

Assessment on Sociological Dimension of B'laan Pupils towards Education of In Schools Division of General Santos City

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Abstract: This study attempted to determine the factors affecting the Views of B'laan in attaining education in school division of General Santos City. And the attitude of B'laan Pupils in terms of Social, Economic, Psychological, Cultural and Environmental Specifically, this study will seek to find the answer to the following questions. (a) What is the sociological dimensions profile of B'laan pupils in terms of Economic Lifestyle, Demographic Lifestyle, and Social and Environmental Lifestyle? (b) What is the attitude towards the education of the B'laan pupils? (c) What are the dropout rates of the B'laan pupils when grouped according to their sociological dimensions? (d) What are the dropout rates of the B'laan pupils when grouped according to their attitude towards Education? (e) Is there a significant relationship between the social dimensions, attitudes towards education and dropout rates?

On the basis of the foregoing result, the following conclusions were drawn: (a) The B'laan parents who low educational qualification particularly reaching only elementary levels had highest of dropout rates, (b) Attitude of the B'laan pupils may cause the further increase of dropout from school, (c) If physical characteristics of the area, like road condition, mode of transportation as well as health condition in the community if not improved it will increase the drop out of pupils. (d) Poverty or financial difficulties are the main reasons why B'laan pupils have no interest in going to school end even they drop out from school.

In view of the findings and subsequent conclusion in this study, the following are recommended: (a) Scholarship Grant must be given and livelihood programs must be conducted at their area, (b) Home visitations maybe conducted by the teacher to the pupils to prevent them from

dropping, (c) More projects maybe introduced among parents to help them earn a living and be able to support their children (d) Home and school relationship maybe strengthened through parenting seminars (e) Special educational programs maybe conducted among B'laan Pupils who dropped but wanted to go back to school and also to the adults.

Keywords: Sociological Dimension of B'laan Pupils Towards Education of in Schools Division of General Santos City.

1. INTRODUCTION

Education plays a vital role in the growth and development of any nation. It is a vital tool for Economic stability and political independence, Education, in order to attain its objectives, must have quality. The quality of education is said to be dependent upon various factors affecting the pupils learning process. In General Santos City. This will be the elementary level. The pupils also display relatively low academic performance.

Base on the performance indicator of the School, 45 Grade 3 and Grade 4 pupils dropped in 2007, 40 in 2009, 47 in 2010 46 2010. These observations on the pupils' dropping out can be due to different factors affecting the pupils such as economic, environmental, psychological, Social and Culture factors.

One of the factors is the Socioeconomic status of the parents. That poverty is one of the main Causes why children stopped schooling, many B'laan parents have never been to school. In the study of Matillano (1980), low academic

performance is caused by low family income, poor condition, inadequate time to study and lack of books and references at home.

Even lack of parents' participation in school activities and low economic status are negative factors on pupil's performance in school.

B'laan families have distinct characteristics which make them different from the other families. Their culture allows them to be polygamous and female members of the household are subservient to Male members. Usually, only the head of the family works and is the decision-maker among family affairs. The sized of B'laan families are usually big not only because they have many children but because of the presence of relatives and other extended family members.

Cultural factors also play a significant role on academic performance, B'laan pupils who have poor study habits, an attitude of evading works, and licking for pleasures which are non-educational waive rise to poor performance in school. Added to this negative factor is the dislike of pupils drop out of school because of lack of interest in learning, inability to get the required textbooks, and incapacitated to pay school fees and contribution.

With these various concepts, this study attempted to determine which factors contribute significantly to the views of attaining education of B'laan pupils in the elementary school. Since the number of B'laan pupils in public schools will be increasing considerably; this will becomes imperative to study the factors affecting their views.

2. MATERIALS AND METHODS

This study utilized the descriptive- correlation method of research. This is appropriate in this study because it is interesting to assess the sociological dimension of

B'laan pupils towards education in school division of General Santos City. According to Good and Scates, as cited by Dela Cruz (2005), the word survey signifies the gathering of data regarding the present condition.

