

DE LA SALLE UNIVERSITY

ANALYSIS AND PREDICTION OF HIGH SCHOOL STUDENTS'
ALTRUISTIC ATTITUDES AND THEIR IMPLICATIONS
FOR THE VALUES EDUCATION PROGRAM OF
STELLA MARIS SCHOOL, LUBANG,
OCCIDENTAL MINDORO

A Thesis
Presented to
the Faculty of the Graduate School
De La Salle University

In Partial Fulfillment
of the Requirement for the Degree
Master of Science in Educational Management

by

Beatriz Buenavista Evangelista

July 1985



TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENT	iii
LIST OF TABLES	viii
LIST OF FIGURES	xi
Chapter	
1. THE PROBLEM AND ITS SETTING	
Introduction	1
Conceptual Framework	6
Statement of the Problem	18
Assumptions	19
Hypotheses	19
Significance of the Study	20
Scope and Delimitations	22
Definition of Terms	23
2. REVIEW OF LITERATURE AND RELATED STUDIES.	26
3. METHODOLOGY	
Research Method	39
Sampling Procedure	39
Instrumentation	40
Data Gathering Procedure	46
Statistical Treatment and Analysis of Data	47



Chapter	PAGE
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.	51
Students' Altruistic Attitudes	51
Students' Altruistic Attitudes by Year Level and Sex.	78
Dimensions of Altruistic Attitudes	106
Degree of Prominence of the Altruistic Attitudes	120
Identification of the Significant Correlates and Predictors for Each of the Six Altruistic Attitudes.	122
Implications of the Findings for the Values Education Program of Stella Maris School	131
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
Summary.	133
Findings	135
Conclusions.	140
Recommendations.	141
BIBLIOGRAPHY.	144
APPENDICES	
A-B Correspondence.	152
C Personal Information Sheet	154
D Questionnaire	155
E Pilipino Translation of the Questionnaire	168
F Multiple Correlation and Regression Analyses	183



LIST OF TABLES

Table		PAGE
3.1	Distribution of the Population and the Sample of the Study	40
3.2	Distribution of Items in the Altruistic Attitude Scale Instrument	42
3.3	Distribution of Items in the Altruistic Attitude Scale Based on the Three Dimensions of Attitudes	44
3.4	Distribution of Positively and Negatively Stated Items in the Altruistic Attitude Scale Instrument.	45
4.1	Mean Weights Obtained on the Altruistic Attitude of Considerateness	54
4.2	Mean Weights Obtained on the Altruistic Attitude of Cooperativeness	58
4.3	Mean Weights Obtained on the Altruistic Attitude of Empathy	62
4.4	Mean Weights Obtained on the Altruistic Attitude of Helpfulness	66
4.5	Mean Weights Obtained on the Altruistic Attitude of Responsibility.	71
4.6	Mean Weights Obtained on the Altruistic Attitude of Self-Sacrifice.	75



