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DEMOGRAPHIC PROFILE, LEARNING DIFFICULTY
AND PARENTAL BOND OF HIGH SCHOOL
STUDENTS OF DAINE WESTERN CAVITE
INSTITUTE, DAINE, INDANG, CAVITE
AND THEIR IMPLICATIONS TO
ACADEMIC PERFORMANCE

THESIS

ANGELIQUE E. CRUCENA

College of Arts and Sciences
CAVITE STATE UNIVERSITY
Indang, Cavite

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IMPLICATIONS TO ACADEMIC PERFORMANCE**

Undergraduate Thesis
Submitted to the Faculty of
Cavite State University
Indang, Cavite

In partial fulfilment
of the requirements for the degree of
Bachelor of Science in Psychology



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and parental bond of high school students*
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APRIL 2008



Republic of the Philippines
CAVITE STATE UNIVERSITY
(CvSU)

DON SEVERINO DE LAS ALAS CAMPUS
Indang, Cavite

COLLEGE OF ARTS AND SCIENCES

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Title: **Demographic Profile, Learning Difficulty and Parental Bond of High School Students of Daine Western Cavite Institute, Daine, Indang, Cavite and their Implications to Academic Performance**

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ABSTRACT

CRUCENA, ANGELIQUE, Demographic Profile, Learning Difficulty and Parental Bond of the High School Students of Daine Western Cavite Institute, Daine, Indang, Cavite, and their Implications to Academic Performance, Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University, Indang, Cavite, April 2008. Adviser: Teresa Q. Amarille

This study was conducted to find out the relationship of learning difficulty and parental bond of the high school students of Daine Western Cavite Institute, Indang, Cavite.

It also aimed to: (a) determine the demographic profile of the respondents in terms of : age, gender, year level and birth order; (b) determine the level of learning difficulty of the respondents; (c) determine the level of parental bond of the respondents; (d) determine the academic performance of the respondents based on their GPA SY 2006 – 2007; (e) determine the significant relationship of the profile to the learning difficulty and parental bond of the respondents; (f) determine the significant relationship between learning difficulty and parental bond of the respondents and; (g) determine the significant relationship of demographic profile, learning difficulty and parental bond to their academic performance.

This study was conducted from November 2007 to January 2008, which focused mainly on the learning difficulty and parental bond of the respondents of high school students of Daine Western Cavite Institute, SY 2007 – 2008.

The study involved ninety six (96) respondents who answered Learning Difficulty Test and Parental Bond Test applicable to the two variables.

The results showed that majority of the respondents are male while the thirteen (13) and sixteen (16) years old students comprised 50 percent of the population. The result shows that the levels of learning difficulty of respondents are satisfactory and majority of the respondents have high level of parental bond. The study, likewise, revealed that the respondents' profile is not significantly related to their learning difficulty and parental bond. It was also revealed that there is no significant relationship between learning difficulty and parental bond of the respondents. The study further revealed that learning difficulty is significantly related to the respondent's academic performance.

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Angelique E. Crucena

An undergraduate thesis presented to the faculty of the Department of Social Sciences and Humanities, College of Arts and Sciences, in partial fulfillment of the requirements for graduation with the degree of Bachelor of Science in Psychology with Contribution No. T-CAS-2008-P014. Prepared under the supervision of Ms. Teresa Q. Amarille.

Introduction

Learning is pervasive especially in human beings. Our knowledge and skills accumulate throughout our lives. Learning is development and interactive, it comes about through active interchange with the environment. Simple responses, motor habits, perceptual responses, motives, attitudes, emotional responses, problem solving, language and personality are learned.

The approach students use in their study has a significant impact on both the quality of the learning and their academic success. It would clearly be of value to identify students whose approach to learning was predictive of unsatisfactory performance. Many time students express difficulties with the courses they are studying. The frequently reported problems in literature are difficulty in organizing study time effectively, overloaded feeling with vast study material, decreased motivation, difficulty in seeing the relevance of some subjects, difficulty in recalling previously acquired knowledge and