# IDEOLOGICAL PERSPECTIVES AND STUDENTS' DEVELOPMENT OF BACHELOR OF SECONDARY EDUCATION

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**Keywords:-**
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## *Abstract*

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This study determined the Ideological Perspectives and Students' Development of Bachelor of Science in Secondary Education Major in Social Studies. The descriptive method of research was used in the study to find out the mean level of the ideological perspective in terms of political ideology, economic ideology and social ideology; and students' development in terms of cognitive skills, social involvement and cultural values.

First, the research problem was identified, formulated, and presented for approval. In order to be acquainted with the concept, procedures and findings which might help in the formulation of objectives, hypotheses, framework and procedure, literature and studies related to the problem were collected and reviewed. Through the prepared instruments distributed to the purposely chosen respondents, data were collected. The questionnaire had undergone validation of the panel members before being sent to the Office of the Dean of the College of Teacher Education of LSPU for the approval of distribution. The instructions were explained to the respondents who were given enough time to answer the questionnaire. The questionnaire was divided into two parts: I. Checklist about Ideological Perspective in terms of Political Ideology, Economic Ideology and Social Ideology; and II. Checklist about Students' Development in Terms of Cognitive Skills, Social Involvement and Cultural Values. The data gathered were tallied and treated with the use of mean and standard deviation and Pearson-r.

Based on the findings of the study, the level of the Political Ideology was significant to Cultural Values but was not significant to both Cognitive and Social Development. In terms of Economic Ideology, it was significant to both Cognitive Skills and Cultural Values but not to Social Development. On the other hand, Social Ideology was significant to both Cognitive Skills and Cultural Values but not to Social Development. Therefore, the hypothesis stating that there was a significant relationship between the Ideological Perspectives and the Students' Development was partially accepted.

In plans to further this research, students, teachers, School administrators may also consider the ideological perspectives of the students during the planning and production of curriculum guides/ course syllabi. Finally, future researchers may use this study as their reference.

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## Introduction:-

Ideological Perspective is a body of ideas that describes political, cultural, and religious beliefs. It helps an individual to have a stand on a particular matter. Ideology is the lens through which a person views the world. In the field of sociology, it refers to a person's values, beliefs, assumptions, and expectations. An ideology, as we know may be formulated and defined by one man or a few, but it cannot be a true ideology unless it stems from the historical experience—the blood and guts—of a people conscious of their destiny. It is a set of values and principles that determine and guide a person's behavior and is directly related to the social structure, economic and political structure, economic system of production and political structures. Ideological Perspectives are all-embracing, as it covers our political, economic, social, and cultural life. It is also used to describe system of ideas and ideals that could help form the basis of an economy and politics, which in turn, helps us in formulating effective policies for a better society.

Meanwhile, Students' Development deals with the improvement that had happened on a particular student. It could be a change on the physical, emotional or mental aspect of a child. In higher education, student development is the integration of academic learning, with the larger issues of personal improvement and individual growth. It is largely affected by the environment where students engage themselves, in particular, the school environment. But this also includes their homes, and even the community itself. In this study, those environments will determine the relationship of between ideological perspective and students' development. Generally, student development theory looks at how students' growth and development happen during the years they are attending school.

This study focuses on the ideological perspectives in terms of political, economic and social ideology and its relationship to students' development in terms of cognitive skills, social involvement and cultural values.

## Objectives:-

This study aims to determine the Ideological Perspectives and Students' Development of Bachelor of Science in Secondary Education Major in Social Studies. Specifically, it sought answers to the following questions:

1. What is the level of Ideological Perspective in terms of:
   1.1. Political Ideology;
   1.2. Economic Ideology; and
   1.3. Social Ideology?
2. What is the level of students' development in terms of:
   2.1. Cognitive Skills;
   2.2. Social Involvement; and
   2.3. Cultural Values?
3. Is there any significant relationship between the Ideological Perspectives and the Students' Development?

## Methodology:-

The research design used in this study was descriptive method of research to find out the mean level of the ideological perspectives in terms of political ideology, economic ideology and social ideology; and students' development in terms of cognitive skills, social involvement and cultural values. The respondents of the study covered thirty-two (32) purposely selected students who were currently enrolled as second year college students from the Laguna State Polytechnic University - Santa Cruz Campus, all of whom were taking up Bachelor of Secondary Education Major in Social Studies during the Academic Year 2019-2020.

