

Socio-Cultural Predictors Affecting Senior High School Discipline Issues and Learning, Zone 4, Division of Zambales

Samuel John Coching¹ and Marie Fe D. De Guzman²

¹Kolehiyo Ng Subic, Subic, Zambales

²President Ramon Magsaysay State University, Iba, Zambales

Abstract— The main objective of this proposed study was to investigate and determine the Socio-cultural predictors affecting Senior High School discipline and learning, Zone 4, Division of Zambales during SY 2019-2020. This study had employed the descriptive research method with the survey questionnaire as the main tool of gathering data and information from teachers-respondents. The statistical treatment of this study utilized tools such as percentage, mean, rank, ANOVA and Pearson r. Based on the summary of the investigations, the researcher concluded that the respondent is a typical female in her early adulthood; Teacher-2 specialized in Social Studies, BS degree with masteral units, and had been in teaching for almost a decade. The students' academic performance was rated "Satisfactory". The teacher-respondents assessed "Always" on parental discipline and mass/social media while "Sometimes" on family education-economic status, parental socialization function, community factor and societal values/norms as dimensions on socio-cultural factors affecting discipline and learning. The teacher-respondents were "Strongly Agreed" on the proposed intervention strategies on Students' Issues/Concerns on Discipline and Learning. There is no significant difference on the perception towards dimensions on socio-cultural factors affecting discipline and learning when grouped according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching. There is negligible correlation between the academic performance and the socio-cultural factors affecting discipline and learning. The researcher recommended that for better school academic achievement, parental involvement is highly encouraged, giving full moral, emotional and financial support; that parents are reminded to be careful in disciplining children of adolescent stage and to listen explanation of child inappropriate action and behavior to avoid negative consequences that will cause and develop anti-social behavior; that parents are advised to be fair and not bias in treating children and show utmost support to all school endeavors; that students at early stage shall be oriented and be given advised to be selective in joining peer groups who are prone to commit delinquent acts and affect academic activities; that gender equality is highly encouraged to practice and apply and give full respect to individual sexual preferences and avoid bullying that causes negative behavior and poor school performance; and finally, to conduct a similar or parallel study with wider in scope so as to validate and confirm the findings obtained in the study.

Keywords— Socio-cultural Predictors, Senior High School, Discipline Issues and Learning, School, Academic Performance.

INTRODUCTION

The definition of quality of education varies from culture to culture. The environment and the personal characteristics of learners play important roles in their academic success. The school personnel, supports from members of the families and communities help determine the quality of academic performance. Also, this social assistance has a crucial role for the accomplishment of performance goals of students at school. Socio-cultural factors are the larger scale forces within societies and culture that affects the thoughts, behaviors and feelings of individual members of those societies and cultures. Example of socio-cultural factors include language, law, aesthetics (appearance), religion, values, attitudes, social organizations, family, community a person's role or status among others.

These issues can become very important for any nation because such nation needs to target their promotions based on the socio-cultural factors that are at play. Socio-cultural theorist argue that individuals cannot be considered in isolation from their social and historical context so therefore is necessary to look at the society and the development occurring at a given time.

Socio-Cultural Theory by Lev Vygotsky is an emerging theory in educational psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. Lev Vygotsky believed that parents, caregivers, peers and the culture at large were responsible for the development of higher order

functions. It is believed that the development of Social Studies in any country has a peculiar circumstances based on that country's socio-cultural experiences. Unfortunately, Social Studies education is not such a smooth sailing enterprise in many schools due to some socio-cultural factors at play. The thrust of this paper, therefore, is to examine those socio-cultural factors that affect students' discipline and learning of Social Studies/Science. Effective Social Studies/Science teaching and learning should be a collaborative effort of learners, teachers, resource person/ community resources and government. Social Studies/Science learning experiences and activities should mirror social realities due to the changing nature of society and the socio-cultural institutions therein. Socio-cultural practices that impede students' appropriate behaviour, effective teaching and learning of Social Studies/Science should be discouraged.

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, and empowering students, but with the help of good teaching atmosphere (Temitayo, Nayaya & Lukman, 2013). According to UNESCO (2010) 'the ultimate measure of any education system is not how many children are in school, but what – and how well – they learn' and 'expanding access to primary schooling doesn't necessarily imply a trade-off with improving school quality and learning outcomes' (UNESCO, 2006). It is clear that both quality and access must receive attention, and one must not be sacrificed in 'a trade-off' against the other (Latif, 2014). Quantity and quality in education should complement rather than replace each other (Latif, 2014). Previously, most studies of students' issues on discipline and learning have been conducted on such issues like gender differences, teachers' education and teaching styles, class environments, socio-economic factors and family education background (Ogunsola, Osulale & Ojo, 2014). Educational services are often not tangible and difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners. So, there is no commonly agreed upon definition of quality that is applied to educational field (Tsinidou, Gerogiannis, & Fitsilis, 2010).

Learning is a product not only of schooling but also of families, communities and peers (Engin-Demir, 2009). Learning takes place in many environments – home,

school and workplace, hence, education is the business of schools, family and community and ensuring quality is the joint effort of all these participants (Bojuwoye, 2009). The literature also shows that there is no comprehensive research done on economic, family, community and cultural factors with regard to education quality and students' behaviour, although, these elements are recognized in the literature as key factors in enhancing quality primary and basic education. Therefore, it is pertinent to know about these factors in the division of Zambales in order to frame the agenda of ensuring quality primary education. In this regard, it is timely and appropriate to investigate the proposed study. This study proposal aims to identify and analyse the socio-cultural factors that influence students' disciplinary issues and affect the quality of students' academic performance.

STATEMENT OF THE PROBLEM:

The main objective of this proposed study was to investigate and determine the Socio-cultural predictors affecting Senior High School discipline and learning, Zone 4, Division of Zambales during SY 2019-2020.

Specifically, the study sought to provide answers to the following questions:

1. How may the profile of the teacher-respondents be described as to age, sex, field of specialization, academic position, and highest educational attainment?
2. What is the academic performance of the students in Social Studies/Science?
3. How may the respondents perceive the Socio-Cultural Predictors that affects senior high students' discipline and learning Social Studies/Science in terms of Family Education and Economic Status, Parental Discipline, Parents' Socialization Function, Community Factor, Societal Values and Norms, and Mass & Social Media?
4. Is there a significant difference on the perceived Socio-Cultural Factors that affects senior high students' discipline and learning Social Studies/Science when group according teachers' profile?
5. Is there significant relationship between the perceived Socio-Cultural Factors that affects senior high students' discipline and learning Social Studies/Science and students' academic performance?

METHODOLOGY

The study used descriptive design research and qualitative in its interpretation. According to Riel (2015). Descriptive method of research is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause effect relationships. The investigated and determined Socio-cultural Predictors affecting Senior High School discipline and learning, Zone 4, Division of Zambales. The teachers ‘perceptions and insights were solicited and aimed to accomplish the objective of the study.

