**Chapter 1**

**THE PROBLEM**

**Introduction**

Adolescents spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development. Further, its effects on all these outcomes are produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis.

While most reports focus on a particular aspect of the school environment (e.g., academics, safety, health promotion), this brief looks at schools more comprehensively as an environment affecting multiple aspects of adolescent development. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development, and so on. For that reason, any particular aspect of school policy and activities will be better understood through the lens of

that larger context. This is particularly important as school systems have become even more pressured to focus on their main goal of academic development as a result of the federal No Child Left Behind initiative.

This brief study is designed to be of particular interest to school principals, district staff, and others who are responsible for all aspects of school functioning. It should also be useful to those focusing on a narrower range of school functions (e.g., academics, health and safety, civic development) who want a better sense of how their concerns fit into the larger environment.

Concerns about the increasing involvement of many adolescents in high-risk behaviors have prompted a search for strategies and approaches that can guide youth away from unhealthy and unsafe practices and engage them in becoming productive members of society. This search has revealed many uncertainties in understanding how teenagers negotiate critical transitions, such as from school-to-work and from child to parent, the formation of self-identity, and the selection of life options. In situations in which communities must struggle with the problems of poverty, crime, drugs, and other negative influences, some youth are able to connect with social and economic networks that can help them become successful and productive adults. Others never gain access to or turn away from such networks.

Student achievement is often purely looked at from the perspective of the strength of the curriculum and the quality of the teachers. However, study after study demonstrates that facilities themselves have a huge impact on student behavior, grades, teacher tenure and even community satisfaction. In seeking to explain these variations in adolescent development, researchers have focused traditionally on personal characteristics, family relationships, and peer friendships. Such lines of inquiry suggest that these factors interact across multiple dimensions to influence youth outcomes. More recently, research scholars have noted that social settings represent a whole new area that has largely been ignored in traditional scholarship. The recent emphasis on social settings in youth development research has stimulated new lines of research inquiry and research methods designed to explore how individual, family, and peer relationships and outcomes are influenced by factors such as physical environment, economic opportunity structures, and ethnic and social networks, especially in urban areas characterized by concentrated poverty. Scholars are investigating relationships between types and density of social interactions, youth perceptions of positive and negative influences within their social and physical environments and ways in which these relationships and perceptions are associated with the emergence of problem behaviors within communities (such as crime, gangs, substance abuse, child maltreatment, and teenage pregnancy). Although this field of study is relatively young and lacks well-established theories and comprehensive data sets, research on social setting factors and adolescent development has significant implications for the design and evaluation of programs that serve youth.

Major health issues facing adolescents include obesity, drug and alcohol use, sexual activity, and emotional health. Schools seek to affect student’s health in a number of ways including: teaching (health classes); exercise via physical education classes and extra-curricular sports; nutrition through school lunch content, off-campus eating policies, and vending machine content; and, in some cases, the provision of direct medical services. In addition, academic pressures can produce levels of stress for certain students that can have negative effects on their mental health. School is also a primary cultural milieu for students which can influence drug, alcohol, and cigarette use among students, and risky sexual activities. A major goal of American education is to provide high quality educational experiences and adequate educational preparation for all of the groups that compose the national population. Many of the policies devised to meet this goal attempt to ensure that school materials and human resources are allocated equitably across schools. As a result, research about the impact of school characteristics on students’ academic performance is of great interest.

The question of whether schools differ significantly in increasing students’ academic achievement is essential in education. Hence, identifying school factors that make schools more effective is crucial. Coleman and his colleagues (1966) were the first who studied the association between school inputs and student achievement using national probability samples of elementary and secondary students. In their pioneering work estimated education production functions in order to quantify the association between students’ academic performance in standardized tests and school and family input measures. One of the key findings of the Coleman Report was that when the socioeconomic background of the students was held fixed, the differences among schools accounted “for only a small fraction of differences in pupil achievement” In other words, variations in school characteristics were not closely associated with, and had hardly any effect on variations in student achievement.

Coleman year report generated a series of studies that were conducted to further assess the effects of school resources on academic achievement. It is noteworthy that for the last three decades, there have been disagreements among educational researchers, practitioners and policymakers about the relative impact-importance of school characteristics on students’ academic achievement. The findings of numerous studies are rather mixed and inconclusive. Some researchers have concluded that there is little or no evidence of a relationship between school factors and student achievement while others report that the impact of school factors on test scores may be substantial

**Statement of the Problem**

This study will focus on the relationship between school trends and its effects to the academic performance to the Humanities and Social Sciences of Tanauan Institute, Inc.