### Literature Review:-

Ideas become ideologies. Every ideology is a reaction to some existing ideologies. Since it is human nature to think and generate ideas, we can also say that to create ideology is a nature of man.

To start with, ideological perspective is a set of beliefs commonly shared by a group of people (Van Dijk, 1998). Groups whose members share similar goals or face similar problems usually share a set of beliefs that define membership, value judgment, and action. These collective beliefs form an ideology.

There is a lot of diverse theories that tries to explain the way students develop, grow and mature during the years they

are enrolled in a higher education institution .Students' ideas and voices are essential in a student-centered learning environment. The way they grow and develop is the focus of education itself.

On the other hand, student development theory looks at how students' growth and development happens during the years they are attending school (Nagelsen, 2016). Furthermore, the cognitive structural theory considers how students understand their experiences. There are many values such as learning, teaching, and change that are at the core of the cognitive structural theory.

We humans are social beings. Social interaction and social involvement is inherent to all of us. Perry (2012) considered how students considered and organized information. Perry's system offers a window of understanding about first-year students' approaches to information. First year students often find it difficult when they are presented with a world that is other than black and white. Perry shows how helping the students move from the dualistic stage to the relative stage can be helpful to the learning process.

For social involvement, Tinto (2013) views student departure as a longitudinal process that occurs because of the meanings individual students attribute to their interactions with the formal and informal dimensions of a given college or university". These interactions occur between the student and the academic and social systems of a college or university (Seidman, 2005). Tinto posited that an increase in social and academic integration will increase students' commitment to their goals as well as towards the institution, subsequently increasing the rate of retention (Harper & Quaye, 2009).

Involvement theory accentuates the students' behaviour; it is what the student does and how the student behaves that defines and identifies involvement. It emphasizes active participation of the student in the learning process. One of the many aspects of our everyday life is our behavior. Culture and values within a group adapts and evolves with the needs, desires and opportunities that are presented within the same. As students develop their self-concept during adolescence, they also develop a sense of cultural identity. "Cultural identity is adapted and changed throughout life in response to political, economic, educational, and social experiences" (Gollnick and Chinn 2002). An awareness of their self-concept and cultural identity provides the foundation for how students define themselves in terms of how others view them. Thus, teachers need to view students as cultural beings, embrace student diversity, and validate the cultural identity of students. In doing so, classrooms that model tolerance and appreciation of student differences will be created.

As it was mentioned, students' development is closely linked to different ideologies. Ideologies are present everywhere. It is a set of general beliefs socially shared by a group of people. Since not every social group is defined by ideology, Van Dijks' theory carefully characterizes those groups that are usually defined by ideology and the social functions that an ideology provides. Groups that commonly exhibit an ideology include socio-economic classes (low-income class vs. high-income class), professional groups (e.g., journalists), social movements (e.g., feminism), religion (e.g., Christianity), ethnics group (e.g., African-Americans), and political parties (e.g., Democrats vs. Republicans).

Ideological self-identification affects students' perceptions and evaluations of three academic stimulus objects: the sociopolitical ideologies do structure perceptions of the academic milieu; the conservative and the liberal students view academic objects differently and do not use the same dimensions when describing academic objects. In predicting students' political identifications stimulus objects, the perceptual dimensions must be taken into account. (Samuel Long, 2019).

Left authoritarians, in general, support left-wing economic progress while valuing the traditional and authoritarian socio-cultural views (Thomassen, 2012). There were distinct and telling features that left-authoritarians impose in terms of social aspects, very particularly with their participation in elections.

According to Lefkofridi et al. (2013), left authoritarians tend to be affected by two-party proximities with regards to issues that concern them. Those concerned with the economic dimension of this ideology have the propensity to put more weight on the economic side rather than the socio-cultural side, while those concerned with the socio-cultural dimension tend to put more emphasis on the socio-cultural side rather than the economic side.

Moreover, the battle between the economic and socio-cultural domain was significant for left authoritarians. The pressure in choosing which side to take and finding the congruence between the two sides were crucial in taking

necessary decisions in their political freewill (Lefkofridi et al, 2013). In line with their voting decision, left authoritarians also choose parties that "represent either their economic views or their socio-cultural views, but not both." These ideological preferences really had a great impact on their decision-making during the election period (Brader et al, 2013).