This study had a total of 56 teachers. The study was conducted in the 15 schools of Department of Education, Zone 4, Division of Zambales, Philippines.

The survey checklist was the main instrument used in gathering this data in this study. The contents of the survey checklist were lifted from the questionnaires of the studies of Alam, Aziz & Qazi (2018); Xia (2017); Ogunsola, Osuolale, Ojo (2014); Temitayo, Nayaya, & Lukman (2013); Karuke (2016); Abdinoor (2012); and Ibabe (2016). The survey checklist was submitted to the experts in the field for correction and suggestions. This was conducted to assure the validity of the research instrument.

The first part of the survey checklist focused on the profile of the teacher-respondents which include age, sex, area of specialization, academic rank/position, and highest educational attainment. The second part dealt to

assess the Socio-Cultural Predictors that affects senior high students’ discipline and learning Social Studies/Science. The respondents answered on a Likert scale ranging from 4- always to 1-never. The third part assessed and describe the proposed intervention to address student’s disciplinary issues and improve students’ learning in Social Studies/Sciences. The respondents answered on a Likert scale ranging from 4-strongly agree to 1- strongly disagree. The last part is the academic performance of the Senior High school students during the 3rd quarter of academic year 2019-2020.

After making the final draft of the survey checklist, the researcher had sought permission and approval of the Schools Division Superintendent, Division of Zambales on the distribution of the instrument to teacher-respondents. A letter was likewise prepared for every school head for their support and cooperation. The researchers have allotted three weeks for the distribution and retrieval of the survey instrument. The researchers assured the anonymity of the answers of the respondents. The statistical treatment of this study utilized descriptive statistical tools such as percentage, frequency counts, and mean. The inferential statistics utilized were ANOVA and Pearson r.

RESULTS AND DISCUSSIONS

1. Profile of the Respondents

1.1. Age

Table 1.1 shows the frequency and percentage distribution on the respondents’ age profile variables.

Table 1.1: Frequency and Percentage Distribution on the Respondents’ Age Profile Variables

| Age | Frequency (f) | Percentage (%) |
|------------------------------------|---------------|----------------|
| 46-50 years old | 3 | 5.40 |
| 31-35 years old | 15 | 26.80 |
| 56-60 years old | 1 | 1.80 |
| 41-45 years old | 14 | 25.00 |
| 26-30 years old | 8 | 14.30 |
| 51-55 years old | 1 | 1.80 |
| 36-40 years old | 11 | 19.60 |
| 25 years old and below | 3 | 5.40 |
| Total | 56 | 100.00 |
| Mean of Age=36.81 years old | | |

Out of fifty six (56) teacher-respondents, mostly are from age group of 31-35 years old with 15 or equivalent to 26.80% ; 14 or 25.00%, from 41-45 years old; 11 or 19.60% from 36-40 years old; 8 or 14.30%, 26-30 years

old; 3 or 5.40% from 46-50 and 25 years old and below and only 1 or equivalent to 1.80% from age group of 56-60 and 51-55 years old respectively. The computed mean age of the respondents was 36.81 years old. The

data simply implies that the respondents were classified in their early adulthood. By the time we reach early adulthood, our physical maturation is complete, although our height and weight may increase slightly. In early adulthood, our physical abilities are at their peak,

including muscle strength, reaction time, sensory abilities, and cardiac functioning.

1.2. Sex

Table 1.2 shows the frequency and percentage distribution on the respondents' sex profile variables.

Table 1.2: Frequency and Percentage Distribution on the Respondents' Sex Profile Variables

| Sex | Frequency (f) | Percentage (%) |
|--------|---------------|----------------|
| Male | 22 | 39.30 |
| Female | 34 | 60.70 |
| Total | 56 | 100.00 |

Out of fifty-six (56) teacher-respondents, majority are females with 34 or equivalent to 60.70% while 22 or 39.30% are males. The data in Table 1.2 clearly demonstrate that in teaching it is dominated by females and this could be ascribed on the dedication and commitment of the female in the teaching profession. At a purely statistical level, an occupation

that is predominantly made up of women is said to be 'feminised' (Cherry, 2014).

1.3. Area of Specialization

Table 1.3 shows the frequency and percentage distribution on the respondents' area of specialization profile variables

Table 1.3: Frequency and Percentage Distribution on the Respondents' Area of Specialization Profile Variables

| Area of Specialization | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| History | 1 | 1.80 |
| Political Science | 2 | 3.60 |
| Social Science | 15 | 26.80 |
| Social Studies | 21 | 37.50 |
| Others | 17 | 30.40 |
| Total | 56 | 100.00 |

Out of fifty six (56) teacher-respondents, mostly are teaching specialized in Social Studies with 21 or 37.50%; 17 or 30.40%, are teaching other subjects; 15 or 26.80%, are teaching Social Sciences; 2 or 3.60%, teaching Political Science and only 1 or equivalent to 1.80% is teaching History. It is clearly gleaned from the table that the teacher respondents emanate from Social Studies or Social Sciences group. Teaching in the area of history, political science, social science, social studies are allied courses teaching social environment, history, government, political issues, labor issues and many others.

1.4. Highest Educational Attainment

Table 1.4 shows the frequency and percentage distribution on the respondents' highest educational attainment profile variables. Out of fifty six (56) teacher-respondents, majority have attained Bachelor degree with masteral units with 32 or equivalent to 57.10%; 12 or 21.40%, are bachelor's Degree; 7 or 12.50%, Masteral degree; 3 or 5.40% masteral degree with doctoral units and 2 or equivalent to 3.60% are full pledge doctoral degree holders.

Table 1.4: Frequency and Percentage Distribution on the Respondents' Highest Educational Attainment Profile Variables

| Highest Educational Attainment | Frequency (f) | Percentage (%) |
|--------------------------------|---------------|----------------|
| Bachelor Degree | 12 | 21.40 |
| Bachelor with Master's Units | 32 | 57.10 |
| Masters | 7 | 12.50 |
| Masters' with Ed.D. | 3 | 5.40 |

| | | |
|--------------|----|--------|
| Ed.D. | 2 | 3.60 |
| Total | 56 | 100.00 |

1.5. Academic Rank/Position

Table 1.5 shows the frequency and percentage distribution on the respondents' academic rank/position profile variables

Table 1.5: Frequency and Percentage Distribution on the Respondents' Academic Rank/Position Profile Variables

| Academic Rank/Position | Frequency (f) | Percentage (%) |
|-------------------------------|----------------------|-----------------------|
| Teacher 1 | 16 | 28.60 |
| Teacher 2 | 20 | 35.70 |
| Teacher 3 | 14 | 25.00 |
| Master Teacher | 6 | 10.70 |
| Total | 56 | 100.00 |

Out of fifty six (56) teacher-respondents, mostly are occupying academic rank of Teacher 2 with 20 or equivalent to 35.70%; 16 or 28.60% are Teacher 1; 14 or 25.00% are Teacher 3 and 6 or equivalent to 10.70% are Master's Teacher. To be professionally advance requires pursuing graduate studies or post-graduate education. In addition, the teachers need to attend seminars and trainings, to conduct research studies be it

qualitative or quantitative, to an action based on classroom or institutional problem affecting teaching-learning process.

