© IJARW | ISSN (O) - 2582-1008
May 2024 | Vol. 5 Issue. 11
www.ijarw.com

EXPLORING THE RELATIONSHIP OF SOCIALIZATION TO THE ACADEMIC LEARNING GAINS OF THE SECONDARY SCHOOL STUDENTS

Aljean D.Dela Torre[1], Ma.Marielle M.Medura[2], Dr.James L.Paglinawan [3]

[1,2] Graduate Student, Central Mindanao University, Maramag, Bukidnon, 8714, Philippines
[3] Associate Professor IV, Central Mindanao University, Maramag, Bukidnon, 8714, Philippines

ABSTRACT

This study examined the relationship between socialization and academic learning gains among secondary school students in the Philippines. The research employed a phenomenological design, utilizing interviews and focus groups to gather data on students' experiences and perspectives regarding socialization, peer influences, and teacher-student relationships. The study focused on the impact of socialization on students' academic performance, exploring the roles of parental involvement, peer influence, and teacher-student relationships in this context. The results highlighted the significant influence of socialization on students' academic learning gains. The study found that students who engage in high-quality peer interactions tend to have positive emotional and academic outcomes. The study also showed that students with supportive relationships with parents, teachers, and peers tend to perform better academically. The findings also emphasized the importance of creating a supportive and nurturing social environment to enhance students' academic achievement, motivation, and engagement in school.The study's results provide valuable insights into socialization's impact on academic learning gains. The findings suggest that educators should prioritize fostering positive social relationships among students, promoting parental involvement, and supporting teacher-student connections. This study contributes to the understanding of the importance of socialization in education. It provides evidence-based recommendations for enhancing socialization processes and promoting positive academic outcomes among secondary school students.

Keyword: Phenomology, Socialization, Peer Influence, Parental Involvement, Teacher-student Relationship

1. INTRODUCTION

Education is crucial for shaping individuals' lives and promoting society's progress. Education in the Philippines is highly valued and a powerful tool for social, cultural, and economic progress. The Philippine educational system emphasizes socialization and holistic development, focusing on learning knowledge, skills, and values necessary for meaningful social engagement. This process occurs through social contact with friends and individuals in the school community. The classroom socialization process is influenced by various factors such as the teacher's directives, embodied directives, and metacommentary to address inappropriate behavior (Hughes, 2022). Peer relationships and the classroom environment can also affect a child's behavior (Valiente et al., 2020).

The correlation between socialization and intellectual progress in secondary students is of great interest and significance. Valiente et al.'s (2020) research emphasizes the significant impact of peer functioning on students' emotional and academic outcomes. Engaging in high-quality peer interactions has been linked to positive emotional and academic results.

While the significance of socialization in Philippine education is widely recognized, there is still a lack of understanding about its precise influence on students' academic performance. Previous studies suggest that socialization can impact students' motivation, engagement, and well-being (Bagum et al., 2022; Valiente et al., 2020). However, more research is needed to understand the specific mechanisms and dynamics of how socialization affects academic learning gains in the Philippines.

This research study explores the connection between socialization and academic progress and recognizes that various factors like peer influence, student-teacher relationships, extra-curricular activities, and school settings can influence students' educational experiences. Studying these extra variables and their relationships can lead to a more thorough comprehension of the factors that impact students' academic performance in Philippine high schools.

This study examined how teacher-student interactions impact the academic progress of secondary school students in the Philippines, as well as the factors affecting the quality of these connections. Analyzing the influence of teacher-student interactions on students' academic performance by focusing on the precise processes by which these relationships affect students' learning and success.

This study investigated how socialization influenced secondary school student's academic learning gain, as well as specifically how parental involvement, peer influences, school settings, and teacher-student relationships play a significant role in the improvement of student's academic achievement. The result will allow teachers to develop strategies and interventions to improve socialization within the school environment. The findings will also contribute to our understanding of the significance of peer relationships and teacher-student relationships in education, as well as provide teachers and administrators with valuable insights into the creation of supportive and healthy learning environments

1.1. Statement of the Problem

Through this study, it answered the following questions:

1. What is socialization's impact on the academic learning gains of secondary school students in the Philippines?
2. How do parental involvement, peer influence, school settings, and teacher-student relationships impact students' academic learning gains?
3. What contextual factors moderate the relationship between socialization and academic learning gains?
4. What evidence-based recommendations can be provided to enhance socialization processes and promote positive academic outcomes among secondary school students?

