

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND
SOCIOPSYCHOLOGICAL ENVIRONMENT OF SECONDARY
SCHOOLS LOCATED IN COMMUNITIES BELONGING TO
FIVE SOCIAL WELFARE LEVELS¹

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The purpose of this study was to get at the perceptions of fourth year high school students of the sociopsychological environment of their respective schools, and to find out the relationship between students' achievement and their perceptions of the sociopsychological environment of secondary public schools in Iloilo province which are located in communities belonging to five social welfare levels. The study attempted to answer the following questions:

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 of schools 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 of boys and the perception of girls in regard to each dimension of school environment?

The respondents were 733 fourth year high school students for the school year 1985-1986 from five National High Schools (NHS) and five Barangay High Schools (BHS) in the province of Iloilo. Of the 733 respondents, 489 were students of NHS and 244 of BHS. Each of the five municipalities represented one of the five social welfare levels.

The mean scores obtained by fourth year high school students in three subjects (English IV, Mathematics IV, Science IV) in the 1985 division-wide achievement

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Test administered by the Office of the Schools Division Superintendent, Division of Iloilo, were used as indicators of academic achievement.

The High School Environment Questionnaire was used to assess the sociopsychological environment of Iloilo public high schools. Six dimensions (achievement orientation, orderliness, dynamism, supportiveness, personal dignity and control) were included in the questionnaire.

Analysis of the data was done by computer. The point biserial coefficient of correlation (r_{pbi}) was computed for each item. The items in each dimension which obtained the first fifteen highest r_{pbi} were the items included in the final version and were subject to further statistical analysis. The rest of the items were discarded.

Based on statistical results, schools were categorized as either very low, low, high or very high in the different dimensions. The significance of the difference between the means of the independent samples from both NHS and BHS was used to determine whether the school environments of NHS significantly differed from those of BHS. The critical ratio (CR) was used to test the significance of the difference between the means. The CR was also used to test the significance of the difference between the means of the perception scores of boys and the perception scores of

girls in regard to each dimension of school environment.

The association of academic achievement with each dimension of school environment and the relationship between social welfare levels and the perception scores of student in regard to each dimension were both determined using the Kruskal-Goodman ordinal association Gamma (G). The significance of the Gamma was determined by the z-value.

The following conclusions were made based on the findings of this research study:

1. The sociopsychological environment of public high schools was perceived to be very high in dynamism, between high and very high in orderliness and supportiveness, and between low and high in achievement orientation, personal dignity and control.

2. National High Schools were perceived to be more achievement oriented, orderly, dynamic and supportive than Barangay High Schools. On the other hand, BHS were perceived to have a more personally dignified environment than the NHS. Both NHS and BHS were perceived as not control oriented. In general NHS were perceived to have better school environment than the BHS did.

3. Academic achievement was positively associated with achieve-

ment orientation, orderliness, dynamism, supportiveness and personal dignity. On the other hand, academic achievement had no significant association with control. In general academic achievement was associated with the sociopsychological environment of NHS and BHS.

4. Social welfare levels were positively related with academic orientation, orderliness, dynamism, supportiveness and personal dignity.

5. The girls perceived their school environment to be more achievement oriented, orderly, dynamic, supportive and personally dignified than the boys did.

The following recommendations are suggested by the study:

1. The High School Environment Questionnaire developed in this study be used to make comparative study of the sociopsychological environment of different types of high schools (private, public, vocational, sectarian, etc.) on a regional level in order to assess students' perceptions of school environment on a more comprehensive level.

2. The individual participating schools review the results of the High School Environment Questionnaire which will be furnished them. The findings of this study may be used by any of these schools as a basis for self study and for planning more effective and rational school management decision-making.

3. High schools in the province of Iloilo may make use of the High School Environment Questionnaire developed in this study to assess the sociopsychological environment of their respective schools. Principals discuss with their teachers the weak points in their school organization as revealed in the study and together work out solutions to problems that may be identified.

4. Since the sample used in this study was limited to fourth year high school students only, a study on school environment be conducted which would include principals and teachers in order to make the study more comprehensive.

Recommendations for further research:

1. It is recommended that researchers who may be interested in using all the twenty items in each scale of the questionnaire should revise the items with r_{pbi} of less than .20 with the suggestion that the revised items be tested for validity.

2. Other researchers explore unidentified dimensions of sociopsychological environment of schools.

Implications of the study:

1. The High School Environment Questionnaire developed in this study may be used by high school administrators to gather data about their respective institutions for purposes of making decisions or plans,

policies and practices; for no responsible school administrator would want to implement changes or make policy decisions without institutional analysis. The assessment scales, it is hoped, may be the nuclei of an instrument to measure "total" environment of learning, the desire for achievement, the orderliness of its operations, the dynamism of the school community (administrators, faculty, students), the supportiveness of its constituents, and the respect for everybody's right to self-assertion.

2. The results of the study may directly benefit those who are concerned with teaching and learning — the teachers who actually teach young students, the administrators, and students as well. The results may help the principals and teachers initiate methods of teaching and/or programs which can better meet the needs of students. When learning needs of students are met, then better attitudes toward school work and school in general may be fostered. The result, it is

hoped, would be higher academic performance.

3. Since the study presents statistical proof that sociopsychological environment of secondary schools is positively associated with academic achievement, results of this study could alert a principal who may not be aware of the importance of interactive behavior to efficient and effective school functioning. The principal will be made aware that he contributes to whatever failures or successes his school may have, for the administration has the responsibility of providing an environmental climate conducive to learning.

4. It is hoped that this study will promote greater interest in the study of sociopsychological environment of high schools in the Philippines, much more so now that schools are viewed not merely as clusters of buildings with so much number of classrooms and fixtures found in them, but also as social organizations.