Specifically, this aims to answer the following:

1. What is the profile of the respondents in terms of:
   1. Age:
   2. Sex:
2. What are the different school trends?
3. How does school trends influence Humanities and Social Sciences students?
4. Why school trends affect academic performance of Humanities and Social Science students?
5. What is the implication of the findings of the study?

**Significance of the Study**

The concern of this study is to give contributions to the miniature knowledge to the Humanities and Social Sciences students. The generalization of this study could be very helpful and highly beneficial to the teachers, students, researcher, and future researcher with regards on the relationship between school trends and its effects to the academic performance of Humanities and Social Sciences students of Tanauan Institute, Inc.

**To the teachers** who will recognize the perception of students in a way that it will show the negative impact of school trends towards academic performance, wherein it boosts teacher’s awareness in giving remedies in this matter.

**To the students**, it will help them to voice out their perception with regards on how school trends affect academic performances, and also this will make them more responsible.

**To the researchers**, this will give them a broader insight on how school trends affect academic performances.

**To the future researcher**, this study will serve as their guide in making their own study through referring to the researcher’s recommendation. They can also enhance this work by focusing on the variables which are not given in this study.

**Scope and Delimitation**

This study bounds its coverage only to the Humanities and Social Sciences students of Tanauan Institute, Inc. In this study, the correlational research method will be utilized to assess the different school trends and its effect to the academic performance. Convenience sampling method will be used as a sampling technique for the reason that researchers are subject to the convenient accessibility and proximity of the respondents. The respondents will be limited only to 30 Humanities and Social Sciences students of senior high school department, that will answer survey questionnaire.

**Chapter II**

**REVIEW OF LITERATURE**

This part of the study presents a summary of readings made from books, journals and other publications, written by different authors and researchers. Related Literature and studies were reviewed which will help the researchers enrich their knowledge on how to proceed with the study.

**Conceptual Literature**

According to Taran Bassi (2017), going back to the school in the 90s wasn’t about having the latest iPhone, but all about having the sharpest zig-zag parting.

September always brings around the new school year, and 90s kids took their return back to school very seriously. The weeks leading up would be spent in Woollies picking out new crisp shirts, or stocking up on a load of Cariole to ensure that your pencil case was the envy of the entire class.

Since individuals are nested within schools, school effects models are appropriately described by multi-level models (Raudenbush and Bryk, 2002). Consider the case where students are nested within schools. This includes two levels of hierarchy: a within school level and a between school level. Conceptually the first level involves a series of within school regressions. The second level equation is a school level regression. The variance of the error term at the first level indicates the between student within school variation in achievement. The variance of the random school intercepts at the second level indicates the between school variation in achievement. This study employed two-level hierarchical linear models (HLM) to investigate school effects. Whenever teacher identifiers were available, we used three levels HLM to examine teacher effects as well. Specifically, the three level model decomposes the total variation in achievement into between students within teacher within school, between teacher within school, and between school components. The between teacher variation in this case suggests teacher effects independently of school effects.

In the 1980s methodological advances in the school effects research helped to more accurately assess the importance of school factors in predicting student achievement. During this period multi-level statistical models were introduced and allowed the use of student characteristics and school factors at the appropriate level of analysis (Raudenbush, &Bryk, 1986). Specifically, the flexibility of multi-level models allowed for the use of student characteristics at the student level and the school factors at the school level.

Previous research has demonstrated the relation between student characteristics and student outcomes such as academic achievement. There is little disagreement over the existence of a positive correlation between family background and student achievement (Jencks et al, 1979). For example, the relationship between test scores and family SES characteristics is well replicated in the social sciences (Neff, 1938; White, 1982; White, Reynolds, Thomas, &Gitzlaff, 1993). The strength of the relationship between SES variables and achievement varies from study to study in part because researchers operationally define socioeconomic status in different ways, and this can affect the magnitude or strength of the association (White, 1982). Traditional measures of socioeconomic status include parental educational level, and family economic resources (see Coleman, 1969; Konstantopoulos, Moody, & Hedges, 2001). In addition, other factors such as parent’s occupation, family size, family structure, quality of housing, and household possessions have been considered SES measures (White, 1982; White et al., 1993). The importance of gender and race effects on student achievement has also been demonstrated (Hedges, &Newell, 1995; 1998). The student background variables used in this study were student gender, race, and family SES. Family SES is a composite measure, which was created by using information about parental educational attainment, occupation, and family income.