1.2. Significance of the Study

The following are the significance of this study:

1. The study provides valuable insight into the impact of socialization on the academic learning gains of secondary students for educators and to better understand the benefits of socialization towards the students.
2. The study identifies other factors that affect the inter-relationship between socialization and academic learning gains, emphasizing the importance of considering multiple factors when designing educational interventions in the school environment.

1.3. Scope and Delimitation of the Study

This study investigated the relationship between socialization and academic learning progress, specifically examining the effect of peer relationships and teacher-student connections on secondary school students.

The study utilized qualitative research methods, including interviews and focus groups , in gathering the data on students' experiences and viewpoints regarding socialization, peer influences, and teacher-student relationships.

2. MATERIALS and METHODS

2.1. Participants of the Study

The participants of this study are the selected Junior High School students.

2.2. Research Design

The study used a phenomenological research design to explore and understand the relationship between socialization and academic learning gains among secondary school students of Sinabuagan Integrated School, which also provided a theoretical tool for educational research as it allows the researchers to engage in flexible activities that describe and help them to understand complex situations which is the aspect of human social experience (Alhazmi & Kaufmann, 2022). The researcher also floated a survey questionnaire, in which open-ended

questionnaires and written answers were solicited from the participants.

2.3. Instrument

The study utilized a self-structured survey questionnaire validated by content experts in the field. This questionnaire assisted in identifying and understanding the correlation between socialization patterns and academic learning outcomes among secondary school students. Each participant was given an identical set of open-ended survey questionnaires that allowed them to elaborate on their responses.

2.4.Data Analysis

The gathered data from the study's open-ended survey questionnaire were analyzed using the Braun and Klark thematic analysis method. This method is a widely used qualitative research approach that involves a systematic process of identifying, analyzing, and reporting patterns/themes of the gathered data (Braun & Clarke,2006; Maguire & Delahunt, 2017).

This method consisted of six logical steps: familiarization, generating codes, generating themes, reviewing themes, defining and naming themes, and writing up. These steps gave researchers a methodical structure for obtaining significant and valuable insights from qualitative data.

3. RESULTS and DISCUSSIONS

This chapter discusses the different results and the emerging themes based on the participants' responses.

<u>On the Frequency of the interaction and the people they interacted with</u>

<u>Emerging Theme 1: Frequent interactions revolving around friendships</u>

The emerging theme of the frequency of the interactions and the people that the secondary school students commonly interacted with revolves around the everyday interactions revolving around their friendships. The responses within this theme show how most secondary students prioritize building and maintaining relationships with their friends over their family and other components of society.

The responses provided by the participants support the theme.

I frequently hang out with my friends playing basketball and online games. I always hang out with them every day, especially Stevie, because he is one of my truest companions. He is also the only person with whom I can share my problems, and we help each other as we always go on adventures to forget our problems.

P1

The first response highlighted his frequent interaction with friends centered around their shared interests, daily interaction, a mutual willingness to provide emotional support, and taking adventures together to escape from life challenges. The response had shown that students gain from having genuine friends they can openly rely on about their issues and receive support and understanding. This underscores the importance of developing and creating meaningful friendships to deal with life's challenges.

I often spend time with my family on weekends since we are all under the same roof. On weekdays, I hang out with friends of the same grade level as my teachers and classmates.

P2

The second response mentioned the different social groups that the student spends time with during different times of the week. On weekdays, it was emphasized that it was mostly spent with friends of the same grade level, teachers, and classmates. This suggests that weekdays are primarily focused on the academic and social life in the school. On weekends, it was mentioned that it is mostly spent with the family. This indicates a close relationship with family, how family contributes to an individual's support system, and how the student recognizes the value of connecting with family members who share the same living space.

I often hang out with my close friends, especially since we are neighbors and share the same hobbies, like basketball, online games, and religion.

P 3

The third response emphasized spending time with close friends who happened to be neighbors and had shared similar interests and hobbies. It shows how the student created a strong bond involving shared experience, which is significant

in providing companionship and emotional well-being.

All of the responses emphasize how secondary school students usually view friendship as significant in their lives as it is whom they frequently interact with. They emphasize the need for emotional support by hanging out with their friends, having a common experience, and even mutual support when there is a problem.

The engagement in shared activities based on the responses, such as playing basketball and online games, indicates that engaging in enjoyable and distracting experiences with friends can temporarily escape personal problems. These shared activities can serve as a healthy coping mechanism and positive distraction (Relations of Friends' Activities to Friendship Quality // Office of Justice Programs, 2006.)

The findings of this study were supported by the work of Wang et al. (2018) that explored the social network approach in peer influence, especially in academic achievement and school engagement where they found out that when young people spend more time with their peers, the norms and characteristics of the peer groups become increasingly influential in shaping their behavior and beliefs.