Also, Federico et al (2017) disclosed in their "The Authoritarian Left Withdraws from Politics: Ideological Asymmetry in the Relationship between Authoritarianism and Political Engagement," their acquired results suggested that the "lower visibility of left-wing authoritarianism relative to its counterpart on the right may be due in part to greater withdrawal from politics among left-leaning authoritarians."

According to Castelli & Carraro (2011), ideological orientation shapes the perception of the social world and conservatism is associated to an increased weighting of negative over positive information. In their study, it showed that ideology-based differences are associated to critical thinking or cognitive ability which is involved in the formation of social attitudes. In general, conservatives appear to be more responsive to environmental threats and be more affected by them.

Shaver (1977), Mehlinger (1981), and most recently, Leming (1989), argued that among the many problems besetting the social studies profession is the presence of an ideological chasm that separates the intellectual leadership (primarily college and university faculty members), from social studies classroom teachers and the general public. This ideological chasm manifests itself most fundamentally in differing conceptions regarding the proper objectives for teaching the social studies. It has been noted that social studies teachers tend to hold to a view that, in practice, envisages a conservative role for social studies education involving the transmission of mainstream interpretations of history and values. For example, most social studies teachers tend to eschew controversial ideas or topics that focus on apparent weaknesses in the economic and/or political. College and university faculty, on the other hand, generally espouse a socially progressive role for social studies education. They hold to the view that social studies instruction should prepare students to critique existing society and empower them to work toward a "better" society of some sort.

A number of researchers suggested that teacher perspectives are a promising conceptual tool for understanding how teachers approach the social studies. Goodman and Adler's (1985) study of elementary student teachers identified six perspectives on the social studies: social studies as human relations; as school knowledge; as a non-subject; as citizenship; as the great connection; and as social action. In a discussion of teachers as mediators of the curriculum, Parker (1987) wrote that Goodman and Adler illustrate "how a teacher's perspective on social studies mediates the relationship between teacher and students, and the teacher's practical planning and implementation of the social studies curriculum" (p. 13). Johnston, in a case study of five elementary student teachers' perspectives on the social studies, suggested that, "Learning to teach may not be a matter of one influence overpowering all others; it may be more a matter of interactions and continuities" (1990, p. 230). She concluded that the influence of teacher education programs might be enhanced if teacher educators better understood their students' perspectives.

At the secondary level, Cornett (1990) found out that the personal theories of one twelfth grade social studies teacher were congruent with her practice and affected her "significant role as a curriculum developer" (p. 269). He suggested that reflection could be a tool used by both social studies teacher educators and social studies teachers to enhance thoughtful practice. Evans (1988), in a study of three high school American history teacher interns, found out that each teacher held a distinct conception of the meaning of history and the purpose of studying it. He also found that individual teachers' interpretations of their subject areas had a significant impact on the curriculum they selected and the content they taught. He called for further research that could include a larger sample of teachers and would develop a fuller range of teacher typologies. The research on teacher perspectives, particularly those held by social studies teachers, is a step in this direction.

Authoritarianism, being an emerging default mode of capitalism, divides the working class using opportunistic policies that have gripped the anxieties of the urban poor. And for someone to be actively participative towards social change, an uncompromising, not authoritarian government must be imposed (Jordan, 2019). And with the current condition of technological prevalence, a new form of resistance is formed to bust authoritarian rule. Now questions of openness and freedom-- and how these values must be kept-- are being asked to aid the anti-totalitarian ruling (Kyriakopoulou, 2011). The digital media may have democratic consequences which leads to discouraged political activism. In Azerbaijan for example, researchers saw that "a form of Internet control common in former Soviet states where manipulation over digitally mediated social networks is used more than outright censorship." They found later that the government has dissuaded the public from supporting protests and pushing them away from using social media

for political purposes (Pearce and Kendzior, 2012).

One study also found out a certain kind of relationship between right-wing authoritarianism (RWA) and verbal intelligence. It was analyzed that after five years in High School (from Grade 7 to Grade 12) the subject students' RWA scores were predicted low, and their verbal intelligence was also significantly low. The results were also analyzed in line with the verbal intelligence role in choosing suited ideological perspectives (Heaven et al, 2010). Moreover, the function of RWA and social dominance orientation could be seen even in the talks of war. RWA and the social dominance orientation mediated the approval of important decisions during wartime, where minimization of casualties and moral justification were being sought (Jackson, 2010).