1.6. Number of Years in Teaching

Table 1.6 shows the frequency and percentage distribution on the respondents' number of years in teaching profile variables.

Table 1.6: Frequency and Percentage Distribution on the Respondents' Number of Years in Teaching Profile Variables

| Number of Years in Teaching | Frequency (f) | Percentage (%) |
|------------------------------------|----------------------|-----------------------|
| 26-30 years | 1 | 1.80 |
| 16-20 years | 5 | 8.90 |
| 11-15 years | 13 | 23.20 |
| 6-10 years | 13 | 23.20 |
| 0-5 years | 24 | 42.90 |
| Total | 56 | 100.00 |
| Mean=8.27 years in teaching | | |

Out of fifty six (56) teacher-respondents, mostly are in the teaching service for 0-5 years with 24 or equivalent to 42.90%; 13 or 23.20% with 11-15 and 6-10 years respectively; 5 or 8.90% with 16-20 teaching experience and only 1 or equivalent to 1.80% had served for 26-30 years.

who had been interviewed, they will remain in the teaching services until they reach the age of retirement.

They find teaching a worthwhile profession and considered as a "noblest profession".

The computed mean number of years in teaching was 8.27 years. The data clearly demonstrate on the satisfaction of the teacher-respondents to engage and remain in the teaching profession. According to some

2. Academic Performance of the Students in Social Studies/Science

Table 2 shows the frequency and percentage distribution on the respondents' academic performance in Social Studies.

Table 2: Frequency and Percentage Distribution on the Respondents' Academic Performance in Social Studies

| Academic Performance | Frequency (f) | Percentage (%) |
|------------------------------------|----------------------|-----------------------|
| Very Satisfactory (85-89) | 3 | 5.40 |
| Satisfactory (80-84) | 42 | 75.00 |
| Fairly Satisfactory (75-79) | 11 | 19.60 |

| | | |
|--|----|--------|
| Total | 56 | 100.00 |
| Mean of Academic Performance=81.29 (Satisfactory) | | |

Out of fifty six (56) teacher-respondents majority with 42 or equivalent to 75.00% have obtained a “Satisfactory” academic performance of students with numerical rating of (85-89); 11 or 19.60% with (75-79) “Fairly Satisfactory”; and 3 or equivalent to 5.40%, with 85-89 “Very Satisfactory”. The computed mean of student academic performance was 81.29 with qualitative interpretation of “Satisfactory”. In the study of Ferguson and Johnson (1995) suggested “A student educational success contingent heavily on social status of student’s parents/ guardians in the society. According to Minnesota (2007) “the higher education performance

is depending upon the academic performance of graduate students.

3. Perception on the Socio-Cultural Factors that Affects Senior High School Discipline and Learning

3.1. Family Education/Economic Status

Table 3.1 shows the perception of the respondents towards socio-cultural predictor that affects senior high school discipline and learning as to family education/economic status.

Table 3.1: Perception of the Respondents towards Socio-Cultural Predictors that Affects Senior High School Discipline and Learning as to Family Education/Economic Status

| Family Education/Economic Status | | WM | QI | Rank |
|----------------------------------|---|------|-----------|------|
| 1 | Students from disadvantaged socio-economic families are exposed to limited learning opportunities | 3.23 | Sometimes | 2.5 |
| 2 | Students from disadvantaged socio-economic families results to lower educational outcome | 3.16 | Sometimes | 5.5 |
| 3 | Parents’ limited education would result in lower involvement in their children's education. | 3.18 | Sometimes | 4 |
| 4 | Parents’ limited education is deterrent to school completion and success | 3.13 | Sometimes | 7 |
| 5 | Children benefit from family stability for emotional and psychological development. | 3.32 | Always | 1 |
| 6 | Children living in other types of family structure (e.g., single-parent or blended family) | 3.23 | Sometimes | 2.5 |
| 7 | Parents’ poor understanding of children's needs | 3.16 | Sometimes | 5.5 |
| 8 | Parents’ limited or lack of education | 3.07 | Sometimes | 9 |
| 9 | Children came from socially disadvantaged families | 3.05 | Sometimes | 10 |
| 10 | Children came from a low income families | 3.11 | Sometimes | 8 |
| | Overall Weighted Mean | 3.16 | Sometimes | |

The teacher-respondents assessed “Sometimes” on the children benefit from family stability for emotional and psychological development manifested on the high mean value of 3.32 and ranked 1st followed by the students from disadvantaged socio-economic families are exposed to limited learning opportunities and the children living in other types of family structure (e.g., single-parent or blended family) with equal mean of 3.23 and ranked 2.5th respectively and least on the children came from socially disadvantaged families with mean of 3.05 and ranked 10th. The computed overall weighted mean on the responses towards socio-cultural

predictor that affects senior high school discipline and learning as to family education/economic status was 3.16 with qualitative interpretation of “Sometimes”. Student's achievement is related to parenting style and parental involvement (Sibley & Dearing, 2014). But recent studies have focused on how various risk factors come together to produce negative outcomes (Baumrind, 2011). Family variables can be classified in demographic (socioeconomic level, parents' educational level and family structure) and dynamic (family environment, parenting style and family educational involvement), (Ibabe, 2016).

3.2. Parental Discipline

Table 3.2 shows the perception of the respondents towards socio-cultural predictors that affects senior high school discipline and learning as to parental discipline. The teacher-respondents assessed “Always” on the child’s disciplinary problem is strongly associated with the lack of emotional support manifested on the high value of 3.38 and ranked 1st followed by the poor parental discipline and supervision are risk factor for the

antisocial behaviors in adolescence, 3.34 and ranked 2nd and the least on disciplining involves setting limits, setting up logical consequences, reasoning, and explaining with mean of 3.26 interpreted as “Always”. Overall, the computed weighted mean on the responses towards socio-cultural predictors that affects senior high school discipline and learning as to parental discipline was 3.26 interpreted as “Always”.

