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Chapter I

Background of the Study

Introduction

For a long time, behaviorism was the only theory of learning that was widely accepted in the field of psychology. That is why in 1961, Albert Bandura challenged the idea with his theory that all actions or behaviors are learned through reinforcement and rewards by conducting an experiment that changed the whole perspective of the modern psychology from basing solely on pure behaviorism into considering cognitivism. Learning from the environment by observing models became a known process leading to behavior change and often times, children learn their behavior at home may it be heard, read, or observed. They usually observe the adults in their surroundings especially their parents and as children, observing another person's behavior may lead them to imitating because this is what they perceive as the right thing to do. This is where role model can be associated. Role model was coined by Robert K. Merton in 1936 and it is referred to a person whose behavior, example, or success is or can be emulated by others, especially by younger people.

A basic family would include the mother, father, the children and other extended relative that may be involved. This may be the basis of children for



Students

This study may benefit the students and may use this as a guide on decision-making with or without influence of other people. Students may consider other ways of influencing their behavior even without role models but they may use them as an inspiration but not imitate their actions fully to maintain individuality.

Teachers

This study may help the teachers understand the influence of a role model to the behavior of the students. Aside from being a potential role model, teachers can use other way in reinforcing a student's behavior. This may improve the student-teacher relationship as it can help the teacher show a positive influence to the student.

Future Researchers

The study conducted may serve as a guide to the future researchers, addressing the limitations of the study conducted, and re-assessing and expand the theories used, frameworks, or models that the previous researchers have conducted in the study.



be a safe base for the child. In this case, a father's behavior will be considered as acceptable in the eyes of the child and socially desirable that can be a factor for them to be considered as role models since they are attached to the child first as primary caregivers. In addition, an article written by Campbell & Loving (2012) stated that a child's bond with its caregiver is caused by the attachment formed during the early childhood and will later on turn into affectional bond that will manifest during the adolescence period. Adolescents who have close relationships that have been going on for several years can also classify it as affectional bonds. A child's primary figure can be identified through whom they ask for help during emergencies and challenges that test attachment bonds. Adult attachment figures do only serve a protective function but also as a monitor and basis of how they handle new opportunities to engage in risky behaviors because they are viewed as "older and wiser".

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females and 14 males of randomly selected students, St. Barnabas had an equal number of 13 females and males of randomly selected students. And St. Titus, because of their small population size, had 10 females and 10 males of randomly selected students, all of whom were subjected to be respondents of this study. In total, the sample size drawn was 100, a number that was 74.63% of the total population of the Grade 11 students of St. Paul. College of Bocaue, school year 2019 - 2020.

Table 1

Frequency and Percentage Distribution of the Respondents

Section	Frequency			Percentage
	Boys	Girls	Total	
St. Timothy (ABM)	14	14	28	27.45%
St. Barnabas (STEM A)	13	13	26	25.50%
St. Stephen (STEM B)	14	14	28	27.45%
St. Titus (HUMSS)	10	10	20	19.60%
TOTAL	51	51	102	100.00%

Data Gathering Instrument

The data gathered was used to identify the role model of Grade 11 Senior High School students of St. Paul College of Bocaue, the researchers used a standardized questionnaire made by R. Chris Fraley. The Relationship Structures (ECR - RS) questionnaire had 9 items in total and had 4 attachments. It includes Secure, Preoccupied, Dismissive and Fearful-Avoidant. Secure Attachment refers to being emotionally close, comfortable and dependent on others. Preoccupied



Table 2

Code Scale and Interpretation of Deportment Grade

Grade	Verbal Interpretation
100-90	Outstanding
89-85	Very Satisfactory
84-80	Satisfactory
79-75	Fairly Satisfactory
Below 75	Did Not Meet Expectation

Data Gathering Procedure

To be able to look into the role models of the respondents, a role model's scale was determined through the use of (ECR – RS) questionnaire. The researchers distributed the questionnaires to the section of St. Timothy first, followed by St. Barnabas, St. Titus and lastly, St. Stephen. The researchers stayed with all the sections throughout the whole answering process to be able to monitor if the respondents answered the question appropriately. The respondents answered the questions based on how they perceived their mother (or mother-like figure) and father (or father-like figure) and then, the researchers found out the attachment of the respondents to their role model. Thus, the role model of the respondents was deduced.

The deportment grades were gathered by asking for permission through a letter that was later on, approved by the Research Instructor and High School Academic Chair. After acquiring permission, the letters were distributed to all the



12 or 42.86% of students have Opposite Gender Role Model, 2 or 7.14% have Both Gender Role Model, and 3 or 10.71% of the students have No Role Model.

Table 5

Frequency and Percentage Distribution of the Respondents According to Department Grade

Section	Department Level									
	Outstanding		Very Satisfactory		Satisfactory		Fairly Satisfactory		Did not Meet Expectation	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
St. Timothy	3	10.71%	15	53.57%	8	28.57%	2	7.14%	0	0%
St. Titus	1	5%	6	30%	12	60%	1	5%	0	0%
St. Barnabas	0	0%	17	65.38%	9	34.62%	0	0.00%	0	0%
St. Stephen	0	0%	21	75%	7	25%	0	0.00%	0	0%
Total:	4		59		38		3		0	0%

Table 5 depicts the frequency of the Grade 11 student's department grade per section. St. Timothy has 3 or 10.71% of students has Outstanding department grade, 15 or 53.57% of students has Very Satisfactory department grade, 8 or 28.57% has Satisfactory department grade and 2 or 7.14% has Fairly Satisfactory department grade. St. Titus has 1 or 5 % of students has Outstanding department grade, 6 or 30% of students has Very Satisfactory department grade, 12 or 60% of students has Satisfactory department grade and 1 or 5 % of students has Fairly Satisfactory department grade. St. Barnabas has no students with Outstanding department grade, 17 or 65.38% of students has Very Satisfactory department