

# DE LA SALLE UNIVERSITY

CERTAIN INTERPERSONAL VALUES OF HIGH SCHOOL STUDENTS  
OF MALATE CATHOLIC SCHOOL, MANILA

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A Thesis

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by

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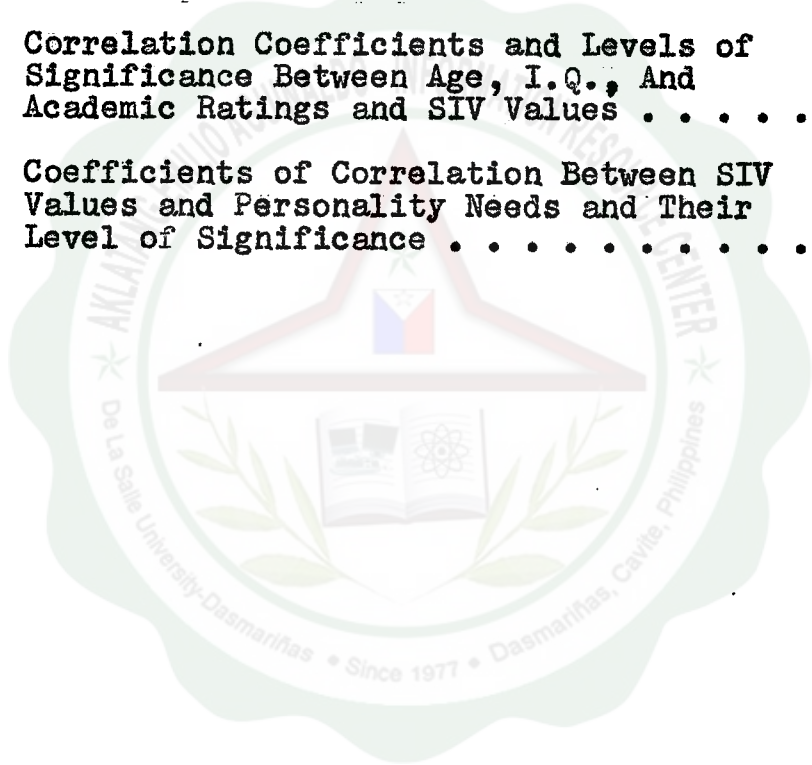
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- f. These values are guides for a better life.

## CONCLUSIONS

The results of this investigation bring out certain tentative conclusions. The following conclusions seem to be justified in the light of the findings revealed in the present study.

1. In general, the high school students of Malate High School, Manila have a strong tendency toward conformity and benevolence and a weak orientation toward Support and Recognition. The high place given by the Malate High students to the Conformity value is congruent to the observations made by Hollnsteiner, that is, in Philippine society Conformity is heavily rewarded while deviations from group norms would cost strong social disapproval. This attitude takes its roots from a cultural trait which is deeply embedded in Filipino family life, that of strong family solidarity. The strong tendency toward benevolence is also logical since reciprocity in its various forms is also an essential feature of the Filipino way of life. Benevolence is often expressed in the "Abuloy" or the "Bayanihan" gestures. The weak orientation toward recognition may be traced back to "Hiya" as mentioned in the previous chapters.

2. A comparison of the interpersonal values of the



students in the different year levels indicates some differences, The First Year students' interpersonal value pattern is characterized by a strong tendency toward conformity and benevolence and weak orientation towards Support and Recognition; The Second Year students have a strong tendency towards benevolence and conformity and a weak orientation toward the values, leadership and recognition; the Third Year students appeared to be highly conformity inspite of their desire for independence and they are weakly oriented toward leadership and recognition; The Fourth year students are highly oriented toward leadership and independence and they have a weak orientation towards Support and Recognition.

3. Younger adolescents are more conforming than older ones, hence, they are strongly oriented toward conformity while older adolescents are strongly oriented towards Independence. Younger adolescents value benevolence more than older ones. High school students appeared to become more independent and less benevolent as they mature in age.

4. A comparison of the interpersonal values of the students grouped according to I.Q. Levels indicates some differences. These are: Students with a lowest I.Q. have a strong tendency towards recognition and a weak orientation toward conformity and a benevolence; those with an I.Q. ranging from 90-109 appeared to be the least independence and the most conforming: students who have



superior intelligence seem to value leadership the most while those with very superior intelligence seem to value independence and benevolence the most.

5. Findings on the comparison on the six groups of students classified according to academic ratings seem to indicate that all the groups are highly oriented toward benevolence and are very poorly oriented toward recognition. Findings seem to indicate that academic ratings have no significant influence on the personal value of the students except in leadership wherein the lowest achievers appear not to consider it important in their interpersonal value scheme.

6. Positive relationship appear between chronological age and independence and between chronological age and leadership. This seems to indicate among high school girls independence and leadership increase in value as they increase in chronological age,

7. Significant correlation appear between I.Q. and Independence and between I.Q. and Leadership which seems to imply that students with higher I.Q. value independence and Leadership more than those with lower I.Q.

8. Academic ratings do not seem to have any significant Correlations with any of the six interpersonal values, namely: Support, Conformity, Recognition, Independence, Benevolence, and Leadership.