Table 3.2: Perception of the Respondents towards Socio-Cultural Predictors that Affects Senior High School Discipline and Learning as to Parental Discipline

| | Parental Discipline | WM | QI | Rank |
|----|---|------|-----------|------|
| 1 | Parents with unrealistic expectations, or deficit in communication skills | 3.23 | Sometimes | 7 |
| 2 | Child’s disciplinary problem is strongly associated with the lack of emotional support | 3.38 | Always | 1 |
| 3 | Families who have a higher level of distress and limited resources to address the adolescent stage of the child. | 3.29 | Always | 4 |
| 4 | following a child's inappropriate behavior with a negative consequence | 3.20 | Sometimes | 9 |
| 5 | Disciplining involves setting limits, setting up logical consequences, reasoning, and explaining | 3.16 | Sometimes | 10 |
| 6 | Parental discipline based on markedly permissive or authoritarian control | 3.27 | Sometimes | 5 |
| 7 | Discipline strategies administrated inconsistently or different parenting styles | 3.30 | Always | 3 |
| 8 | Following a child's inappropriate behavior with a negative consequence (e.g., deprivation of privileges) without explanation or justification | 3.21 | Sometimes | 8 |
| 9 | Parent that frequently punishes a child establishes a relationship built on fear | 3.25 | Sometimes | 6 |
| 10 | Poor parental discipline and supervision are risk factor for the antisocial behaviors in adolescence | 3.34 | Always | 2 |
| | Overall Weighted Mean | 3.26 | Always | |

The family relationship is characterized by support, warmth, communication, and autonomy are key for promoting appropriate development in adolescents. So that, the positive parent-child relationships is considered as a protective factor of adolescents' verbal or physical abuse of their parents (Estévez & Navarro, 2009 and Ibabe, 2015).

3.3. Parental Socialization Function

Table 3.3 shows the perception of the respondents towards socio-cultural predictors that affects senior high school discipline and learning as to parents’ socialization function.

Table 3.3: Perception of the Respondents towards Socio-Cultural Predictors that Affects Senior High School Discipline and Learning as to Parents’ Socialization Function

| | Parents’ Socialization Function | WM | QI | Rank |
|---|---|------|-----------|------|
| 1 | Parents (especially fathers) tend to be more rigid in their expectations for sons than daughters. | 3.34 | Always | 1 |
| 2 | Parents may support more traditional views (e.g., family roles and discipline). | 3.32 | Always | 2 |
| 3 | Parents’ differential treatment of daughters and sons. | 3.13 | Sometimes | 7 |
| 4 | Varied parental involvement of parents to child/children’s education and future | 3.11 | Sometimes | 9 |
| 5 | Children gradually internalize social standards and expectations within the family context | 3.11 | Sometimes | 9 |
| 6 | Parents’ serious deprivation of children's needs tends to yield poor academic performance | 3.30 | Always | 3 |

| | | | | |
|----|--|------|-----------|---|
| 7 | The complex process of socialization (discipline and supervision) of children by parents | 3.14 | Sometimes | 6 |
| 8 | Parents who showed low directive and low assertive control | 3.11 | Sometimes | 9 |
| 9 | Parents who showed high supportiveness | 3.27 | Sometimes | 5 |
| 10 | Parents' different views on children about adult roles and occupations. | 3.29 | Always | 4 |
| | Overall Weighted Mean | 3.21 | Sometimes | |

The teacher-respondents assessed “Always” that parents (especially fathers) tend to be more rigid in their expectations for sons than daughters manifested on high mean value of 3.34 and ranked 1st followed by parents may support more traditional views (e.g., family roles and discipline) with mean of 3.32 and ranked 2nd and the least on the varied parental involvement of parents to child/children’s education and future, Children gradually internalize social standards and expectations within the family context, and parents who showed low directive and low assertive control with equal weighted mean of 3.11 and ranked 9th respectively. Overall, the computed weighted mean on the responses towards

socio-cultural predictors that affects senior high school discipline and learning as to parents’ socialization function was 3.21 interpreted as “Sometimes”. The complex process of socialization of children by parents includes both discipline and supervision from childhood to adulthood. The purpose of socialization is to promote and prevent certain behaviors in the children (Ibabe, 2016).

3.4. Community Factor

Table 3.4 shows the perception of the respondents towards socio-cultural predictors that affects senior high school discipline and learning as to community factor.

Table 3.4: Perception of the Respondents towards Socio-Cultural Predictors that Affects Senior High School Discipline and Learning as to Community Factor

| Community Factor | WM | QI | Rank |
|--|------|-----------|------|
| 1 Lawless school environment promotes disciplinary challenges | 3.32 | Always | 1 |
| 2 Lawless community raises unproductive members for the society | 3.25 | Always | 2 |
| 3 Learning the techniques to commit delinquent acts | 3.14 | Sometimes | 9 |
| 4 Unrestricted interaction with deviant peers makes youths become more deviants | 3.23 | Sometimes | 3.5 |
| 5 Poor peer relationships are closely associated with social cognitive skill deficits. | 3.16 | Sometimes | 7.5 |
| 6 Peer group can demand blind obedience to a group norm, | 3.21 | Sometimes | 5.5 |
| 7 Students try to influence their classmates negatively to exhibit the same lack of discipline. | 3.23 | Sometimes | 3.5 |
| 8 The curriculum is not able to offer them opportunities for self-development and a sense of personal worth. | 3.21 | Sometimes | 5.5 |
| 9 The curriculum offered is not able to address the aims that are promoted by the society. | 3.16 | Sometimes | 7.5 |
| 10 The curriculum offered to learners is irrelevant to their interests and the needs of their communities. | 3.11 | Sometimes | 10 |
| Overall Weighted Mean | 3.20 | Sometimes | |

The teacher-respondents assessed “Sometimes” on lawless school environment promotes disciplinary challenges manifested on the high mean value of 3.32 and ranked 1st followed by lawless community raises unproductive members for the society, with mean of 3.25 and ranked 2nd and the least on the curriculum offered to learners is irrelevant to their interests and the needs of their communities with mean of 3.11 and ranked 10th. Overall, the computed weighted mean on the responses towards socio-cultural predictors that

affects senior high school discipline and learning as to community factor was 3.20 interpreted as “Sometimes”. The community factors that have direct or indirect effects on ensuring the quality of primary education are home environment, support for education, local relevance and ownership to schools, community’s lack of skills and confidence, community’s lack of cohesion and experience in contributing to school management. (Verspoor, 2015)

3.5. Societal Values and Norms

Table 3.5 shows the perception of the respondents towards socio-cultural predictors that affects senior high

school discipline and learning as to societal values and norms.

Table 3.5: Perception of the Respondents towards Socio-Cultural Predictors that Affects Senior High School Discipline and Learning as to Societal Values and Norms

| | Societal Values and Norms | WM | QI | Rank |
|----|--|-----------|-----------|-------------|
| 1 | Too much chores given/ascribed to girls at homes | 3.25 | Always | 1 |
| 2 | Family preference to educate boys instead of girls | 3.16 | Sometimes | 2 |
| 3 | Religious belief hinder female education | 3.05 | Sometimes | 7.5 |
| 4 | The notion than women are less intelligent than men | 2.98 | Sometimes | 10 |
| 5 | The practice of early marriage | 3.05 | Sometimes | 7.5 |
| 6 | Parental demoralization due to girls' pregnancies before completion of schools | 3.05 | Sometimes | 7.5 |
| 7 | Parents' failure to buy basic needs for sanitary and hygiene. | 3.05 | Sometimes | 7.5 |
| 8 | Girls and boys do not participate equally in domestic duties | 3.07 | Sometimes | 4.5 |
| 9 | Emotional disconnection from family results in feelings of isolation and alienation for the child. | 3.09 | Sometimes | 3 |
| 10 | Emotional disconnection from friends and peers results in feelings of isolation for the child. | 3.07 | Sometimes | 4.5 |
| | Overall Weighted Mean | 3.08 | Sometimes | |

The teacher-respondents assessed “Always” on too many chores given/ascribed to girls at homes manifested on the high mean values of 3.25 and ranked 1st followed by the family preference to educate boys instead of girls, with mean of 3.16 and ranked 2nd and the least on the notion than women are less intelligent than men with mean of 2.98 and ranked 10th. The computed overall weighted mean on the responses towards socio-cultural predictors that affects senior high school discipline and learning as to societal values and norms was 3.08 interpreted as “Sometimes”. Part of Filipino culture that household chores are given to girls.

