification and delimitation, that helps to establish and determine the problem to study, then it continues the theoretical framework that has been elaborated out of bibliographical revision of previous studies on the subject matter and it is grounded on Parsons<sup>1</sup> and Weber's<sup>2</sup> works.

Each rubric is developed and explained to have a better idea of the research project and the type of hypotheses; it also includes the type of research that is descriptive because it shows the current fact students manifest in the academic achievement, moreover, the research design is non-experimental, it means it observes and analyzes the phenomenon in its natural context; then it is explained how and where the sample was chosen out of Modern Languages Major population, and the instrument used: a survey that was administered to each student from the sample explained, this survey covered all objectives and showed the indicators explained in the theoretical framework; consequently, data to prove hypothesis and answer research questions were collected and analyzed.

Finally, it includes the activities for this project in a timetable in order to carry out the process in a chronological order, and, at the end, conclusions and recommendations are stated.

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1. Talcott Parsons: -December 13, 1902-May 8, 1979- was an American sociologist who served on the faculty of Harvard University from 1927 to 1973.

2. Maximilian Karl Emil "Max" Weber German: -21 April 1864 - 14 June 1920- was a German sociologist, philosopher, and political economist who profoundly influenced social theory, social research, and the discipline of sociology itself. Weber is often cited, with Émile Durkheim and Karl Marx, as one of the three founding architects of sociology.

## Research Topic

“Socio-economical indicators and the success or failure in academic achievements, of the fourth and fifth – year students, registered in 2012, in the Modern Languages Major of Foreign Languages Department, University of El Salvador”

## I. STATEMENT OF THE PROBLEM

### A. Objectives

#### 1. General Objective

To analyze the relationship of socio-economic indicators and the success or failure in academic achievements of the fourth and fifth - year students, registered in 2012, in the Modern Languages Major of Foreign Languages Department, University of El Salvador, through data gathering and analysis.

#### 2. Specific Objectives

a. To define the categories of social class and socio-economic indicators by means of doing documental research to establish a theoretical framework for the research.

b. To select a set of socio-economic indicators, from previous researches on the subject matter, in order to elaborate a questionnaire to gather and analyze data to establish the relationship between socio-economic indicators and students' academic achievement.

c. To describe the relationship between socio-economic indicators and students' academic achievement by means of analyzing data gathered through a questionnaire to have a general idea on the subject matter before mentioned.

## B. Research questions

### 1. Research question

What is the relationship of socio-economic indicators and the success or failure in academic achievements of the fourth and fifth - year students, registered in 2012, in the Modern Languages Major of Foreign Languages Department, University of El Salvador?

### 2. Related questions

a. Which are the categories of social class and socio-economic indicators established by some sociologists such as Max Weber, Dennis Gilbert and Talcott Parsons?

b. How does this set of socio-economic indicators affect students' academic achievement?

c. What are the socio-economic circumstances students face in their studies?

### C. Justification

Education is one of the most important topics; it is meant to help overcome most social problems. It can be compared to an open door that brings new opportunities to everyone, but in contrast, this door is closed to a considerable percentage of the Salvadorian population. According to Talcott Parsons (2011- page 17) “Education socializes young people for adult roles” it gets a better understanding that education takes part in the daily life. For that reason, this research project was based on the following topic: “Socio-economical indicators and academic success or failure of the fourth and fifth – year students, registered in 2012, in the Modern Languages Major of Foreign Languages Department, University of El Salvador”. So, it presents strong arguments about social-economic problems which affect students in their academic achievements.

First of all, it was necessary to take into account the previous information about the problem; and as a reference to carry out a complete research, it presents the next study in El Salvador made by <sup>1</sup>UNDP (2008) named “El Salvador en el momento de cambio” where it shows a view of the current problems in the country, in the top of the list, the most predominant ones are violence and economic issues, followed by incomes, public expenditure on education, expected years for the major, loss due to inequality in education, and some others that affect students.

Moreover, after obtaining all that information, it was necessary to elaborate a questionnaire, and apply the research instruments in order to collect data, so with this process one of the main purposes was to show the reality students face due to their economic and social conditions.

At the end, this research project will help to improve or to create new projects for solving or at least understanding these type of problems, besides it will describe how socio-economical indicators are related to students’ success or failure in academic achievements, and it will shed light on why students quit their

studies or cannot graduate in a stipulated time; meanwhile, they do not get a job position in the labor market.

#### D. Delimitation

The universe from which the sample was calculated was the student population from fourth and fifth year of the Modern Languages Major, in the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador, registered on the first or second semester - 2012. There were a total of 186 students, out of them; the sample was 65 students who were selected like this: from 5<sup>th</sup> year they were 35 and from 4<sup>th</sup> year were 30.

#### Time

This research project was carried out during the first and second semester-2012, starting on April 17<sup>th</sup> to February 13<sup>th</sup>, 2013. First of all, the topic and the statement of the problem were limited in April and March, then the theoretical framework, the type of research, the research design and the statement of the hypotheses were searched and improved in May and June, after that, the sample was randomly chosen in July, moreover the data was collected in August, followed by the data analysis that includes the univariate and bivariate analysis although the answers to the research questions and to the hypotheses were analysed in September and October, one of the last steps, the report that embedded the conclusions, the recommendations, the references and finally the annexes from November, 2012 to February, 2013. And at the end, the oral presentation of the research project was carried in April.

#### Place

Places where data was collected for this research project were the Foreign Languages Department of the School of Arts and Sciences and Central Administration building of the University of El Salvador.

## II. THEORETICAL FRAMEWORK

### A. Antecedents

One of the main steps to start a research project was to look for the previous studies about the topic, and to verify if the topic had been studied before. Therefore, during the development of the research project “Socio-economical indicators and academic success or failure of the fourth and fifth – year students, registered in 2012, in the Modern Languages Major of Foreign Languages Department, University of El Salvador” was found some relevant information related to this research problem mentioned above.

#### Previous Thesis

<sup>1</sup>“How factors influence on students’ academic success of the Profesorado en Idioma Inglés para Tercer ciclo de Educación Básica y Educación Media and La Licenciatura en: Idioma Inglés, Opción Enseñanza at the Department of Foreign Languages of the University of El Salvador”.

This is a brief bibliographical report to know the different factors that influence on students’ academic success at the university. It also pretends to identify and analyze the most relevant factors based on the brief study developed by the students and supported by the literature review.

In spite of having interest not only from the UES authorities, but also the State for keeping and offering a better higher education quality, there are internal and external factors like: social, economic, academic, psychological, and health that interfere in the students’ performance, and of course, in their academic success.

By far, the most important reason students say they got into college in

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<sup>1</sup> Undergraduate research “How factors influence on students’ academic success of the Profesorado en Idioma Inglés para Tercer ciclo de Educación Básica y Educación Media and La Licenciatura en: Idioma Inglés, Opción Enseñanza at the Department of Foreign Languages of the University of El Salvador”

1990's to prepare for a career (Arthur Levine and Jeannette S. Cureton 1998). Most of them start with great expectations to finish a major being unconscious of all of the circumstances of what being a university student is, situation which will permit them to reach their goals or quit on their dreams to be a professional; depending on their maturity level to overcome different problems. Such factors play a key role in students' life at the University.

Therefore, the real concern of this research is to prove that the outcomes during the teaching learning process in higher education will depend on the own's person academic performance, taking into account that some of those factors interfere more than others on the students' performance.

To comprehend a little bit more about the concepts of academic success and academic failure, it is important to take into account different definitions. Academic success is defined as the event of concluding the semester without failing any subject (Navarro, Edel R. 2003). While Rodriguez Castrellanosa (1986) considers academic failure as the situation in which the subject that does not attain the expected achievement according to his or her abilities, resulting in altered personality which affects all of the aspects of life (...). Also Fita Torrado (2004) states grades show academic outcomes in the learning process which include academic and social aspects. Similarly, Tapia (2002) notes that while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the students' performance is below his or her potential.

To get a better understanding about the impact that such factors have on academic success and academic failure, it is important to explain the role of each of the three elements that intervene in education as causal factors: parents (family), teachers (academic), and students (personal).



It is a fact that family's socio-economic characteristics have influenced in student's lives, as it is shown in the study which clearly revealed the mothers' educational level is mostly basic since the 42% of students' mothers have basic education versus the 39% of students' fathers. On the other hand, referring to the parents' educational level, the study showed fathers and mothers' secondary school is in balance with a percentage of 30% and 35% respectively. On the contrary, referring to higher education the study revealed that students who have fathers with higher education is superior with a percentage of 21% in comparison with their mothers, which is the 14% (Beltrán, Cabrera, Presidente, "Factors that affect students' academic success from FLD at UES" questionnaire, 2009).

Recognizing socio-economic and academic level of the family is an important element to get success at the university, school dropping out could be determined by students' intrinsic motivation. In Vicente Tinto's view, (1987) "...Although students dropped out and some of them attribute abandon reasons to the financial difficulties, these statements spread to mask but to reveal the basic reasons of desertion " Some of these reasons were reflected in the result of the study where it was found that 50% of this population complains about having low economic resources which affect their learning process, since they do not only come from San Salvador, but also, from other departments of the country; which increases the problem because the transportation payment is high (Beltrán, Cabrera, Presidente, "Factors that affect students' academic success from FLD at UES" questionnaire, 2009).

In addition to this, students face the lack of technological and didactical resources; such problem is expressed by the sample of the study in which more than the 50% of the students face the lack of technological resources affecting the learning process. Due to this reason the 25% of them were in need to look for a part time job to overcome the financial problems (Beltrán, Cabrera, Presidente, "Factors that affect students' academic success from FLD at UES" questionnaire,

2009). Since the parents' economic support is not enough because of unemployment; therefore, they cannot provide for all student's expenses.

Second element, motivation is considered to be the element that initiates the subject own involvement in learning: when a student is strongly motivated, all his effort and personality are directed toward the achievement of a specific goal.

Killen (1994) concluded that some of the most significant factors in students' academic success at the university were interest in the course, motivation, self-discipline, and effort (none on which can be predicted directly from registration results) . Students' effort was also prominent in students' explanation of success in failure in a study by Schmelzer, Figler , and Brozo (1987) .

However, motivation can be disturbed by the student's conditions in his environment. As it has been stated before, students' life is immersed in a diversity of problems that overlap among them. So, it can be established that socio-economic, health, academic, and social factors build a chain that derive from, and of course, affect the mental and emotional health of the students.

As the study demonstrates the psychological problems that affect most students at UES are the lack of emotional and economical support from their families, who in most cases are involved in such a negative atmosphere. This condition provokes low self-esteem in students that have not reached maturity to overcome such circumstances. As a result, they develop a poor academic and working performance.

It is convenient to point out that some students suffer basic psychological disorders such as: perception, memory and conceptual functions which contribute to get low grades. The early identification of the factors -economic, academic, health, social, and psychological -is relevant to understand students' behavior and also, the importance students give to them.

Recognizing all of the factors associated with the students' academic success constitutes operating criteria to improve the learning and the academic performance promoted by professors. As well as, to know and reflect about how professors build on students through the teaching practice and interpersonal relationship.

As a conclusion, the most influential factor in students' academic performance is mainly affected by psychological problems which have their origin in students' own situation and reality. But they can be easily overcome by self – determination.

## B. DEFINITION

For supporting the research project, it is important to explain how some sociologists define the meaning of social class and how people are grouped in our society.

<sup>1</sup>**Social class** (or simply "class") is a set of concepts in the social sciences and political theory centered on models of social stratification in which people are grouped into a set of hierarchical social categories.

Class is an essential object of analysis for sociologists, political scientists, anthropologists and social historians. However, there is not a consensus on the best definition of the term "class", and the term has different contextual meanings. In a common word, the term "social class," is usually synonymous with "socio-economic class," defined as: "people having the same social, economic, or educational status," e.g., "the working class"; "an emerging professional class."

The revised literature reveals that there are several theories that apply to the research problem:

### **Max Weber (2011)**

Main articles: Three-component theory of stratification and tripartite classification of authority.

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1. [www.taringa.net/post/apuntesymonografias/1581011/sociologia-misresumenes-Durkeheim-Parson-MarxandWeber.html](http://www.taringa.net/post/apuntesymonografias/1581011/sociologia-misresumenes-Durkeheim-Parson-MarxandWeber.html)

Max Weber was strongly influenced by Marx's ideas, but rejected the possibility of effective communism, arguing that it would require an even greater level of detrimental social control and bureaucratization than capitalist society.

Moreover, Weber criticized the dialectical presumption of proletarian revolt, believing it to be unlikely. Instead, he developed the three-component theory of stratification and the concept of life chances. Weber supposed there were more class divisions than Marx suggested, taking different concepts from both functionalist and Marxist theories to create his own system. He emphasized the difference between class, status, and power, and treated these as separate but related sources of power, each with different effects on social action. Working at half a century later than Marx, Weber claimed there to be in fact four main classes: the upper class, the white collar workers, the petite bourgeoisie, and the manual working class. Weber's theory more-closely resembles modern Western class structures, although economic status does not seem to depend strictly on earnings in the way Weber envisioned.

Weber derived many of his key concepts on social stratification by examining the social structure of Germany. He noted that contrary to Marx's theories, stratification was based on more than simply ownership of capital. Weber examined how many members of the aristocracy lacked economic wealth yet had strong political power. Many wealthy families lacked prestige and power, for example, because they were Jewish. Weber introduced three independent factors that form his theory of stratification hierarchy, which are; class, status, and power:

**Class:** A person's economic position in a society, based on birth and individual achievement. Weber differs from Marx in that he does not see this as the supreme factor in stratification. Weber noted how managers of corporations or industries control firms they do not own; Marx would have placed such a person in the proletariat.

**Status:** A person's prestige, social honor, or popularity in a society. Weber noted that political power was not rooted in capital value solely, but also in one's

individual status. Poets or saints, for example, can possess immense influence on society with often little economic worth.

**Power:** A person's ability to get their way despite the resistance of others. For example, individuals in state jobs, such as an employee of the Federal Bureau of Investigation, or a member of the United States Congress, may hold little property or status but they still hold immense power.

### **Upper class**

Members of the upper class generally are much greater political power than members of the lower or middle class. Pictured here are U.S. President George W. Bush and World Bank President James Wolfensohn.

Main article: [Upper class](#)

The upper class is the social class composed of those who are wealthy, well-born, or both. They usually wield the greatest political power. In some countries, wealth alone is sufficient to allow entry into the upper class. In others, only people born into certain aristocratic bloodlines are considered members of the upper class, and those who gain great wealth through commercial activity are looked down upon as *nouveau riche*. In the United Kingdom, for example, the Upper Classes are the aristocracy and royalty, with wealth playing a less important role in class status.

Many Aristocratic Peerages Titles have 'seats' attached to them, with the holder of the title (e.g. Earl of Bristol) and his family being the custodians of the house, but not the owners. Many of these require high expenditures, so wealth is typically needed. Many Aristocratic Peerages and their homes are parts of estates, owned and run by the title holder with moneys generated by the land, rents, or other sources wealth. In America, however, where there is no aristocracy or royalty, the Upper Class status belongs to the extremely wealthy, the so-called 'super-rich', though there is some tendency even in America for those with old family wealth to look down on those who have earned their money in business.

The upper class is generally contained within the wealthiest 1 or 2 percent of the population. Members of the upper class are often born into it, and are distinguished by immense wealth which is passed from generation to generation in the form of estates. Sometimes members of the upper class are called "the one percent".

### **Middle class**

*Main article: Middle class*

The middle class are the most contested of the three categorizations, the broad group of people in contemporary society who fall socio-economically between the lower class and upper class. One example of the contestation of this term is that in the United States "middle class" is applied very broadly and includes people who would elsewhere be considered lower class. Middle class workers are sometimes called "white-collar workers".

Theorists such as Ralf Dahrendorf have noted the tendency toward an enlarged middle class in modern Western societies, particularly in relation to the necessity of an educated work force in technological economies. Perspectives concerning globalization and neocolonialism, such as dependency theory, suggest this is due to the shift of low-level labor to developing nations and the Third World.

### **Lower class**

Working class people often live in decaying, crime-ridden urban areas with low-quality civil services.

*Main article: Working class*

Lower classes (occasionally described as working class) are those employed in low-paying wage jobs with very little economic security.

The working class is sometimes separated into those who are employed but lacking financial security, and an underclass those who are long-term unemployed and/or homeless, especially those receiving welfare from the state. The latter is analogous to the Marxist term "lumpenproletariat". Members of the working class are sometimes called blue-collar workers.

## **DENNIS GILBERT (2011)**

The **Gilbert Model** was developed by Denis Gilbert, professor of sociology at Hamilton College, as a means of a more effective way of classifying people in a given society into social classes.

The six social classes that provide the basis for the Gilbert model are determined based on the assumption of how structure develops out of the economic system.

### **Capitalist class**

*(Over \$750,000, mostly from assets)* Even though the capitalist class is a very small class of super-rich capitalists at the top of the hierarchy, its impact on economy and society is far beyond their numbers. These people contribute their money to political parties and are often owners of newspapers or television stations. They have investments that affect millions of people in the labor force.

They tend to only associate with other people from their own class, rarely interacting with people from an inferior class. Even their children are usually segregated attending on the most elite preparatory schools and universities.

### **Upper middle class**

*(\$70,000 or more)* The upper middle class is the group in society most shaped by formal education. A college degree is usually required and graduate studies are becoming increasingly required. Most people in this class are technicians, professionals, managers, officials, and proprietors. Children in high school strive to prepare themselves for upper middle class jobs because these type of jobs are symbols of success. Upper middle class people are able to purchase status symbols such as cars and homes. They are convinced that they deserve what they have achieved and are mostly satisfied that they have achieved a proper share of the American dream.

## **Middle class**

*(About \$40,000)* To attain a middle class job it takes at least a high school diploma. However, many in the middle class have received some form of additional training besides college. The most educated will become semi-professionals, or have low-level managerial jobs. Sales and craft people are also included in this social class. Most Americans consider themselves to be middle class even if they are really not. It is estimated that really about a third of the population is middle class.

## **Working class**

*(About \$25,000)* The core of this working class is made up of semi-skilled machine operators. Clerks and salespeople whose tasks are habitual and mechanized necessitate practically no skill beyond literacy. Brief on the job training can also be considered to be a part of this class. It is estimated that this class includes roughly a third of the population.

## **Working-poor class**

*(Below \$20,000)* The working poor class includes unskilled laborers, people in service jobs and some of the lower-paid factory workers. Single mothers who have jobs usually find themselves in this class. Income is decided on the number of workers in the family and the amount of weeks that they work. The majority of adults have not finished high school. Unable to save money and when retired the working poor depend heavily on their social security pensions to live.

## **Underclass**

*(Below \$13,000)* These people are hardly ever employed. They suffer from long term deprivation from low education, low employability, low income, and eventually, low self-esteem. Some cannot work because of their age or they might have a specific disability. Hard times might be magnified because they belong to a minority group who suffers discrimination in the work force or they may be single mothers. The chances of a child becoming educated enough to remove himself from this class and succeed is about fifty-fifty.



Although the social hierarchy is most obvious at the extremes, it is much harder to either rise or fall from them as well. Differences between classes begin to become blurred when moving away from one of the extremes and towards the center to where the middle and working classes are. It is difficult to get a precise classification.

The following information focused on Parsons' systems, this shows us how socio-economic indicators are related with education.

### **<sup>1</sup>Talcott\_Parsons\_(2011)**

Parsons is in the middle of the “functionalists” of the 20 centuries. He perceives the society as a structural system of relations between social factors; those factors perform important roles that bring a position in the system. To develop this role, it is necessary to make a deep analysis about personality, attitudes, values and adequate norms, new knowledge and abilities. The social, the cultural and the personality system are deeply related.

According to Parsons, the school is a basic subsystem of modern society and it has the following functions:

- 1) It locates the learner in an environment where he/she will get an independent position in the family.
- 2) It transmits the general culture and the basic system of values.
- 3) It makes the difference between the positions of the students inside the school according to the academic performance.
- 4) And, as a result, it qualifies the population to be able to work in different job positions in the labor market.

However, in the 1950s, either learners from upper social class with good scholar attitudes as learners from lower familiar class with fewer abilities, it was difficult for them to change their own position class; after studied at school, they tended to keep the social position of the family. The social movement could decrease the status between children from middle class without success at the school, or to

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1. **Talcott\_Parsons:** [www.wikipedia/Parson/socialtheories](http://www.wikipedia/Parson/socialtheories).

increase among the lower class with good academic results.

Talcott Parsons sees the school classroom as a microcosm of society. It is a bridge between the family and wider society. In wider society status is achieved. Education socializes young people for adult roles. According to Talcott Parson's Functionalism individuals interact with each other through the medium of social structures. They accept common standards of evaluation, which are moral standards or 'norms'. Sociological processes maintain these structures, and ensure stability through adherence to the norms. This is called a 'structuralist-functionalist' approach to social systems analysis.

Parsons analyses the functions of society into: 1. Adaptation - the provision of physical necessities - the economic system; 2. Goal attainment - the establishment of the goals of society as a whole - the political system; 3. Pattern maintenance and tension management - serves to motivate individuals and resolve conflicts - kinship, family & marriage; 4. Integration - socialization of individuals to accept the norms and control them if they don't - schools, churches, media, police and judicial system.

