

## Brunt of Religions on the Performance of BSCS Students

**Isidro L. Duran**

Doctor of Education in Mathematics  
DMMMSU-SLUC, Agoo, La Union  
duran\_sid@yahoo.com

**Marissa R. Fangon**

Master in Development Administration  
DMMMSU-SLUC, Agoo, La Union

**Sabrina L. Estacio**

Master in Development Administration  
DMMMSU-SLUC, Agoo, La Union

### **Abstract:**

*The study aimed to determine the Brunt of Religions on the Performance of BSCS students. Specifically, to find out the religious affiliation of students; the performance of students in the different subjects; lastly, the difference between means of the different religious affiliation / religion on the performance of BSCS students in different subjects. The study used descriptive type of research using questionnaire as the tool in gathering data. G\*Power analysis was used to determine the sample size of the study. There are 56 respondents of the study using the stratified-random sampling method. The result indicates that most of the respondents are Roman Catholic with 32% followed by Iglesia Ni Kristo with 14%. Moreover, Jehovah's Witnesses performed well in both programming subjects while Pentecost found to be the least performer. Hence, performance of Jehovah's witnesses' students are significantly different from the performance of the students with religious affiliations like Baptist, Roman Catholic, Pentecost and UCCP, thus, performance of the students are significantly related with their religious affiliations for both programming subjects. Though, researchers are encouraged to conduct further study considering factors like practices, study habits and other related variables to the academic performance of BCSC students. Also, more research remains to be done so that faculty and administrators as well as students and their parents can better understand the relationship between students' religious engagements and their academic endeavor.*

### **Key Words:**

*Computer, Programming, Religion, Performance, DMMMSU*

## **Introduction**

Over the past decade, considerable research has emerged that demonstrates the benefits of religious practice within society (Fagan 1996). Religion is directly or indirectly related to academic success or failure. Religious belief, religious group participation, and spiritual orientation are linked to academic motivation, good academic standing, and time spent studying. Religious engagement appears to offer a positive influence in other ways. Students who participate in "spiritual" activities claim to have greater emotional wellbeing. Religious communities offer support in times of stress. Studies of African American students have found

that students use prayer, Bible reading, church services, and meditation as important coping tools. (Sherkat 1995)

Scholars and administrators are noticing that students are more religious than previous generations of college students, though they don't have a clear sense of why. Some studies claim that religious students are better students—and there is some merit to this argument. Religion does provide students with healthy alternatives to other social engagements. Yet, studies of elite and residential college populations fail to take into account the larger picture; since religion, and especially fundamentalist Christianity, can have a negative effect on going to college. While some religious factors have a positive impact on college success, other religious commitments undermine educational attainment (Darnell & Sherkat 1999; Glass & Jacobs 2005; Sherkat & Darnell 1999). Once in college, religious factors can also play a role in the trajectory of study, impacting the choice of major, courses taken, and successful completion. Importantly, religious factors also influence the context of contemporary higher education. Increasing rates of college attendance in the general population has also meant that more members of predominately fundamentalist Christian sects, who almost uniformly eschewed higher education in previous generations, are now living in the same dormitories with liberal Protestants, Catholics, Jews, and an increasingly diverse array of non-Christians. (Sherkat 1997)

In the Philippines, as mentioned by Lazo (2009), Section 5 of Article III of the 1987 Constitution provides for the establishment of religion, and not prohibiting the free exercise thereof. In accordance with the rule, the State shall respect the religious sects and denominations, and in the exercise of their own activities that contribute to the well-being of its people. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, is forever be allowed.

Through this study, there is better understanding on the relationship between students' religious affiliations and respondents' academic performance.

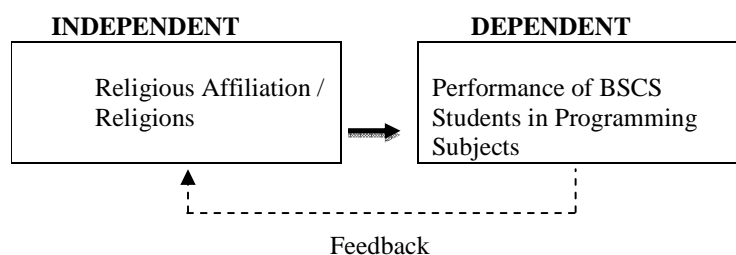
Line (2005) cited that social theory often claims that if any relationship exists between religion and academic performance it is negative or non-existent. In contrast, recent studies suggest that perhaps a relationship can exist where religious practice acts as a facilitating agent by influencing pro-social behaviors, thus impacting academic performance in positive ways. Certain denominations appear to have stronger correlations than others when measuring these two variables against each other. However, it also should be noted that academic performance varies in meaning from one religious group to another. Catholics, for example may have more internalized standards for academic performances than the Protestants, but this hypothesis needs more research to stand on more solid ground (Veroff et al., 1962). The achievement behavior of religious groups has attracted many theorists and thinkers to analyze the relationship between the religion and the achievements. For example the comparative high achievements of the Jews in most countries and the comparative low achievements of the Catholic is the best example to show that different values of religion could create a difference in motivation. Some theorist such as Weber conducted a comprehensive study about how the behaviors of Protestantism keep up with the behaviors required for a competitive society and how the behavior of Catholic falls behind. At the beginning of the study he compared the education requirements for Catholic and the education requirements for the Protestant, and he found that the requirements were basically the same for both groups. Weber moved on to compare the religious values to see whether the different attitudes towards religion affect life styles. Weber found that the different religious values could have a great impact on the life styles of people and on their academic achievements.

