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Casimiro, E. M., OSS. (1992). Correlates of attitudes toward selected Christian values learned from the religious instruction learned among high school students of the three Catholic schools of the diocese of Kabankalan, Negros Occidental. Masteral Thesis, De La Salle University, Manila.

A B S T R A C T

This study was undertaken to determine the correlates of attitudes toward selected Christian values learned from the religious instruction among high school students of the three Catholic High Schools in the Diocese of Kabankalan, Negros Occidental. To realize this aim, the researcher administered a two-part questionnaire to find out the respondents' cognitive, affective, and behavioral attitudes and their relationship with the independent variables: age, sex, and religion. The first part consisted of questions on the independent variables. The second part consisted of items on the cognitive, affective, and behavioral attitudes of the respondents. The content, face, and construct validation of the instrument designed by the investigator were established by the six experts in the fields of Religious and Values Education and Psychology. After the validation, the instrument was distributed to the 583 respondents from Cabarrus Catholic School, San Jose, Sipalay; Kabankalan Catholic College, Kabankalan; and St. Columban's Academy,



Cauayan, Negros Occidental. One hundred questionnaires randomly taken from the 583 total population were used to test the reliability of the 32 items of the original questionnaire. With the use of the One-Way Repeated Measures and Item Analysis with Reliability and Correlation Coefficients, two items were considered unreliable, thus, eliminated.

The study was descriptive - correlation - analytical in nature and made use of the survey methods in gathering data through an attitudinal scale. For the statistical treatment of this study, the One-Way Repeated Measures and Item Analysis with Reliability and Correlational Coefficients, frequencies, means, standard deviations, Pearson Product Moment, and One-Way Analysis of Variance were employed.

In answer to the questions raised by this study, the following findings were obtained:

1. The respondents' profile based on the independent variables show the following data:
 - 1.1 The respondents' average age was 14 (M = 14.78).
 - 1.2 The respondents were mostly females (M = 1.42).
 - 1.3 The majority of them were Catholics (M = 1.28).



2. Based on the 5-point Likert-type scale, the respondents' cognitive ($M = 4.39$), affective ($M = 4.21$), and behavioral ($M = 3.82$) attitudes disclosed vividly that they positively tended to think, feel, and practice the Christian values learned from their religious instruction.
- 3.1 There was no significant relationship between the respondents':
- 3.1.1 Cognitive attitudes toward selected Christian selected values and age ($r = .010$, $p > .05$).
 - 3.1.2 Affective attitudes toward selected Christian values and age ($r = -.055$, $p > .05$).
 - 3.1.3 Behavioral attitudes toward selected Christian values and age ($r = -.051$, $p > .05$).
- 3.2 There were both a negative and significant relationship between the respondents':
- 3.2.1 Cognitive attitudes toward selected Christian values and sex ($r = -.121$, $p < .01$).
 - 3.2.2 Affective attitudes toward selected Christian values and sex ($r = -.198$, $p < .01$).



3.2.3 Behavioral attitudes toward selected Christian values and sex ($r = -.219$, $p < .01$).

4. There was no significant difference between the respondents when grouped according to religion and their cognitive, affective, and behavioral attitudes toward Christian values at the significance levels of .01 and .05.
5. Sex was found to be the independent variable which Christian values learned from their religious instruction.

The careful examination of the attitudes toward Christian values learned from the religious instruction among high school students of the three Catholic High Schools of the Diocese of Kabankalan, Negros Occidental, has clarified some issues: the majority of the respondents age 14 years; mostly females and Catholics. The respondents' attitudes showed that they positively thought, felt, and practiced the Christian values which they learned from their religious instruction. The non-significant relationship between the respondents' cognitive, affective, and behavioral attitudes and age revealed that human beings, in general, regardless



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of age, think, feel, and act positively toward Christian values. Another implication of the finding on a non-significant relationship between attitudes and age was the need to enrich or make relevant the religious instruction offered by the three schools involved. The significant, high, and the negative relationship between the respondents' cognitive, affective, and behavioral attitudes and sex was due to the fact that girls were more inclined to think, feel, and act positively toward the Christian values learned from their religious instruction than boys. The non-significant difference between the respondents' attitudes and religion was due to the success of the three schools to make both Catholic and non-Catholic students equally and positively think, feel, and experience the Christian values learned from their religious instruction. Finally, sex was considered among the independent variables as the highest correlate of the respondents' attitudes toward the Christian values.

The researcher recommends firstly, that the Religious instruction of the adolescents should be enriched and made relevant by initiating an experimental separate Religion classes for both boys



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and girls; organizing outreach or service oriented projects as a proposed requirement for Religion classes among senior high school students; adapting various means of teaching strategies to match adolescents' needs and differences; organizing intra and inter-school religious activities to develop students' talents and leadership among the three schools; using the same textbooks in every year level for consistency in content; contextualizing of teaching experiences in the context of local community life and other signs of the times; creating a religious program and the Guidance Program supporting it in order to give importance to students' sense of self, self-acceptance, and generosity to share their time and talents in activities that concern about God and the less-privileged neighbors; strengthening the self concept of the adolescents especially the boys, through a regular communication with parents by the religion teachers, coordinators, and administrators; forming youth ministry in school and encouraging them, particularly the boys, to keep in touch with the sacraments; visiting the Blessed Sacrament and nourishing themselves with a meaningful prayerful life. Secondly, the researcher recommends: a



special attention to the Religion teachers' style of test construction that students may have opportunity to exercise the utmost capacity to draw and discuss their answers in the light of their personal experiences and lessons taken; an updating of religious educators; an offering of scholarships to deserving senior high school students; giving of incentives to religious teachers in terms of rewards or compensations for professional updating and that they may persevere in their teaching commitment; a re-examining of Religion teachers' personal faith life; and a working out of a Mission-Vision of the school with the involvement of all faculty members. Thirdly, the researcher recommends that the schools maintain the wholesome rapport among religion teachers and both their Catholic and non-Catholic students. Intra and inter-school religious activities should be organized to encourage participation among non-Catholic students. Finally, this thesis recommends a follow-up study with the same topic, but to include new independent variables such as family income, academic performance, and year level that will point out other possible correlates of adolescents' attitudes toward selected Christian values learned



from their religious instruction.