Therefore, Parsons sees education as serving a part in the function of integration. Through education individuals are socialized to conform. Education also supports the economic "imperative" of society by: 1. Inculcating certain technical skills and requirements; 2. separating out potential workers for different points of entry to the labor market. Regarding the integration "imperative" schooling specifically causes children to internalize social values and norms at a level which the family alone cannot achieve.

In America elementary school education teaches American youth the value of fair competition. "It includes, above all, recognition that it is fair to give differential rewards for different levels of achievement, so long as there has been fair access to opportunity" Functionalists maintain that there is a high degree of equality of opportunity within the education system Functionalism stresses the link between education and the economy. A malfunctioning educational system would be one in

which individuals are not assigned the most appropriate role, and will hence lead to inefficiency.

**C. Current Facts.**

The information below shows a set of indicators which were used in the research instruments for this research project, based on the following social and economic indicators which were taken from an important organization <sup>1</sup>UNDP (2008)

<b>SOCIAL</b>	<b>ECONOMIC</b>
Culture	Status
Motivation	do not have access to material
Parent´s education	Family incomes
Poverty	Computer access
Educational Background	students who work
Marital status	
Health	
home environment	
Students with children	

**<sup>2</sup> Salary in El Salvador**

There is not any law that can establish which is the salary per social class in this case low, medium and upper class; since El Salvador is not a developed country it is more divided by sectors than by social classes.

According some statistics provided by the Ministerio de Hacienda and The consejo de salario minimo of El Salvador the minimum salary for lower class ranges from \$180 to \$300 approximately; but that depends on the area they could be Commerce and Service, Industry and factories (information provided by the Working Code) the average of a person in El Salvador is around from \$350 to

\$650; depending on the working area and this could be classified in the medium class.

Regarding the upper class, the working area is mostly administration and areas regarding the public health. This could vary the average that will be from \$850 to \$1,200 per month.

El Salvador is not divided per social classes, instead, the salary determines the working area in this way, and people are categorized by its working field.

Minimum Salary reference:

Areas	Salary per month	Salary per day
Trading and services	\$207.60	\$6.92
Industry	\$202.10	\$6.74
Textile and clothing Industry	\$173.85	\$5.79
Agricultural Industry by season	\$140.70	\$4.69

### III. TYPE OF RESEARCH

#### A. Correlational study.

This research project is correlational since it is explored all the causes and consequences or effects about the socio-economic indicators for the students from 4<sup>th</sup> and 5<sup>th</sup> year in the Modern Language major of the Foreign Language department of the University of El Salvador.

One of the purposes of the investigation was to show the situation of the matter in a brief way, by measuring the variables in order to determine in which socio-economic situation the students are.

Finally, research project was carried out based on theories of social status and its definitions, antecedents of the phenomena; besides, current facts about socio-economic indicators, salary in El Salvador to formulate the specific question for instruments in order to obtain the responses; and, finally the conclusion to this research project.

#### IV. STATEMENT OF THE HYPOTHESES.

- a. Students who have a high academic achievement belong to the middle class.
- b. Students who have a low academic achievement belong to the low class.
- c. If students have the access to technological resources, they get better academic achievement.
- d. If students do not have access to technological resources, they get bad academic achievements.
- e. Students who get a high distinction GPA (grade point average) do not have socio-economic problems.
- f. Students who work and study belong to a dysfunctional<sup>f</sup> family.
- g. Distance between university and home negatively influences on students' academic achievements.
- h. Single students get better grades than married students.
- i. Non-working students get better grades than working students.

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**Dysfunctional:** a very unstable family not healthy environment.

## V. RESEARCH DESIGN.

### A. Non-experimental design.

This research was based on a non-experimental design, in which data and independent variables have not been intentionally manipulated, because it has been observed the socio-economic situation of the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major and how these affect their current academic achievement. Therefore, this research design did not involve a manipulation of the situation, circumstances or experience of the participants.

Although, in this non-experimental design, investigators observed a determined group of people with different socio and economic issues and how those could affect their academic achievement, because they wanted to know which were the causes why students got worse or better grades in their studies.

Therefore, as required by non-experimental design, it was essential to measure, one or more variables and to give its description in order to answer research questions and hypotheses. Besides, it showed the circumstance of one or more variables in a group of students.

Finally, the phenomenon was observed just in its natural context and then analyzed, the research was intended to investigate the relationship of socio-economic indicators and academic achievement of the students.

### Methodology

For doing this research, it was important to follow some steps which were essential for keeping an order in every stage of the research, although, it showed clear information of what this research project tried to prove in the hypothesis.

The first step was selecting theories regarding the social class in order to have an idea of the categories in the society, and how this could influence in the students' academy achievements, it was also necessary to search for previous studies regarding the same problem. .

The second step was to create a theoretical framework with all the information that was collected at the beginning of the research; after this, the test of the hypothesis to prove if this was true or false according to the information that was collected from the students; finally, this research project was labeled as non-experimental.

The next step was to calculate the sample; in this case the amount of students was reduced to just some students from 4<sup>th</sup> and 5<sup>th</sup> year from the Modern Languages Major, and the creation of an instrument to collect data.

The following step, after the elaboration of the instrument was gathering and analyzing data, it has been tabulated in EPI data and Excel program.

The last step, after analyzing collected data, it was important to write the conclusions of the research topic in order to know if the objectives were reached, and also, if the hypothesis were proven right or wrong at the end, it has been essential to write the recommendations for this research because students could find some solutions to their problems and be more motivated to continue studying.

## VI. SAMPLE

The universe for this research project was selected from 120 students, registered in fourth and 66 students from fifth years of the FLD from the Modern languages Major, University of El Salvador.

The universe was 186 students registered in both years so to select the sample was necessary to use the following formula since the population was already known.

$$n = \frac{Z^2 p \cdot q \cdot N}{(N-1) E^2 + Z^2 p \cdot q}$$

In which

n= sample

Z= Level of confidence (1.96)

E= Error (0.5)

p= Probability (0.5)

q=Proportion of the population (0.5)

n = population (186)

➤ To calculate the global population for both years

$$n = \frac{Z^2 p \cdot q \cdot N}{(N-1) E^2 + Z^2 p \cdot q}$$

$$(N-1) E^2 + Z^2 p \cdot q$$

$$n = \frac{(1.96)^2 (0.5) (0.5) 186}{(186-1) (0.05)^2 + (1.96)^2 (0.5) (0.5)}$$

$$(186-1) (0.05)^2 + (1.96)^2 (0.5) (0.5)$$

$$n = \frac{3.92 (0.5) (0.5) 186}{(186 -1) 0.0025 + 3.92 (0.5) (0.5)}$$

$$(186 -1) 0.0025 + 3.92 (0.5) (0.5)$$

$$n = \frac{3.92 (0.25) (186)}{(185) 0.0025 + 3.92 (0.25)}$$

$$(185) 0.0025 + 3.92 (0.25)$$

$$n = \frac{182}{0.46 + 0.98}$$

$$0.46 + 0.98$$



$$n = \underline{182}$$

$$1.44$$

$$n = \mathbf{126}$$

➤ To calculate the sample from fourth year

$$n = \frac{Z^2 p \cdot q \cdot N(N-1)}{E^2 + Z^2 p \cdot q}$$

$$n = \frac{(1.96)^2 (0.5) (0.5) 120}{(120-1) (0.05)^2 + (1.96)^2 (0.5) (0.5)}$$

$$n = \frac{3.92 (0.5) (0.5) 120}{(120 - 1) 0.0025 + 3.92 (0.5) (0.5)}$$

$$n = \frac{3.92 (0.25) (120)}{(119) 0.0025 + 3.92 (0.25)}$$

$$n = \underline{117}$$

$$0.30 + 0.98$$

$$n = \underline{117}$$

$$1.28$$

$$n = \mathbf{91}$$

➤ To calculate the sample from fifth year

$$n = \frac{Z^2 p \cdot q \cdot N}{(N-1) E^2 + Z^2 p \cdot q}$$

$$n = \frac{(1.96)^2 (0.5) (0.5) 66}{(66-1) (0.05)^2 + (1.96)^2 (0.5) (0.5)}$$

$$n = \frac{3.92 (0.5) (0.5) 66}{(66 - 1) 0.0025 + 3.92 (0.5) (0.5)}$$

$$n = \frac{3.92 (0.25) (66)}{(65) 0.0025 + 3.92 (0.25)}$$

$$n = \underline{65}$$

$$0.16 + 0.98$$

n = 65

As a result, the sample from fourth year was 91 students of the Modern Languages Major, who were randomly chosen, and only the third part of these students were interviewed; obtained a total of 30 students. And about the sample from fifth year were 65 students of the Modern languages Major, who also were randomly chosen and only the half of these students were selected; obtained a total of 30 students.

VII. TIMETABLE YEAR 2012

N°	ACTIVITY	MONTH	APRIL				MAY				JUNE				JULY				AUGUS				SEPT				OCT				NOV			
		WEEK	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	1	2	3	4
1	The idea of the Project																																	
2	Statement of The Problem																																	
3	Theoretical framework																																	
4	Type of Research																																	
5	Research Design																																	
6	Population																																	
7	Inter-semester																																	
8	Sample																																	
9	Data gathering																																	
10	Data Analysis																																	
11	Report																																	

**TIME TABLE YEAR 2013**

N°	ACTIVITY	MONTH	JANUARY				FEBRUARY				MARCH				APRIL				MAY			
		WEEK	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	Report																					
12	Presentation																					

**TIMETABLE (PILOT TEST) DATA GATHERING**

N°	ACTIVITY	MONTH	AUGUST											
		DAY	10	11	12	13	14	15	16	17	18	19	20	21
1	UPDATE INTERVIEW AND QUESTIONNAIRE APPLICATION													
2	TESTING DATA COLLECTION INSTRUMENTS													
3	ANALYZING DATA.													
4	HANDING IN REPORT													

## VIII. DATA GATHERING

The data gathering is an important procedure in which the data must be collected and, then, analyzed.

The data gathering process was done from September 3<sup>rd</sup> to September 7<sup>th</sup>, 2012 as it was stipulated in the time table (page). The survey was administered to 30 students from 4<sup>th</sup> and 30 students from 5<sup>th</sup> year of the Modern Languages Major at the Foreign Languages Department, University of El Salvador.

The process was done during 5 days and the students selected to fill the survey were the ones who were in Tourism in French and the ones who were taking English Didactics II that fortunately were studying the second semester-2012. So it facilitated the process because the survey was administered in the classrooms.

Once the data was collected, the analyzing process was started and presented in univariate and bivariate forms using the respective charts and graphics from each question asked in the survey.

At the end of this step, the hypotheses were analyzed to be refused or accepted, also the research questions were answered based on the survey results.

## IX. DATA ANALYSIS

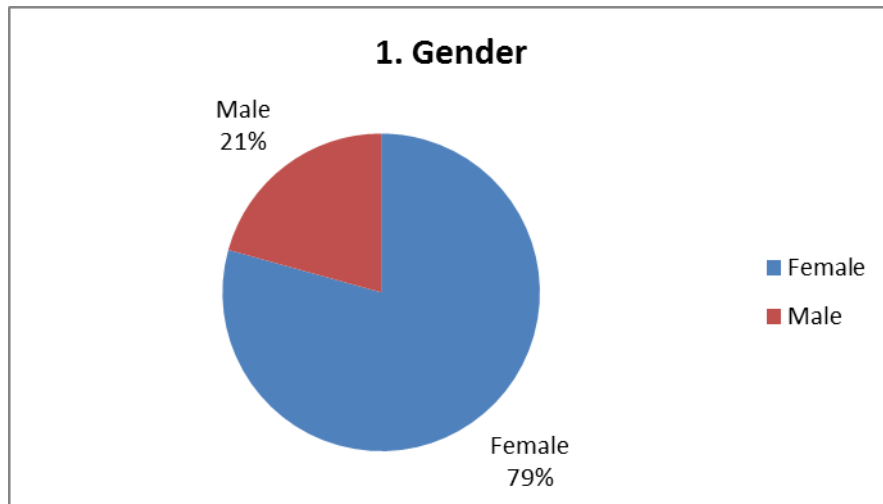
The statistical procedure used for this research depended on research questions, from the stated hypotheses and the variables included in the survey.

Meanwhile, for tabulating the gathered data and for elaborating the graph for each item, EPI data program and Excel program were used.

After mentioning how data was analyzed, it is important to explain the following graphics:

## A. Univariate Analysis

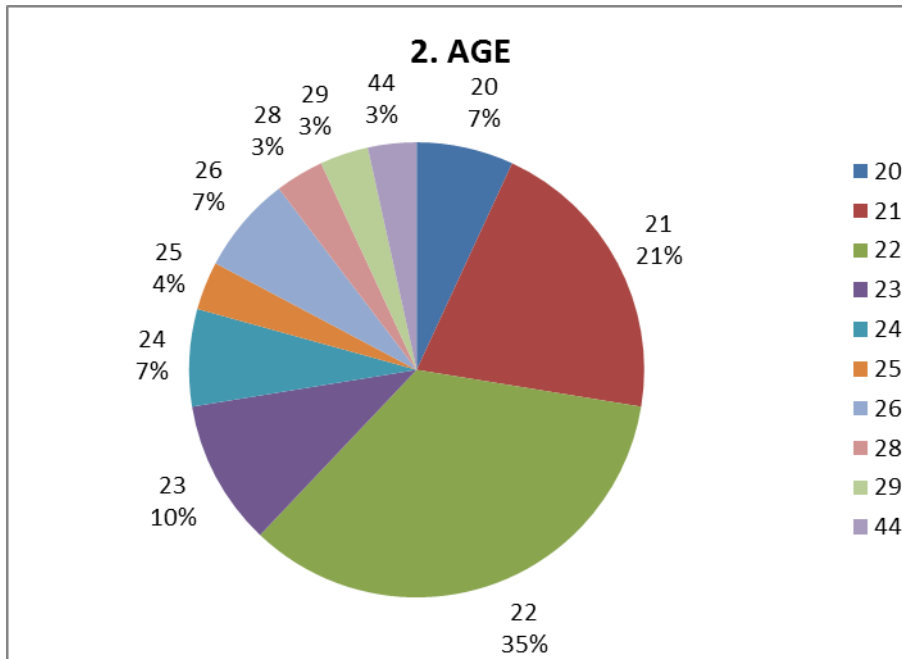
Data Analysis from 4<sup>th</sup> year- students registered in 2012, second semester.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

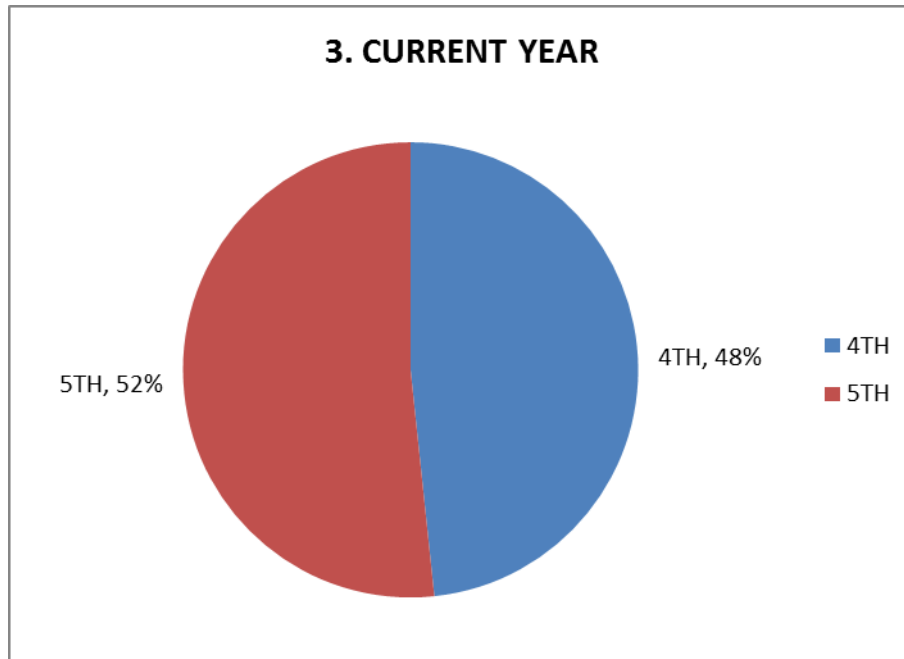
This graphic shows that the majority of the students for this major are female; it shows that 79% are female in the major for modern languages and the rest of the population are male 21%.

The amount of men in this major is really reduced and this phenomenon can be observed in the classrooms since most of the students registered are women, data reveals that there is a higher birth rate for women than men.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012.

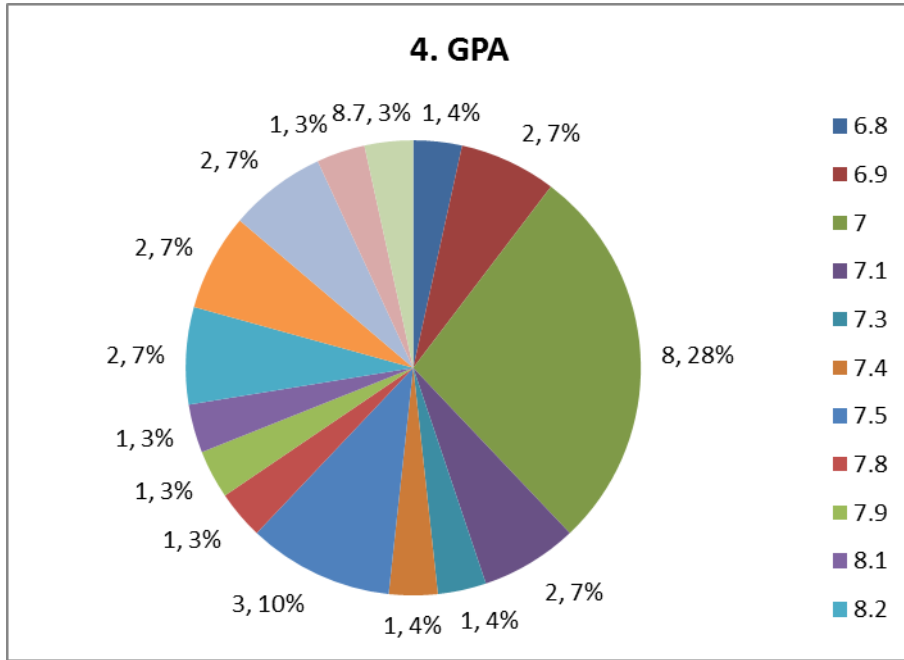
This graphic shows that the majority of students that filled the survey were in ages ranging from 20 to 44 years old, according to the sample that was taken the range of the high frequency is 22 years old with a representation of the 35% of the students that filled in the survey. It means that most of the students surveyed are so young and they are about to finish the university and get their diploma soon, and it can represent an opportunity to them because the labor market is requesting young people to start working.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012.

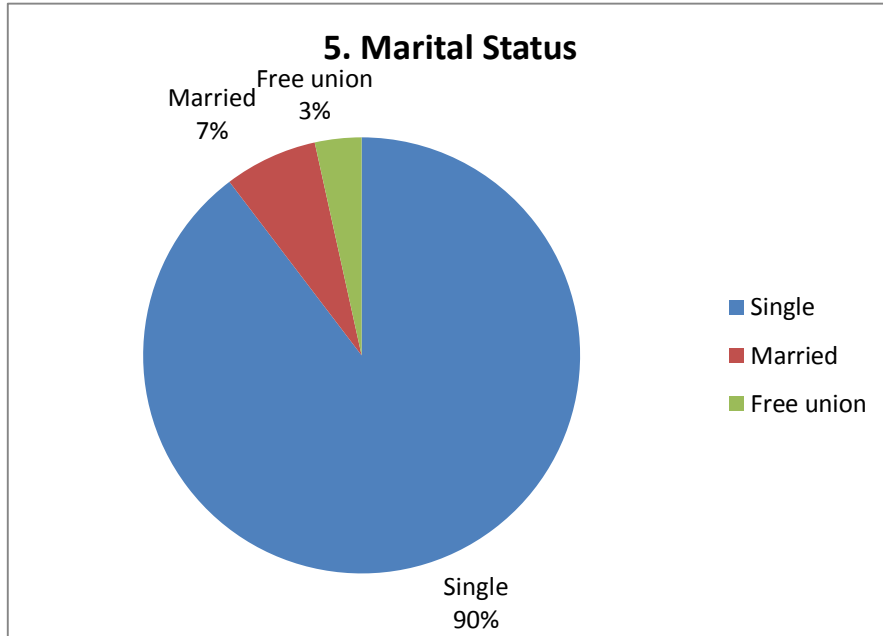
The graphic shows that 59% of the students that filled in the survey were in the 5<sup>th</sup> year of the major of Modern Languages in the University of El Salvador and leaving the 48% as representation of the 48%, but some of them were taking some subjects from 4<sup>th</sup> year, and the rest belong to 5<sup>th</sup> year so they took 5<sup>th</sup> if they were in this situation.