According to the book OECD (2015), Trends Shaping Education provides an overview of key economic, social, demographic and technological trends and raises questions about their potential impact on education. The future is inherently unpredictable, yet everyone – including policy makers and school leaders in education – needs to take it into account. Trends Shaping Education can help us do this.

**Research Literature**

According to Van Thomson, Academic achievement isn’t always an absolute measure of as student’s intelligence. Instead, variety of factors, such as teacher involvement, parental investment, school quality and student engagement, can affect academic life. Student behavior also plays a major role in academic achievements. A student’s behavior can affect his or her ability to learn as well as impact the learning environment for other students.

According to 2010 study published in American Economic Journal: Applied Economics found that disruptive students in their classrooms may have to spend additional time on behavioral management, reducing the time they spend teaching. The following activities undertaken by the researcher in gathering information.

In the study of S. Konstantopoulos (2006), the impact of schools on student achievement has been of great interest in school effects research the last four decades. This study examines trends of school effects on student achievement, employing three national probability samples of high school senior.

In the study of Astin, Mexander W, it is shown how outcomes are affected by contrasting types of colleges and the relative impact is estimated of Institutions versus the effect of developing maturity. Examined are policy implications of the study in light of current trends in higher education.

**Synthesis**

The above mentioned studies and literature were all related to the present study considering the steps involved.

The study of Van Thomson was similar and related to the present study because he considered only trends can influence the students it involves the teachers, parents, school, students, engagement and the behavior of the students.

The study of Konstantopoulos (2006) was similar to the present study since students more often influence in the schools.

2010 study published in Ameerica Economic Journal, Applied Economics was similar to the present study because some students can’t prioritize their study due to influence of trends.

OECD (2015) was similar to the present study because it provides more on skills about what abilities of students can do.

The study of Tencks et.al, (1979) was related with the present study because part of being student is to have a good relationship with family and it can affect the behavior of a student.

**Conceptual framework**

For a figurative dimension of how the study went about, a simple model was presented. This is shown by three components namely: input, process, and output.

**Process**

Correlational Analysis of the relationship between trends in school and its effect to the academic performance of Humanities and Social Sciences students of Tanauan Institute, Inc.

**Output**

The implication of the finding of study to the Tanauan Institute, Inc.

**INPUT**

* School Trends
* Academic Performance

Figure 1.

Research Paradigm

**Definition of terms**

For clarification and understanding, the following terms were defined conceptually and operationally.

Academic Performance. In this study it refers on the extent to which a student, teacher or institution has achieved their short or a long-term educational goals. It also refers on how student attitude, self-concepts, values, aspirations, behavior patterns, persistence, and achievement.

Trends. In this study it refers to the different trends like facebook, Instagram, etc.

**CHAPTER 3**

**RESEARCH METHODOLOGY**

The main purpose of this study is to identify the relationship between trends in school and its effect to the academic performance of Humanities and social science students.

**Research Design**

The main purpose of this study is to identify the relationship between trends in school and its effect to the academic performance of Humanities and Social Sciences students

For this reason, the study utilized the correlational method of research as widely accepted correlational is any of a board class of statistical relationships involving dependence though in common usage it most often refers to the extent to which two variable have linear relationship with each other. Correlational are useful because they can indicate a predictive relationship that can be exploited in practice. However, in general, the presents of a correlational relationship (i.e, correlational does not imply causation.

**Subject of the Study**

The main respondents of this study will be the selected students of senior High School; Humanities and Social Sciences department from Tanauan Institute, Inc. School Year 2017-2018. The population of the respondents is composed of 20 students.

**Data Gathering Procedure**

In this part it explains how the necessary and data are gathered from different respondents. The following activities undertaken by the researcher in gathering information.

1. The questionnaire will be preparing by the researcher and will be submit to the teacher for correction and improvements.
2. The researcher will seek for the approval of the research teacher.
3. Then after the approval of the research teacher, the researchers will seek permission to the officer in charge of Senior High school to conduct study.
4. After seeking permission, the researchers will give the questionnaire to the target respondents to gather the necessary information needed.
5. The questionnaire will be retrieve and tabulate on the same day.

**Data Gathering Instrument**

The following statistical treatment of data will be utilized. The researcher used the Chi-Square to compare two variables in a contingency table to see if they are related. In more general sense, it tests to see whether distributions of categorical variables differ from each another. The formula is:

Where:

= Chi-square obtained

∑= the sum of

O= observed score

E= expected score