Similarly, Flynn et al. (2017) investigated the social context of adolescent friendships. They found that young people tend to form high-quality friendships when they are tightly embedded in their social network and receive social support from their peers and parents.

These studies highlight the significance of social networks and peer influence in shaping young people's behavior, beliefs, and relationships. They emphasize that spending time with peers can profoundly impact individuals, with the norms and characteristics of peer groups becoming increasingly influential.

<u>On how socialization experience with peers, teachers, and parents impact academic performance</u>

<u>Emerging Theme 1: Drivers for academic achievement and personal growth</u>

The emerging theme of how socialization experience with peers, teachers, and parents impacts academic performance revolves around the secondary students' social relationships as drivers for their academic achievement and personal growth. The response within this theme highlighted how the people that surround them act as motivators for them to improve themselves in their academic performance and even in their personal lives.

The responses provided by the participants support the theme.

My parents motivate me to do well in school. They listen to my problems and give me advice; they are my source of emotional support. My friends also motivate me to do well in school because they all participate in our class. Through them, I can understand others by listening attentively and empathizing with them.

P1

The first response highlighted that parents serve as a significant source of motivation as they provide emotional support. In addition, friends were also mentioned as an additional motivation factor, particularly in creating a participative learning environment.

My academic performance improves greatly when my cousin and friends help me with my projects or performance tasks. These interactions with my peers and teachers greatly influence my learning, leading to significant academic progress.

P2

The second response emphasized the positive impact of the interaction with cousins and friends on improving academic performance, as the student collaborated and sought help in accomplishing projects and performance tasks. It also acknowledges the influence of peers and teachers in shaping the learning experience and facilitating progress in their academic journey.

Having my friends helped me to do well in school, especially on the topics that I did not understand they helped me to understand them well, my teachers helped me to push myself to my limits, and they were willing to help me improve my learning through teaching me, and also they extend their helpings hands if there is some printed output that needed to be submitted they are much willing to use their laptops, printer, and bond paper most of all they have their listening ears and open heart to listen and advise on our low points.

P4

The fourth response expressed gratitude for the support the friends and teachers gave. The student stated how friends helped the students understand difficult topics and how the teachers played an instrumental role in pushing them to their full potential and demonstrating a commitment to delivering their lessons for success.

The responses emphasized the importance of various sources of support, including support from parents, teachers, and peers, which can help motivate and improve students' academic performance. They highlighted the significance of how social connections and supportive relationships help achieve academic success. Positive relationships with parents, peers, and teachers can significantly affect students' academic performance and personal growth.

The findings of this study are supported by the findings of Mishra (2020), who wrote a systematic review of how social networks, social capital, social support, and academic success are related, where she found out how social factors played an essential role in academic achievement. Boonk et al. (2018) also found out in their study that the involvement of the parents in their child's life, especially in education, can serve as positive reinforcement and a valuable resource for leading the future success and achievements of children in their academics. The study of Kiefer et al. (2015) also supported this study, concluding that teacher and peer support can foster a responsive learning environment and have unique implications for adolescents' academic motivation, classroom engagement, and school belonging.

These studies provide further evidence for the influence of social factors, such as social networks, social support, parental involvement, and teacher and peer support, on academic success. They highlight the importance of creating a supportive and nurturing social environment to enhance students' academic achievement, motivation, and engagement in school.

<u>On the advantages of building healthy and fulfilling relationships with your peers, teachers, and parents</u>

<u>Emerging Theme 1: A positive relationship provides a supportive and meaningful connection</u>

The emerging theme regarding the advantages of building healthy and fulfilling relationships with peers, teachers, and parents is how having a positive relationship with the people around you provides a supportive and meaningful connection.

The responses provided by the participants support the theme.

The advantage of building a healthy and fulfilling relationship with my friends, teachers, and parents is that it could help me to be the best version of myself because I have someone who can guide me, just like my parents.

P1

The first response highlighted that building healthy and fulfilling relationships with friends, teachers, and parents can help a person be their best version and that friends and teachers similar to their parents can also serve as guides.

The advantage of building a healthy and fulfilling relationship with my friends, teachers, and parents is that I can have an emotional connection with someone with whom we can mutually share. I want someone willing to be with me in my happiness and when I face hardship in life, someone who can understand and give advice to me when I feel lost and help me become the best version of myself.

P2

The second response focuses on the importance of having an emotional connection and the ability to share mutual experiences. The student also highlighted the significance of having someone willing to be by their side through good and challenging times, providing understanding, advice, and support to help them navigate through life and help them to become the best version of themselves.