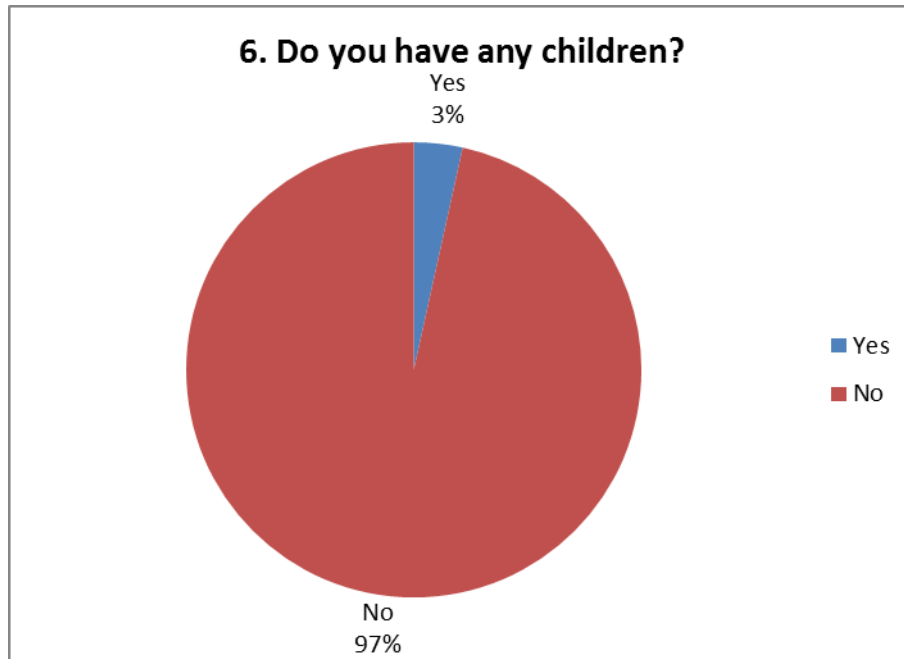
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

This is the representation of the GPA for the students that filled in the survey, grades range from 6.8 to 8.2, the sample that was taken shows that the high frequency for GPA for these students is 8.0, which is represented for the 28% of the sample of the students that filled in the survey. In the graphic, it is really easy to identify the students who have high distinction GPA and it represents just a 7% of the students surveyed. A representative percentage for the GPA is 7; it represents the 28% from the students surveyed.



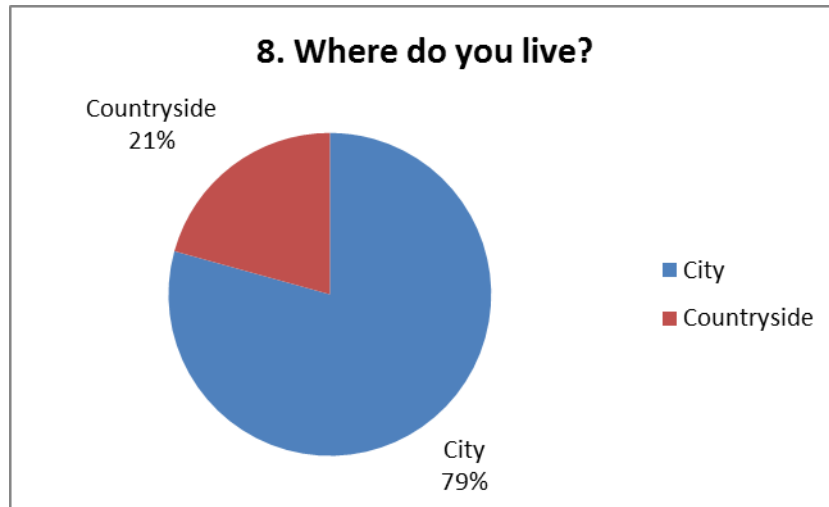
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

90% of the students are single, and a small part of the students that took the survey said that they were in a free union which is represented for the 3%; To study a major in any university requires so much time; therefore, for the students who are single this represents a real opportunity and advantage to get better grades compared to the ones who are married or in a free union, and at the same time are working because they have more responsibilities with their family.



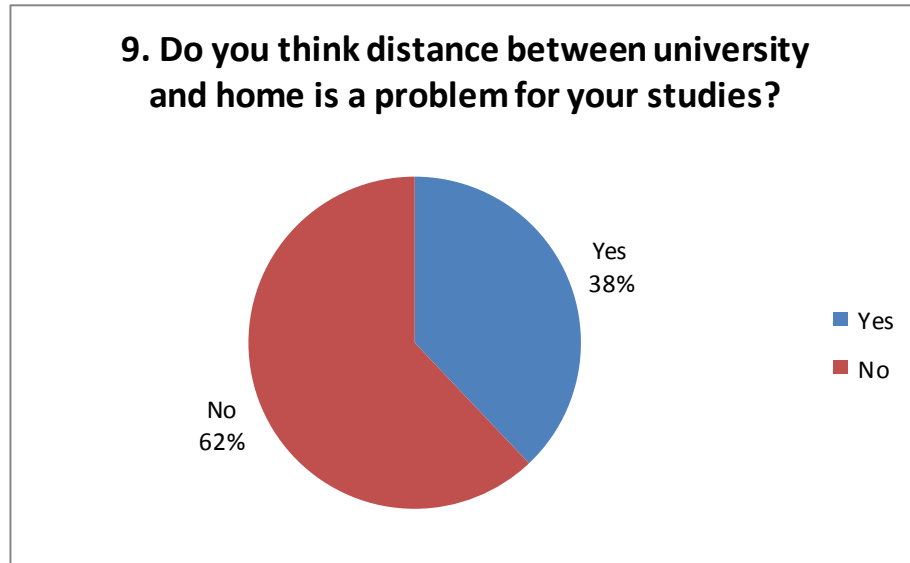
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

The students were asked as well if they had any children, and the majority answered that they did not have any children, as they represent the 97% but there are some of them that have some children but it represents just the 3%.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

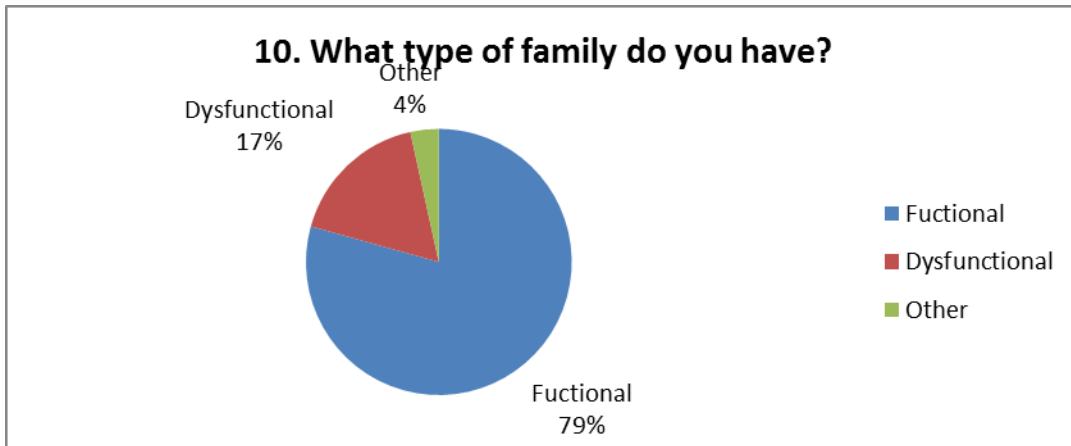
This graphic is showing that the majority of the students for this major live in the city, they represent the 79% of the sample and just the remaining 21% answered they live in the countryside. Most of the students as the graphic shows live in the city and that gives some economic advantages to them, they spend less in transportation, housing, and food.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

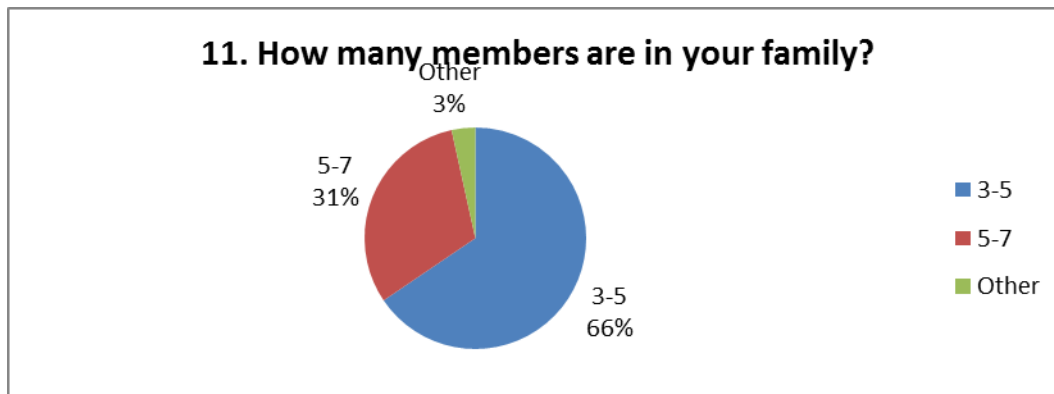
Most students answered 62% that distance between university and home was not a problem and only 38% agreed that it is a problem for them.

It is clear that most of the students live in the city, for that reason the distance is not a problem for them; but there is percentage of the students who live in the countryside, and for them this is a real problematic since the cost for their studies is higher or they invest more time traveling to arrive to the university.



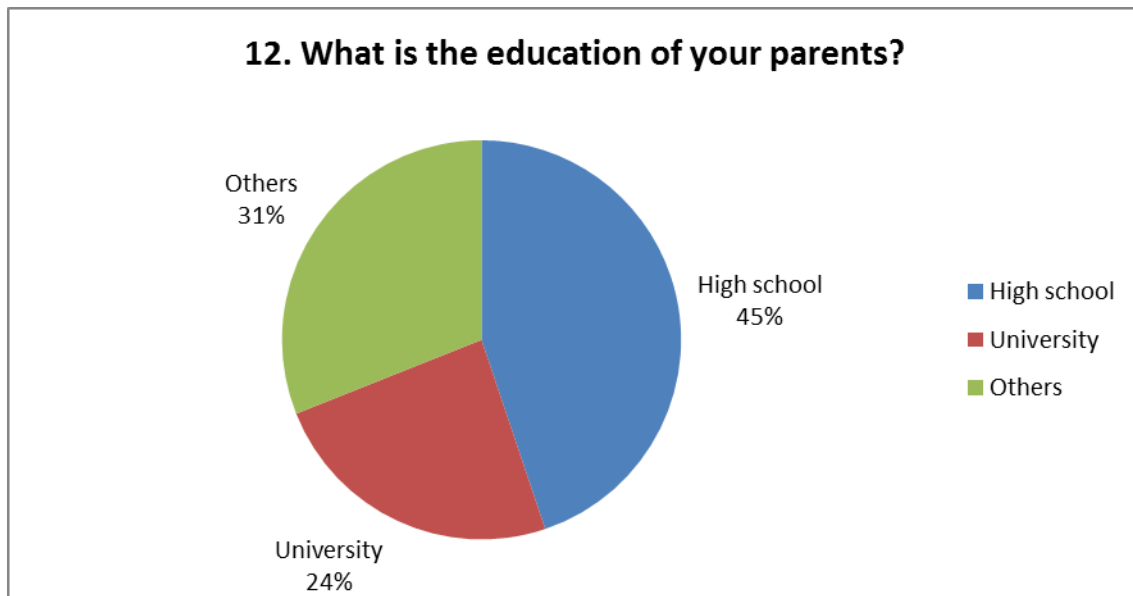
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

This graphic shows the type of family students belong, 79% answered that they have functional family; it means they live with their parents in the same house. That helps students because they have fewer responsibilities and also have more time to be an active student and get better grades. But there is a 17% that belongs to a dysfunctional family, and also there is a little percentage that has another type of family.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

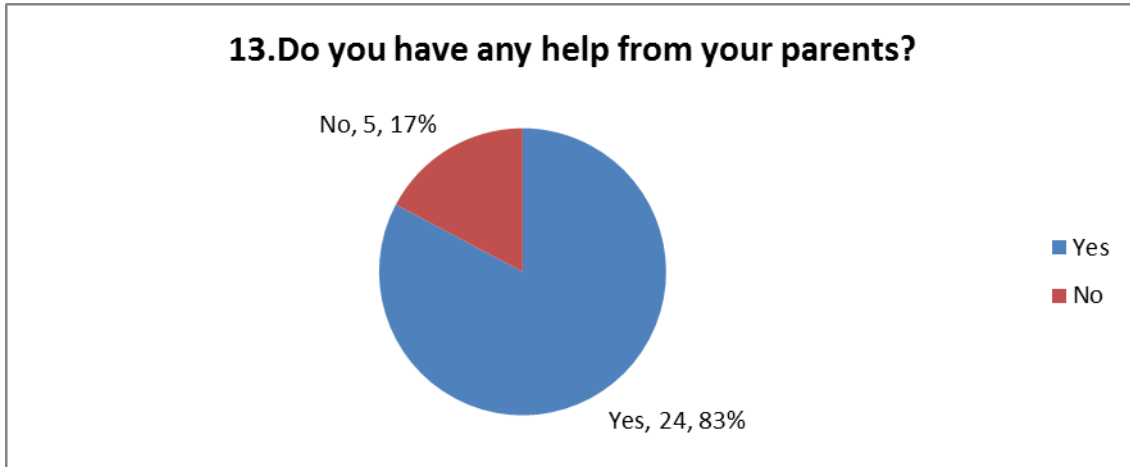
This graphic shows the amount of members that students have in their families and most of them (66%) that they have between 3 and 5 members in their family. Most of the students belong to a modern family in which there are only 5 members but there are a considerable part of the students who belong to big family with 7 or more members.



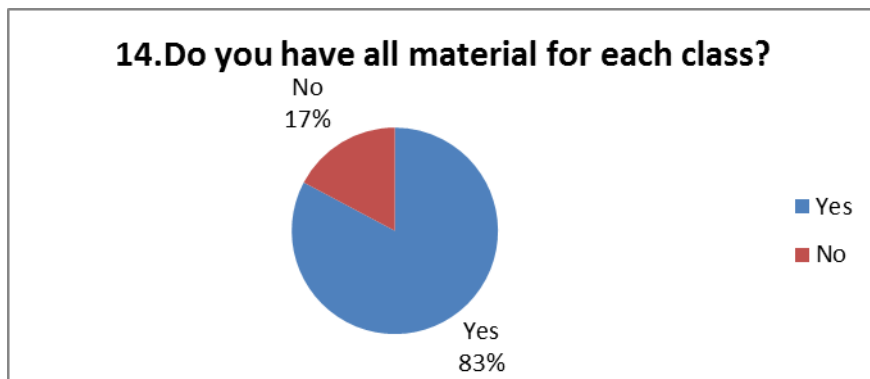
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012,

The majority of the students answered that their parents have high school education they represent 45% of the sample, and a small part, which is the 24% of the sample, their parents have University studies; but there is another group of parents that have other studies like technicians or some occupations to earn a salary and support their families.

Students, where parents have universities studies, represent an advantage because they encourage their sons and daughters to finish university studies.

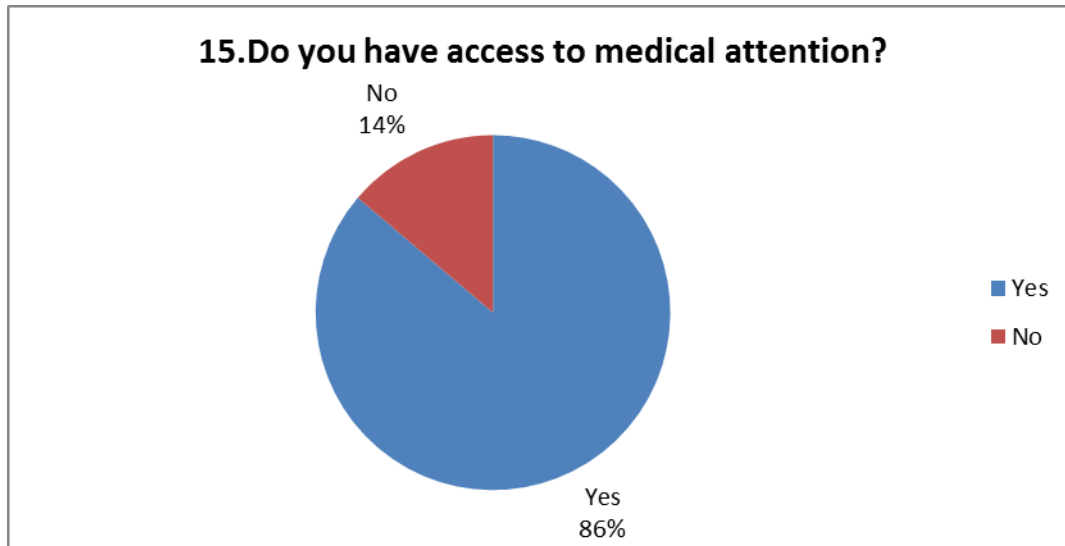


Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012, 83% out of 100% students receive help from their parents, it means that only 17% out of 100% are paying for their own studies, or somebody else is helping them, like a relative, husband, wife, or have a scholarship.

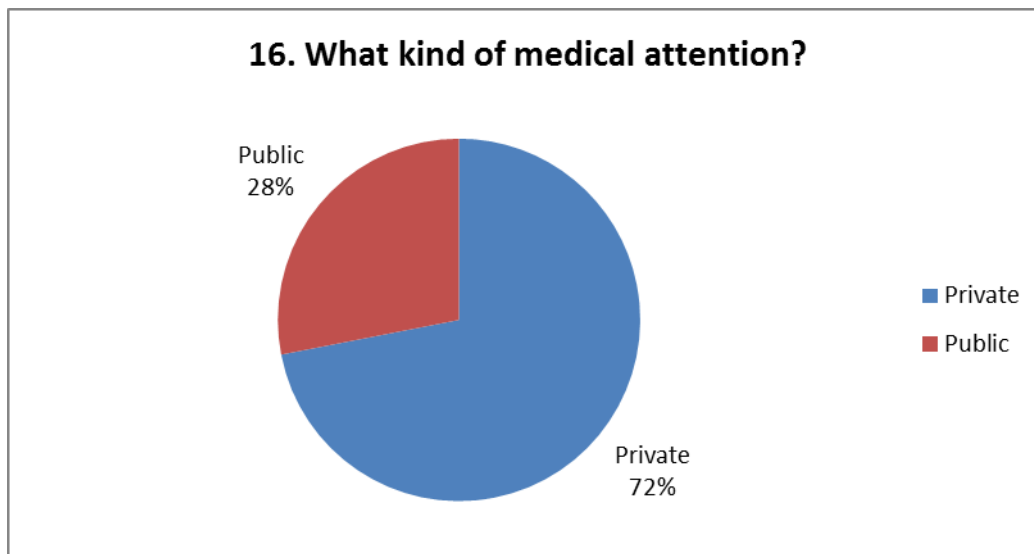


Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012, 83% out of 100% students have materials needed to attend classes, and 17% out of 100% have difficulties getting material to attend classes, it is possible that students make photocopies or handouts for studying because are cheaper.



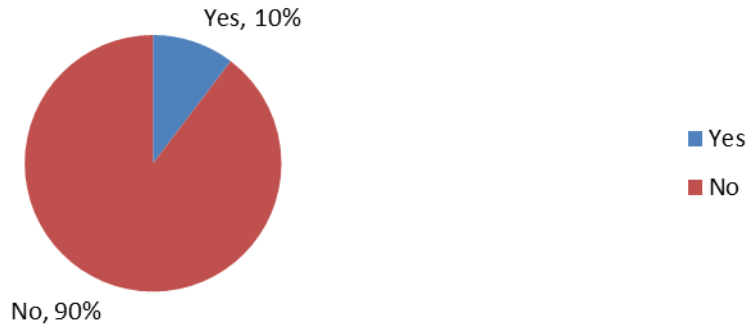


Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012, It can be noticed that the majority 86% answered that they have medical attention, and a small part of the sample 14% answered that they do not have any medical attention.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012, In the sample 72% answered the type of attention that they received is private, maybe they make an effort for having a better medical attention. On the other hand, there is a small number 28% who have a public medical attention it means that is students favor private medical attention.

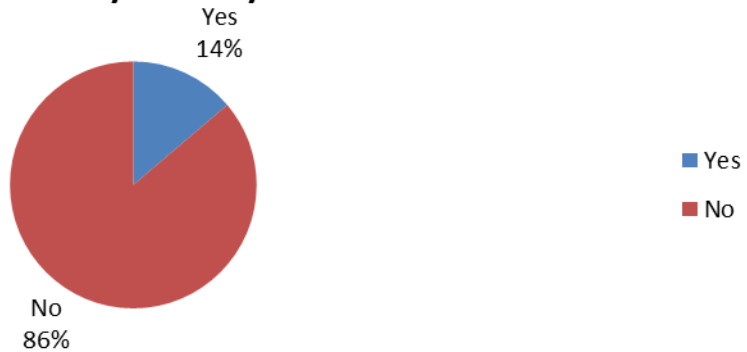
**17. Do you have a scholarship for your studies at the UES?**



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

According to the survey only 10% of these students answered that they have a scholarship, they need it to keep at the UES. It means that they must have a GPA (grade point average) up to 8.0; in contrast, the majority of the students who are represented by the 90% of the sample, they do not have any type of scholarship in order to study at the UES; perhaps, they have lower GPA or maybe students did not know of this opportunity.