Because of over burden on doing laundry, ironing of clothes, cooking, marketing, cleaning the house could affect school achievements. This finding is similar to the study of Achoka, Nafula & Oyoo (2013) revealed a negative cultural influence on secondary school girl-students' academic achievement in Bungoma County.

3.6. Mass/Social Media

Table 3.6 shows the perception of the respondents towards socio-cultural predictors that affects senior high school discipline and learning as to mass/social media.

Table 3.6: Perception of the Respondents towards Socio-Cultural Predictors that Affects Senior High School Discipline and Learning as to Mass/Social Media

| | Mass/Social Media | WM | QI | Rank |
|---|--|-----------|-----------|-------------|
| 1 | Using more time in 'liking', 'sharing', 'chatting' and 'posting' selfies which is tough to sign out. | 3.36 | Always | 9 |
| 2 | Social media is a new playground for students and websites for fun and joy | 3.38 | Always | 8 |
| 3 | Students have deviated from career and personal development goals electronic media overuse | 3.43 | Always | 3.5 |
| 4 | Difficult for people to identify meaningful communication from other diverse connections | 3.30 | Always | 10 |
| 5 | Engagement with social media applications causes them to dedicate less time to their studies | 3.41 | Always | 3.5 |
| 6 | Engagement with social media applications reduces students' focus. | 3.41 | Always | 3.5 |
| 7 | Repeated and continual exposure to the different images and ideas and misguided programs | 3.43 | Always | 3.5 |
| 8 | Students disregards ethical boundaries and fails to maintain set parameters | 3.39 | Always | 7 |
| 9 | More time on entertainment on electronic media than on schoolwork | 3.48 | Always | 2 |

| | | | | |
|----|---|------|--------|---|
| 10 | Acquisition of negative information form electronic media at home and at school | 3.50 | Always | 1 |
| | Overall Weighted Mean | 3.41 | Always | |

The teacher-respondents assessed “Always” on the acquisition of negative information form electronic media at home and at school manifested on the computed mean value of 3.50 and ranked 1st followed by more time on entertainment on electronic media than on schoolwork, 3.48 and ranked 2nd and the least on the difficulty for people to identify meaningful communication from other diverse connections with mean of 3.30 and ranked 10th. Overall, the computed mean on the responses towards socio-cultural predictors that affects senior high school discipline and learning as to mass/social media was 3.41 with qualitative interpretation of “Always”.

4. Test of differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science when group according to teachers’ profile

4.1. Family Education and Economic Status

Table 4.1 shows the Analysis of Variance to test differences on the perceived socio-cultural factors that affects senior high school discipline and learning social studies/science as to family education and economic status when group according to teachers’ profile.

Table 4.1: Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Family Education and Economic Status when group according to Teachers’ Profile

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|---------------------------------------|----------------|-------|----|-------|-------|-------|-----------------|
| Age | Between Groups | 0.323 | 7 | 0.046 | 0.320 | 0.941 | Accept Ho |
| | Within Groups | 6.926 | 48 | 0.144 | | | Not Significant |
| | Total | 7.249 | 55 | | | | |
| Sex | Between Groups | 0.007 | 1 | 0.007 | 0.055 | 0.815 | Accept Ho |
| | Within Groups | 7.241 | 54 | 0.134 | | | Not Significant |
| | Total | 7.249 | 55 | | | | |
| Area of Specialization | Between Groups | 0.454 | 4 | 0.114 | 0.853 | 0.499 | Accept Ho |
| | Within Groups | 6.794 | 51 | 0.133 | | | Not Significant |
| | Total | 7.249 | 55 | | | | |
| Highest Educational Attainment | Between Groups | 0.408 | 4 | 0.102 | 0.760 | 0.556 | Accept Ho |
| | Within Groups | 6.841 | 51 | 0.134 | | | Not Significant |
| | Total | 7.249 | 55 | | | | |
| Academic Rank/Position | Between Groups | 0.044 | 3 | 0.015 | 0.105 | 0.957 | Accept Ho |
| | Within Groups | 7.205 | 52 | 0.139 | | | Not Significant |
| | Total | 7.249 | 55 | | | | |
| Number of Years in Teaching | Between Groups | 0.314 | 4 | 0.079 | 0.578 | 0.680 | Accept Ho |
| | Within Groups | 6.934 | 51 | 0.136 | | | Not Significant |
| | Total | 7.249 | 55 | | | | |

There is no significant difference on the perception towards socio-cultural factors that affects senior high school discipline and learning social studies/science as to family education and economic status when group according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching profile variables manifested on the computed P or Significant Value of 0.941, 0.815, 0.499, 0.556, 0.957 and 0.680 which all are higher than 0.05 Alpha Level of Significance, hence the Null Hypothesis

is Accepted. The data further implies on the parallelism of the respondents’ perspective towards family education and economic status affecting discipline and learning of students. The effects of family context on academic achievement in adolescence, with parental education level to the fore. When students have difficulties to reach the teaching goals and they are characterized by behavioral problems as child-to-parent violence. Implications for professional in schools would be the focus on courses for parents in order to generate

appropriate learning environments at home, and on the improvement of parent-child relationships (Ibabe, 2016).

When parental education level is low, educational programs should be designed at the community level to target students with a view to improving their habits relating to studying, eating, and leisure activities (Córdoba, García, Luengo, Vizuete & Feu, 2011).

The most important limitation of this study of Ibabe (2016) is that, as is the case in cross-sectional studies, the direction of causality cannot be established. Moreover, there is a risk that participants' motivation to respond may be affected by social desirability, so that they may overestimate their parental education level or their own academic achievement and study motivation, as socially acceptable features.