DE LA SALLE UNIVERSITY

ix

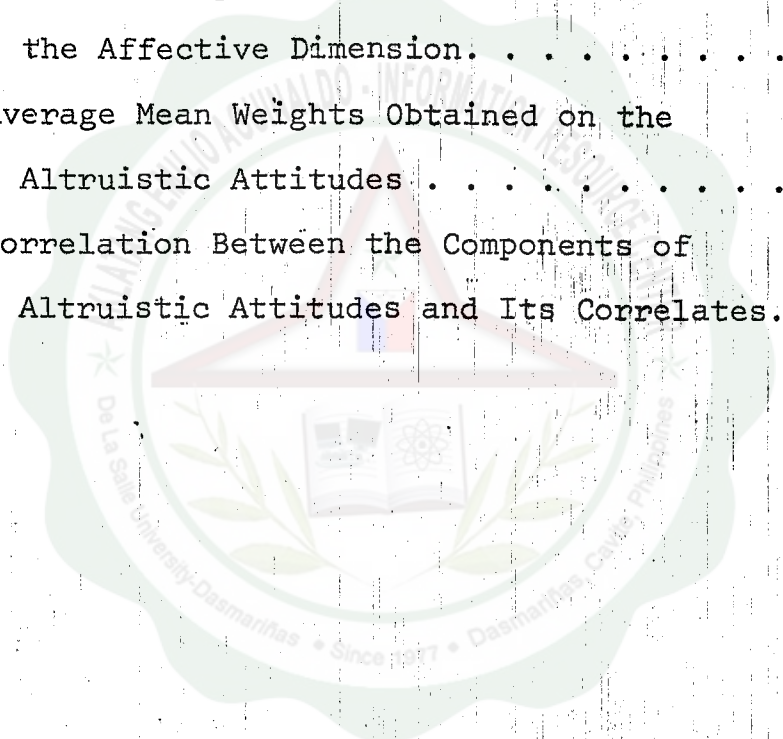
Table	PAGE
4.7 Overall Mean and Percentage Distribution of the Respondents' Attitudes Towards Considerateness by Year Level and Sex. . .	83
4.8 Overall Mean and Percentage Distribution of the Respondents' Attitudes Towards Cooperativeness by Year Level and Sex. . .	86
4.9 Overall Mean and Percentage Distribution of the Respondents' Attitudes Towards Empathy by Year Level and Sex	89
4.10 Overall Mean and Percentage Distribution of the Respondents' Attitudes Towards Helpfulness by Year Level and Sex.	94
4.11 Overall Mean and Percentage Distribution of the Respondents' Attitudes Towards Responsibility by Year Level and Sex . . .	100
4.12 Overall Mean and Percentage Distribution of the Respondents' Attitudes Towards Self-sacrifice by Year Level and Sex . . .	104
4.13 Overall Mean and Percentage Distribution of the Respondents' Attitudes Based on the Behavioral Dimension	108



DE LA SALLE UNIVERSITY

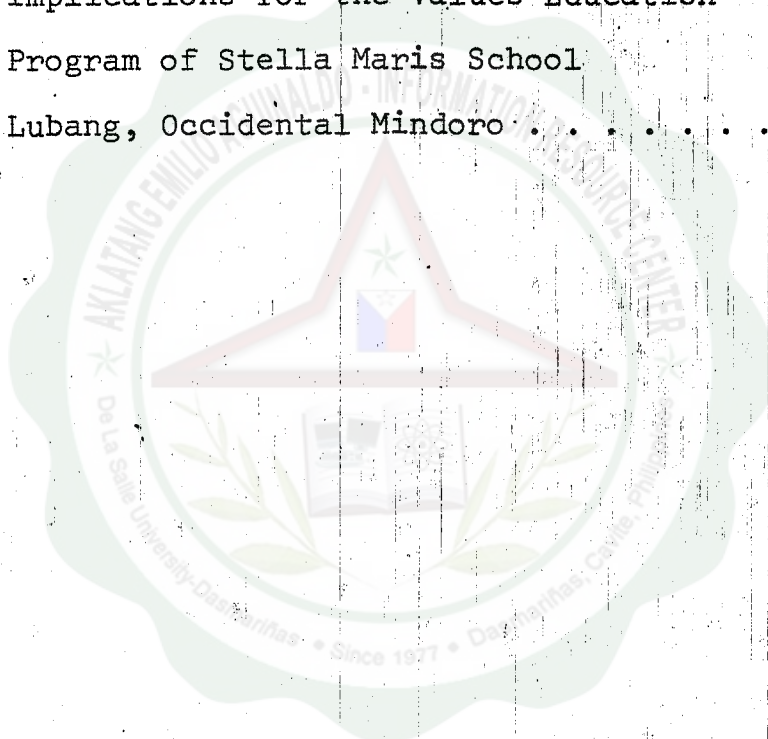
x

Table	PAGE
4.14 Overall Mean and Percentage Distribution of the Respondents' Attitudes Based on the Cognitive Dimension.	111
4.15 Overall Mean and Percentage Distribution of the Respondents' Attitudes Based on the Affective Dimension.	118
4.16 Average Mean Weights Obtained on the Altruistic Attitudes	122
4.17 Correlation Between the Components of Altruistic Attitudes and Its Correlates. .	130



