

RELATIONSHIP BETWEEN ACHIEVEMENT AND SOCIOPSYCHOLOGICAL
ENVIRONMENT OF SECONDARY SCHOOLS LOCATED IN
COMMUNITIES BELONGING TO FIVE
SOCIAL WELFARE LEVELS



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CHAPTER I

INTRODUCTION

I. Background of the Problem

Presidential Decree No. 146,¹ promulgated on March 9, 1973, brought attention to the concern of government for the academic performance of fourth year high school students. When the decree was first implemented on November 25, 1973, more than three hundred thousand fourth year high school students took the National College Entrance Examination (NCEE) in order to comply with the decree.

The decree requires all high school graduates who seek admission to post-secondary degree programs necessitating a minimum of four years of study to pass a national college entrance test. The NCEE has been conceived for the purpose of enabling the Ministry of Education, Culture, and Sports (MECS) to assess the achievement of high school students. With the use of the test the "Ministry finds the students who are capable of college work, thus, minimizing waste in time and effort by allowing only those who have qualified to go to college. The results of the test make both the teacher and the student aware of their merits as well as their

¹Mona D. Valisno, "NCEE: Some Issues and Trends," Philippine Panorama, 2:42, October 21, 1973, p. 42.

shortcomings."²

Colleges and universities may need to have more precise methods and instruments for the identification of students who may succeed in college. "Early educational research focused primarily on ability factors as predictors of success. The NCEE still uses this concept."³

There have been, however, some "shifts in emphasis and in the conceptualization of the problem due to the gradual recognition that some students perform better or worse than predicted by mere ability. Because of this observation the search has led to the recognition of interaction effects of personality with environment."⁴

Pressey⁵ contends that the behavior of the student is greatly influenced by various sociopsychological factors in the environment of learning as the student interacts with these sociopsychological factors. The interaction of all factors making up one's total environment--the persons,

²Delfin R. Manlopez, "The Role of the NCEE in National Development," The Filipino Educator, 13(1):10-11, June-July, 1979.

³Florencia R. Baban, "Achievement and Its Relationship to Self-Concept and Other Factors" (unpublished Doctoral dissertation, Central Philippine University, Iloilo City, 1975).

⁴David C. Lavin, The Prediction of Academic Success (New York: Russell Sage Foundation, 1965), p. 12.

⁵Sidney L. Pressey, Psychology in Education (New York: McGraw-Hill Book Co., 1970).

materials, conditions and events--leads to what may be termed as the "sociopsychological environment" of man.

Various factors that make up the school environment influence the education of the students. Learning in school has many interrelated aspects. These include the learners as unique individuals, the learning situation, the learning process itself, the character traits of the teacher, the students' relations with their peers, the attention with which their problems are attended to, the encouragement they get, the inhibitions they suffer from school rules and practices, the curriculum, the classroom atmosphere set by the teacher, the school atmosphere which the administrator creates, and many other experiences are all contributory factors that could affect the students' scholastic achievements.

Education should lead to the all-round development of the students, taking into account not only the individual's intellectual growth but also his emotional, social, moral, physical, and aesthetic development. Desirable changes in the attitudes, values and other non-intellective outcomes of education would require more than the formal learning techniques normally employed in the classrooms. These can result from, and are greatly influenced by, the various social-psychological factors that make up the totality of the setting in which they take place. "The influence of the emotions

and personality on learning is a distinctively contemporary interest in education. The social-psychological environment involves more than evanescent factors which are associated with the emotional atmosphere surrounding the learning experience."⁶

The school plant, the library and laboratory facilities, as well as the preparation of the faculty, are important features of a college environment anywhere. But it does not always follow according to Ruiz⁷ that "just because the physical facilities are excellent, or just because many of the teachers have master's or doctor's degrees, the teaching-learning process will be effective. Faculty and student morale can be low and frustrations may run high in spite of the excellent physical facilities of the school. Underachievement may be the rule rather than the exception. Over and above the physical aspect of the environment is the non-physical, non-material aspect, which results from a healthy interaction of the administrative, faculty, and student communities--the sociopsychological environment or climate of schools."

⁶Joshua A. Fishman, "Some Social-Psychological Theory for Selecting and Guiding College Students," In Nevitt Sanford, ed., The American College (New York: John Wiley and Sons, Inc., 1962), p. 666.

⁷Macario B. Ruiz, "The Assessment of College Environment as an Approach to Institutional Self-Analysis" (Iloilo City: Central Philippine University, 1971), p. 151.

Sanford contends that "much of the life of a college community involves interaction of the faculty and the administrator on the one hand and the students on the other hand. Students respond to an environment largely made by the educators and faculty members, and administrators react to what the students do and thus create new and often peculiarly important stimuli to student behavior--starting a fresh circle of interaction."⁸

A move of the faculty, initiated in the classroom, affects student-faculty relations in all situations; it also alters the student's reactions to the faculty's move which may not only result in counteractions affecting the students, but also in tensions within the body of the faculty and, quite possibly, disturbances in faculty-administration relations.

Anyone who has visited different schools notes immediately how schools differ from each other in their "climate," "atmosphere," "tone" or "personality." An observer may notice that in one school the principal and the teachers seem to be moving with a single purpose; they enjoy working together. In another school the principal is an incompetent, insecure fellow who disguises his insecurity by hiding behind the

⁸Nevitt Sanford, The American College (New York: John Wiley and Sons, Inc., 1962), p. 67.

"authority of his office." He remains aloof and pretends to be busy all the time.⁹

Observation of school situations such as the ones mentioned in the preceding paragraph enables one to make inference concerning the general atmosphere or climate of a school--something that we expect to leave its imprint on a student who remains in that school for four years.

The last two and a half decades have seen such interest and attention given to the assessment of college and university environment for the purpose of gathering information about institutions of higher learning which is important in making decisions, in describing colleges and universities to prospective students and in determining their impact on the students.

In the Philippines the only known instruments to the knowledge of the researcher, which were developed for measuring college and university environments are Ruiz's School Environment Assessment Scales (SEAS) and the School Functioning Assessment Inventory (SFAI). However, said instruments were designed to measure the sociopsychological environment of colleges and universities or the institutions of higher learning and not of high schools.

⁹Andrew W. Halpin, Theory and Research in Administration (London: The Macmillan Company, 1969), p. 131.

II. Statement of the Problem

This study is an attempt to assess the sociopsychological environment of high schools as perceived by their students and to find out the relationship between academic achievement and sociopsychological environment of these secondary schools located in communities belonging to five social welfare levels. The schools included in the study are five national high schools and five barangay high schools in Iloilo where one national and one barangay high school are in a municipality in each of the five social welfare levels. Answers to the following questions were sought:

1. What are the sociopsychological environments of high schools as perceived by their students?
2. Do the school environments of national high schools significantly differ from those of barangay high schools?
3. Is the sociopsychological environment (achievement, orientation, orderliness, dynamism, supportiveness, personal dignity, control) of a school associated with academic achievement?
4. Is there relationship between social welfare levels and the perception scores of students in regard to each dimension of school environment?
5. Is there a significant difference between the perception scores of boys and the perception scores of girls in regard to each dimension of school environment?