Table 4.2: Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Parental Discipline when group according to Teachers' Profile

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|---------------------------------------|----------------|-------|----|-------|-------|-------|-----------------|
| Age | Between Groups | 1.579 | 7 | 0.226 | 1.641 | 0.147 | Accept Ho |
| | Within Groups | 6.595 | 48 | 0.137 | | | Not Significant |
| | Total | 8.174 | 55 | | | | |
| Sex | Between Groups | 0.281 | 1 | 0.281 | 1.919 | 0.172 | Accept Ho |
| | Within Groups | 7.893 | 54 | 0.146 | | | Not Significant |
| | Total | 8.174 | 55 | | | | |
| Area of Specialization | Between Groups | 0.169 | 4 | 0.042 | 0.269 | 0.897 | Accept Ho |
| | Within Groups | 8.005 | 51 | 0.157 | | | Not Significant |
| | Total | 8.174 | 55 | | | | |
| Highest Educational Attainment | Between Groups | 0.439 | 4 | 0.110 | 0.723 | 0.580 | Accept Ho |
| | Within Groups | 7.735 | 51 | 0.152 | | | Not Significant |
| | Total | 8.174 | 55 | | | | |
| Academic Rank/Position | Between Groups | 0.347 | 3 | 0.116 | 0.768 | 0.517 | Accept Ho |
| | Within Groups | 7.827 | 52 | 0.151 | | | Not Significant |
| | Total | 8.174 | 55 | | | | |
| Number of Years in Teaching | Between Groups | 0.509 | 4 | 0.127 | 0.847 | 0.502 | Accept Ho |
| | Within Groups | 7.665 | 51 | 0.150 | | | Not Significant |
| | Total | 8.174 | 55 | | | | |

The data clearly demonstrate on the congruency and harmonious belief of the respondents' towards parental discipline. There are empirical evidences that poor parental discipline and supervision are a relevant risk factor for the antisocial behaviors in adolescence (Loeber,Wung, Keenan, Giroux, Stouthamer-Loeber& Van Kammen, 2013).

4.2. Parental Discipline

Table 4.2 shows the Analysis of Variance to test differences on the perceived socio-cultural factors that affects senior high school discipline and learning social studies/science as to parental discipline when group according to teachers' profile.

There is no significant difference on the perception towards socio-cultural factors that affects senior high school discipline and learning social studies/science as to parental discipline when group according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching profile variables manifested on the computed P or Significant Value of 0.147, 0.172, 0.897, 0.580, 0.517, and 0.502 which all are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted.

4.3. Parents' Socialization Function

Table 4.3 shows the Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Parents' Socialization Function when group according to Teachers' Profile.

Table 4.3: Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Parents' Socialization Function when group according to Teachers' Profile

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|---------------------------------------|----------------|--------|----|-------|-------|-------|-----------------|
| Age | Between Groups | 1.303 | 7 | 0.186 | 0.989 | 0.450 | Accept Ho |
| | Within Groups | 9.031 | 48 | 0.188 | | | Not Significant |
| | Total | 10.334 | 55 | | | | |
| Sex | Between Groups | 0.226 | 1 | 0.226 | 1.205 | 0.277 | Accept Ho |
| | Within Groups | 10.108 | 54 | 0.187 | | | Not Significant |
| | Total | 10.334 | 55 | | | | |
| Area of Specialization | Between Groups | 0.143 | 4 | 0.036 | 0.179 | 0.948 | Accept Ho |
| | Within Groups | 10.191 | 51 | 0.200 | | | Not Significant |
| | Total | 10.334 | 55 | | | | |
| Highest Educational Attainment | Between Groups | 0.479 | 4 | 0.120 | 0.620 | 0.650 | Accept Ho |
| | Within Groups | 9.854 | 51 | 0.193 | | | Not Significant |
| | Total | 10.334 | 55 | | | | |
| Academic Rank/Position | Between Groups | 0.405 | 3 | 0.135 | 0.707 | 0.552 | Accept Ho |
| | Within Groups | 9.929 | 52 | 0.191 | | | Not Significant |
| | Total | 10.334 | 55 | | | | |
| Number of Years in Teaching | Between Groups | 0.398 | 4 | 0.099 | 0.510 | 0.729 | Accept Ho |
| | Within Groups | 9.936 | 51 | 0.195 | | | Not Significant |
| | Total | 10.334 | 55 | | | | |

There is no significant difference on the perception towards socio-cultural factors that affects senior high school discipline and learning social studies/science as to Parents' Socialization Function when group according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching profile variables manifested on the computed P or Significant Value of 0.450, 0.277, 0.948, 0.650, 0.552, 0.729 which all are higher than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted.

The data provide sufficient evidence to conclude on the similarity of the respondents' opinion towards parents'

socialization function. Positive family environment (parents-children affective cohesion, parental support, parental monitoring, confidence and openness, and empathic family communication) has been positively related to children's better behavioral and psychological adjustment (Moreno, Estévez, Murgui & Musitu, 2009 and Jaureguizar & Ibabe, 2012).

4.4. Community Factor

Table 4.4 shows the Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Community Factor when group according to Teachers' Profile

Table 4.4: Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Community Factor when group according to Teachers' Profile

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|-------------------------------|----------------|-------|----|-------|-------|-------|-----------------|
| Age | Between Groups | 2.093 | 7 | 0.299 | 1.877 | 0.094 | Accept Ho |
| | Within Groups | 7.646 | 48 | 0.159 | | | Not Significant |
| | Total | 9.739 | 55 | | | | |
| Sex | Between Groups | 0.045 | 1 | 0.045 | 0.253 | 0.617 | Accept Ho |
| | Within Groups | 9.694 | 54 | 0.180 | | | Not Significant |
| | Total | 9.739 | 55 | | | | |
| Area of Specialization | Between Groups | 0.938 | 4 | 0.234 | 1.358 | 0.261 | Accept Ho |
| | Within Groups | 8.802 | 51 | 0.173 | | | Not Significant |

| | | | | | | | |
|---------------------------------------|----------------|-------|----|-------|-------|-------|-----------------|
| | Total | 9.739 | 55 | | | | |
| Highest Educational Attainment | Between Groups | 0.582 | 4 | 0.145 | 0.810 | 0.525 | Accept Ho |
| | Within Groups | 9.157 | 51 | 0.180 | | | Not Significant |
| | Total | 9.739 | 55 | | | | |
| Academic Rank/Position | Between Groups | 0.036 | 3 | 0.012 | 0.065 | 0.978 | Accept Ho |
| | Within Groups | 9.703 | 52 | 0.187 | | | Not Significant |
| | Total | 9.739 | 55 | | | | |
| Number of Years in Teaching | Between Groups | 1.146 | 4 | 0.286 | 1.700 | 0.164 | Accept Ho |
| | Within Groups | 8.593 | 51 | 0.168 | | | Not Significant |
| | Total | 9.739 | 55 | | | | |

There is no significant difference on the perception towards socio-cultural factors that affects senior high school discipline and learning social studies/science as to community factor when group according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching profile variables manifested on the computed P or Significant Value of 0.094, 0.617, 0.261, 0.525, 0.978 and 0.164 which all are higher than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted. The community can extend support to the participants in the education process, such as schools, children, parents and community members to ensure quality of education

(Alam, 2015). Informants explained how the members of the community can extend support to children for their learning. They indicated that taking care of children's learning both in schools and communities by community leaders or parents is an important element for education quality. (Alam, 2015)

4.5. Societal Values and Norms

Table 4.5 shows the Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Societal Values and Norms when group according to Teachers' Profile.