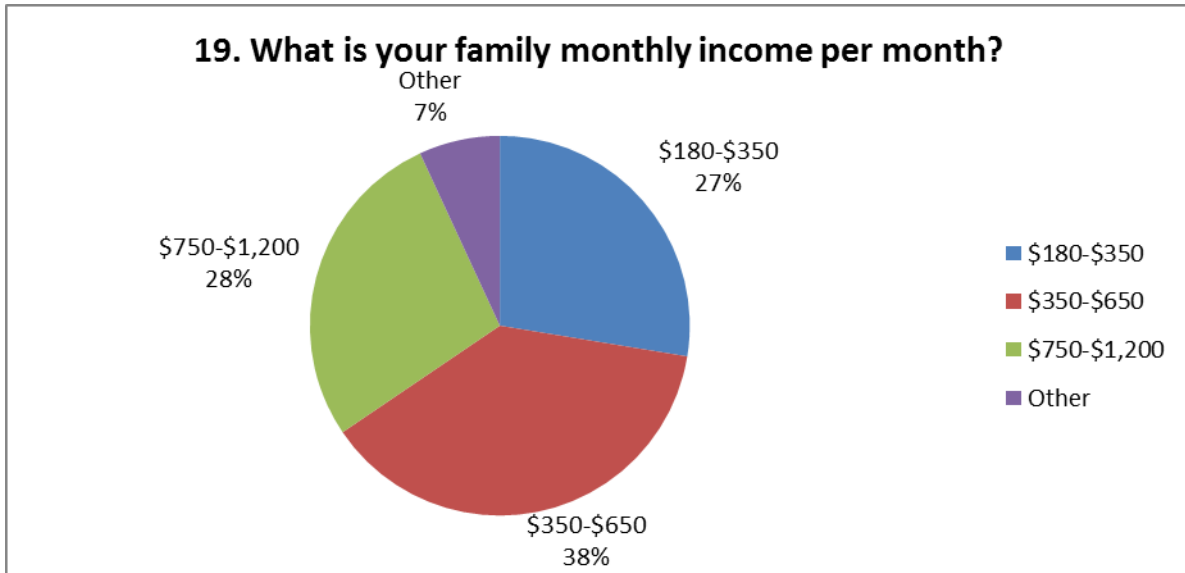
**18. Do you have a family fee for your studies at the UES?**



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

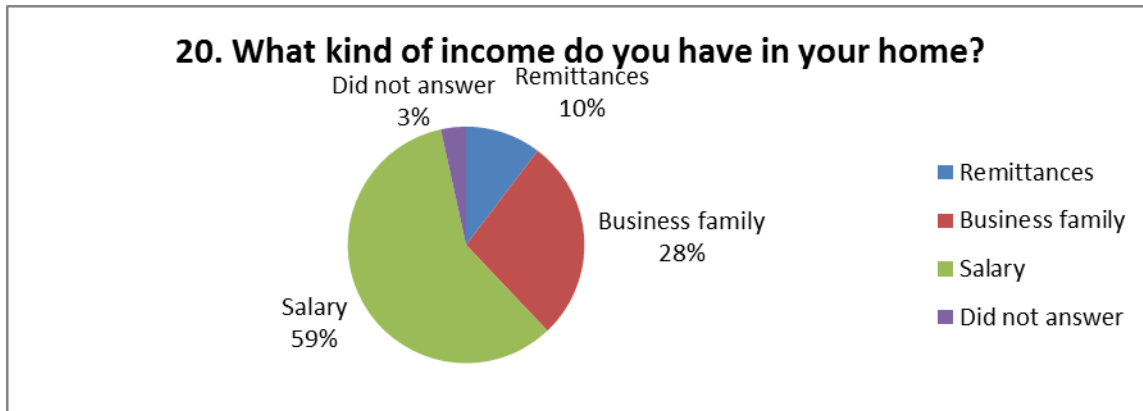
The graphic above shows that 14% of the students have a family fee; meaning that they do have brothers or sisters studying there as well, and because of this, they have the opportunity to get a tuition fee to pay at the University, the remaining of the sample who are 86%, they do not have any family fee because sometimes

students did not know about this opportunity or they do not have time to apply to this program because they work. .



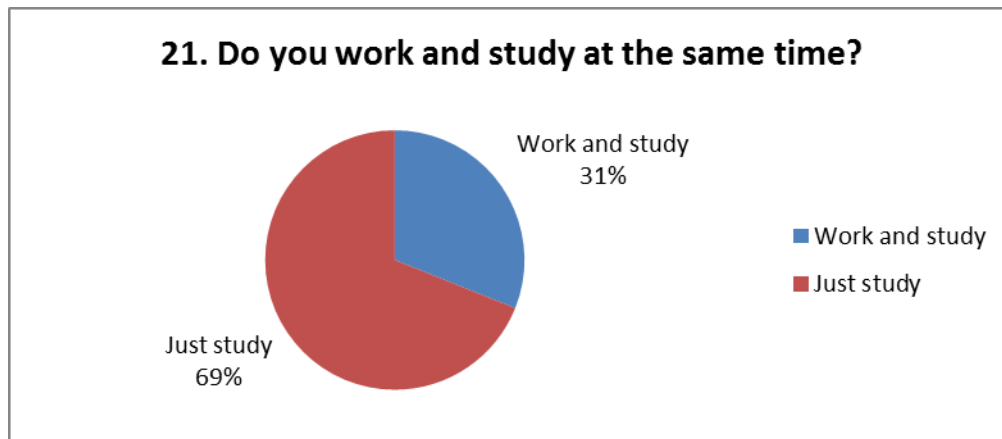
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

According to the survey administered to the students, the average as family income for student in the UES is represented by the income from \$350 to \$650 per month, which is the 38% for the sample of students, It means they work or their parents work, following for the 28% which is the representation for \$750 to \$1200 incomes per month; probably, it is from their parents or husbands; and, the third one is the 27%, which is the representation for incomes from \$180 to \$350.



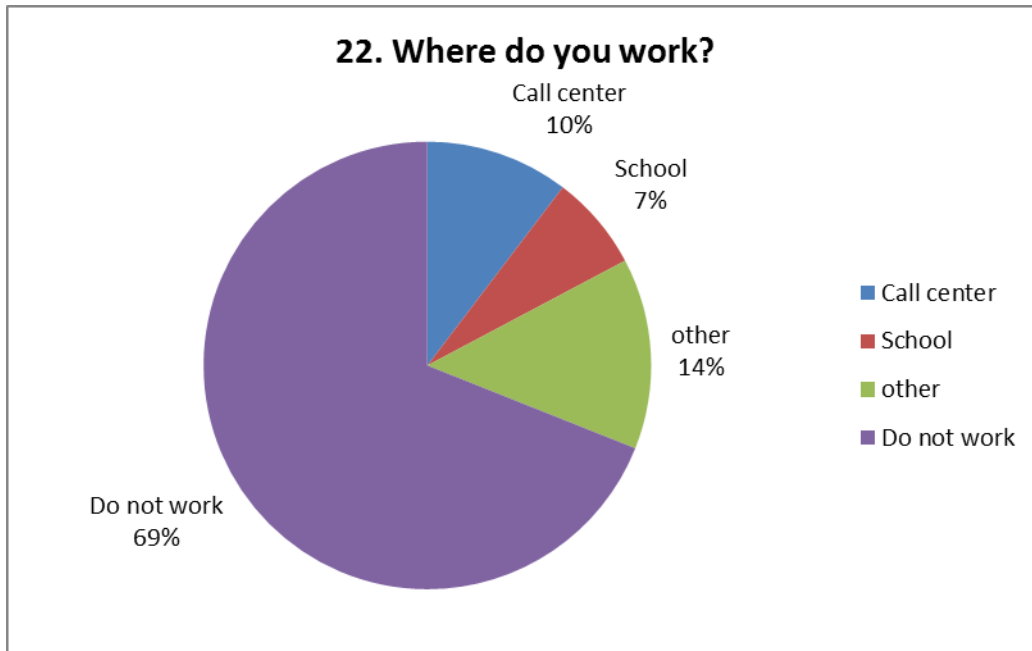
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

The graphic above shows that the kind of income that students have in their home is the salary, it is possible they work or their parents. Then, there is small number of family businesses, which are represented by the 28%; remittances 10%, maybe receive from a relative; and there was a small part of the students that did not want to specify what type of incomes they have in their homes.



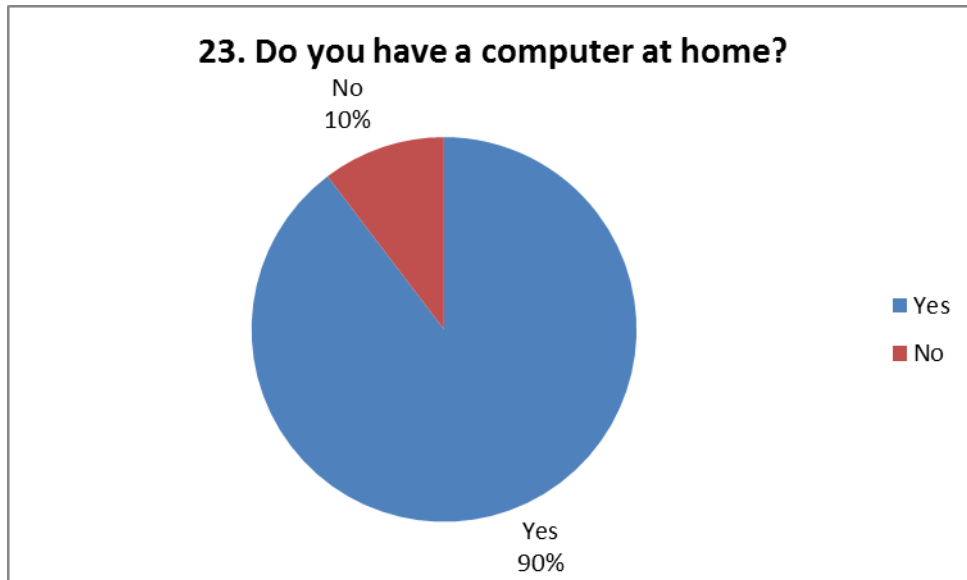
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

According to the survey that was administered, most of the students, 69% answered that they only study, and do not have any other type of activity to work. Perhaps, in some cases, they are trying to find a job while they are studying, On the other hand, the remaining 31% they work and study at the same time, so that they pay for their studies.



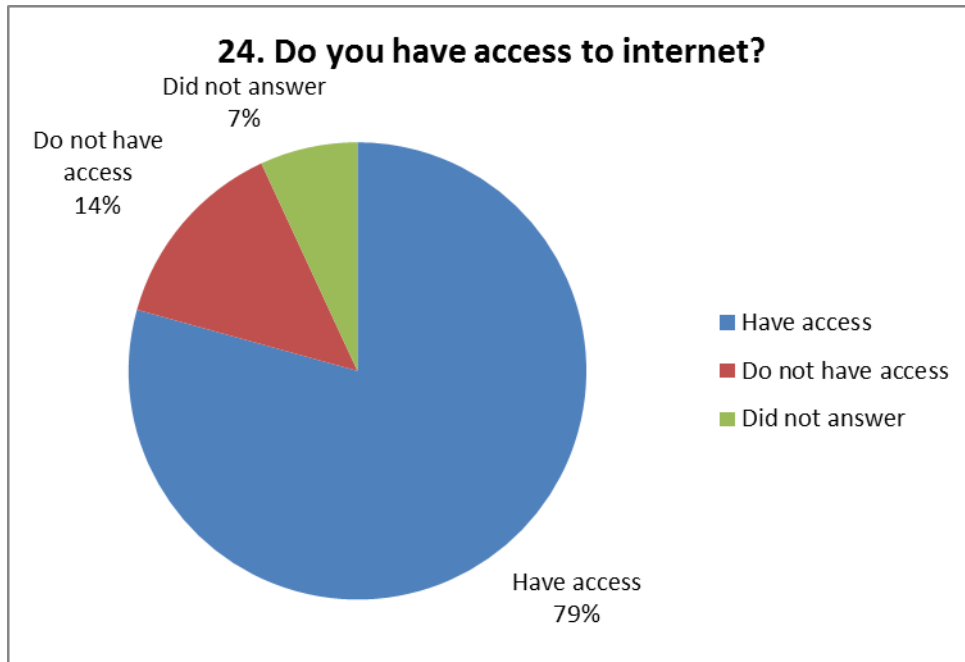
Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

The graphic shows that non-working students represent 69%, they just study; on the other hand, 31 %, they are working students; and checking the distribution for the ones who worked; the 10% is for students who are working in call centers, then 7% who are working in schools as teachers in most cases in private schools, and the remaining 14%, they have any other type of job which was not listed in the survey like interprets, in tourism and others.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

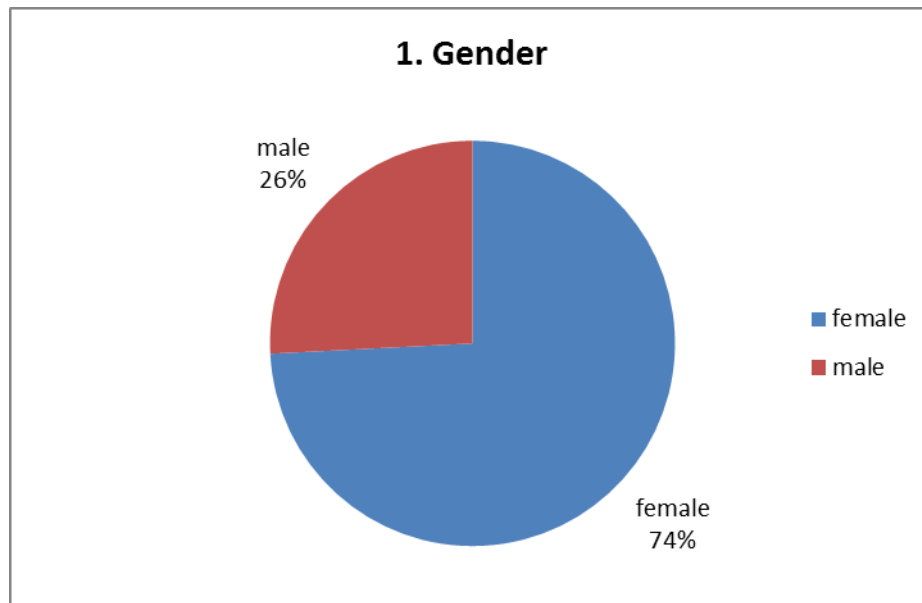
According to the survey, most of the students answered that they do have access to a computer, they represent the 90% of the students; maybe, it is a computer, from a brother or sister, parents or themselves; on the other hand, just a small part who has not access to a computer is represented by the 10%, it means they go to a cyber cafe or the computer lab at the university.



Survey administered to the students from 4<sup>th</sup> year of the Modern Languages Major, second semester -2012

This graphic is related with the previous question and it reveals that 79% of students have access to internet; a 14% do not have access to internet and in the previous question just the 10% did not have access to a computer;, that means that a 4% of students have access to a computer but do not have access to internet; perhaps, they just type their homework and go to a cyber cafe for searching information; and a few of them 7% did not answer to this question.

Data Analysis from 5<sup>th</sup> year- students registered in 2012, second semester.

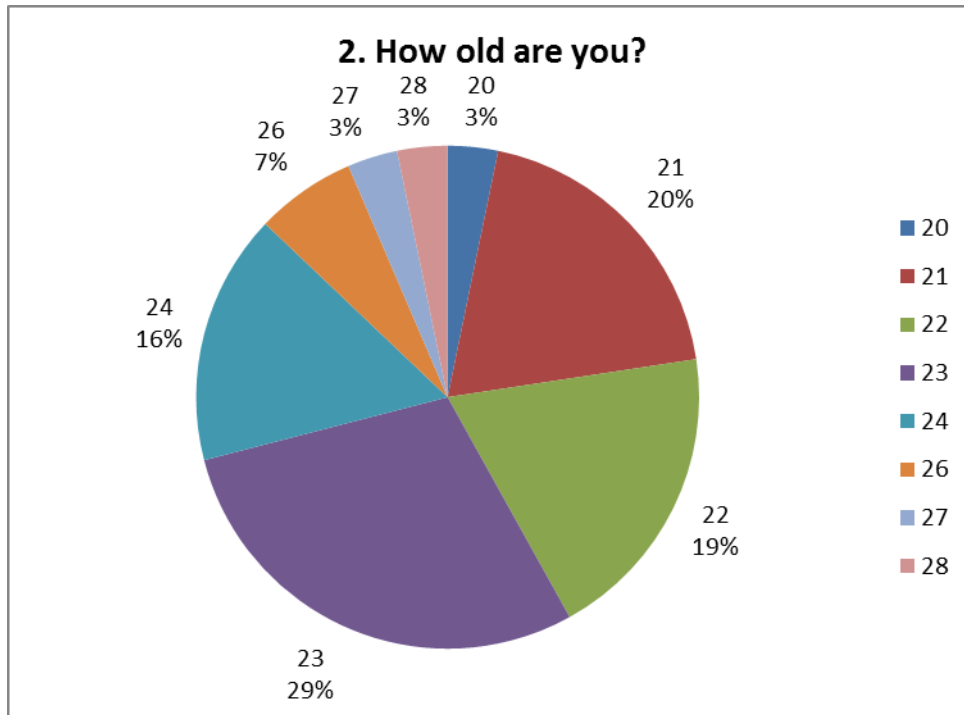


Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

It can be noticed that the majority of students are female (74%); on the other hand, 26% are male.

This major is really demanded by female population, since most of the surveys that were filled by female students; however, there is a presence of male students, but it is a really small part in the Modern Languages Major, there is a diversity of both gender but there is more presence of females in the 5<sup>th</sup> year of this major.

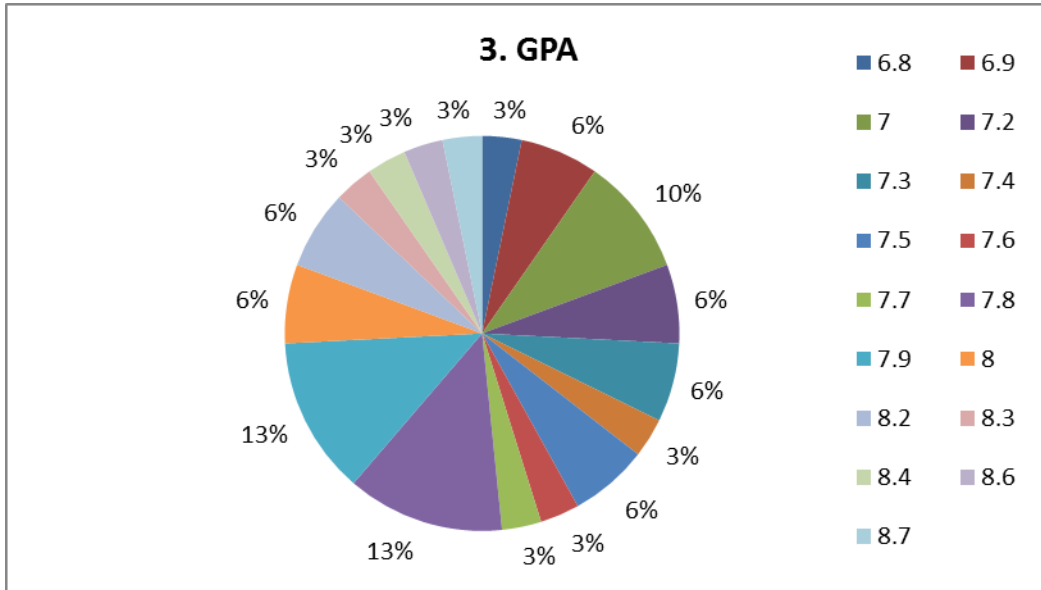




Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

In this chart, it shows a great percentage of the students' ages in 5th year who are: 29% students are 23 years old, 20% are 21, 19% are 22, following by 16% are 24, besides, the 7% are 26 and finally, 3% students are 20, 27 and 28 years old.