The responses emphasize that developing positive relationships with friends, teachers, and parents provides guidance and emotional support and helps students grow to become the best version of themselves.

The findings of this study were supported by the findings of Roy and Giraldo-Garcia (2019), who highlighted in their research how positive connections between parents and their children impact the promotion and enhancement of social and emotional skills that will help the child meet their educational needs. It also provides them with what they need to face the challenges that the world will bring. It is also supported by the study

of Martin, A. J., & Collie, R. J. (2019) where they found that there is a significant striving in the increased number of positive teacher-student relationships as it was also associated with greater academic engagement by way of participation, enjoyment, and aspirations.

These studies support positive relationships with parents or teachers significantly impact educational outcomes. Positive parent-child connections contribute to social and emotional skill development, while positive teacher-student relationships enhance academic engagement and motivation. Fostering these positive relationships within different contexts is important for supporting students' educational success and overall well-being.

On the disadvantages of building healthy and fulfilling relationships with peers, teachers, and parents

Emerging Theme 1:Mismanagement of time between social engagement and academics

The emerging theme regarding the disadvantages of building healthy and fulfilling relationships with peers, teachers, and parents is that students often mismanage their time between socializing and academic work.

The responses provided by the participants support the theme.

The disadvantage is that sometimes friends can mislead me or have a negative influence that may affect my focus on my studies.

P1

The first response highlighted that friends can sometimes mislead them or have a negative influence that can impact their focus on their studies.

Sometimes, I spent too much time with my friends and suddenly realized I had left my academics behind.

P2

The second response mentioned that spending too much time with friends may result in neglecting academic responsibilities. The student realized that they often prioritized their social life over their studies.

The findings of this study are supported by the findings of Nasrullah and Khan (2015), who investigated the effect of time management on students' academic achievement. They found that students who do not have good time management skills have a negative effect on their lives and academics. They also added that students' time management can also affect their stress levels as they need to cope with their tasks and their personal achievements.

The abovementioned study underscores the importance of time management skills in students' academic lives. It highlights how effective time management positively influences academic achievement and helps students manage stress effectively. The findings suggest that improving time management skills can significantly benefit students' academic performance and well-being.

On strategies for balancing academic performance while maintaining a healthy and fulfilling social life with peers

Emerging Theme :1 Time Management

The emerging theme in the strategies used in balancing academic performance while maintaining a healthy and fulfilling social life with peers is time management.

I balance my time between being with my friends and my studies by asking them to accompany me, especially my cousin and friends, when I am making my assignments or projects. This way, we can bond while I can finish my tasks as a student.

P1

The first response emphasizes balancing time between friends and studies by asking them to do academic activities together. This strategy allows them to socialize and get the task done.

I finish my assignments and project/ performance tasks first and find time to catch up with my friends through Messenger during my leisure time or spend time with them to go to another place.

P2

The second response mentioned focusing on finishing the academic tasks and then finding leisure time to catch up with friends through messaging or spending time together.

During the weekend, my strategies are that the evening is my time for studies, in the morning to

help my parents with house chores, and the noon is my quality time to be with my friends whether we do our projects and assignments if there is or go to another place.

P4

The third response described how a structured approach to allocating specific time slots for different daily tasks helped manage the time. The student highlighted that evenings will be dedicated to completing academic tasks, mornings to help with household chores, and noon to friends, which can also include working on projects and assignments together.

The responses highlighted the importance of effectively managing time to balance students' academic responsibilities and social activities. The respondents also included strategies to achieve balance, such as involving friends in academic activities, prioritizing their studies, and effectively managing their time.

This study's findings are supported by the studies of Nasrullah and Khan (2015) and Adams and Blair (2019), who stated in their research that effective time management is associated with greater academic achievement and lower anxiety levels in students. Adams and Blair (2019) also added that students can effectively learn time management skills to balance their social and academic lives.

4. CONCLUSIONS

The following results were disclosed after the data were analyzed:

The research findings indicated and highlighted the significant impact of social relationships, particularly with peers, teachers, and parents, on secondary school students' academic performance, personal growth, and overall well-being. The study highlights how students prioritize building and maintaining friendships, finding emotional support, and engaging in shared activities with friends as essential aspects of their social interactions. It also underscores the role of parents, teachers, and peers in motivating students to excel academically and supporting their learning journey.