A look at the religious history of Catholics and Protestants in the American society shows that the religious background of those two groups is actually influenced by their religious and social upbringing (Veroff, Feld, & Gurin, 1962; Guiso, Sapienza, & Zingale, 2003).

Many other researches (Deary, Strand, Smith, & Fernandes, 2007) attempt to show that religion has a great impact on academic achievement by comparing and explaining the achievement differences of various religious groups. They found similar results: Protestant college graduates are more likely to go to a science field than Catholic college graduates. Taking into consideration that the science study requires more work and more motivations, Protestant college graduates entered more competitive job fields. On the other hand, a huge number of Catholic graduates have been found in less competitive jobs. Similarly, a national survey was taken to measure the achievement motivations of people coming from different religious denominations (Godfrey & Morris, 2008). The three main religious groups in the survey are: Catholic, Protestant, and Jewish. The survey shows that the overall achievement of the Jewish is higher among all the religious groups. The Catholic and the Protestant achievements are almost equal but earlier independence was found in the Protestant children. The results of the survey show that different religious values explain the difference in motivation. Research done recently shows that the individual religiosity increases educational attainment. Veroff (1962) explains that this positive relation between religion and academic attainment is because religion helps create a disciplined life and generates ethics. For people with a disadvantaged background, religious groups teach these people to be more disciplined, have more positive attitudes, and encourage better behaviors. Because of religious beliefs and practices, believers become more able to deal with troubles and stressful situations that might negatively affect their academic or career achievements than non-believers who may feel stressful and totally lost. In short, religiosity has a great influence on educational achievements. Regnerus (2000), and Jeynes (2005) argue that attending churches or other religious services provides students with the right guidance that then will improve their academic achievements. The religiosity increases the level of satisfaction and the grades of students attending colleges and universities. Religion has a big influence not only on education achievement but also on personal achievements. Some research (Hazan & Berdugo, 2002; Landes, 2000; Lipford & Tollison, 2003) shows that there is a relationship between religious preference and worldly success.

Shishu (2012), after analyzing people from different religions, Jews show the highest level of the success while the Catholics has the lowest level of success. The reason partly is explained as that Jewish people have the highest level of religious activities. The people who are more religious tend to have more appreciation for the time, less parties and more concentration. Through religious activities, the Jewish people will also be able to meet new people and build up more social networks.

More research remains to be done so that faculty and administrators – as well as students and their parents – can better understand the relationship between students’ religious engagements and their academic ones.



*Figure 1. The Research Paradigm of the Study*

The study sought answer on the relationship between religious affiliations and performance of BSCS students, specifically:

1. What is the religious affiliation of the students?
2. What is the performance of students in computer programing subjects?
3. Is there a significant differences on the performances of BSCS students among religious affiliations in programming subjects?

**Hypothesis H<sub>0</sub>:** There is no significant difference between religious affiliation / religion and performance of BSCS students.

## Methodology

This study used the descriptive type of research. It involves collection of facts in order to answer questions about the status of the study. Descriptive type of research studies aimed to determine the general characteristics of existing condition of condition at a given point in time. A quantitative research design was employed in this study.

The respondents of the study were sophomore BSCS students from the College of Computer Science, Don Mariano Marcos Memorial State University – South La Union Campus, Agoo, La Union. G\*Power analysis was used to determine the sample size of the study and stratified-random sampling were utilized.

Survey questionnaire was the main tool in gathering of data. The questionnaire comprised of two parts. Part one was on the profile of the respondents as to their religious affiliations and part two on their level of performance in the different subjects. There were 56 respondents randomly selected.

Data collected were treated and analyzed using one-way ANOVA and to further test the significant difference among religious affiliation / religions on the performance of BSCS students in the different subjects. Moreover, G\*Power and SPSS-20 were utilized in processing the data collected and in the interpretation of results.

Data was categorized by an independent and dependent variables. Independent variable include the religious affiliations/religion. On the other hand, the dependent variable was the performance of BCSC. Subsequently, both variables were evaluated descriptively and then cross tabulated to test their significant difference.

## Results and Discussions

### Profile of the students in terms of religious affiliation

Table 1. The religious affiliation of the respondents.