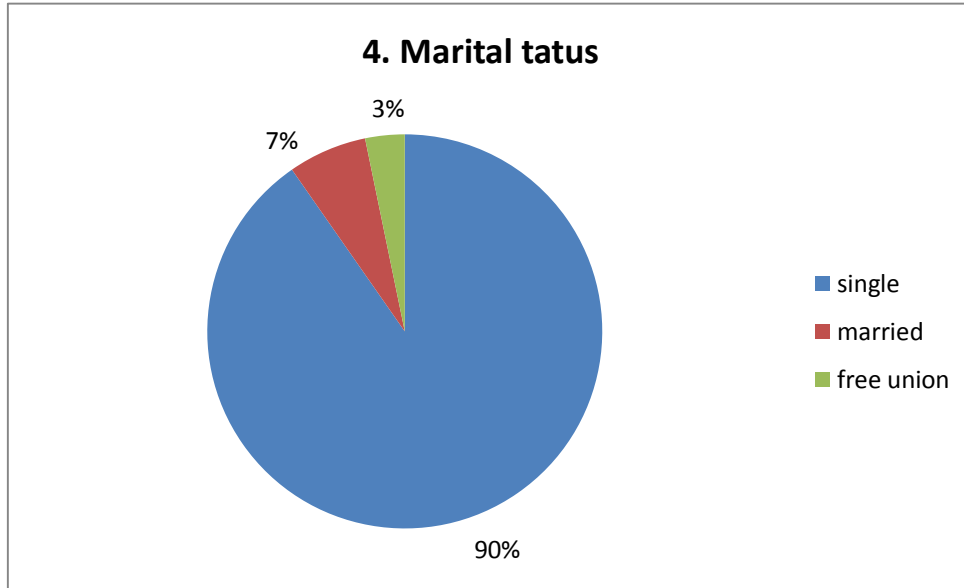
Age ranges between 21 and 24 years old but, this is just for the second semester in the 5<sup>th</sup> year of the major, there is also diversity of ages in this semester that is from 24 and so on; but, once again, students' ages are from 21 to 24 years old.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

About GPA (CUM), it is noticed that 7.8 and 7.9 are the 13% of the students, followed by 7.0 with 10%, and the 6% of the population with the CUM of 6.9, 7.2, 7.3, 7.5, 8.0, 8.2; and the rest represent only 3%.

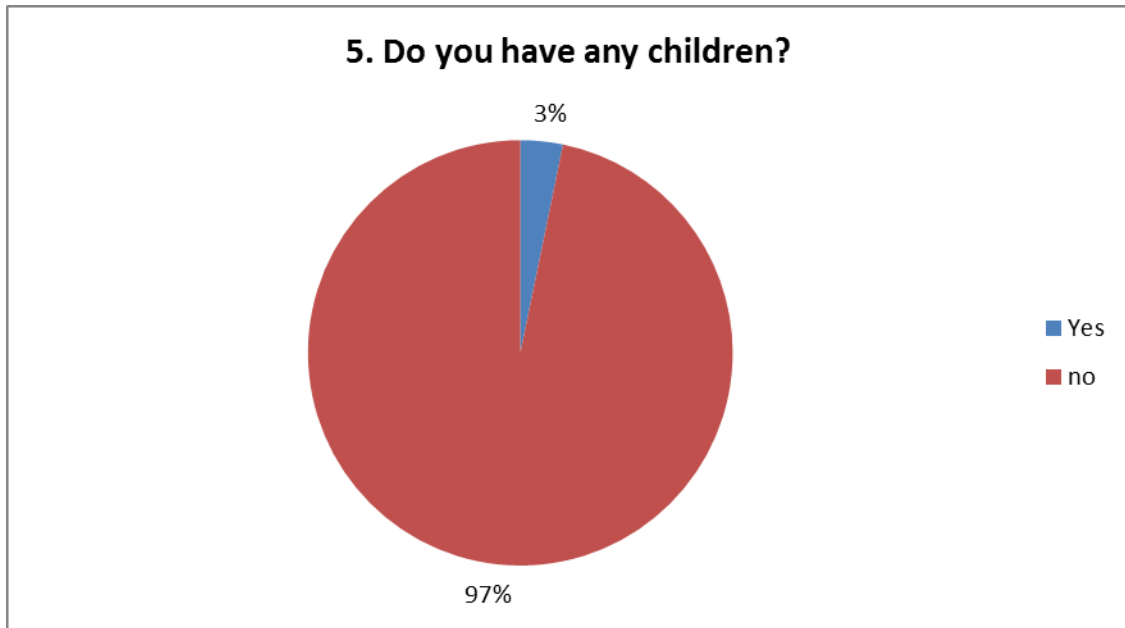
As it is represented in the pie chart, the main score or GPA in the second semester, 5<sup>th</sup> year of the modern languages major is from 7.8 to 7.9; it can be confirmed 80% of the students have a passing GPA in order to complete their studies (7.0).



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

It seems that there is a considerable measure of the marital status inside the population, represented the 90%, is single, the 7% who are married, and just the 3% are in free union.

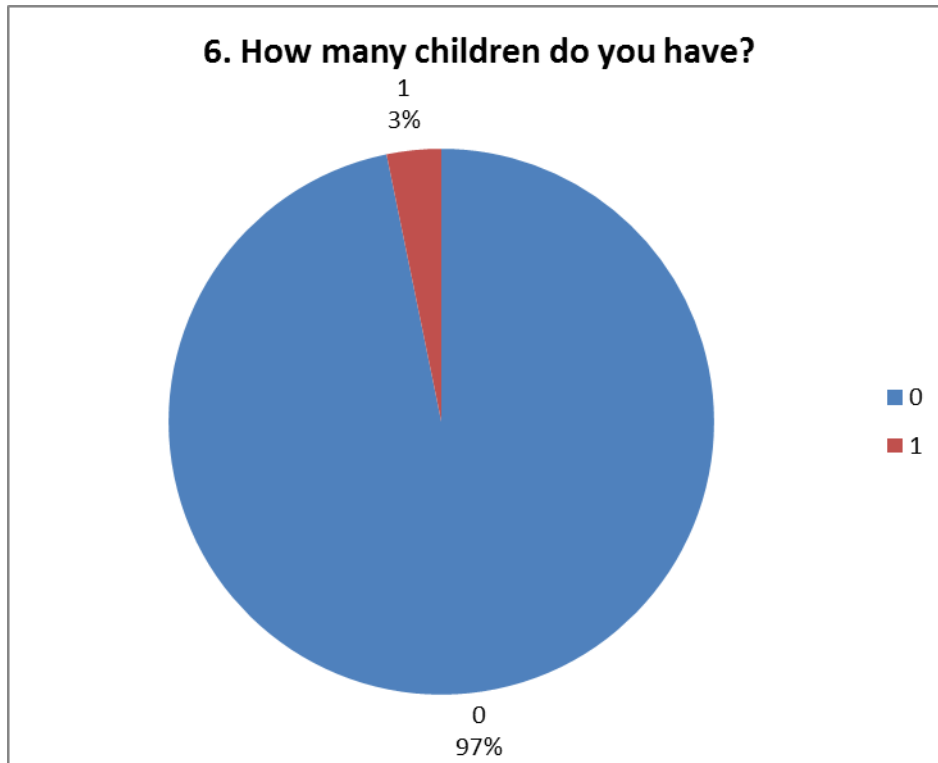
It is determined that marital status of these students is single; therefore, they do not have an extra responsibility in their homes leaving extra time to study at home as well, or do the homework without any problem.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

This graphic shows that 30 participants do not have any children with the 97% and just one student represents the 3% answered yes.

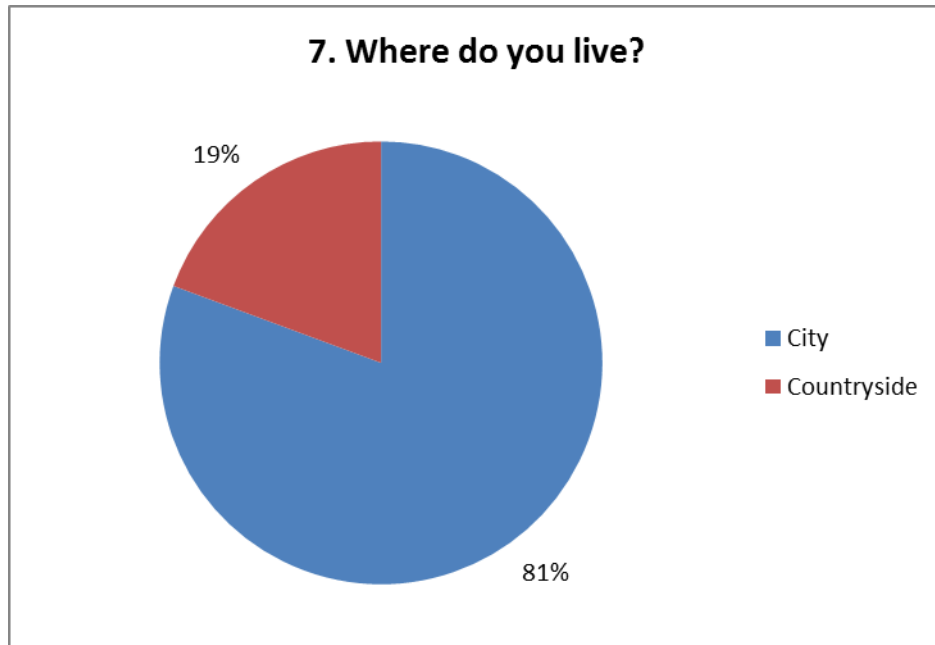
There is a relation between question 5 and question 4 since one question depends on the other one; in this case the 97% of the students in the sample they did answer they do not have any children, this is evidence of the responsibilities at home, leaving more time to study.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

The graphic shows that 97% of the Students did not answer to this item, in contrast just one student answered, having one child (3%).

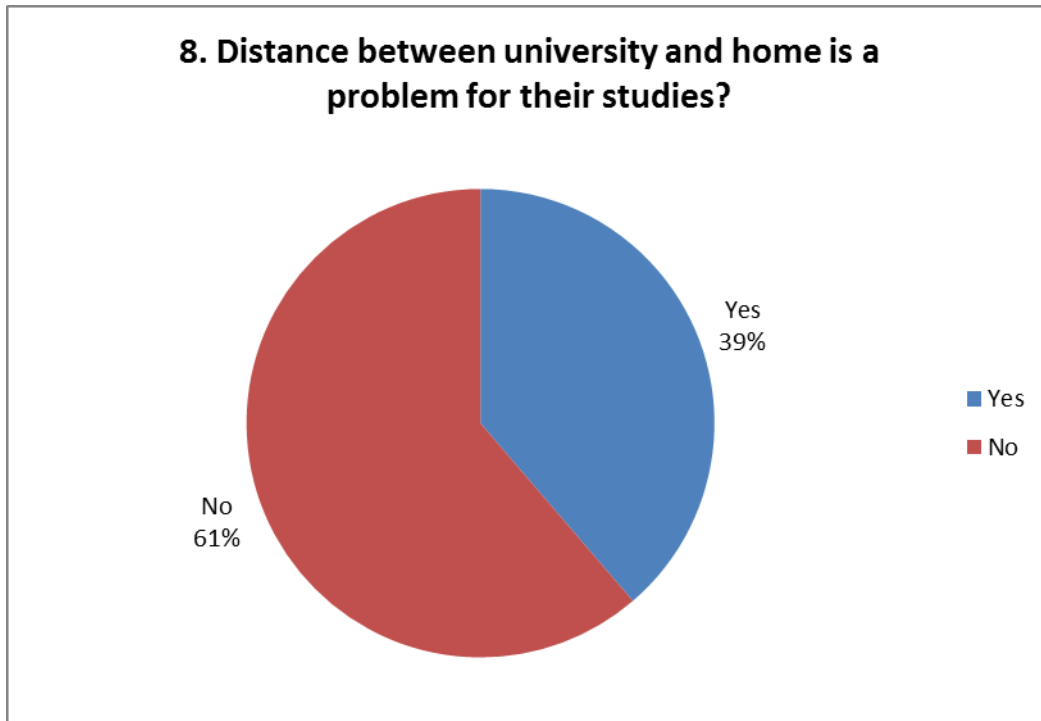
Therefore, students with smaller families have more time availabilities to do homework, study.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

About the place where students live, 25 participants live in the city (81%); the rest of them, 6 Students live in the countryside (19%).

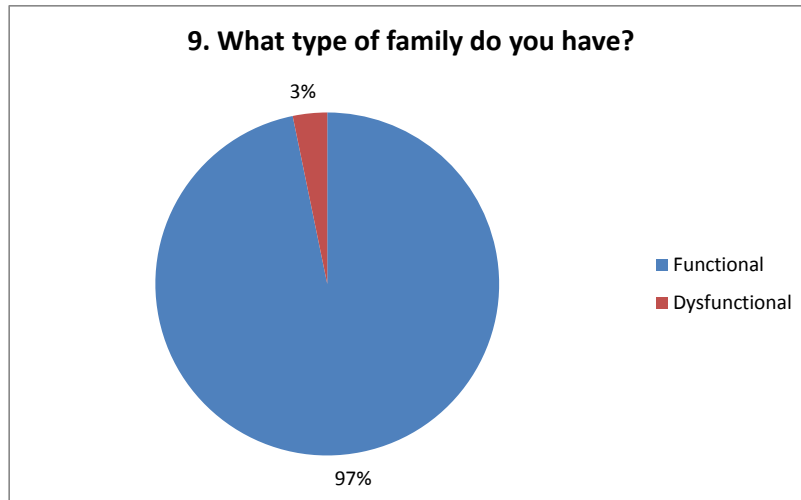
This can influence a lot in the performance for each student as it is represented in the chart most of the students live in the city they do not have so much problem to travel from their homes to the University; however, the small portion of the students that travel from their homes from the countryside to the University, they face economic problems to travel and also timing problems.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

61% of the population thinks that distance between university and home is not a problem for their studies, on the other side, the 39 % of the participants are in disagreement to the matter.

The major problem that most of the students have to travel from their homes to the university is economic and at the same time they could have limitation due to the schedule provided, this can prevent students from going to the university and complete their studies.

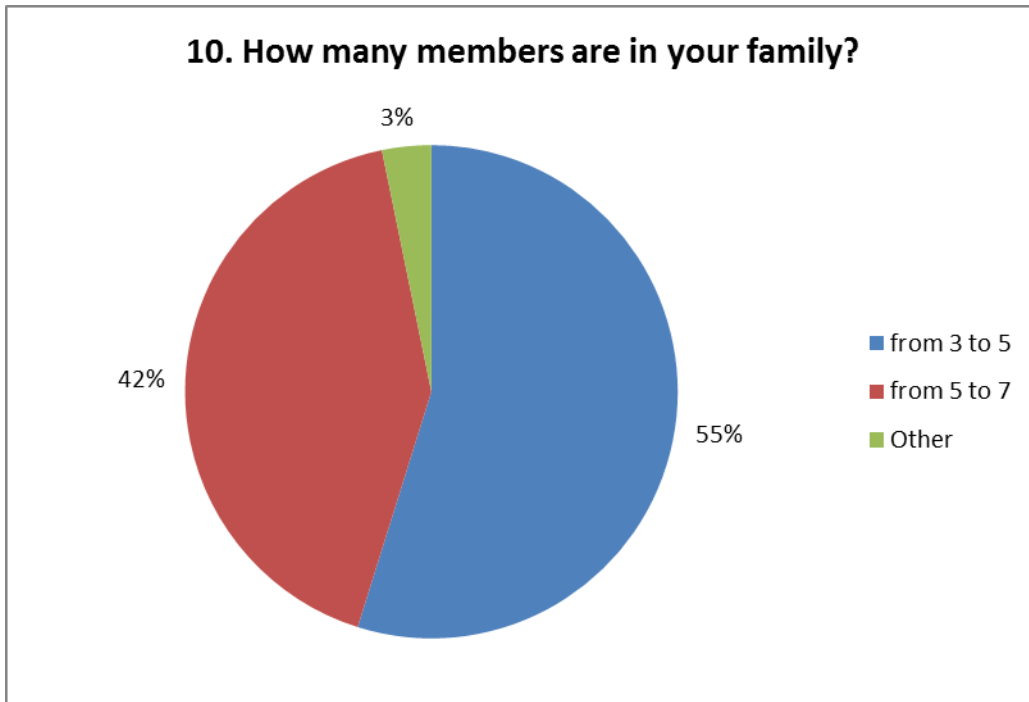


Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

In this analysis, there is considerable percentage of the type of family the participants have because 30 Students are the 97% who have a functional family and the 3% do not.

According to the surveys that were passed, it is possible to determine if the type of family that students have can influence in their performance, as the pie chart shows the 97% have a functional, It means that most of the students they do have a family composed by father, mother; they have the support for both parents to study; and on the other hand, a small portion the 3%, they have a dysfunctional family, and, it will affect their performance at the University.

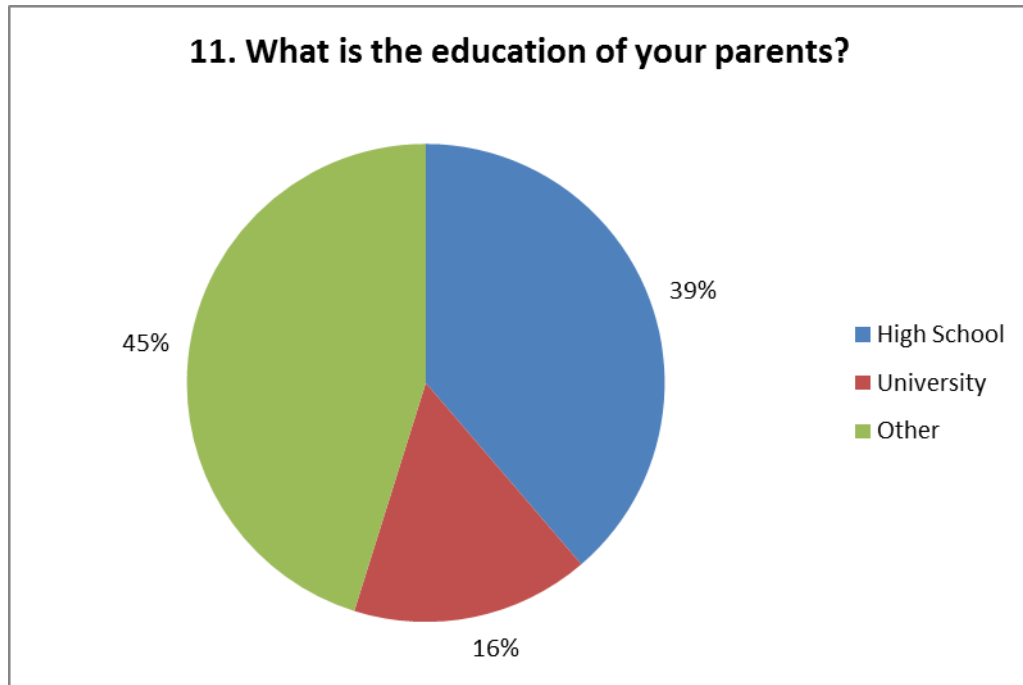




Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

This graphic shows that the majority of the Students from Modern Languages Major are having from 3 to 5 members in their family with the 55%, followed by 42% participants have from 5 to 7 members in their family and just one answered the option "other".

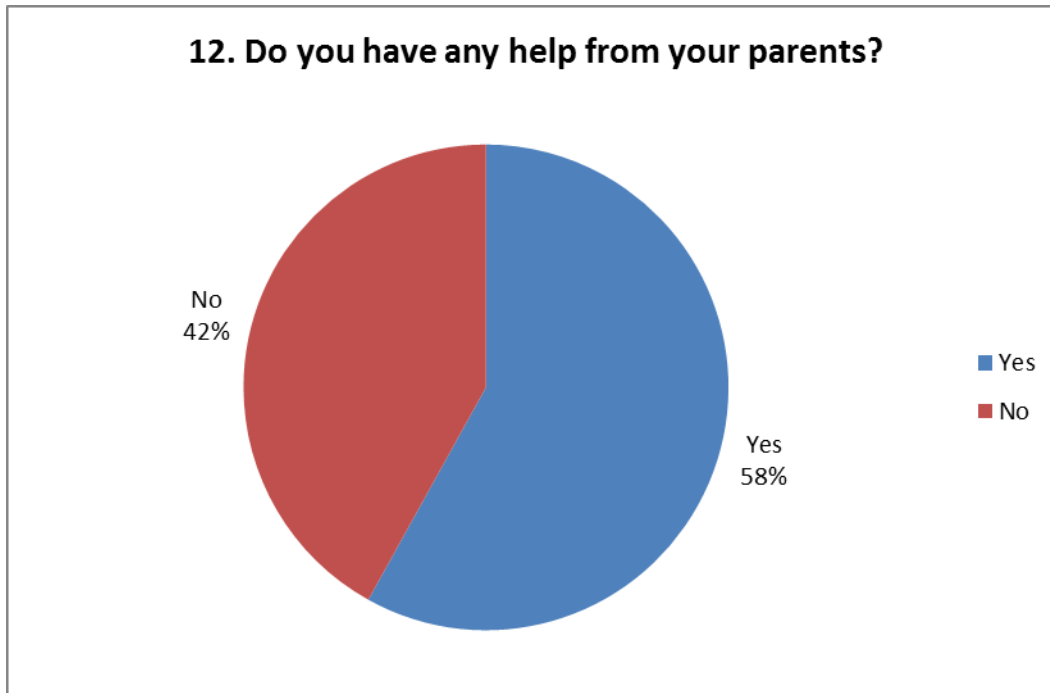
Another fact that could affect students' performance depending of the economic status, that each one has, is the amount of members in the family, since not all of them could receive the type of support to get a better performance, because if students have more than one brother or sister studying this could affect them such as economic as other type of support that parents can provide them.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

It can be noticed that the education of their parents is important in this research, because the 45% of them have college education; on the other side, 39% of them, studied High School, finally the 16%, the education was the University.