Table 4.5: Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Societal Values and Norms when group according to Teachers' Profile

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|---------------------------------------|----------------|--------|----|-------|-------|-------|-----------------|
| Age | Between Groups | 2.574 | 7 | 0.368 | 1.243 | 0.299 | Accept Ho |
| | Within Groups | 14.202 | 48 | 0.296 | | | Not Significant |
| | Total | 16.776 | 55 | | | | |
| Sex | Between Groups | 0.002 | 1 | 0.002 | 0.005 | 0.943 | Accept Ho |
| | Within Groups | 16.774 | 54 | 0.311 | | | Not Significant |
| | Total | 16.776 | 55 | | | | |
| Area of Specialization | Between Groups | 1.666 | 4 | 0.416 | 1.406 | 0.245 | Accept Ho |
| | Within Groups | 15.110 | 51 | 0.296 | | | Not Significant |
| | Total | 16.776 | 55 | | | | |
| Highest Educational Attainment | Between Groups | 0.864 | 4 | 0.216 | 0.693 | 0.601 | Accept Ho |
| | Within Groups | 15.911 | 51 | 0.312 | | | Not Significant |
| | Total | 16.776 | 55 | | | | |
| Academic Rank/Position | Between Groups | 0.902 | 3 | 0.301 | 0.985 | 0.407 | Accept Ho |
| | Within Groups | 15.873 | 52 | 0.305 | | | Not Significant |
| | Total | 16.776 | 55 | | | | |
| Number of Years in Teaching | Between Groups | 0.996 | 4 | 0.249 | 0.804 | 0.528 | Accept Ho |
| | Within Groups | 15.780 | 51 | 0.309 | | | Not Significant |
| | Total | 16.776 | 55 | | | | |

There is no significant difference on the perception towards socio-cultural factors that affects senior high

school discipline and learning social studies/science as to social values and norms when group according to

age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching profile variables manifested on the computed P or Significant Value of 0.299, 0.943, 0.245, 0.601, 0.407 and 0.528 which all are higher than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is Accepted. The socio-cultural factors like early marriages, the notion that women's rightful place is in the kitchen, female genital mutilation, family preference to educate boys than girls and low parental interests to educate girls due to the belief that their daughters would be married

and go away, in almost all circumstances depict girls as inferior to boys, a factor that demeans girls and indeed impedes girls' aspirations in life (Juma & Simatwa, 2014)

4.6. Mass and Social Media

Table 4.6 shows the Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Mass and Social Media when group according to Teachers' Profile.

Table 4.6: Analysis of Variance to test differences on the perceived Socio-Cultural Factors that Affects Senior High School Discipline and Learning Social Studies/Science as to Mass and Social Media when group according to Teachers' Profile

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|---------------------------------------|----------------|--------|----|-------|-------|-------|-----------------|
| Age | Between Groups | 2.279 | 7 | 0.326 | 1.519 | 0.184 | Accept Ho |
| | Within Groups | 10.287 | 48 | 0.214 | | | Not Significant |
| | Total | 12.566 | 55 | | | | |
| Sex | Between Groups | 0.107 | 1 | 0.107 | 0.465 | 0.498 | Accept Ho |
| | Within Groups | 12.458 | 54 | 0.231 | | | Not Significant |
| | Total | 12.566 | 55 | | | | |
| Area of Specialization | Between Groups | 0.622 | 4 | 0.155 | 0.664 | 0.620 | Accept Ho |
| | Within Groups | 11.944 | 51 | 0.234 | | | Not Significant |
| | Total | 12.566 | 55 | | | | |
| Highest Educational Attainment | Between Groups | 0.101 | 4 | 0.025 | 0.103 | 0.981 | Accept Ho |
| | Within Groups | 12.465 | 51 | 0.244 | | | Not Significant |
| | Total | 12.566 | 55 | | | | |
| Academic Rank/Position | Between Groups | 0.123 | 3 | 0.041 | 0.171 | 0.916 | Accept Ho |
| | Within Groups | 12.443 | 52 | 0.239 | | | Not Significant |
| | Total | 12.566 | 55 | | | | |
| Number of Years in Teaching | Between Groups | 0.569 | 4 | 0.142 | 0.604 | 0.661 | Accept Ho |
| | Within Groups | 11.997 | 51 | 0.235 | | | Not Significant |
| | Total | 12.566 | 55 | | | | |

There is no significant difference on the perception towards socio-cultural factors that affects senior high school discipline and learning social studies/science as to mass and social media when group according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching profile variables manifested on the computed P or Significant Value of 0.184, 0.498, 0.620, 0.916 and 0.661 which all are higher than ($>$) 0.05 Alpha Level of

Significance, hence the Null Hypothesis is Accepted. It was also pointed out that children cannot achieve success in academics unless they raise their expectations and turn off television sets. Bunescu & Negreanu (2015) postulated that it is so common these days that many young people are addicted to social media activities, abandoning homework and reading time in preference to chatting with friends, even at lecture times.

5. Test of relationship between the perceived Socio-Cultural Factors that affects senior high students' discipline and learning Social Studies/Science and students' academic performance

Table 6 shows the Test of relationship between the perceived Socio-Cultural Factors that affects senior high students' discipline and learning Social Studies/Science and Students' Academic Performance.

Table 5: Test of relationship between the perceived Socio-Cultural Factors that affects senior high students' discipline and learning Social Studies/Science and Students' Academic Performance

| Sources of Correlations | | Socio-Cultural Factors | Academic Performance |
|-------------------------------|---------------------|------------------------|----------------------|
| Socio-Cultural Factors | Pearson Correlation | 1 | 0.200 |
| | Sig. (2-tailed) | | 0.140 |
| | N | 56 | 56 |
| Academic Performance | Pearson Correlation | 0.200 | 1 |
| | Sig. (2-tailed) | 0.140 | |
| | N | 56 | 56 |

There is negligible correlation between the academic performance and the socio-cultural factors affecting discipline and learning manifested on the computed Pearson Product Moment Coefficient Correlation value of 0.200. The computed Significant Value (2-tailed test) 0.140 which is higher than 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant relationship.

This findings is opposed on the study of Xia (2017) suggest that family process factors can have significant impacts on both academic and non-academic outcomes. Results indicates that even after controlling for demographics and school inputs, student achievement was associated with multiple dimensions of family process factors including parental expectations and beliefs, learning structure, resources availability, home affective environment, parenting and disciplinary practices, and parental involvement. Family process factors as a whole hold some value in explaining non-academic outcomes (Xia, 2017). Results of the international comparative analysis suggest that students did not fare as well as their peers in other countries and economies, and that family process variables, especially considered collectively, were important factors in explaining student achievement.