Correlation is also appropriate in this study since it determines the significant relationship between sociological dimensions and the dropped out rates.

The questionnaire was objectively formulated to suit the purpose of the study. It was subjective to content and face validity by a panel of experts. The reliability test of the questionnaire using the SPSS was done when it was administered to the 30 pupils through the split-half method and this was corrected using the Spearman-Brown Formula since the test was only true to the half scores of the respondents. The questionnaire yielded an index of .90, which means that the questionnaire is highly reliable.

The survey questionnaire was composed of 2 parts. The first part asked for the sociological dimensions. The second part included items that describe that attitudes towards education.

In Grade three and four pupils were randomly selected, however, However, Gay's sampling technique was used in determining the sample size of the pupils' respondents, hence 10% of the total population was used.

The questionnaires were distributed with the help of some teachers. A casual random interview was personally conducted by the researcher to supplement and reinforce the data gathered.

Secondary data was collected also to validate the findings and also for justification purposes. According to Good and States (1972), secondary data are more convenient to use because they are already condensed and organized and also give a more detailed and balanced picture of the situation (Altricher et al, 1996 p. 117).

The data gathered were tabulated in the Microsoft Excel for easy processing and was run on a computer using the Statistical Package for Social Science (SPSS).

The results were analyzed and interpreted base on the research problem of the study. All gathered data were processed and analyzed based on the objectives of the study. Frequency and the percentage was utilized as statistical tools in describing the sociological dimensions, attitude towards education and dropped out rates of the B'laan Pupils.

Chi-square analysis was also utilized to determine the relationship of the sociological dimensions, attitudes towards education and dropped out rates of the B'laan in General Santos City.

3. RESULTS AND DISCUSSION

Results on Sociological Dimensions

Economic Lifestyle. Table 1 shows the economic Lifestyle of the B'laan

pupils in school division of General Santos City in terms of the monthly income, the occupation of their parents, pupils' participation to augment family income.

The Table further revealed that 64 or 34% of the B'laan pupil's parents have monthly income 2,001-3,000. 42 or 21 % of them has parents monthly income ranging from 3001 to 4000. Further, 37 or 18.5% of the respondents declared that their parent's monthly income ranging from 1,001 to 2,000 on the other hand declared that their parent's monthly income ranging from 1,001 to 2,000 on the other hand 13 or 16.5 of the pupils assert that the monthly income of their parents is below 1,000.

In addition, 16, or 8% of the respondents declared that the monthly income of their parents is ranging from 5,001 - 6,000. Moreover, 11 or 5.5% of the pupils' respondents avow that their parents' monthly income is ranging 4,001-5,000. Furthermore, the 7 or 3.5% of the respondents claimed that the monthly income of their parents is above 7,000. Lastly, 6 or 3% declared that their parents' monthly income is 6,001 to 7,000.

The Table also revealed the occupation of respondent parents. The results further show that the 99 or 49.5% of the respondents asserted that the occupation of their parents is farming. 39 or 9.5 of them declared that being an Organization / Association Officer is their occupation of their parents.

Further, 29 or 14.5 % of the pupils' respondents claimed that Fishing is their parents' occupation. However, 12 or 14.5% of the respondents declared that their parents are a government employee. 9 or 4 % asserted that their parent's occupation is overseas foreign workers (OFW) and 1 or .5 % of the respondent parents' occupation is Local Government Unit officer.

Moreover, 107 or 53.5 of the pupils' respondents' participation to augment family income is Corn planting, 42 or 20.5 % of the respondents' participation to augment family income is on fishing. 40 or 20% of the respondents asserted that mat weaving is their participation to augment their family income, Lastly, 11 or 6% of the respondents declared that vending food stuff are their participation to augment their family income.

Results on Attitude towards Education

Table 4 shows the results on the frequency distribution of B'laan pupils' positive and negative attitude towards education.

The Table further revealed that out of 200 respondents, 43 or 21.5 % asserted that they want to attend their classes, 25 or 12.5% affirmed that they appreciate the things they learned in school, 20 or 10 % of them participate in the different classroom activities, 3 or 1.5 % believes that schooling can help them in their lives and 3 or 1.5% has no response.