Meanwhile, as the existence of authoritarian-left brews debate as to whether its very establishment is credible, some believe that authoritarianism is natural for right-wingers and not for the leftist (Regt et al., 2011).
For economically rich left-wingers, they prefer to be governed by a left-winged government. With conservative people being usually compared with leftist, it was said that conservative people tend to much happier (Dreher and Ohler, 2011).

Generally, being a rightist is usually associated with authoritarianism, that is why most of the studies made were relating right with being an authoritarian. As they were usually related, the RWA scale was presented and used to determine the level of one's right-wing authoritarianism. Another factor is the social dominance orientation (SDO), which goes hand in hand with the RWA scale to predict people's attitude concerning important world issues like climate change. Through time, both ideological attitudes face deterioration as connected with environmental concerns, with SDO having a much greater effect than RWA (Stanley et al, 2019). Also, it was disclosed that there might be "different motivational bases" for people to lay out their prejudices, as what is also suggested by the RWA and SDO analysis (Duckitt and Sibley, 2010).

Tracing these results, another study concluded that RWAs, and rightist people in general, have a unitary construct for exploring prejudices. To address this issue, the structure of this construct was modified and simplified (Mavor et al, 2010). In the aspect of having a unitary construct, RWA traditionally is unidimensional. But it was found out that people in this ideology have come to have three distinct RWA characteristics which include Authoritarianism, Conservatism, and Traditionalism (Bizumic and Duckitt, 2013). Moreover, the mentioned scales are important since it can predict the actions that individuals may take in carrying out crucial social decisions (Bizumis and Duckitt, 2018).

## Discussion:-

In this study, the Level of the Ideological Perspectives refers to Political Ideology, Economic Ideology and Social Ideology.

To a great extent, the "students share ideas regarding the political issues in the country", "make sure to give opinions in discussing political programs and agendas", and "give suggestions for the betterment of any organization" with (M=4.13, SD=0.61-0.79). They always "give reaction on political leaders' duties and responsibilities" with (M=3.94, SD=0.88). Although also observed to a great extent, the item with the lowest rating was on "giving comments on the laws to be implemented in the country" with (M=3.84, SD=0.77).

The overall mean of 4.03 had a standard deviation of 0.609 with variance of 0.5713 indicating how the data scores were homogeneous to each other. The Skewness of -0.3174 and a Kurtosis of -0.4733 showed that the level of ideological perspective in terms of Political Ideology had a fairly symmetrical distribution with concentrated scores lie with 3-4 with a great extent.

With the gathered data, it showed that the ideology of the students in terms of political participation was at a great extent. As stated by Baum (2015), the citizens decide on things that matter to them the most. However, due to different levels of societal standing, some tend to discriminate the social involvement of others, which yields them more confidence in voicing out their political opinions. Since it is at a great extent, the students are far from being a liberal democratic which represents that the world is declining in terms of political participation (Parvin, 2015). The political ideology is set that it should affect the cognitive, social and cultural values development of the students.
Table 1 shows the Level of Ideological Perspective in Terms of Political Ideology.

**Table 1. Level of Ideological Perspective in Terms of Political Ideology**

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| 1. Share my ideas regarding the political issues in | 4.13 | 0.61 | Often |

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| our country. | | | |
| 2. Make sure to give my own opinion in discussing political programs and agendas. | 4.13 | 0.71 | Often |
| 3. Give suggestions for the betterment of an organization. | 4.13 | 0.79 | Often |
| 4. Find myself in giving comments on the laws to be implemented in the country. | 3.84 | 0.77 | Often |
| 5. Always give reaction on our political leaders' duties and responsibilities. | 3.94 | 0.88 | Often |
| **Overall Mean = 4.03** **Verbal Interpretation = Great Extent** | | | |

**Legend:**

| Scale | Range | Remarks | Verbal Interpretation |
|---|---|---|---|
| 5 | 4.20-5.00 | Always | Very Great Extent |
| 4 | 3.40-4.19 | Often | Great Extent |
| 3 | 2.60-3.39 | Sometimes | Moderately Extent |
| 2 | 1.80-2.59 | Rarely | Low Extent |
| 1 | 1.00-1.79 | Never | Very Low Extent |

To a very great extent, the "student always give reaction on the corrupt practices of our political leaders" with (M=4.28, SD=0.81) and "keeps on commenting on the infrastructure projects of the government" had (M=4.06, SD=0.88). Although also observed to a moderately extent, the item with the lowest rating was on "creating group conversations regarding economic problems that exist in the society" with (M=3.38, SD=0.66).