9. Certain tentative conclusions regarding to the relationships between interpersonal values and personality needs follow:

a. Significant positive correlation appear between support and the personality needs, Order and Succorance while Support has a significant correlations with Deference, Achievement, and Dominance.

b. Conformity has significant positive correlations with the personality needs, deference, Order, Abasement, Nurturance and Endurance. High negative correlations appear between conformity and dominance, and between conformity and autonomy.

c. Recognition has significant positive correlations with the personality needs, Achievement, Exhibition, Succorance, Dominance, and Heterosexuality. However, it has significant negative correlations with deference, abasement and endurance.

d. Significant positive correlations are present between independence and personality needs, order, change, exhibition, autonomy, and aggression. Independence has significant negative correlations with deference, affiliation, endurance, and heterosexuality.

e. Benevolence is positively correlated with affiliation, Nurturance, Abasement, and Endurance at a significant level and is negatively correlated in a significant way with a



deference, heterosexuality, exhibition, autonomy, and aggression.

f. Leadership has significant and definite positive correlations with achievement, exhibition, autonomy, and dominance, while significant negative correlations appear between leadership and order, abasement, and nurturance.

10. Interpersonal values are significant in life of the Adolescent and are very important individual's personal and social adjustment.

## RECOMMENDATIONS

In the light of the findings and conclusions arrived in this study, the following recommendations are in order:

1. There is a need for a more organized guidance program which should focus its guidance services on the development of a proper hierarchy of values and ideals that are essential in the personal and interpersonal adjustment of the students.
2. In the school should become more fully aware of the importance of values in the adolescents search for maturity and in this task of developing himself into a worthwhile member of society, hence;
  - a. It should inculcate a truly democratic set of values



- which would enhance in each individuals his dignity as a human being.
- b. It should prove worthwhile experiences and varied opportunities of applying these values.
  - c. It should help bring about this value into accord with the modern scientific view of the nature of the world and of man.
  - d. It should seek to develop not only the intellectual capacities of the students but it should seek to develop them as persons - whole and entire.
3. Parents and teachers should work together cooperatively in helping the adolescent develop a wholesome value system and should provide the models of right thinking and of right behavior.
4. Teacher training institution should include in their curricula such courses as would give future teachers a certain degree of competence in dealing with the formation of social attitudes and values with problems of human relationships among the youth.
5. Further investigations should be made in line with the subject matter of the present study, as such,
- a. A comparative study of the interpersonal values of high school girls in catholic schools and those in public and non-sectarian private schools,
  - b. Study of the interpersonal values of high school students



in rural areas as compared to their urban counterparts.

To carry out the basic recommendations mentioned above, the following are hereby stressed:

1. Improve the students personal services by:
  - a. Providing for more guidance counselors who are professionally trained in their work.
  - b. Providing for guidance counselors who are on a full time service, free from academic loads.
  - c. Fostering better pupil - teacher relationship by the teacher's manifestations of openness towards the students not only in giving but in receiving as well, by helping the student realize that dependency and interdependence can be co-existent by recognizing each student as unique individual, and by becoming an understanding friend to every student from whom love and acceptance can be genuinely experienced.
  - d. Having the guidance counselor provide the necessary leadership in planning co-curricular activities that would affect varied and rich experiencing in the ways of democracy through group dynamics. Such experience should provide opportunities expression, for practice in getting along with others, for widening one's



friendships, for developing particular skills, getting leadership experience, and having the security which comes from being an accepted part of a valued group. These opportunities should be made available to every student in school and not only to a favored few.

2. Periodic parent - teacher dialogues should be better implemented so that both parties can come to know more about the adolescents through an honest effort to recognize their basic position as adolescents in a multicultural and environment, and to come to a frank appraisal of and a positive approach to their problems.

In this connection, parents should be led to realize that teenagers have certain rights such as:

- a. the right to free choice in respect to
  1. friend's
  2. the sports he want to engage in
  3. his clothes
  4. the advantages he would like to have
  5. expressing his own ideas.
- b. the right to make mistakes at times
- c. the right to a new deal in discipline - to a greater freedom along with greater responsibility.
- d. the right to his parents' confidence - an insight



into family affairs.

e. the right to his parents' esteem and approval:

1. consideration for his suggestions and preferences.

2. respect for his opinions.

f. the right to clear and dispassionate answers to his questions on sex.

g. the right to some definite of his own without its being subject to questioning- to read and and drink, to work at hobbies, to play, to idle away time, etc.

h. the right way to privacy

1. a room of his own, if possible

2. his male not subject to prying or curiosity.

i. the right to be free from petty tyrannies we we are apt to impose on children.

1. Criticism by comparison by with another child.

2. Physical "Pushing around" by parents.

3. Depreciating statements as "you'll never learn, will you"?

3. Providing in-service training for the faculty

on guiding adolescents to maturity.



4. Integrating human relations in the teaching-learning situations. The teachers should become more and more aware that they are not just handling subjects but that they are handling persons who are fast blossoming into womanhood, whose attitudes and values are also their responsibility to shape and developed. Hence, the teachers should fully realize that their task is "Guiding-while-teaching".