However, for the negative attitudes 122 or 61% of the respondents asserted that their teachers are boring and lousy , 22 or 11 % of them doesn't like teachers, 16 or 8 % of the respondents declared that they don't like the subject matter, and 4 or 2 % of them affirmed that they did not understand their teacher teaching

The result on Dropped out Rates of the Pupils when Grouped According to their Sociological Dimensions

Dropped out Rates when Grouped According to their Economic Lifestyle.

Shows the dropped out rates of the B'laan pupils when grouped according to their economic lifestyle in terms of monthly income of parents, the occupation of parents, and pupils' participation to augment family income.

With regards to the monthly income, parents who had monthly income ranging from 3,001 - 4,000 had a corresponding dropped out rates of 24 or 36.92%, the parents who have monthly income of 1,001 - 2,000 had 17 or 26.5 %, dropped out rates, monthly income ranging from 2,001-3,000 had 15 or 23.08 % dropped out rates, 4,001-5,000 monthly income had 3 or 4.62 % dropped out, also, parents who had monthly income of 5,001 - 6,000 had a dropped out rates of 2 or 3.08% and the parents who had monthly income of 6,001 - 7, 000 had 1 or 1.54% dropped out.

In addition, the parents' occupation of farming had 46 or 70.77 % dropped outs, fishing with 11 or 16.92 %, organization, association officers with 2 or 3.08 %, a government employee with 2 or 3.08 %, local government officers with 1 or 1.54 % and no response with 1 or 1.54 %.

Moreover, the participants of the pupils to augment the family income particularly corn planting had 47 or 72.31 % dropped outs, fishing with 42 or 20.5 % dropped outs, vending food stuffs with 12 or 18.46 % dropped outs and mat weaving with a dropped outs of 4 or 6.26 %.

Dropped out Rates when Grouped According to their Demographic Lifestyle. Table 6 shows the dropped out rates of the B'laan pupils when grouped according to their demographic lifestyle in terms of educational attainment of parents, household composition, and a number of children. As to the educational attainment, parents who had elementary education had a corresponding dropped out rates of 47 or 72.31%, the parents who have secondary education had 15 or 23.8 %, dropped out rates, those parents who had education has 3 or 4.64 % and surprisingly, those parents whose educational attainment are college level and degree holder had 0% dropped outs.

Further, the household composition of nuclear family had 38 or 58.46 % dropped outs, with an extended family member with 18 or 29.69 %, and no response with 1 or 1.54 % dropped out. On the other hand, family whose number of children ranging 5-8 had 45

or 69.23% dropped outs, 1-4 with 6 or 12.31 % dropped outs 9-12 with 12 or 9.24% dropped outs and 13-15 of 6 or 9.23%.

Dropped out Rates When Grouped According to their Socio / environmental Lifestyle. Table 7 shows the dropped out rates of the B'laan pupils when grouped according to their demographic lifestyle in terms of nature of marriage, participation of pupils in household chores, and physical characteristics of area.

The family who has monogamous nature of marriage had corresponding 47 dropped outs or 72.31%, polygamous with 11 or 16.92, live in with 2 or 3.08%, separate with support had 2 or 3.08% and separate without support had 3 or 4.62%

Further, as to the participation of pupils in household chores house cleaning had 47 or 72.31%, cooking had 11 or 16.92 % dropped outs, babysitting with 5 or 4.62 %, and fetching water had no dropped out. Dropped out. On the other hand, the physical characteristics of the area particularly the distance of residence to school has 45 or 69.23 % dropped outs, road condition with 6 or 9.23% dropped outs, mode of transportation had of 1 or 1.54 % dropped out.

Dropped out Rates When Grouped According to their Attitudes towards Education. Table 7 shows the dropped out rates of the B'laan pupils when grouped according to their attitudes towards education.