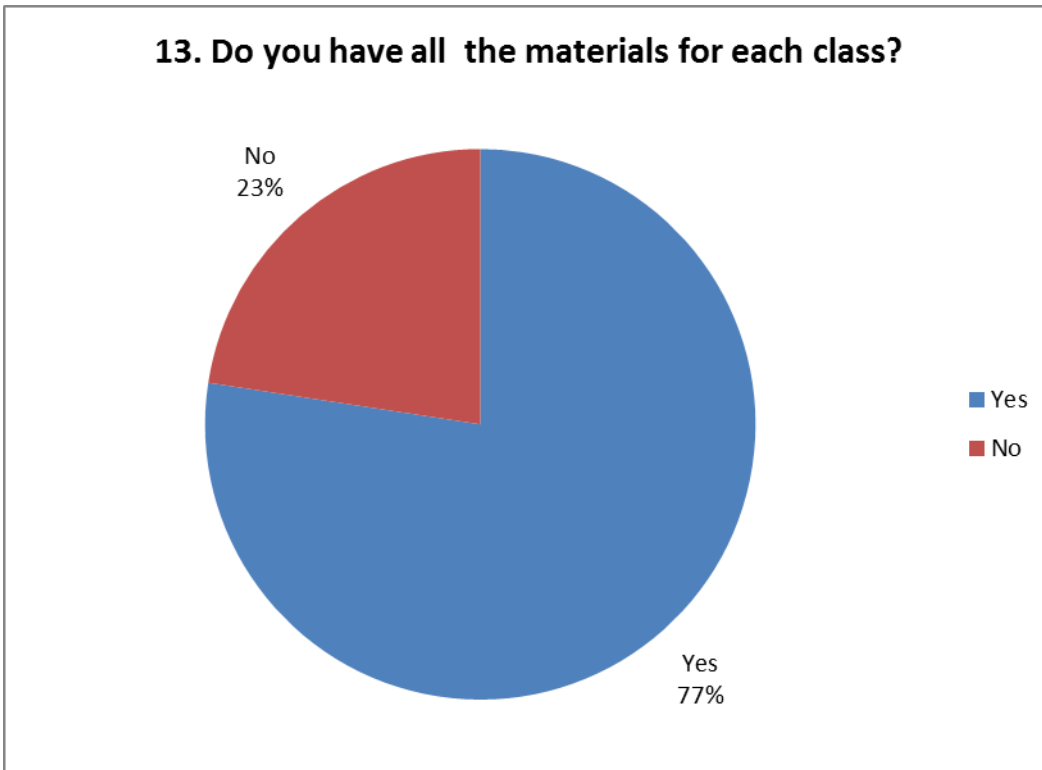
45% who are the majority parents did have university studies; this can help the students since they will have the support from their parents but at the same time depending in the time that parents have. In contrast, parents with a high school degree, often, get lower salaries and that makes paying their sons' studies difficult.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

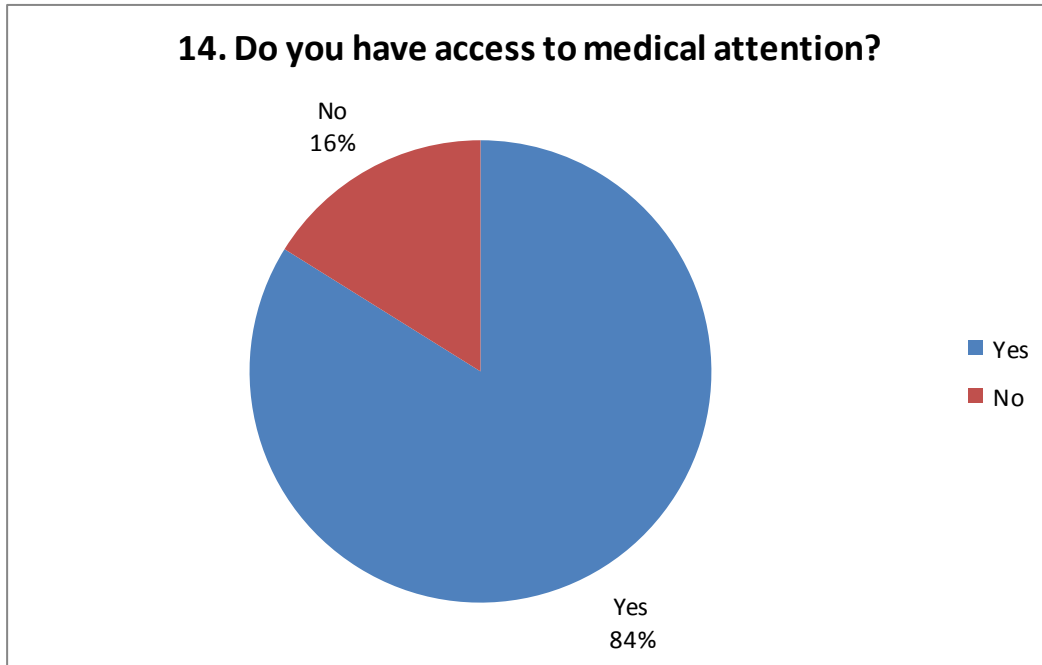
Talking about if students have some help from their parents in order to continue the university, 18 participants answered Yes, (85%), and the 15% answered No who are 13 students.

According to the pie chart, most students (58) have support from their parents with their studies, meaning, support to pay for tuition, books, transportation, etc.



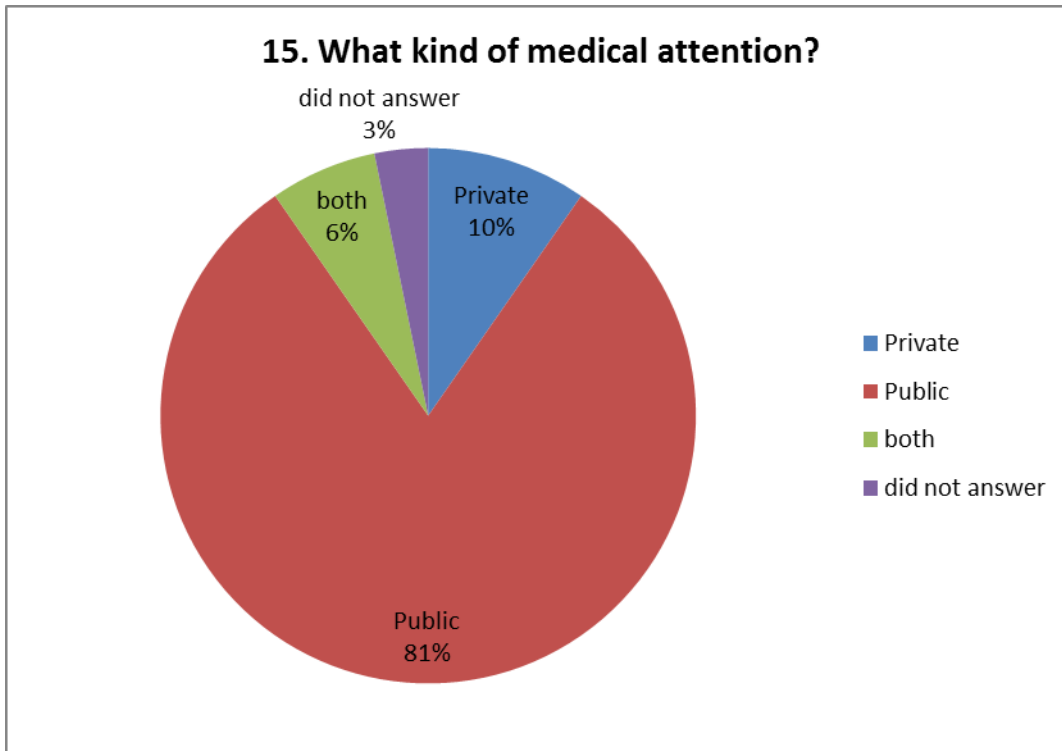
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

This graphic shows that the majority of the Students have all the materials for each subject, it means that they have more opportunities to get a better understanding and to improve in their studies, because the learning acquisition is easier when the learners have the appropriate tool; in contrast, the 23% percentage does not have this advantage, and as a result, this minority is affected in a negative way because it is more difficult to develop proficiency in a comparison to the ones who have the necessary tools.



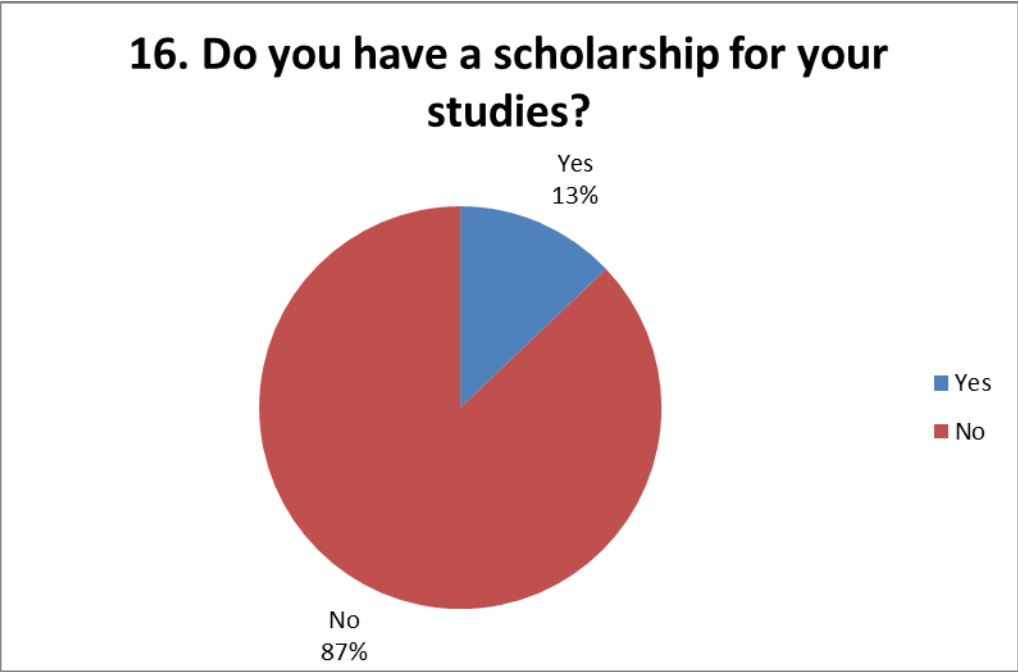
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

To have a good health is an important element for having good result in any area, and in the academic field it is not the exception. The graphic shows that the majority of the students (with an 84% percentage) have access to a medical attention that is so important because student's motivation is affected by environment, and mostly, by mental and emotional health. Then, having access to medical attention is fundamental to students because it helps to determine the physical condition of the body and the physiologic conditions of the brain to know if someone is able to do certain activities, as in this case: studying. But if students do not have the opportunity to check their health, they do not notice or find some trouble to be treated and at the end of the learning process the 16% percentage has a possibility of not achieving the goals or purposes as their classmates do, because health can interfere with achieving stated goals.



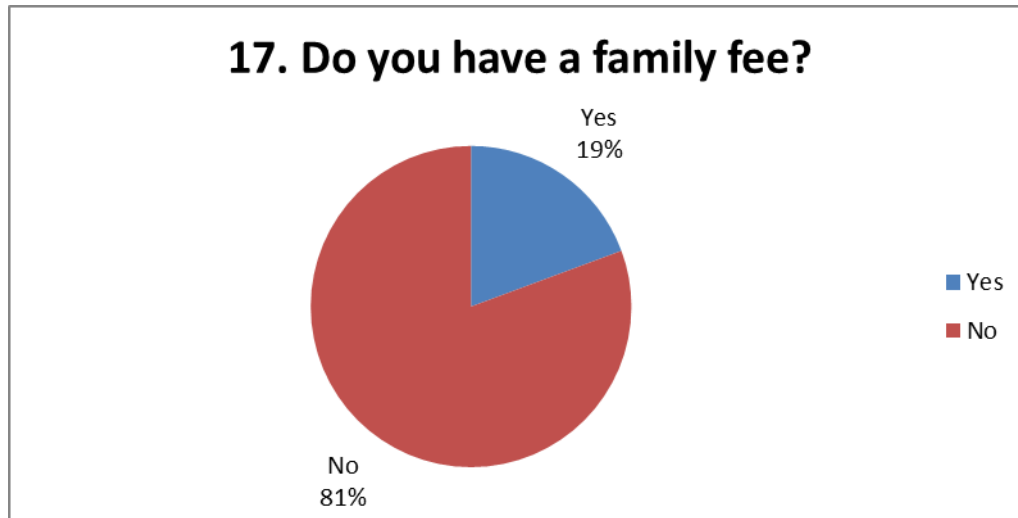
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

The graphic shows that majority of the students have access to a public medical attention, and it is important to say that private medical attention is better than public one, but also it is more expensive; and that is the reason why most students have public medical attention. It means that economic factor influences a lot in basic areas of students' life that at the end affects in a direct way the personal and professional life of students.



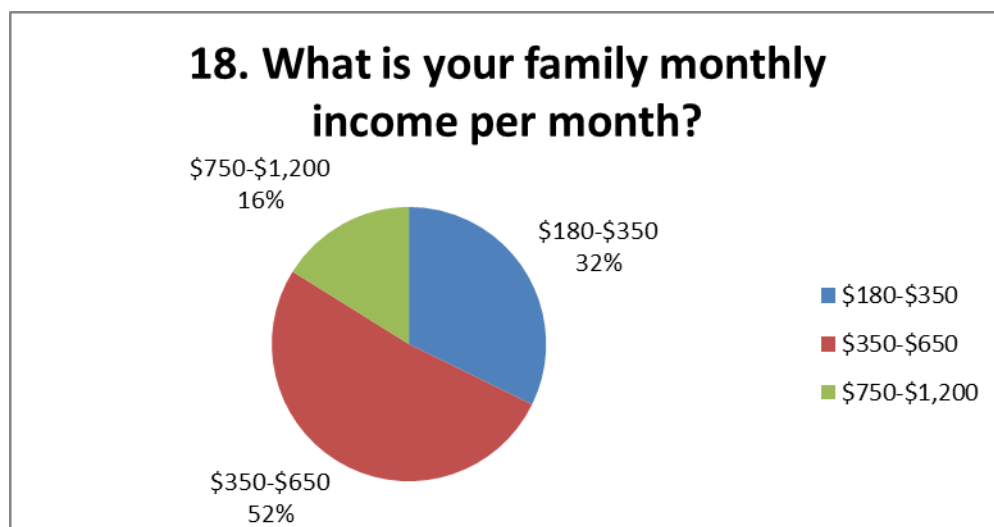
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

The graphic shows that only the 13% of the students have the privilege to study free with the help of a scholarship. It indicates that this 13% percentage has more responsibility to get at least 8 as GPA because they have to keep the scholarship, but also, the rest of the students that pay tuition, they do not have a lot responsibility with the institution because they pay their studies. At the end, this graphic shows that most of students continue with the traditional way of studying, that it is paying instead of getting for a free scholarship.



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

It can be noticed that the majority of the students do not have a family fee, they pay their scholarship but there is a 19 % that has this benefit.

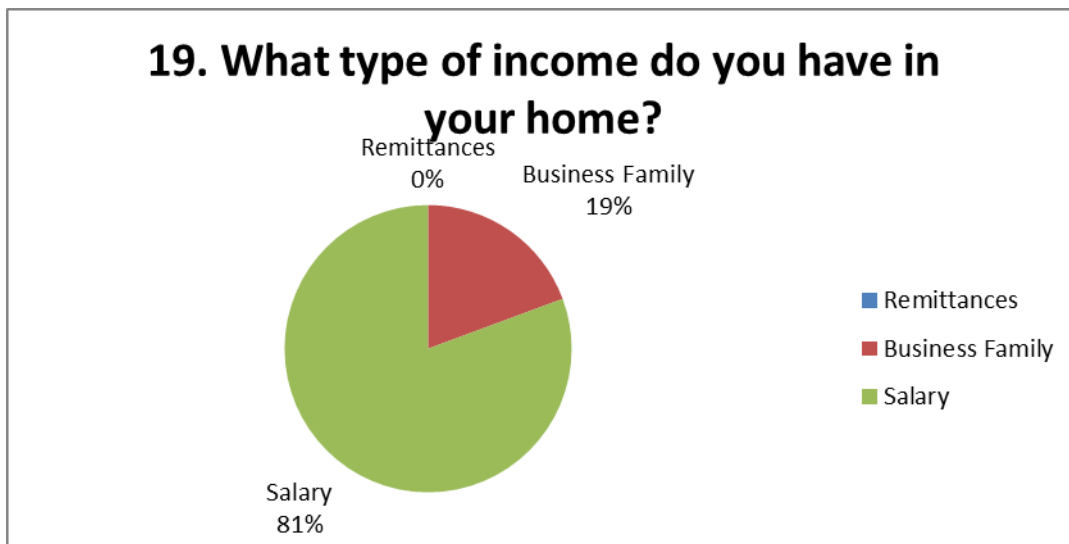


Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

According to the graphic, the range that predominates is middle incomes (\$350-\$650) with a 52%, it means that students work and parents and family also, the following range is the low incomes (\$180-\$350) with a 32% percentage, in this case, students probably do not work and they just study, and finally, the third position is the highest incomes (\$750-\$1,200) with a 16% percentage that shows that a few part of students are in this range.

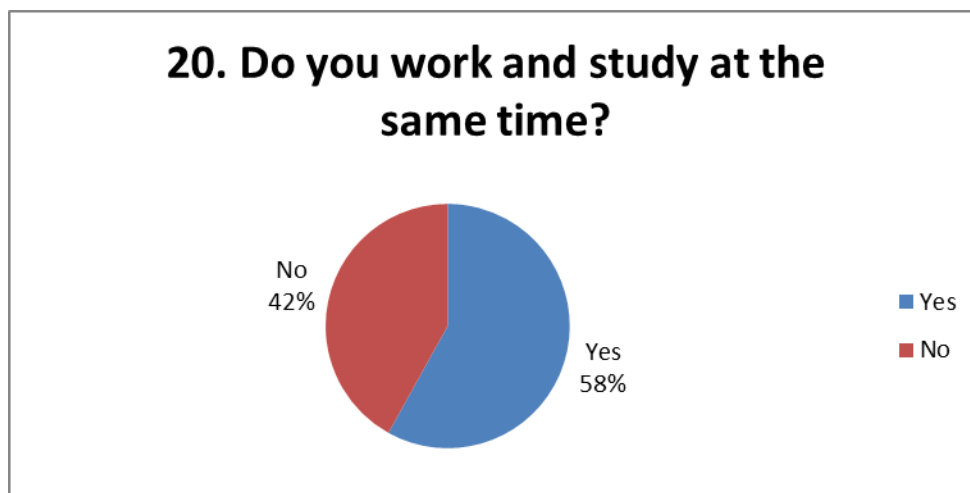


## 19. What type of income do you have in your home?



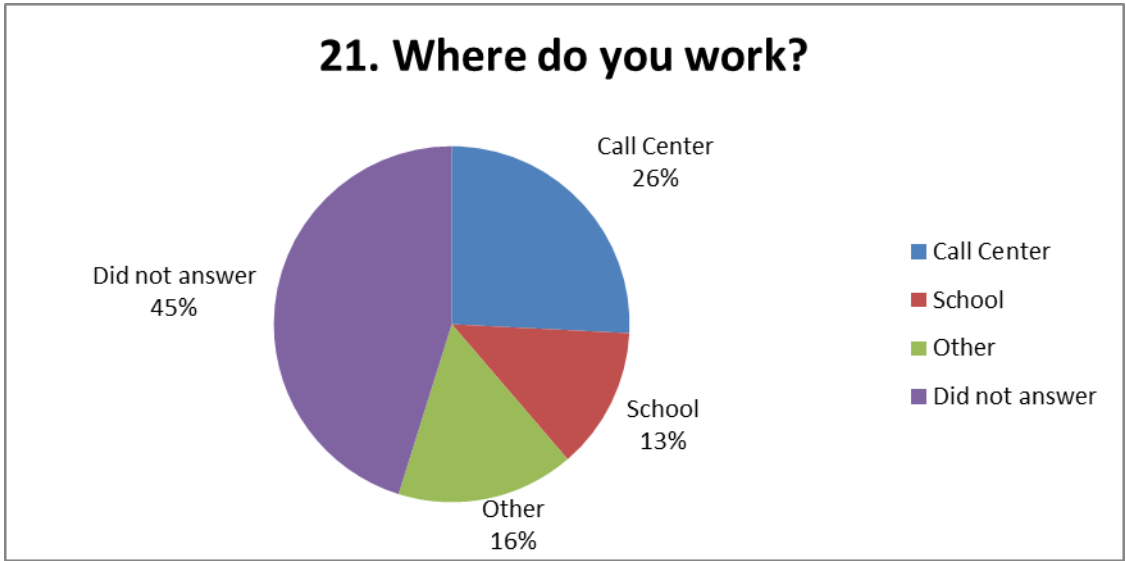
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012, It can be noticed that most of the students come from a family employed and only 19% have their own business.