LIST OF FIGURES

Figure	PAGE
1.1 A Schematic Conception of the Study of Attitudes (Rosenberg and Rouland, 1960). . .	11
1.2 Correlates of Altruistic Attitudes and Implications for the Values Education Program of Stella Maris School Lubang, Occidental Mindoro	17



Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This is a descriptive correlational study which attempted to analyze and predict the students' altruistic attitudes and their implications for the values education program of Stella Maris School of Lubang, Occidental Mindoro.

Specifically, it tried to answer the following questions:

1. What are the altruistic attitudes of the students?
2. What is the degree of prominence of the students' altruistic attitudes?
3. Is there a significant relationship between the students' altruistic attitude and their
 - 3.1 age,
 - 3.2 sex,
 - 3.3 family size,
 - 3.4 order of birth in the family, and
 - 3.5 length of exposure to the school's values education program?
4. Which of the independent variables analyzed in this study are the best predictors of the



students' altruistic attitudes?

5. What are the implications of this study for the Values Education Program of Stella Maris School?

Consequently, the study also tested the following hypotheses:

1. The older the respondents, the more prominent are their altruistic attitudes.
2. Sex is not related with altruistic attitudes.
3. Children from larger families tend to manifest altruistic attitudes more strongly than those who belong to smaller families.
4. The first-borns tend to manifest more positive altruistic attitudes than the latter-borns.
5. The longer the exposure of the students to the values education program of Stella Maris School, the more prominent are their altruistic attitudes.
6. At least one of the given variables: age, sex, family size, order of birth in the family, and length of exposure to the values education program of Stella Maris School, can predict the students' altruistic attitudes.

A random sample of 220 students selected from a total population of 330, who had studied at the respondents' school from their first year up to the school year 1986-



1987 were included in this study.

Using a Filipino translation of Peñaranda's Altruistic Attitude Scale Instrument (AASI), the student respondents were asked to indicate their degree of agreement or disagreement with the one-hundred twenty statements of the given instrument which was designed to determine the respondents' altruistic attitudes of considerateness, cooperativeness, empathy, helpfulness, responsibility, and self-sacrifice. The attitude items were scored on a five-point continuum.

The obtained data were subjected to simple and multiple correlation and regression analyses at the Statistics Education Center located at De La Salle University, Manila.

Findings

The study generated the following salient findings:

1. The respondents seemed to possess all the character components of altruistic attitudes which are considerateness, cooperativeness, empathy, helpfulness, responsibility, and self-sacrifice because not one of these components received an overall negative reaction from the respondents. Yet it could not be said that these altruistic attitudes had been fully developed in the respondents because not one of them got a positive rating.



In general, all areas got ambivalent reactions from the respondents.

2. The respondents, in general, had ambivalent reactions to the altruistic attitudes when viewed from the affective and cognitive dimensions, but reacted positively to the same attitudes when viewed from the behavioral dimension.

3. In terms of degree of prominence, the respondents relatively manifested a stronger sense of cooperativeness, followed by helpfulness, considerateness, responsibility, self-sacrifice and empathy in that order.

4. The correlation analyses yielded the following findings:

4.1 Age was negatively related with self-sacrifice. The correlation coefficient between these two variables was $-.161$ which was significant at the $.05$ level. This means that the younger students were more self-sacrificing than the older students. The hypothesis stating that the older the respondents, the more prominent are their altruistic attitudes was, therefore, rejected.

4.2 Sex was a significant correlate of helpfulness, responsibility, and self-



sacrifice based on the obtained corresponding correlation coefficients of $-.190$, $-.174$ and $-.158$ which were significant at the $.01$, $.01$, and $.05$ levels respectively. The females were found to be more helpful, more responsible and more self-sacrificing than the males. Therefore, the hypothesis which states that sex is not related with altruistic attitude was rejected.

