Relationship of Socialization to Academic Performance of High School Students of Kong Ju High School in South Korea, 1995-1996

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ABSTRACT OF RESEARCH

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Objectives of the Study

A. **General**: To determine the relationship of socialization to the academic performance of high school students of Kong Ju High School, Chung Nam, South Korea, school year 1995-1996 and to find out if the demographic variables such as year level, IQ, family income, and sex are related to the variate socialization and to the criterion variable academic performance.

B. **Specific**:

1. Determine the profile of the high school students of Kong Ju High School, school year 1995-1996 in terms of year level, IQ, family income and sex;

2. Find out the level of socialization of the respondents;

3. Determine the academic performance of the respondents;

4. Find out the differences in socialization level of the respondents when they are grouped according to year level, IQ, family income, and sex;

5. Determine the differences in academic performance of the respondents when they are grouped according to year level, IQ, family income, and sex; and

6. Find out, if socialization level is related to the academic performance of the respondents.

Scope and Coverage

The study was conducted in Kong Ju High School, Chung Nam, South Korea towards the end of school year 1995-1996. A sample of 420 high school students comprised the respondents of the study. This was 30 percent of the 1,400 total population.

Methodology

The descriptive research design was used. The "Socialization Rating Scale" of Montaño (1992) was adopted to determine the socialization level of the respondents. The academic performance, year level, IQ, family income, and sex were determined through

documentary analysis.

The mean, standard deviation, coefficient of variation, t-test, F-test , and Scheffe' method were the statistical measurements used.

Results

1. There was equal distribution of respondents from each year level in Kong Ju High School. Most of them were of very superior and superior intelligence quotient, of middle family income and more were female.

2. Most of them were sociable and almost one in the level of such characteristic.

3. Most of them did not perform well academically. They showed varied levels of performance in academic courses.

4. The second year students and those with middle level family income were more sociable. The second year students had already adjusted to new friends and classmates while the first year students were just feeling their way in their new environment and the third year were more absorbed in their studies in order to be sure of graduating from high school. Those with middle family income could easily relate to those with high family income as well as to those with low family income. The rich could be too proud to mingle with

those in the lower social bracket. The poor were just too shy to socialize with the rich.

The intelligent students were as sociable as those with lower intelligence and the boys were also as sociable as the girls.

5. The first year students, those with higher IQ, those in the lower income bracket, and the females had higher academic performance. The first year students studied very well to prove that they could tackle high school academic activities in order that they will be accepted by their peers.

Those in the lower income bracket tried to compensate with cognitive skills what they lack materilly and financially in order that they will be accepted by their peers. The usual patience and conscientiousness of the females gave them an edge in academic skills.

6. Students who were more sociable performed better in their academic courses. One sure way of being accepted in any social groups is being intelligent, therefore, the students proved their worth by studying hard their lessons.

Recommendations:

1. The school administrators to plan programs that will review the grading system of the school and further develop the teaching effectiveness of the faculty;

2. The administrators of the school to encourage the teachers to study further or take masteral degree for professional development;

3. The guidance office to plan socialization activities that will involve more specifically the first year and third year students and those with higher and lower levels family income since they were found to have less socialization skills;

4. Counseling sessions to be conducted in order to further encourage those in the higher years, those with high family income and the male students to do better academically. These students were found to have average to bright average IQ and therefore capable of performing better in their academic courses;

5. Parents to be informed of the socialization skills and academic performance of their children so they could help in providing activities that will enhance such skills of their children;

6. Community activities to be provided by local officials should also include activities that will bring

about the development of socialization skills of the youth; and

7. Further studies could be conducted on the socialization of students as rated by faculty and peer groups using data gathering instrument that is actually tailored for the culture of the respondents.

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