CONCLUSIONS

Based on the summary of the investigations, the researcher concluded that:

1. The respondent is a typical female in her early adulthood; Teacher-2 specialized in Social Studies, BS degree with masteral units, and had been in teaching for almost a decade.
2. The students' academic performance was rated "Satisfactory"
3. The teacher-respondents assessed "Always" on parental discipline and mass/social media while "Sometimes" on family education-economic status, parental socialization function, community

factor and societal values/norms as dimensions on socio-cultural factors affecting discipline and learning.

4. The teacher-respondents were "Strongly Agreed" on the proposed intervention strategies on Students' Issues/Concerns on Discipline and Learning.
5. There is no significant difference on the perception towards dimensions on socio-cultural factors affecting discipline and learning when grouped according to age, sex, area of specialization, highest educational attainment, academic rank and number of years in teaching.
6. There is negligible correlation between the academic performance and the socio-cultural factors affecting discipline and learning.

RECOMMENDATIONS

Based on the summary of the investigations and the conclusions arrived at, the researcher has offered the following recommendations:

1. For better school academic achievement, parental involvement is highly encouraged.
2. Parents are reminded to be careful in disciplining children of adolescent stage and to listen to the explanation of child inappropriate action and behavior to avoid negative consequences that will cause and develop anti-social behavior.
3. Parents are advised to be fair and not biased in treating children and show utmost moral support to all school endeavors.
4. Students at early stage shall be oriented and be given advised to be selective in joining peer groups who are prone to commit delinquent acts and affect academic activities.
5. Gender equality is highly encouraged to be practiced and applied and give full respect to individual sexual preferences and avoid bullying that causes negative behavior and poor school performance.

6. To conduct a similar or parallel study that is wider in scope so as to validate and confirm the findings obtained in the study.

REFERENCES

- [1] Achoka. J. S. K, Nafula. R. C., & Oyoo. M. O. (2013). Negative Cultural Influence on Secondary School Girl-Students' Academic Achievement in Bungoma County, Kenya. *Journal of Education and Curriculum Development Research* 1(2), 64 -79.
- [2] Alam, Q.N., Aziz, S.A. & Qazi, R. (2018). A study to investigate the effects of changing values and social media on classroom discipline. *International Journal of Academic Research and Development*. Volume 3; Issue 3; May 2018; Page No. 241-244.
- [3] Alam, S. (2015). Effect of Community Factors on Primary School Learners' Achievement in Rural Bangladesh. VOL. 2, No. 1. <https://j14d.org/index.php/ej14d/article/view/42/77>
- [4] Baumrind D. (2011). Parenting styles and adolescent development, in *The Encyclopedia of Adolescence*, eds Brooks-Gun J., Lerner R., Petersen A. C., editors. (New York, NY: Garland), 746–758.
- [5] Bojuwoye, O. (2009). Home-school partnership—a study of opinions of selected parents and teachers in Kwazulu Natal Province, South Africa. *Research Papers in Education*, 24(4), 461-475. <https://www.tandfonline.com/doi/abs/10.1080/02671520802150004>
- [6] Bunescu, G., & Negreanu, E. (2015). Informal Education and Mass-Media, Education Sciences Institute, The Theory of Education Workshop, Bucharest 2005, accessed on 29.03.201
- [7] Cherry, K. (2014). Erikson's Stages of Psychosocial Development. *Psychosocial Development in Young Adulthood, Middle Age, and Old Age*. http://psychology.about.com/od/psychosocialtheories/a/psychosocial_3.htm
- [8] Engin-Demir, C. (2009). Factors influencing the academic achievement of the Turkish urban poor. *International Journal of Educational Development*, 29(1), 17-29.
- [9] Estévez E., Navarro J. (2009). Adolescent aggression towards parents: Factors associated and intervention proposals, in *Handbook of Aggressive Behaviour Research*, eds Quin C., Tawse S., editors. (New York, NY: Nova), 215–239.
- [10] Ferguson, C. J. & Johnson, L. (2016). Building supportive and friendly school environments: Voices from beginning teachers. *Childhood Education*, 86(5):302-307.
- [11] Ibabe I. (2015). Family predictors of child-to-parent violence: the role of family discipline. *Anal. Psicol.* 31, 615–625. 10.6018/analesps.31.2.174701.
- [12] Ibabe, I. (2016). Academic Failure and Child-to-Parent Violence: Family Protective Factors. Published online 2016 Oct 7. doi: 10.3389/fpsyg.2016.01538. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5054012/>
- [13] Jaureguizar J., Ibabe I. & Straus M. A. (2013). Violent and Pro-social behavior by adolescents toward parents and teachers in a community sample. *Psychol. Sch.* 50, 451–470. 10.1002/pits.21685.
- [14] Juma. L. S. A. & Simatwa. E.M.W. (2014). Impact of Cultural Factors on Girl Students' Academic Achievement in Secondary Schools in Kenya: A Case Study of Kisumu East District. *International Research Journal*, 5(5), 24 – 45.
- [15] Latif, S. (2014). Improvements in the quality of primary education in Bangladesh 2012. Unpublished background paper for EFA Global Monitoring Report. UNESCO.
- [16] Loeber R., Wung P., Keenan K., Giroux B., Stouthamer–Loeber M., Van Kammen W. B., et al. (1993). Developmental pathways in disruptive child behavior. *Dev. Psychopathol.* 5, 103–133. 10.1017/S0954579400004296
- [17] Moreno D., Estévez E., Murgui S., Musitu G. (2009). Relationship between family and school environments: The role of empathy, attitude to authority and violent behavior in adolescence. *Int. J. Psychol. Psychol. Ther.* 9, 123–136.
- [18] Ogunsola, O.k., Osulale, K.A. Ojo, AO. (2014). Parental and Related Factors Affecting Students' Academic Achievement in Oyo State, Nigeria. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering* Vol:8, No:9, 2014.
- [19] Riel, G. (2015). *Research Methods in Human Development*. CA: Mountain View.
- [20] Sibley E., Dearing E. (2014). Family educational involvement and child achievement in early elementary school for American-born and

- immigrant families. Psychol. Sch. 51, 814–831.
10.1002/pits.21784.
- [21] Temitayo, O. Nayaya, M.A. & Lukman, A.A (2013). Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus. Global Journal of Human Social Science Linguistics & Education Volume 13 Issue 14 Version 1.0 Year 2013
- [22] Tsinidou, M., Gerogiannis, V. & Fitsilis, P. (2010). “Evaluation of the factors that determine quality in higher education: an empirical study,” Quality Assurance in Education, vol. 18, no. 3, 2010, pp. 227-244.
- [23] UNESCO. (2006). EFA Global Monitoring Report 2007: Strong Foundations-early childhood care and education: UNESCO.
- [24] UNESCO. (2010). EFA Global Monitoring Report 2010: Education for All. Paris: UNESCO.
- [25] Verspoor, A. M. (Ed.). (2015). The Challenge of Learning: Improving the quality of Basic Education in Sub-Saharan Africa. Paris: Association for the Development of Education in Africa.
- [26] Xia, N. (2017). Family Factors and Student Outcomes. Pardee RAND Graduate School.



UIJRT

ISSN: 2582-6832