4.3 The statements which hypothesized that: Children from larger families tend to manifest altruistic attitudes more strongly than those who belong to smaller families and that the first-borns tend to manifest more positive altruistic attitudes than the latter-borns were both rejected. Findings showed that family size and order of birth in the family showed no significant relationship with any of the components of altruistic attitudes: considerateness, cooperativeness, empathy, helpfulness, responsibility



and self-sacrifice.

4.4 None of the independent variables; age, sex, and length of exposure to the school's values education program significantly correlated with the altruistic attitudes of considerateness, cooperativeness, and empathy.

4.5 The hypothesis which states that the longer the exposure of the students to the values education program of Stella Maris School, the more prominent are their altruistic attitudes was also rejected. The reason was that a correlation coefficient of $-.183$ ($p < .01$) was obtained between the students' length of exposure to the school's values education program and their level of self-sacrifice. This means that those students who had a shorter exposure to the school's values education program were more self-sacrificing than those who had a longer exposure to th



and self-sacrifice.

4.4 None of the independent variables; age, sex, and length of exposure to the school's values education program significantly correlated with the altruistic attitudes of considerateness, cooperativeness, and empathy.

4.5 The hypothesis which states that the longer the exposure of the students to the values education program of Stella Maris School, the more prominent are their altruistic attitudes was also rejected.

The reason was that a correlation coefficient of $-.183$ ($p < .01$) was obtained between the students' length of exposure to the school's values education program and their level of self-sacrifice. This means that those students who had a shorter exposure to the school's values education program were more self-sacrificing than those who had a longer exposure to the same program.

5. The best predictors of the students' altruistic attitudes were:



- 5.1 Sex and length of exposure to the school's values education program for helpfulness,
- 5.2 Sex for responsibility.
- 5.3 Sex and length of exposure to the school's values education program for self-sacrifice.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The student respondents had not fully internalized the altruistic attitudes of considerateness, cooperativeness, empathy, helpfulness, responsibility, and self-sacrifice.
2. Their feelings and beliefs regarding the altruistic attitudes were generally ambivalent. It was easier for them to demonstrate the altruistic attitudes in them through overt behaviors or action tendencies.
3. None of the altruistic attitudes appeared to be prominently adhered to by the respondents.
4. Age, sex, and length of exposure to the values education program of the school were significant variables in so far as students altruistic attitudes were concerned.
5. Family size and order of birth in the family did not in any way affect altruistic attitudes.



6. The adolescent period seemed to be a critical period in clarifying and instilling altruistic attitudes among the students because based on the findings of the study it was at this time that they seemed to doubt almost everything.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations were forwarded:

1. The school should try to further strengthen its values education program to enable the students to internalize proper values, expressed in terms of altruistic attitudes, not only in mind and in heart but also in their day-to-day life. This could be done by providing them with some opportunities by which they can practice considerateness, cooperativeness, empathy, helpfulness, responsibility, and self-sacrifice. The following are some suggested ways:

1.1 Teachers undertake classroom instructional activities that would enable the students to exercise or practice these altruistic attitudes.

1.2 Students should be provided with actual participation and involvement in carrying



out the school values education program, this could be done through group work, class assignments, election of class officers, intramurals, Academy Day Celebration, field trips, recollections, graduation, and other similar activities.

1.3 Some of the school club meetings may be devoted to clarification of altruistic attitudes which have not yet been internalized by the students as revealed by the study.

2. The respondent school may evaluate its values education program regularly to determine its strengths and particularly its weaknesses.

3. Since the significant correlates of the study explained only a small variance of the students' altruistic attitudes, other studies may be conducted to include predictors other than those used in this study. The following predictors may be tried:

- 3.1 Students' religious affiliations
- 3.2 Students' standing according to the grade point average (GPA)
- 3.3 Parents' altruistic attitudes
- 3.4 Marital standing of parents (married,



separated, living together, and unmarried)

4. Lastly, an instrument on altruistic attitudes with special emphasis on the behavioral dimension may be developed by future researchers.