Gramsci (1991), supported the theory of cultural democracy that not only locates bicultural students within a historical and cultural context, but also addresses questions related to moral and political agency within the process of their schooling and the course of their everyday lives.

Therefore, as Diana Hess and Paula McAvoy (2014) powerfully argue, one of the most important functions of schooling is indeed to prepare students for participation in a vibrant democracy, to sort through arguments, and to have evidences for their claim in politics.

Table 2 shows the Ideological Perspective in Terms of Economic Ideology.

**Table 2. Level of Ideological Perspective in Terms of Economic Ideology**

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| 1. Share my thoughts regarding the economic activities in our country. | 4.00 | 0.72 | Often |
| 2. Create group conversations regarding economic problems that exist in the society. | 3.38 | 0.66 | Sometimes |
| 3. Give feedback/comments on the recent changes in the taxation system of the country. | 3.56 | 0.76 | Often |
| 4. Always give reaction on the corrupt practices of our political leaders. | 4.28 | 0.81 | Always |
| 5. Keep on commenting on the infrastructure projects of the government. | 4.06 | 0.88 | Often |
| **Overall Mean = 3.86** **Verbal Interpretation = Great Extent** | | | |

**Legend:**

| Scale | Range | Remarks | Verbal Interpretation |
|---|---|---|---|
| 5 | 4.20-5.00 | Always | Very Great Extent |
| 4 | 3.40-4.19 | Often | Great Extent |
| 3 | 2.60-3.39 | Sometimes | Moderately Extent |
| 2 | 1.80-2.59 | Rarely | Low Extent |
| 1 | 1.00-1.79 | Never | Very Low Extent |

The overall mean of 3.86 had a standard deviation of 0.718 with variance of 0.6899 indicating how the data scores were homogeneous to each other. The Skewness of -0.1914 and a Kurtosis of -0.6776 showed that the Level of Ideological Perspective in Terms of Economic Ideology had a fairly symmetrical distribution with concentrated scores between 3-4 with a great extent.

The data implied that the students' level of perspective in terms of economy was also at a great extent and in a fairly symmetrical distribution. This meant that most of them support right-wing economy or left-wing economy. Rightist people in general, have a unitary construct for exploring prejudices. To address this issue, the structure of this construct was modified and simplified (Mavor et al., 2010). For economically rich left-wingers, they prefer to be governed by a left-winged government. With conservative people being usually compared with leftist, it was said that conservative people tend to be much happier (Dreher and Ohler, 2011).
The students can also tolerate all those who generally showcase freer markets and private business enterprises. However, some of these groups find themselves struggling with the mainstream conservatism, debunking beliefs such as total drug decriminalization and the legality of same-sex marriage, among others which are among social issues.

To a very great extent, the students "express their opinion regarding extra-judicial killings" with (M=4.28, SD=0.73) and "share thoughts about same sex marriage" has (M=4.16, SD=0.88). Although also observed to a great extent, the item with the lowest rating was on find myself "commenting on posts regarding discrimination" with (M=3.88, SD=0.75).

The overall mean of 4.07 had a standard deviation of 0.751 with variance of 0.6430 indicating how the data scores were homogeneous to each other. The Skewness of -0.3476 and a Kurtosis of -0.7856 showed that the level of ideological Perspective in Terms of Social Ideology had a fairly symmetrical distribution with concentrated scores between 3-4 with a great extent.

It can be implied that students with a great extent at society's ideological perspective "were more likely to raise themes of social justice, global inequality, women's rights, racism, criminal justice, health care, poverty, progress, social change, personal growth, and environmental sustainability" (Sterling et al., 2019).

In this study, the Level of Students' Development refers to the Cognitive Skills, Social Involvement and Cultural Values of the students.