Type of Religious Affiliation	n	%
Adventist	4	7%
Baptist	4	7%
Born again	5	9%

Roman Catholic	18	32%
Iglesia ni Kristo	8	14%
Islam	3	5%
Jehovah's Witnesses	5	9%
Mormon	3	5%
Pentecost	3	5%
UCCP	3	5%
<b>Total</b>	<b>56</b>	<b>100%</b>

Majority of the respondents are Roman Catholic followed by the Iglesia ni Kristo, and the least number are the Islam, Mormon, Pentecost and UCCP. It shows that the set of respondents are represented by the most common religious groups in the Philippines. The result is evident as revealed by Darnell & Sherkat 1997 stating that that students are more religious than previous generations of college students, though they don't have a clear sense of why.

### Level of performance of the students in the different subjects

Table 2. The performance of students in programming subjects

Programming subjects / Religion		N	Mean
LCS103: Programming 2	Adventist	4	2.50000
	Baptist	4	2.62500
	Born Again	5	2.35000
	Roman Catholic	18	2.52778
	Iglesia ni Kristo	8	2.09375
	Islam	3	2.41667
	Jehovah's witnesses	5	1.95000
	Mormons	3	2.50000
	Pentecost	3	2.50000
	Pentecost	3	2.83333
<b>Total</b>	<b>56</b>	<b>2.41071</b>	
LCS102: Programming 1	Adventist	4	2.37500
	Baptist	4	2.68750
	Born again	5	2.50000
	Roman catholic	18	2.52778
	Iglesia ni Kristo	8	2.34375
	Islam	3	2.66667
	Jehovah's witnesses	5	1.85000
	Mormons	3	2.33333
	Pentecost	3	2.75000
	Pentecost	3	2.83333
<b>Total</b>	<b>56</b>	<b>2.46429</b>	

The table shows that, Jehovah's Witnesses performed well in both programming subjects while Pentecost found to be the least performer. It should be noted that academic performance varies in meaning from one religious group to another. The result is in consonance with the findings of Shishu (2012) that those people who are more religious tend to have more appreciation for the time, less parties and more concentration.

### The differences among means of the different religious affiliation / religion on the performance of BSCS students

Table 3. Mean Difference on Performance of Student among Religious Affiliations

Subjects	F	P
LCS 103: Programming 2	2.723	0.012*
LCS102: Programming 1	2.130	0.046*

\* significant at 0.05

Table 3 illustrates the differences among means of the different religious affiliation / religion on the performance of BSCS students in computer programming subjects.

Result indicated that the performance of the students are significantly related with their religious affiliations for both programming subjects at 0.05 level. This clearly confirms Weber's theory that the different religious values could have a great impact on the life styles of people and on their academic achievements.

### Mean Difference on Performance of Student between Religious Affiliations

Table 4. Mean Difference on Performance of Student between Religious Affiliations

Religions	Mean Difference	P
Baptist vs Jehovah's witnesses	0.756250	0.041*
Catholic vs Jehovah's witnesses	0.627778	0.016*
Pentecost vs Jehova's witnesses	0.933333	0.012*
UCCP vs Jehovah's witnesses	0.983333	0.050*

\* significant at 0.05

Absolutely revealed in the table that performance of Jehovah's witnesses' students is significantly different from students with the Baptist, Roman Catholic, Pentecost and UCCP religious affiliations' performance at 0.05 level. The result negates Veroff et al., (1962) findings that Catholics, for example may have more internalized standards for academic performances than the Protestants, but this hypothesis needs more research to stand on more solid ground.

### Summary

The study used descriptive type of research. G\*Power analysis was used to determine the sample size of the study and stratified-random sampling was implemented. Among the 56 respondents of the study, the result indicates that most of them are Roman Catholic with 32%

followed by Iglesia Ni Kristo with 14%. Jehovah's Witnesses performed well in both programming subjects while Pentecost found to be the least performer. Performance of the students are significantly related with their religious affiliations for both programming subjects at 0.05 level. The performance of Jehovah's witnesses' students are significantly different from the performance of the students with religious affiliations like Baptist, Roman Catholic, Pentecost and UCCP at 0.05 level.

### **Conclusion**

Jehovah's Witnesses students of the College of Computer Science, DMMMSU-SLUC performs best than those affiliated with other religions. This shows that the performance of the Jehovah's Witnesses for both programming subjects is substantially associated to their religious affiliations and their performance is really diverse from other religious affiliations. In conclusion, religion has a big influence on motivation, education achievements, and on all other aspects of social life. Individuals who have a religious background are able to succeed in school, colleges and universities, and later on at work. When people are more religious, they are more likely to focus on what they need because they have a clear status of mind and are more confident. Religion plays an especially important role in education. In short, religious affiliation has a great influence on educational achievements of students. Therefore, there is significant difference between religious affiliation / religion and performance of BSCS students of DMMMSU-SLUC, Agoo, La Union.

### **Recommendation**

Other researchers are encouraged to conduct further study considering factors like practices, study habits and other related variables to the academic performance of BCSC students.

More research remains to be done so that faculty and administrators – as well as students and their parents – can better understand the relationship between students' religious engagements and their academic ones.

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