

**RELATIONSHIP OF PARENTS' UPBRINGING PRACTICES TO
PERFORMANCE IN VALUES EDUCATION OF HIGH SCHOOL
STUDENTS AT IMUS NATIONAL HIGH SCHOOL**

SY 1994-1995

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A Thesis

Presented to
the Faculty of the School of Graduate Studies
DLSU-Aguinaldo

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by

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April 1995

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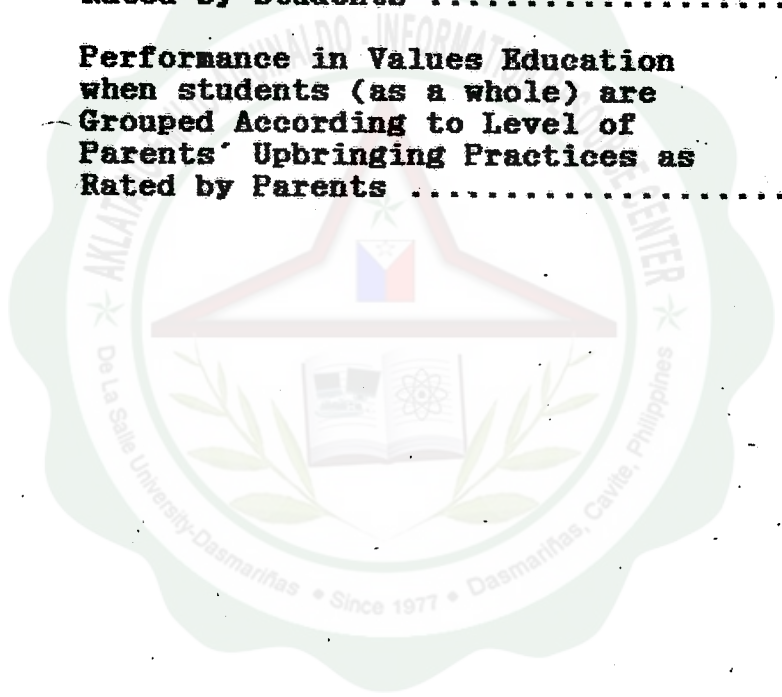
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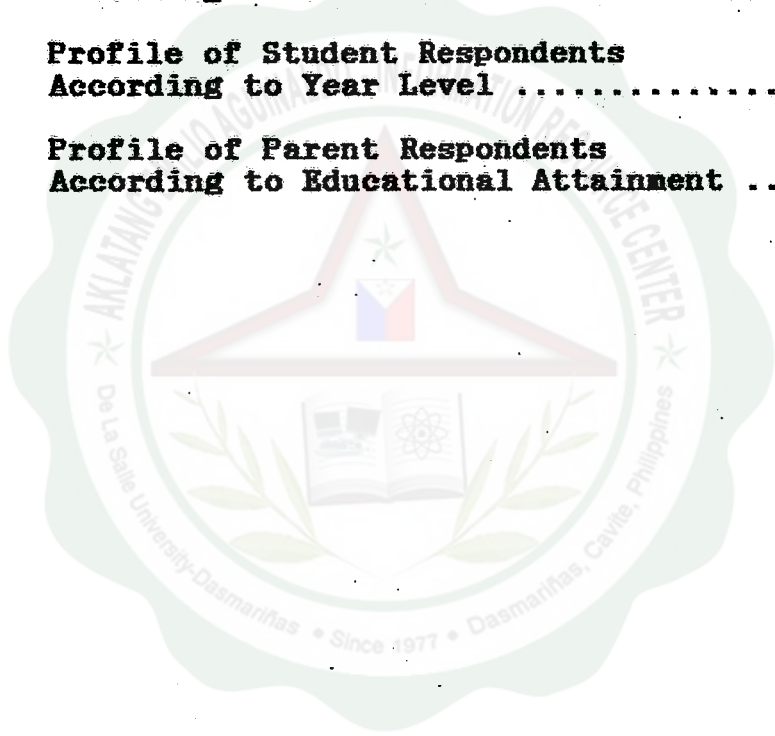
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ABSTRACT

DATOR, NELDA G. 1995. Relationship of Parents' Upbringing Practices to Performance in Values Education of High School Students at Imus National High School SY 1994-1995.

Objectives

General:

To investigate the relationship of Parents' Upbringing Practices to performance in Values Education of High School Students at Imus National High School SY 1994-1995.

Specific: This study aimed to:

1. find out the level of upbringing practices of parents of the first to fourth year students of Imus National High School SY 1994-1995 as rated by the students and as rated by the parents.
2. determine the level of performance in Values Education of the respondents.
3. find out the differences in the level of upbringing practices as rated by the students and as rated by the parents when the students are grouped according to age, sex, year level, and parents' educational attainment.
4. find out the differences in the performance in Values Education when the respondents are grouped

according to age; sex, year level, and parents' educational attainment.

5. determine the differences in the performance in Values Education when the respondents are grouped according to the level of parents' upbringing practices.

Methodology

Data Gathering:

Ss : 1058 students from first to fourth year high school of Imus National High School and their parents.

Instruments: Questionnaire developed by the researcher.