Table 3 presents the Ideological Perspective in Terms of Social Ideology.

**Table 3. Level of Ideological Perspective in Terms of Social Ideology**

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| 1. Find myself commenting on posts regarding discrimination. | 3.88 | 0.75 | Often |
| 2. Make a stand regarding death penalty. | 4.06 | 0.88 | Often |
| 3. Share my thoughts about same sex marriage. | 4.16 | 0.88 | Often |
| 4. Express my opinion regarding extra-judicial killings. | 4.28 | 0.73 | Always |
| 5. Always share ideas for solving social problems related to our country. | 3.97 | 0.74 | Often |
| **Overall Mean = 4.07** <br> **Verbal Interpretation = Great Extent** | | | |

**Legend:**

| Scale | Range | Remarks | Verbal Interpretation |
|---|---|---|---|
| 5 | 4.20-5.00 | Always | Very Great Extent |
| 4 | 3.40-4.19 | Often | Great Extent |
| 3 | 2.60-3.39 | Sometimes | Moderately Extent |
| 2 | 1.80-2.59 | Rarely | Low Extent |
| 1 | 1.00-1.79 | Never | Very Low Extent |

To a great extent, the "students perform tasks quickly and accurately" with (M=3.72, SD=0.63) and "stay focused on

task for a sustained period of time" has (M=3.66, SD=0.70). Although also observed to a great extent, the item with the lowest rating was on "Am good in reasoning, forming ideas and solving problems" with (M=3.56, SD=0.67).

The overall mean of 3.64 had a standard deviation of 0.634 with variance of 0.4967 indicating how the data scores were homogeneous to each other. The Skewness of 0.3185 and a Kurtosis of -0.5066 showed that the Level of Students' Development in Terms of Cognitive Skills had a fairly symmetrical distribution with concentrated scores between 3-4 with a great extent.

Hence, ideology, academic self-efficacy and optimism are strongly related to performance and adjustment, both directly on academic performance and indirectly through expectations and coping perceptions (challenge-threat evaluations) on classroom performance, stress, health, and overall satisfaction and commitment for development (Chemers, 2016). Table 4 presents the Level of Students' Development in Terms of Cognitive Skills.

**Table 4. Level of Students' Development in Terms of Cognitive Skills**

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| 1. Perform tasks quickly and accurately. | 3.72 | 0.63 | Often |
| 2. Am good in reasoning, forming ideas and solving problems. | 3.56 | 0.67 | Often |
| 3. Recall information stored in the past. | 3.63 | 0.79 | Often |
| 4. Remember information while doing two things at once. | 3.63 | 0.75 | Often |
| 5. Stay focused and on task for a sustained period of time. | 3.66 | 0.70 | Often |
| **Overall Mean = 3.64** **Verbal Interpretation = Great Extent** | | | |

Legend:
| Scale | Range | Remarks | Verbal Interpretation |
|---|---|---|---|
| 5 | 4.20-5.00 | Always | Very Great Extent |
| 4 | 3.40-4.19 | Often | Great Extent |
| 3 | 2.60-3.39 | Sometimes | Moderately Extent |
| 2 | 1.80-2.59 | Rarely | Low Extent |
| 1 | 1.00-1.79 | Never | Very Low Extent |

Table 5 depicts the Level of Students' Development in Terms of Social Involvement.

**Table 5. Level of Students' Development in Terms of Social Involvement**

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| 1. Engage myself in playing sports in an organized association. | 3.34 | 1.04 | Sometimes |
| 2. Participate in outdoor activities. | 3.84 | 0.92 | Often |
| 3. Enjoy working together with other individuals. | 4.44 | 0.62 | Always |
| 4. Engage myself in community outreach program. | 3.91 | 0.73 | Often |
| 5. Enjoy participating in educational tour. | 4.56 | 0.76 | Always |
| **Overall Mean = 4.02** **Verbal Interpretation = Great Extent** | | | |

Legend:
| Scale | Range | Remarks | Verbal Interpretation |
|---|---|---|---|
| 5 | 4.20-5.00 | Always | Very Great Extent |
| 4 | 3.40-4.19 | Often | Great Extent |
| 3 | 2.60-3.39 | Sometimes | Moderately Extent |
| 2 | 1.80-2.59 | Rarely | Low Extent |
| 1 | 1.00-1.79 | Never | Very Low Extent |

To a very great extent, "students enjoy participating in educational tour" with (M=4.56, SD=0.76) and "enjoy working together with other individuals" with (M=4.44, SD=0.62). Although also observed to a moderately extent, the item with the lowest rating was on "engage myself playing sports in an organized association" with (M=3.34, SD=1.04).