With regards to the positive Attitude, they want to attend their class had 47 or 72.31% dropped out rates, enjoying listening to their teacher lecture had 11 or 16.92% dropped out rates, participants in the different classroom activities had 3 or 4.62% dropped outs, appreciates the things they learn in school 2 or 3.18% dropped out, items on believes that schooling can help them with their lives and no responses have no dropped out rates.

On the other hand, items on "they don't like the subject matter" had 38 of 58.46% dropped outs, "their teacher is boring and lousy" had 18 or 29.69% dropped outs, " they don't like their teacher" had 8 or 12.31% and " they don't understand their teachers teaching with" 1 or 1.54% dropped out.

Results on Chi-Square Analysis between Sociological Dimensions, Attitudes towards Education and Dropped Out Rates

shows the result of the chi-square analysis between sociological dimensions, attitudes towards education and dropout rates.

The Table further revealed that among economic profiles, monthly income of parents and participation of the pupils showed a significant relationship with the views of attaining education of pupils in the City Division of General Santos City with chi-square analysis of 17.821 and 56.541 respectively. This means that parents' monthly income and pupils participation in family income augment tend to have a relationship with children dropped out rate.

The hypothesis of there is no significant relationship between economic profile and dropped out rates is rejected. Hence, an economic profile such as monthly income and participation of pupils to augment the family income has a significant relationship with the dropped out rates.

Furthermore, household composition and a number of children had found out not significantly related to drop out rates with chi-square analysis of 3.358 and .340.

However, the Table shows that among demographic profiles, educations of parents and number children have a significant relationship to the dropped out rates with chi-square analysis of 18.347 and 22.909 respectively significant probability of .023 and .000 respectively. This means that parents' education has a relationship to drop out rates. The hypothesis of there is no significant relationship between demographic profile and dropped out rates is rejected.

Hence, the demographic profile has a significant relationship with the dropped out rates.

Moreover, the Table shows that the Socio and environmental profile of the profiles, physical characteristics of the area such as the distance of residence from school and road condition and mode of transportation had a significant relationship to the dropped out rates with chi-square analysis of 15.268 and 13.768 respectively significant probability of .018 and .000 respectively. This means that the physical characteristics of an area had a relationship to drop out rates.

The hypothesis of these is no significant relationship between Socio and environment profile and drop out rates is rejected. Hence, Socio and environment profile have a significant relationship with the dropped out rates.

Lastly, The Table revealed also that the attitudes of the pupils towards education had a significant relationship to the dropped out rates with chi-square analysis of 799.66 significant probability of .000. This means that attitude towards education had a relationship to drop out rates.

The hypothesis of there is no significant relationship between attitudes towards education and dropped out rates is rejected. Therefore, attitude toward education has a significant relationship with the dropped out rates.

4. MAJOR FINDINGS

The analysis of the data gathered based on the survey questionnaire and from the informal interviews and secondary data are summarized in this part of the research paper. The summary also includes the background of the study such as the main objectives of the research methodology. Also presented in this portion of the paper are the conclusion, implications based on the findings of the study and the recommendations.

This study attempted to determine the factors affecting the Views of B'laan in pupils in terms of Social. Economic, psychological, Cultural and Environmental Specifically, This study will seek to find the answer on the following questions.

1. What is the sociological dimension profile of B'laan pupils in terms of?
 - A. Economic Lifestyle,
 - B. Demographic Lifestyle, and
 - C. Social and Environmental Lifestyle?
2. What is the attitude towards the education of the B'laan pupils?
3. What are the dropout rates of the B'laan pupils when grouped according to Their sociological dimensions?
4. What are the dropout rates of the B'laan pupils when grouped according to Their attitudes towards Educations?
5. Is there a significant relationship between the social dimensions, attitudes Towards education and drop out rates?

The following null hypothesis was subjected to a statistical test for rejection or Acceptance at .05 level of significance.

Attaining education in schools division of General Santos City. And the attitude of B'laan

1. What is the sociological dimensions profile of B'laan pupils in terms of Economic lifestyle, Demographic Lifestyle, and Social and Environmental Lifestyle?