Data Analysis:

F-test or One-Way ANOVA, t-test, and Duncan Multiple Range Test were the main statistical treatment used to investigate the hypothesized relationships of variables.

Summary of Findings

The following findings resulted from this investigation:

1. The computed mean of 156.900 points showed that as rated by the high school students of Imus National High School, 1994-1995, their level of upbringing practices was democratic.

2. Based on their parents' rating the computed mean of 164.508 points showed that the students' level of upbringing practices was democratic.

3. The students' performance in Values Education was fair as shown by the obtained mean of 81.960.

4. Year level was related to level of upbringing practices as rated by the students. This is shown by a computed F-ratio of 13.978.

5. Age was related to level of upbringing practices as rated by the students. The computed F-ratio was 3.089.

6. In terms of sex and parents' educational attainment the computed t-ratio of .339 and F-ratio of 1.106, respectively, showed that these two demographic variables were not related to level of upbringing practices as rated by the students.

7. Based on parents' rating the demographic variables related to level of upbringing practices were year level, parents' educational attainment, and age of students. The computed F-ratio were 4.511, 5.119, and 2.617, respectively.

8. Sex was not related to level of upbringing practices as rated by parents. The computed t-ratio was 0.179.

9. The demographic variables related to performance in Values Education were sex, year level, and age. This is shown by the computed t-ratio of 8.22, F-ratios of 4.320 and 11.596, respectively.

10. Parents' educational attainment was not related to performance in Values Education. The computed F-ratio was .458.

11. Based on the first year and third year high school students' ratings, their level of upbringing practices was related to their performance in Values Education. This is shown by the F-ratio of 2.705 for the first year high school students' rating and F-ratio of 3.507 for the third year high school students.

12. Level of upbringing practices as rated by the second year and fourth year students was not related to their performance in Values Education. The computed F-ratio was 1.236.

13. Based on the ratings of the parents of third year high school students level of upbringing practices was related to performance in Values Education. The obtained F-ratio was 2.906.

14. Level of upbringing practices was not related to performance in Values Education as rated by the parents of first year, second year, and fourth year high school

students. The computed F-ratio were .621, 1.417, and .400 respectively.

15. There was no significant relationship between level of upbringing practices and performances in Values Education as rated by the high school students as a whole, as well as by the parents as a whole. The computed F-ratios were 0.332 and 1.245, respectively.

Conclusions

In the light of the above findings, the following conclusions were drawn:

1. Both the high school students of Imus National High School and their parents rated their upbringing as democratic.

2. The high school students had good performance in Values Education.

3. The third year high school students as well as their parents gave the highest rating for their upbringing practices. Those students who were 14 years old as well as their parents had also the highest rating for upbringing practices.

The third year high school students are said to be the most adjusted students in terms of school work. They found time to contemplate on the kind of upbringing practices they received from their parents. This perhaps

is the reason why parents and students concurred in their rating of level of upbringing practices.

4. The students and their parents agreed that there was no sex discrimination when it comes to upbringing practices.

The students pointed out that they received the same level of upbringing practices whether their parents had high or low educational attainment. But the parents who had college education claimed they gave higher level of upbringing practices.

5. The female students who were in the second year level, and those who were 14 years old performed better in Values Education. This is perhaps to confirm the general expectation that the females are more gentle in manners. The second year students who were 14 years already are expected to be well-adjusted in their school work and therefore had better performance in Values Education.

6. The students had the same performance in Values Education whether their parents had high or low educational attainment. This may be because Values Education is not an academic course where parents who are highly educated could help their children better.

7. Based on first year and third year high school students' rating, those who have experienced permissive and democratic upbringing practices had higher performance

in Values Education. This may be because students feel free and no pressure had been exerted to make them behave in the proper way. Those who experienced negligent and autocratic upbringing practices had lower performance in Values Education. This may be because they feel suffocated on the pressure exerted to them by autocratic parents or may be because they feel uncared of by negligent parents.

8. Based on the rating of the parents of the third year high school students, children who experienced autocratic upbringing practices had higher performance in Values Education. This shows that the parents still believe in autocratic practices in upbringing their children.

Recommendations

In the light of the findings in this study, the following are strongly recommended:

1. The parents should show the same level of upbringing practices whether their children are young or old and whether they belong to lower or higher year level.

2. The parents should be very careful in effecting their upbringing practices to their children who are in the 1st and 3rd year levels since at this stage they are highly dependent on them.

3. Teachers in Values Education of 2nd and 4th year students should be extra careful in dealing with their students since during this stage they are more ambivalent in their thoughts of being independent.

4. Teachers should not put always the blame on parents and family members when students are not performing well in Values Education since the level of upbringing practices was not related to performance in Values Education as a whole.

5. The school administrators should include in their school program activities that would enhance value formation among students since most of the students' time is spent in school.

6. Guidance counselors should consider and understand all the possible factors that could cause the poor attitude and behavior of the students when behavior-related cases are referred to them so they could assist and guide properly the clientele.

7. Other demographic factors could be considered in future studies like peer groups, mass media and status of the family (broken or intact).

8. Further studies may be conducted to include all secondary schools in the Division of Cavite. A replication of this study could also be conducted to investigate if the same results will be yielded.