The overall mean of 4.02 had a standard deviation of 1.035 with variance of 0.8613 indicating how the data

scores were homogeneous to each other. The Skewness of -0.6590 and a Kurtosis of -0.2144 showed that the Level of students' Development in Terms of Social Involvement had a highly symmetrical distribution with concentrated scores between 3-4 with a great extent.

Cognitive development theory focuses on the thought processes involved in identity development. Students able to be reflective in their thinking have a stronger sense that knowledge is constructed in social contexts. They understand that it is their responsibility to make sense of the world (Komives, 2006). Students who take responsibility for constructing their reality in the world have achieved self-authorship. Self-authorship is characterized by realizing one's autonomy and recognizing one's interdependence with others. Therefore, both Social and Cognitive developmental stages have elements that are congruent with the developmental processes necessary to establish leadership identity.

Table 6 shows the Level of Students' Development in Terms of Cultural Values.

**Table 6. Level of Students' Development in Terms of Cultural Values**

| Statements | Mean | SD | Remarks |
|---|---|---|---|
| 1. Always give time for my family. | 4.56 | 0.56 | Always |
| 2. Keep on telling the truth. | 4.03 | 0.65 | Often |
| 3. Keep on having faith in God. | 4.84 | 0.37 | Always |
| 4. Always treat elderly with respect. | 4.84 | 0.37 | Always |
| 5. Always show hospitality to everybody. | 4.75 | 0.44 | Always |
| **Overall Mean = 4.61**<br>**Verbal Interpretation = Very Great Extent** | | | |

**Legend:**

| Scale | Range | Remarks | Verbal Interpretation |
|---|---|---|---|
| 5 | 4.20-5.00 | Always | Very Great Extent |
| 4 | 3.40-4.19 | Often | Great Extent |
| 3 | 2.60-3.39 | Sometimes | Moderately Extent |
| 2 | 1.80-2.59 | Rarely | Low Extent |
| 1 | 1.00-1.79 | Never | Very Low Extent |

To a very great extent, "students keep on having faith in God" and "always treat elderly with respect" with (M=4.84, SD=0.37) and always show hospitality to everybody had (M=4.75, SD=0.44). Although also observed to a great extent, the item with the lowest rating was on "keep on telling the truth" with (M=4.03, SD=0.65).

The overall mean of 4.61 had a standard deviation of 0.564 with variance of 0.3283 indicating how the data scores were homogeneous to each other. The Skewness of -1.1371 and a Kurtosis of 0.3195 showed that the Level of Students' Development in Terms of Cultural Values had a highly symmetrical distribution with concentrated scores between 4-5 with a great extent.

As to cultural values, "Students recognized that reality, or what happened in the world and their lives, is beyond their control, but their reactions to what happened was within their control" (Baxter Magolda, 2008, p. 279). This realization, which is a reflection of reality moving from subject to object, set them on the road to taking responsibility for choosing how to interpret reality, how to feel about their interpretation, and how to react to cultural norms.

The Cultural Values showed r-value of 0.8165 with p-value of 0.0000 with high degree of correlation. The Cognitive Skills showed r-value of 0.8174 with p-value of 0.3248 and Social Development showed r-value of 0.9185 with p-value of 0.6991 with high to very high degree of correlation and interpreted as not significant.

As a link to the study between right-wing authoritarianism (RWA) and verbal intelligence. It was analyzed that after five years in High School (from Grade 7 to Grade 12) the subject students' RWA scores were predicted low, and their verbal intelligence was also significantly low. The results were also analyzed in line with the verbal intelligence role in choosing suited ideological perspectives. The results of Heaven, et al., (2019) were also analyzed in line with the verbal intelligence role in choosing suited ideological perspectives.