A. As to economic profile, 107 or 53.5% of the respondents had parents' monthly income ranging from 2,001 to 3,000, 99 or 49.5 % of the pupil's parents occupation is farming and 107 or 53.5% of the pupils' participation to augment family income is corn planting.

B. With regards to demographic profile, 68 or 34% of the respondents' parents' education is elementary, 125 or 63% of the pupils household composition is nuclear family and 116 or 58% of the pupils' number of children in the family is from 5 to 8.

C. For the social and Environmental profiles, 145 or 72.5% of the respondent's parents nature of marriage is monogamous, 145 or 72.5% of the pupil's participation in household chores is cooking and 75 or 37.5% of the pupil's physical characteristics is a distance of residence to school.

1. What is the attitude towards the education of the B'laan pupils?

The positive attitude of the B'laan pupils towards education is they want to attend their classes (47 or 72.31%) and the negative attitude is they don't like the subject matter (38 or 58.46%).

2. What are the dropout rates of the B'laan pupils when grouped according to their sociological dimensions?

a. For the economic profile, parents who had 3,001 to 4,000 monthly income has 36.92% drop out rates, farming as parents occupation had 46 or 70.77% and corn planting as pupils participation to augment family income had 47 or 72.31%.

b. With regards to demographic profile, parents who had elementary education has 97 or 72.31% dropped out rates, a family who had nuclear family household composition had 38 or 58.46% and 5-8 number of children had 45 or 69.23%.

c. As to the social and environmental profiles, parents who had monogamous nature of marriage has 145 or 72.31% dropped out rates, household cleaning as pupils participation to household chores had 47 or 72.31% and distance of residence to the house had 75 or 37.5%.

3. What are the dropout rates of the B'laan pupils when grouped according to their attitudes towards Educations?

A positive attitude on attending classes had 47 or 72.31% dropped out rates, and the negative attitude on disliking the subject matter had dropped out of 38 or 58.46%

4. **Is there a significant relationship between the social dimensions, attitudes towards educations and dropped out rates?** For the economic profile, the monthly income of the parents (chi square= 17.821, Sig. Prob=.023) and participation of pupils to augment family income (chi-square=29.981, Sig.Prob=.000 had significant related to dropped out rates.

a. As to demographic profile, the education of the parents (chi-square=18.347, Sig.Prob=.023) and a number of children (chi-square=22.909, Sig. Prob=.000) had significant related to dropped out rates.

b. With regards to social and environmental profile, an only distance of the residence to school (chi-square=15.268 Sig.Prob=.018) and road condition and mode of transportation (chi-square=13.768, Sig. Prob=.000) had significant related to dropped out rates.

c. The attitude of the B'laan pupils towards education (chi-square=799.66, Sig.Prob=.000) is related to drop out rates.

5. CONCLUSION

On the basis of the foregoing results, the following conclusions were drawn:

1. The B'laan parents who low educational qualification particularly reaching only elementary levels had the highest of dropout rates.
2. Attitude to the B'laan pupils may cause the further increase of dropout from school.
3. If physical characteristics of the area, like road condition, mode of transportation as well as health condition in the community if not improved it will increase the drop- out of pupils.
4. Poverty or financial difficulties are the main reasons why B'laan pupils have no interest in going to school and even they drop out from school.

Recommendations of the Study

In view of the findings and subsequent conclusions in this study, the following are recommended.

1. Scholarship Grant must be given and livelihood programs must be conducted at their area.
2. Home visitations maybe conducted by the teacher to the pupils to prevent them From dropping.
3. More project maybe introduce among parents to help them earn a living and be Able to support their children.

4. Home and School relationship maybe strengthened through parenting seminars.

5. Special educational programs maybe conducted among B'laan Pupils who

Dropped but wanted to go back to school and also to the results.

Recommendation for Further Study

1. Teacher Competency: Its Influence on the Academic Performance of the B'laan Pupils.

2. Comparative Study on Beliefs and Attitude of Different Tribes of Pupils.

3. Evaluation Study on Department of Education Programs for Indigenous Group.

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