## 20. Do you work and study at the same time?



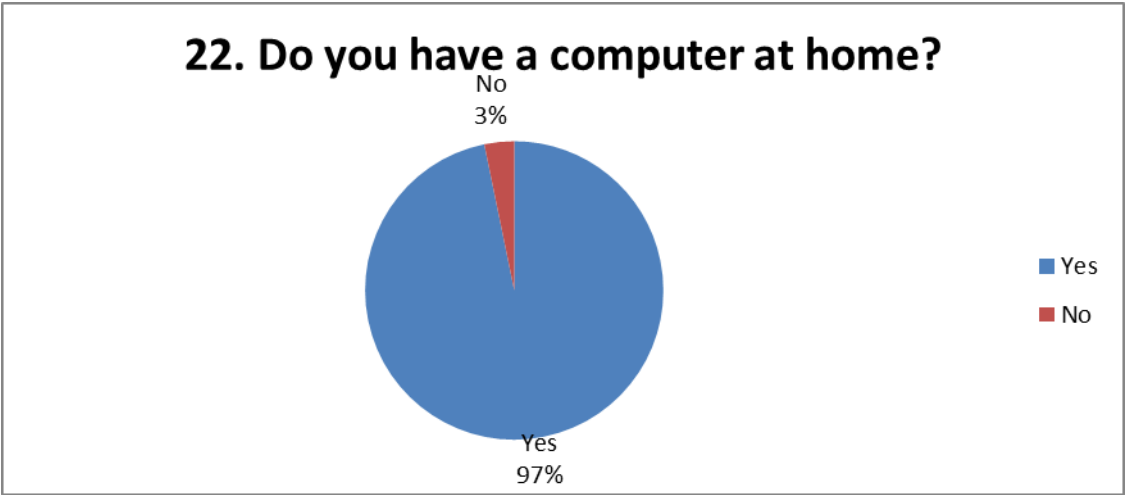
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

The graphic shows that the 58% of the students of 5th year study and work at the same time, and it supports that the students work for paying their own studies. It means that they have to do an effort to be well organized with their agenda, they develop responsibility, and discipline because instead of thinking just in studying, they have to think in their labor activities. So the students that do not work have the advantage to focus just on their studies.



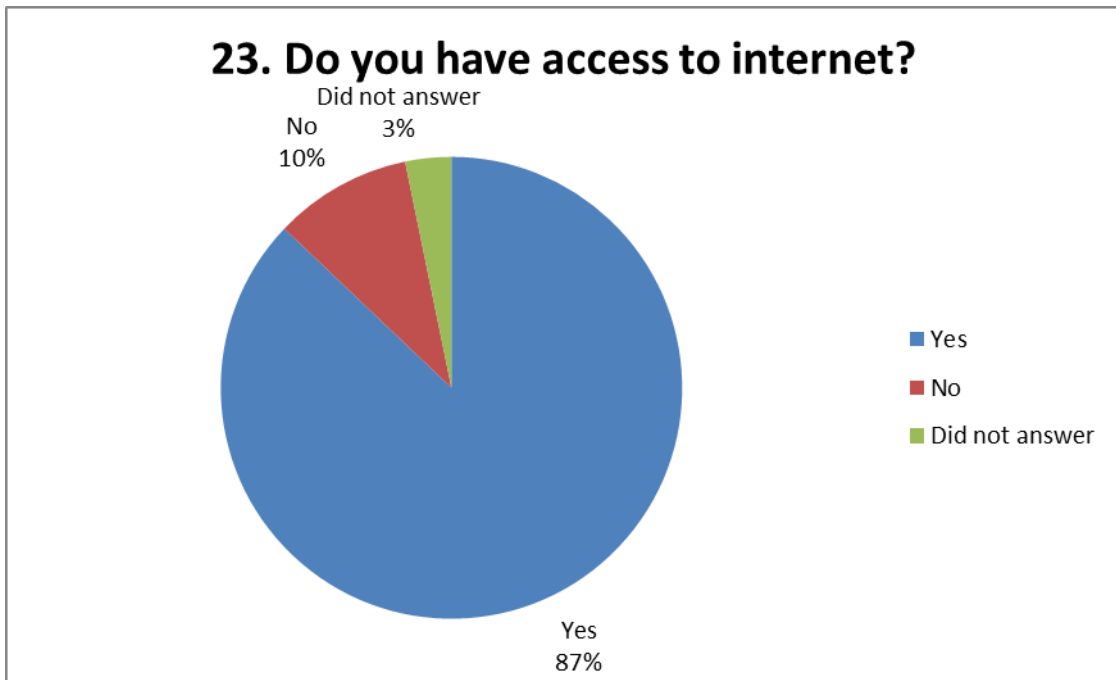
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

The majority of the students did not answer the place they work, but there is an important percentage of them who work in call centers (26%) or teaching both languages (13%).



Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

The graphic presents that most of the students have computer at home, it represents that almost all the students are in equal condition in order to use this essential tool. Only 3% do not have a computer.



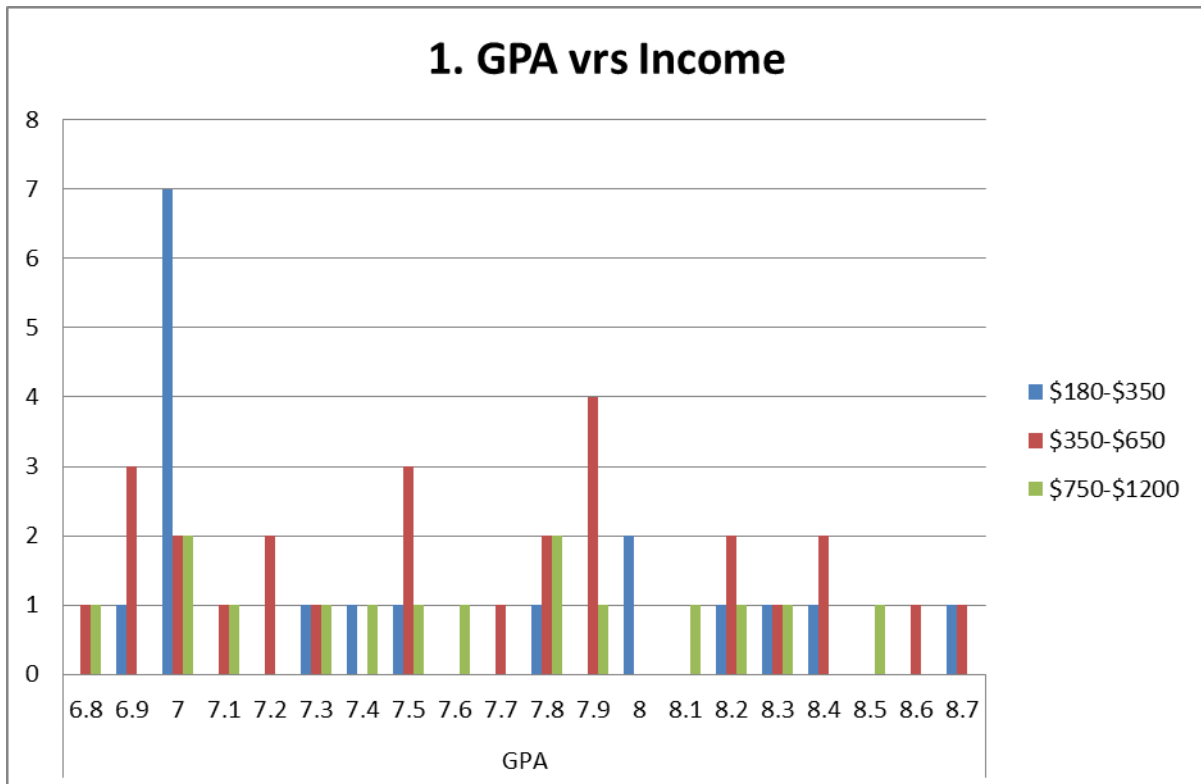
Survey administered to the students from 5th year of the Modern Languages Major, second semester -2012,

To have internet at home is an advantage and a perfect tool for studying and practicing at home to a foreign language student because it helps to improve the four macro skills that it necessary to develop in a language, but also when the students do not have this tool, it affects in a negative and direct way to the learner. In this graphic, it can be noticed that the 87% have access to this service, but there is a little percentage of the 10% that do not have this important tool to develop language skills.

## B. Bivariate Analysis

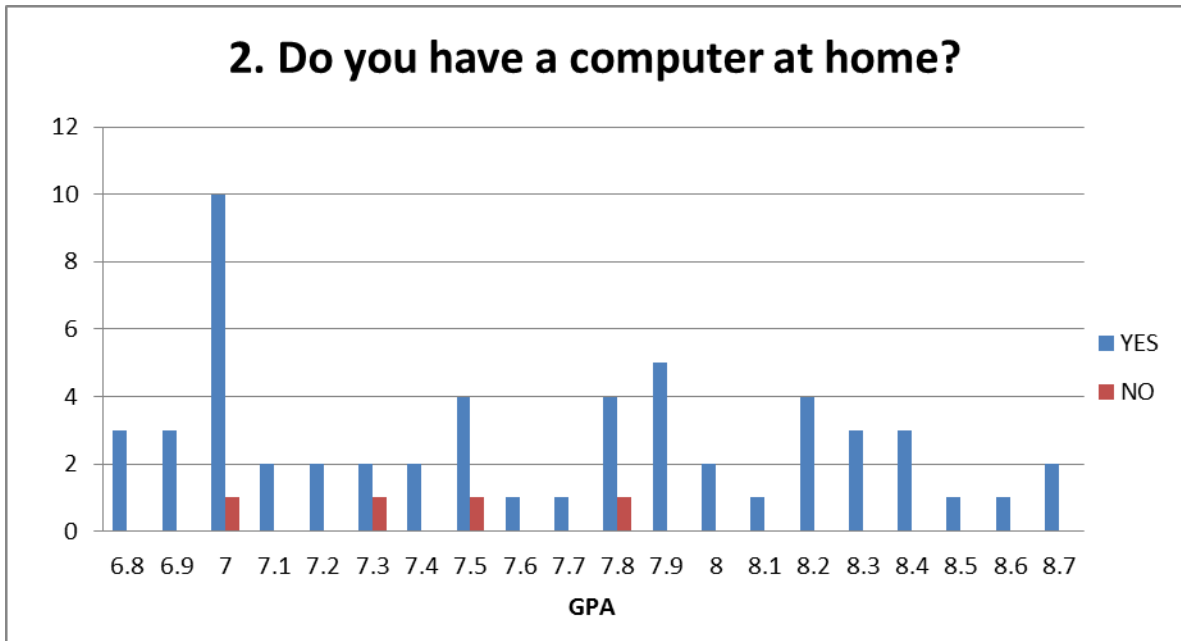
Data analysis: students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester-2012.

### 1- Bivariate analysis.



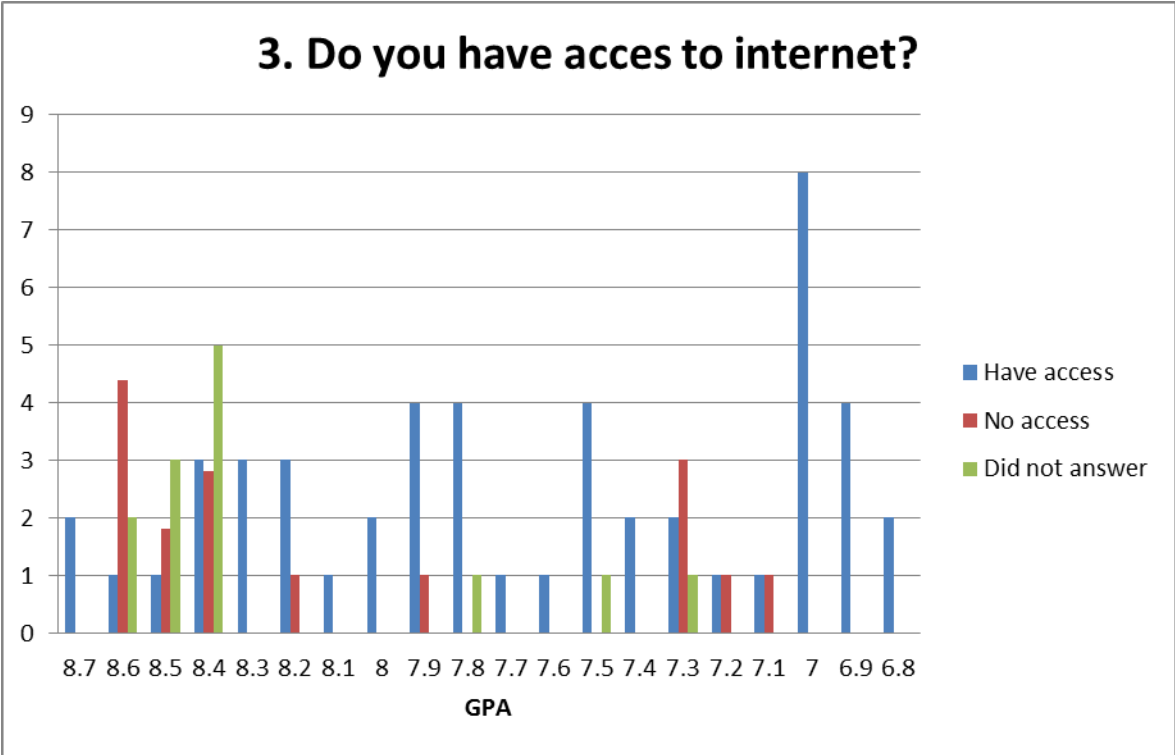
Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

In this graphic, it has been related the variable GPA with the family monthly income, it is important to know that the majority of the population from 5<sup>th</sup> and 4<sup>th</sup> year are already in the middle income which is \$350-\$650 and their current GPA is from 6.8 to 8.7, followed by the lower income and with a GPA from 6.9 to 8.7. and finally the upper income, those participants have an income from \$750-\$1,200 but the population is low and about their grades, it is from 6.8 to 8.5; as a result to this analysis it was concluded that students with middle family income have the highest GPA.



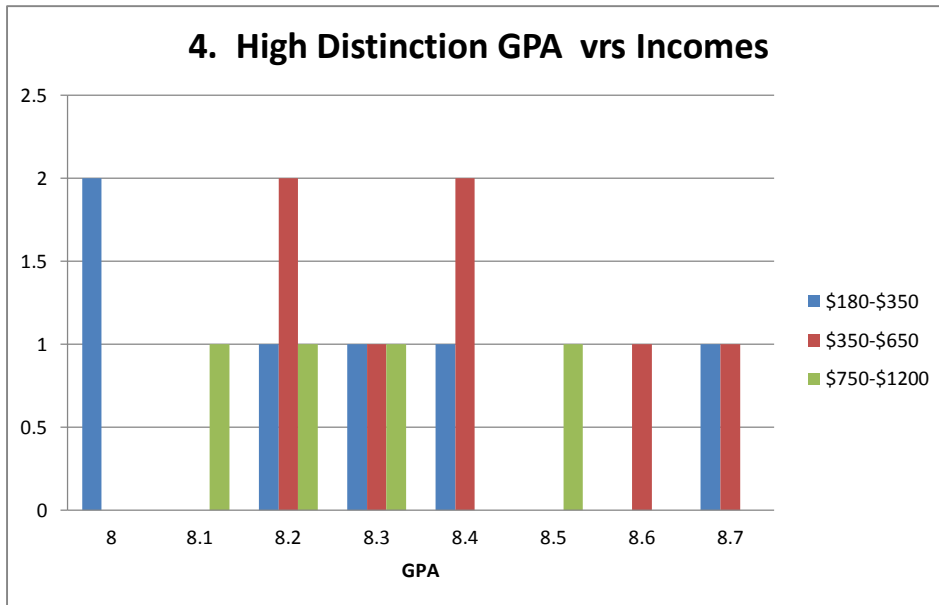
Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

In the item if students have a computer at home, it is noticed that the majority of the population answered Yes, which are graphic in color blue, and also it shows that all the participants have a GPA from 6.8 to 8.7. That demonstrated that they get better grades when they have access to technology.



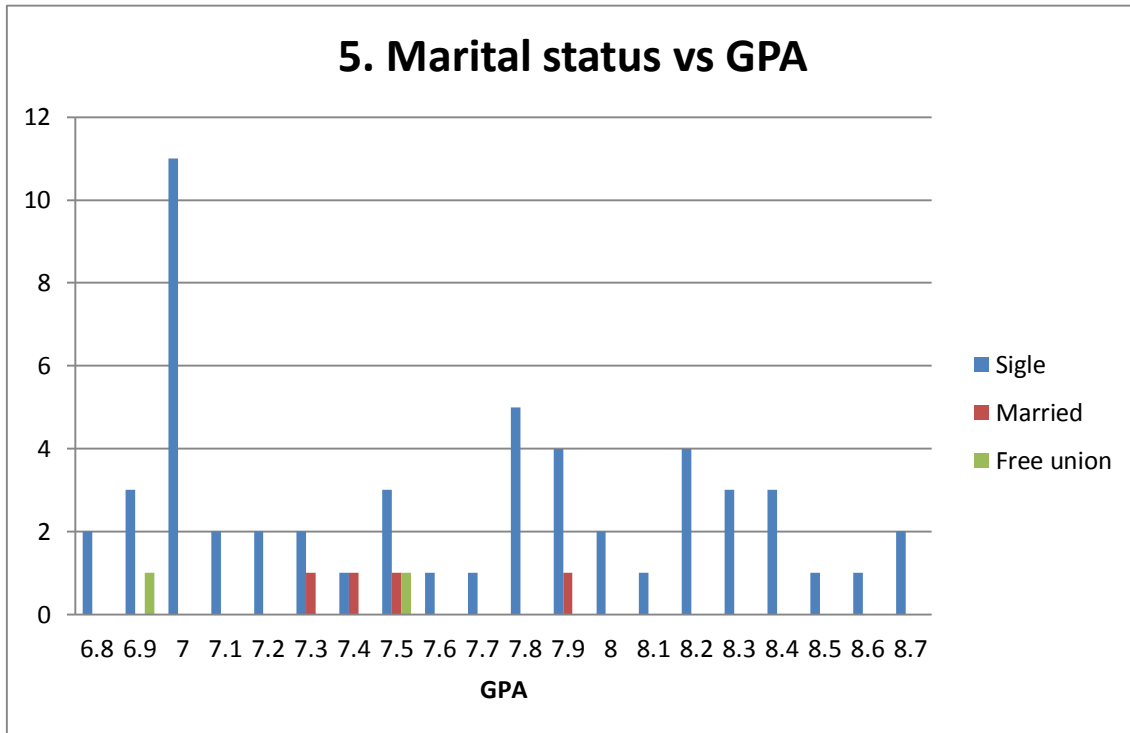
Survey administered to the students from 4<sup>th</sup> and 5th year of the Modern Languages Major, second semester -2012,

As the majority of the students have a computer at home as shown in the previous graphic. It is important to know if participants have access to internet and their respective GPA, the graphic in color blue shows that it is noticeable the number of students who have access to internet and their GPA is from 6.8 to 8.7, but there is a small number of them who do not and despite they do not have it students have GPA from 7.1 to 8.6. Finally, the graph in color green they did not answer.



Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

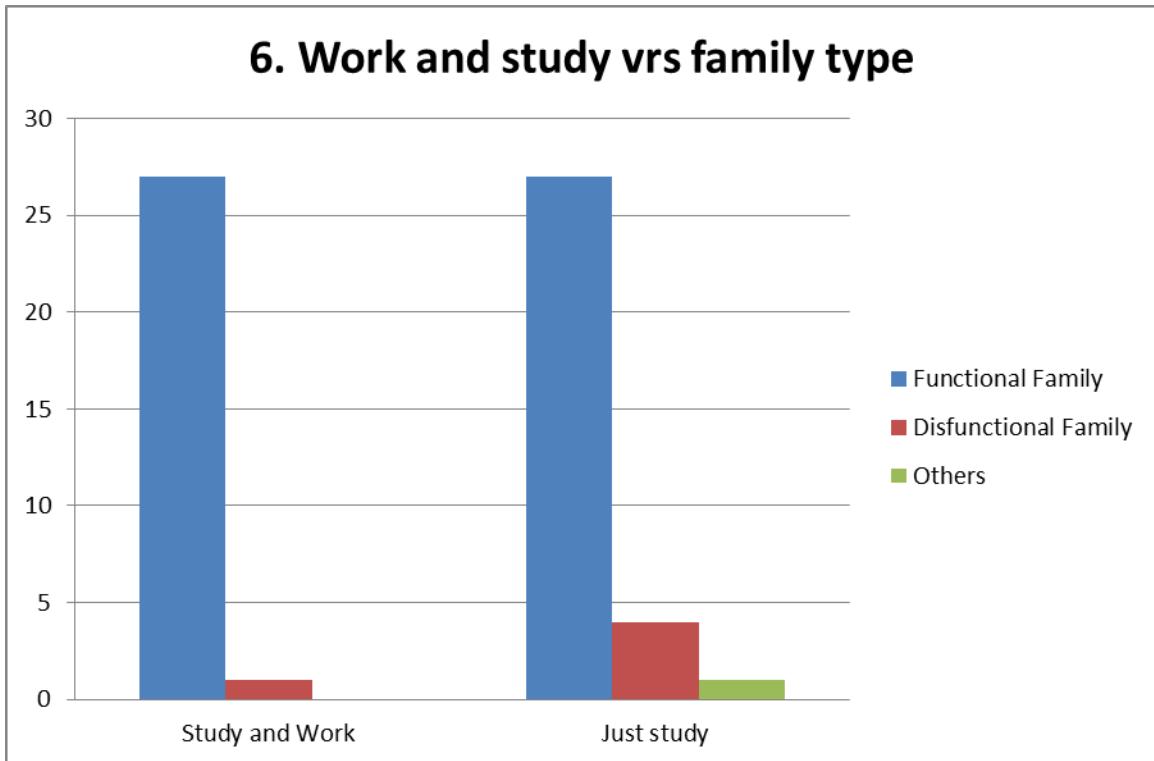
In this graphic, it has been related high distinction GPA and their family monthly income, students who have the GPA from 8.2 to 8.7, they belong the middle income \$350-\$650, also following by the lower income \$180-\$350 which students have an honorific GPA from 8.0 to 8.7. Finally, students who belong to the upper income there is a low number of them who have a high distinction GPA. Therefore, students coming from low and middle class are more committed to achieving better grades and success.



Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

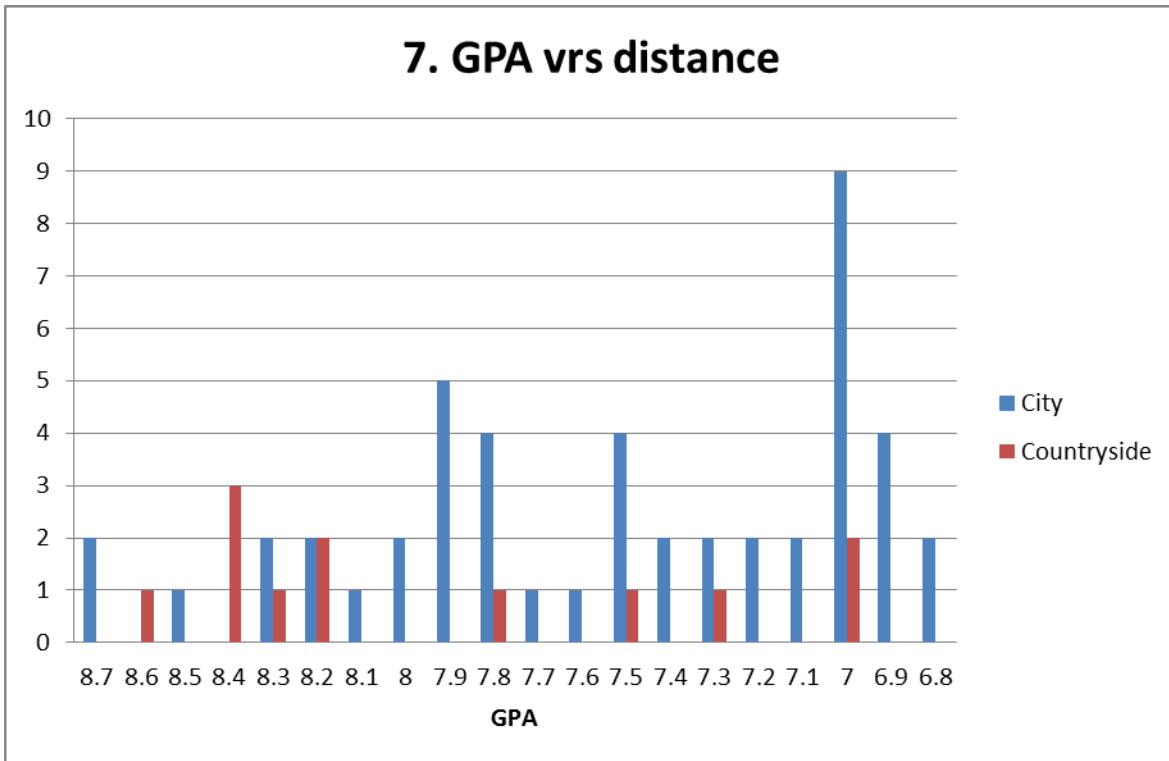
It is noticed that the majority of the students from 4<sup>th</sup> and 5<sup>th</sup> year are single and their GPA is from 6.8 to 8.7, and the rest of them who are married and in free union is minimum. In fact, participants who are married have a GPA from 7.3 to 7.9, it means that they have very good grades; it shows the same with the participants who are in free union which the current GPA is 6.9 and 7.5.





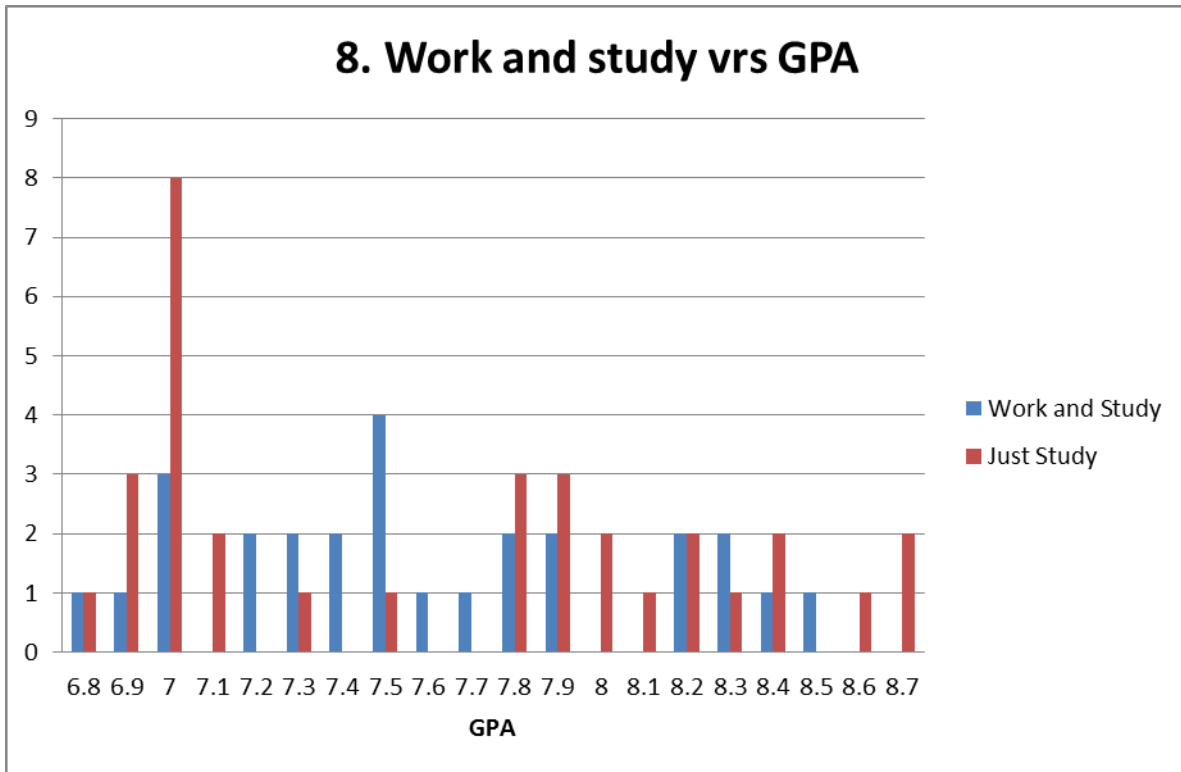
Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

It is noticed that most of the students work and study at the same time and it is demonstrated that they belong to a functional family, but also, there is a similar number of them who just study and live in a functional family too. Against this, it shows the rest who just study with a large number and who work and study but they belong to a dysfunctional family and the other ones who are in another situation



Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

When relating the variables GPA and distance between University and home, it means that the majority of the participants live in the city and their current GPA is 6.8 to 8.7, it is remarkable that there is a great number of them who have a GPA up 7.9, on the other hand, there is a low percentage of students who live in the countryside and their GPA is from 7.0 to 8.6, it is known that they have already good GPA.



Survey administered to the students from 4<sup>th</sup> and 5<sup>th</sup> year of the Modern Languages Major, second semester -2012,

It is known that in this bivariate analysis, non-working students have almost better grades than working students, because the former one in color red have a GPA from 6.8 to 8.7, but it is noticed that the students who work and study obtained grades from 6.8 to 8.5. It means despite they work they have better grades up 7.0.

### C. Answer to the research questions and hypotheses.

1. What is the relationship of socio-economic indicators and the success or failure in academic achievements in fourth and fifth - year students, registered in 2012, in Modern Languages Major of Foreign Languages Department, University of El Salvador?

a. One of the answers was that certain socio-economical indicators have been related to the family monthly incomes (see the graphic on page 68) students had in order to know if it really affected their current GPA (Grade Point Average). As the students with a high distinction GPA (see graphic 1 on page 71) whose family monthly incomes were most of them among middle income (20%) from \$350 to \$650 per moth then low income (19%) from \$180 to \$350 and a few of the students had an upper income (15%) from \$750 to \$1,200.

Another answer was demonstrating how their current GPA was measured with different variables such as if the students have a computer at home and at the same time if they have access to internet (see graphic 2 and 3 on pages 56-57), otherwise students who work and study although students who just study (see graphic 8 on page 62), also students who are married and who are single or in free union (see page 59) and finally, distance between university and home (see graphic 7 on page 61) it was just to know if it affected their current GPA.

### 2. Related questions

a. Which are the categories of social class and socio-economic indicators established by some sociologists such as Max Weber, Dennis Gilbert and Talcott Parsons?

The answer was taken from the theoretical framework (see page 11, definition), and according to some sociologists they explain how to stratified social classes

even the meaning is complex, and according to Weber, he introduced three independent factors that form his theory of stratification hierarchy, which are; class, status, and power:

**Class:** A person's economic position in a society, based on birth and individual achievement. Weber noted how managers of corporations or industries control firms they do not own.

**Status:** A person's prestige, social honor, or popularity in a society. Weber noted that political power was not rooted in capital value solely, Poets or saints, for example, can possess immense influence on society with often little economic worth.

**Power:** A person's ability to get their way despite the resistance of others. For example, individuals in state jobs, a member of the United States Congress, may hold little property or status but they still hold immense power.

Weber stratified the society by the following classes:

**Upper class:** Members of the upper class generally are much greater political power than members of the lower or middle class. Pictured here are U.S. President, World Bank President.

**Middle class:** The middle class are the most contested of the three categorizations, the broad group of people in contemporary society who fall socio-economically between the lower class and upper class.

**Lower class:** Working class people often live in decaying, crime-ridden urban areas with low-quality civil services.

Denis Gilbert has found an effective way of classifying people in a given society into social classes. There are six social classes that provide the basis for the Gilbert model are determined based on the assumption of how structure develops out of the economic system.

**Capitalist class** the capitalist class is a very small class of super-rich capitalists at the top of the hierarchy,

**Upper middle class** the upper middle class is the group in society most shaped by formal education.

**Middle class** to attain a middle class job it takes at least a high school diploma. However, many in the middle class have received some form of additional training besides college.

**Working class** the core of this working class is made up of semi-skilled machine operators. Clerks and salespeople

**Working-poor class** the working poor class includes unskilled laborers, people in service jobs and some of the lower-paid factory workers. Single mothers who have jobs usually find themselves in this class.

**Underclass** these people are hardly ever employed. They suffer from long term deprivation from low education, low employability, low income, and eventually, low self-esteem. Some cannot work because of their age or they might have a specific disability.

Parsons is in the middle of the “functionalists” of the 20 centuries. He perceives the society as a structural system of relations between social factors; those factors perform important roles that bring a position in the system. To develop this role, it is necessary to make a deep analysis about personality, attitudes, values and adequate norms; and also learning new knowledge and abilities. Besides, the social, the cultural and the personality system are deeply related. According to Parsons, the school is a basic subsystem of modern society and it has the following functions:

- 5) It locates the learner in an environment where he/she will get an independent position in the family.
- 6) It transmits the general culture and the basic system of values.
- 7) It makes the different between the positions of the students inside the school according to the academic performance.

8) And, as a result, it qualifies the population to be able to work in different job positions in the labor market.

b. How do these set of socio-economic indicators affect students' academic achievement?

In most cases, some issues that affect students have been found out. It was noticed in the marital status students are married and a few of them are in a free union but their GPA is low than 8.0 (see graphic 5 on page 59) it means this affects them in their academic achievement in contrast with the ones who are single.

Another issue related to this question is that students who belong to a dysfunctional family make a great effort to study and work at the same time (see graphic 8 on page 69) even though non-working students are trying to study in order to finish their major.

c. What are the socio-economic circumstances students face up in their studies?

In this major it is so important to have all the materials that a student needs to develop the skills required from those foreign languages, for example books, access to internet, a real input etc.

Most of the students who were surveyed are working students because they need to pay their studies and get all the necessary to continue and finish their major. Also some students who live in the countryside move to the city to have better opportunities to study.

Even though the university is really cheap, the socio-economic problems are a real obstacle that students face.

D. Answers to the hypotheses.

1. Students who have a high academic achievement belong to the middle class.
2. Students who have a low academic achievement belong to the low class.

In the previous hypotheses, it is explained that students who have a middle income are more relevant in this bivariate graphic it means that their GPA (grade point average) or academic achievement is not so high and so low (see graphic 1 on page 68), it varies because that is among 6.8 to 8.7. when it refers to the students who have a low academic achievement belong to the low class the graphic shows that students with an income of \$180-\$350 have already a GPA from 7.0 to 8.7, it is noticeable that participants get better grades despite they belong to the low class, therefore, it means that this hypotheses is rejected because the results are not compatible.

3. If students have access to technological resources, they get better academic achievement.
4. If students do not have access to technological resources, they get bad academic achievements.

According to the hypotheses if students have or do not have access to technological resources (see graphic 2 and 3 on page 69-70), they get better or bad academic achievements, it is known that much of them have a computer and have access to internet although their GPA is already from 6.8 to 8.7 that means that even students have access to technological resources their academic achievement is low and high so that this hypotheses are rejected because results are not in agreement.



5. Students who get a high distinction GPA (grade point average) do not have socio-economic problems.

With this hypothesis is explained that there are some students who have upper, medium and lower family incomes and get a high distinction GPA (see graphic 4 on page 71) however not only students who have incomes from \$750-\$1,200 can get a high distinction GPA but also students who have socio economic problems they can get a high distinction GPA even they have medium or low incomes per month. It explains that this hypothesis is rejected because the results are not compatible.

6. Students who work and study belong to a dysfunctional family.

The most important point in this graphic is that students who study and work at the same time (see graphic 6 on page 73) do not belong to a dysfunctional family. The hypothesis in this case was rejected because they have a functional life and family.

7. Distance between university and home negatively influences on students' academic achievements.

The graphic shows that the distance between the university and the place where the students live (See graphic 7 on page 74) it does not represent a problem related to the GPA in the academic achievements because some students who live in the countryside and city get good grades, so that this hypothesis got better results in general, people from the city or country. Therefore, the hypothesis was rejected according to the results.

8. Single students get better grades than married students.

At the Foreign Languages Department there is few percentage of married students (7% in 4<sup>th</sup> and 5<sup>th</sup> year), the majority are single (90% in 5<sup>th</sup> and 5<sup>th</sup> year). According to the people who were surveyed they presented a GPA, not at all low, but the results shows that students who are single get better grades since the student who has the highest GPA is a single student (see graphic 5 on page 72). So the marital status has an important role to have success in this major.

9. Non-working students get better grades than working students.

The graphic shows that students who work and study at the same time (see graphic 8 on page 75) make a huge effort to get better grades since their GPA is not low. Also it could be noticed that students who do not work get better grades than working students since the one who has the highest GPA is a student who is only concentrated in study.

## X. CONCLUSIONS

1- According to Talcott Parsons, He perceives the society as a structural system of relations between social factors; those factors perform important roles that bring a position in the system; and, it makes the difference between the positions of the students inside the school according to the academic performance (see Parsons' theory page 17). Therefore one of the results to the research is that there is a relationship between the socio-economic indicator (see current facts in El Salvador page 19) and the academic achievement of the students of FLD. Since most of the student surveyed face up socio-economic problems for that reason students dropped up their studies and start working in order to pay the university so that they are working and studying at the same time.

2- Parsons sees education as serving a part in the function of integration. Education also supports the economic "imperative" of society (see page 18): so that as a conclusion related to this research is that since university students are almost in the fourth and first year; they start to find a job such as teaching English, in bilingual call centers, interprets etc. for that reason students study and work at the same time in order to support economically themselves and their family; despite of it, working students can get better or worse grades than non-working students because work and study sometimes affect their academic achievement.

3- Weber claimed there to be in fact four main classes: the upper class, the white collar workers, the petite bourgeoisie, and the manual working class.(see Webber's theory page 12); therefore, according to the research classified students by upper, middle and lower family monthly income and as a result much of the students surveyed have a middle family income (see graphic 1 page 55) which is from \$350-\$650 with an academic achievement that is already better and lower, although there is a considerable number of them who have a lower family income with grades low to 8.

4- Dennis Gilbert, professor of sociology at Hamilton College, as a means of a more effective way of classifying people in a given society into social classes (see page 15) this Gilbert's theory was related with this research because It was found out that the society in el Salvador is not divided per social classes, instead of it, the salary is the former for determining the working area and its classification (see current fact in El Salvador page 19).

5- One of the hypothesis stated was that single students get better grades than married students (see graphic 5 page 72) but it was proved that married students do not have high distinction GPA but they present grades up to 7.0

## XI. RECOMMENDATIONS

### A. Students

1. Students should invest as much free time in their studies, and in this way students can have a good GPA during the complete major, and in the case that GPA is lower than expected, students proactively can ask for advisories to improve this.

2. Students who face socio-economics, they could apply for a scholarship having a high GPA, or students can apply for a part time job in order to not interrupt their studies.

3. Applying for a family fee it could help to solve some economic problems, since this could help to reduce some of the expenses at the university.

4. In order to keep a GPA of 8.0 and above, students should be focus just in their studies without any type of distractions that can avoid to get a good academic achievement.

### B Teachers

1. It would be helpful if there were activities or homework provided by the teacher that could be done online in this case it would not affect those students that are working or the one that have family.

2. Teacher can provide extra activities for those students who have lower grades due to work circumstances or family issues or any type of socio-economic factors that could affect students to achieve a better performance during the semester.

3. Teachers can help students by allowing them to come to classes at least 10 minutes late if the reason of the lateness is related to work schedule conflicts.

4. For those students who have lower incomes, teacher can allow them to get photocopies about the material that they are using in classes and not ask for the original one.

#### C University authorities

1. It is important that Foreign Languages Department promotes its computer lab in order to facilitate the students access to the computers and the internet, in such a way, students would improve their academic performance and be updated with technology

2. It would be an opportunity for working students, if The Foreign Languages Department thinks about adding the teaching degree by the Minister of Education so that the Modern Languages Major has the option for teaching; perhaps, it could improve possibilities of getting a job in teaching.

3. It could be very useful for students who face up distance problems to implement the school bus in order to help them and reduce some expenses and safety problems.

4. It is important to offer working students an accessible schedule in which they can take the academic load and work at the same time without problems.

5. It would be helpful for students to get different type of scholarships programs that students can enroll in order to drop studies and complete the major with the help of the University authorities.

## XII. REFERENCES

### A. Books

2. Previous Thesis: "How factors influence on students' academic success of the Profesorado en Idioma Inglés para tercer ciclo de Educación Básica y Educación Media and La Licenciatura en: Idioma Inglés, Opción Enseñanza at the Department of Foreign Languages of the University of El Salvador" 2010.
3. Previous Thesis: The factors that influence English listening skill on students from "Profesorado en Idioma Ingles para Tercer Ciclo de Educación Básica y Educación Media" semester II-2010 from the Foreign Language Department at UES 2011

### B. Websites

4. <http://www.oei.es/eduytrabajo2/MINITRAB.pdf>
5. `Iframestyle= "width:800px; height:5000px"scrolling= "auto"frameborder= "0"src= "http://hdrstats.undp.org/es/paises/perfiles/SLV_export.html"`
6. <http://www.blacksacademy.net/content/3226.html>
7. [www.taringa.net/post/apuntesymonografias/1581011/sociologia-misresumenes-Durkeheim-Parson-MarxandWeber.html](http://www.taringa.net/post/apuntesymonografias/1581011/sociologia-misresumenes-Durkeheim-Parson-MarxandWeber.html)
8. [www.wikipedia/Parson/socialtheories](http://www.wikipedia/Parson/socialtheories).
9. [www.wordreference.com](http://www.wordreference.com)
10. [www.answers.yahoo.com/question/index?qid=?20100402085744AADBStf](http://www.answers.yahoo.com/question/index?qid=?20100402085744AADBStf)
11. <http://es.scribd.com/doc/19218064/Factores-Que-Influyen-en-EI-Rendimiento-Academico>
12. <http://www.eumed.net/rev/ced/11/jtq.htm>
13. <http://www.oocities.org/rincondopaco2001/parsons.html>
14. <http://www.jrf.org.uk/publications/socio-economic-disadvantage-and-experience-higher-education>
15. [observatoriolaboral.ormusa.org/trabajodecente/Salario.pdf](http://observatoriolaboral.ormusa.org/trabajodecente/Salario.pdf)
16. metodología de la investigación Sampieri pdf