The Cognitive Skills showed r-value of 0.8809 with p-value of 0.0594 and Cultural Values showed r-value of 0.8187 with p-value of 0.0000 with high degree of correlation. The Social Development showed r-value of 0.9488 with p-value of 0.8299 with very high degree of correlation and interpreted as significant.

Table 7 shows the Relationship between the Ideological Perspectives and Students' Development.

**Table 7. Relationship between the Ideological Perspective and Students' development**

| Ideological Perspective | Students' Development | r-value | p-value | Verbal Analysis | Degree of Correlation |
|---|---|---|---|---|---|
| Political Ideology | Cognitive Skills | 0.8174 | 0.3248 | Not Significant | High correlation |
| | Social Development | 0.9185 | 0.6991 | Not Significant | Very High correlation |
| | Cultural Values | 0.8165 | 0.0000 | Significant | High correlation |
| Economic Ideology | Cognitive Skills | 0.8809 | 0.0594 | Significant | High correlation |
| | Social Development | 0.9488 | 0.8299 | Not Significant | Very High correlation |
| | Cultural Values | 0.8187 | 0.0000 | Significant | High correlation |
| Social Ideology | Cognitive Skills | 0.8402 | 0.0374 | Significant | High correlation |
| | Social Development | 0.9502 | 0.8723 | Not Significant | Very High correlation |
| | Cultural Values | 0.8479 | 0.0000 | Significant | High correlation |

**Legend:**

| Scale | Interpretation |
|---|---|
| $\pm 0.00$ | no correlation, no relationship |
| $\pm 0.01 - \pm 0.20$ | very low correlation, almost negligible relationship |
| $\pm 0.21 - \pm 0.40$ | slight correlation, definite but small relationship |
| $\pm 0.41 - \pm 0.70$ | moderate correlation, substantial relationship |
| $\pm 0.71 - \pm 0.90$ | high correlation, marked relationship |
| $\pm 0.91 - \pm 0.99$ | very high correlation, very dependable relationship |
| $\pm 1.00$ | perfect correlation, perfect relationship |

Supportive to the study was their high level of social involvement which denotes that they are usually the ones who can participate in any political, economic, or social issues in the society. Libertarians on the left side are still showing their left ideals by promoting equality and thrashing exploitations of all sorts. Left libertarians work with solidarity with their bosses, but at the same time adhere to helping people's interest while preferring privileges from corporations be repealed (Richman, 2011). "Libertarianism belongs under the umbrella of conservative political philosophy" (Merryweather, 2014).

Results were compared with the verbal intelligence role in choosing suited ideological perspectives. The results of Heaven, et al., (2019) were also analyzed in line with the verbal intelligence role in choosing suited ideological perspectives. This means that the Cognitive Skills showed r-value of 0.8402 with p-value of 0.0374 and Cultural Values showed r-value of 0.8479 with p-value of 0.0000 with high degree of correlation. The Social Development showed r-value of 0.9502 with p-value of 0.8723 with very high degree of correlation and interpreted as significant. Based on the data, it was shown that there was a "relationship between the ideological perspective and students development" at 0.05 level of significance. It showed that the null hypothesis stating that "*There is no significant relationship between the ideological perspective and students' development*" was rejected thus the alternative hypothesis was accepted. It could be inferred that there was a "significant" relationship between them.

With the very high interpretation of their level of social involvement, one could assume that they would be really at the forefront in discussing issues among the society. Generally, being a rightist is usually associated with authoritarianism, that is why most of the studies made were relating right with being an authoritarian. Right authoritarians prefer strict laws and rules while backing punitive authority and tough social control."

## Conclusion:-

In the light of the findings of the study, the following conclusions were made:

The level of the Political Ideology was significant to Cultural Values but was not significant to both Cognitive and Social Development. In terms of Economic Ideology, it was significant to both Cognitive Skills and Cultural Values but not to Social Development. On the other hand, Social Ideology was significant to both Cognitive Skills and Cultural Values but not to Social Development.

Therefore, the hypothesis stating that there was a significant relationship between the Ideological Perspectives and the Students' Development was partially accepted.

## Recommendations:-

Based on the data gathered & analyzed, the following were hereby recommended:

1. Students and teachers may consider identifying their ideological perspectives to improve their holistic development.

2. School administrators may consider the ideological perspectives of the students in planning and constructing curriculum guides/ course syllabi.

3. Future researchers may use this study as their reference.

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