Based on the participants' responses, we can conclude that positive relationships with friends, teachers, and parents contribute to creating a supportive and nurturing environment that fosters academic success and personal development. The findings of the study also emphasize the importance of time management in balancing social engagement with academic responsibilities to avoid potential negative impacts on the students' focus and performance. Additionally, the study acknowledges the need for students to develop effective time management skills to enhance academic achievement and reduce stress levels.

5. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested by the researchers:

First, emphasize the importance of positive relationships. It is recommended that schools and educators prioritize fostering these relationships by encouraging open communication, providing emotional support, and promoting a sense of belonging among students. This can be achieved through initiatives such as mentorship programs, peer support groups, and parent-teacher conferences.

Secondly, to teach students effective time management skills. It is recommended that schools incorporate time management skills into their curriculum, providing students with strategies to prioritize tasks, set realistic goals, and manage distractions. This can be done through workshops, online resources, or even integrating time management into existing subjects like mathematics or computer science.

Lastly, students should be encouraged to involve Peers in Academic Activities. Schools should encourage peer-to-peer learning, group projects, and collaborative assignments. This can foster a sense of camaraderie among students, enhance their learning experiences, and provide opportunities for socialization while still focusing on academic goals.

6. ACKNOWLEDGEMENT

The researchers would like to express their gratitude to Prof. James L. Paglinawan for guiding them through every step of this study's completion. They also want to thank their family and friends for their moral and financial support.

REFERENCES

Article/Research Paper

[1] Ahmad, S., Batool, A., & Choudhry, A. (2019). Path relationship of time management and academic achievement of students in distance learning institutions. https://www.semanticscholar.org/paper/Path-Relationship-of-Time-Management-and-Academic-Ahmad-Batool/a1b46af87a5ad54598b198e45cd754cd87b309d2

[2] Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of Cross-Cultural experience in novel educational social contexts. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.785134

[3] Bagum, M., Khan, R. K., & Tehsain, M. J. (2022). Students' socialization level and academic achievement at secondary level. *Review of Applied Management and Social Sciences*, *5*(4), 677–685. https://doi.org/10.47067/ramss.v5i4.277

[4] Boonk, L., Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. Educational Research Review, 24, 10–30. https://doi.org/10.1016/j.edurev.2018.02.001

[5] Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3, 77-101.

[6] Flynn, H. K., Felmlee, D., & Conger, R. D. (2014). The social context of adolescent friendships: parents, peers, and romantic partners. Youth & Society, 49(5), 679–705. https://doi.org/10.1177/0044118x14559900

[7] Hughes, S. (2022). Socialization of Appropriate Classroom Behavior: A Micro-Longitudinal Conversation Analytic Account. *Studies in Applied Linguistics & TESOL*, *22*(1). https://doi.org/10.52214/salt.v22i1.9899

[8] Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. RMLE Online, 38(8), 1–18. https://doi.org/10.1080/19404476.2015.11641184

[9] Maguire, M., & Delahunt, B. (2017, October 31). *Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars.* https://ojs.aishe.org/index.php/aishe-j/article/view/335

[10] Martin, A. J., & Collie, R. J. (2019). Teacher–student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter? Journal of Educational Psychology, 111(5), 861–876. https://doi.org/10.1037/edu0000317

[11] Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. Educational Research Review, 29, 100307. https://doi.org/10.1016/j.edurev.2019.100307

[12] Nasrullah, S., & Khan, M. S. (2015). The impact of time management on the student's academic achievements. Journal of Literature, Languages and Linguistics, 11. https://core.ac.uk/reader/234693030

[13] Roy, M., & Giraldo-Garcia, R. (2019). The Role of Parental Involvement and Social/ Emotional Skills in Academic Achievement: Global Perspectives. School Community Journal, 28(2). https://www.adi.org/journal/2018fw/RoyGiraldoGarciaFall2018.pdf

[14] Valiente, C., Swanson, J., DeLay, D., Fraser, A. M., & Parker, J. (2020). Emotion-related socialization in the classroom: Considering the roles of teachers, peers, and the classroom context. *Developmental Psychology*, *56*(3), 578–594. https://doi.org/10.1037/dev0000863

[15] Wang, M. T., Kiuru, N., Degol, J. L., & Salmela-Aro, K. (2018). Friends, academic achievement, and school engagement during adolescence: A social network approach to peer influence and selection effects. Learning and Instruction, 58, 148–160. https://doi.org/10.1016/j.learninstruc.2018.06.003

Online Sources

[1] Relations of Friends' Activities to Friendship Quality | Office of Justice Programs. (2006). https://www.ojp.gov/ncjrs/virtual-library/abstracts/relations-friends-activities-friendship-quality