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A QUALITATIVE STUDY OF LEADERSHIP IN EXCELLENT SCHOOL: A CORRESPONDENCE ARTICLE

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<https://doi.org/10.5281/zenodo.10401058>

ABSTRACT

This review explores leadership in excellent schools. Leadership is recognized as a crucial factor in achieving school success and high performance. This review paper aims to investigate leadership characteristics, strategies, and practices employed in schools that have achieved excellence. The literature review indicates that future schools must be supported with adequate infrastructures and the implementation of education based on the achievement of quality, equity, effectiveness-efficiency, and relevance. The studies have indicated the significant factors essential in achieving high school performance. By understanding these practices, educational institutions can learn from their success and implement effective leadership approaches to enhance their school performance.

Keywords: *leadership, excellent school, school principal*

INTRODUCTION

Leadership is a critical factor in the success of any school, and it is especially important in excellent schools that strive to provide high-quality education to their students. To achieve their goals, these schools need leaders who possess a range of qualities and skills, including the ability to inspire and motivate others, foster a positive learning culture, and develop and implement a clear vision for the school's future. According to a study, effective school leaders share several key characteristics, including the ability to shape a vision of academic success for all students, to create a climate hospitable to education, to cultivate leadership in others, to improve instruction, and to manage people, data, and processes to foster school improvement (Adams, 2018). Other studies have identified additional qualities of great school leaders, such as visionary leadership, community building, and emotional intelligence (Aguilar, 2014).

Empowering teachers to take on leadership roles within the school community is a powerful strategy. Bryk and Schneider (2002) argued that distributed leadership contributes to a culture of collective responsibility and efficacy. Educational leaders can identify and nurture the strength of individual teachers, providing opportunities for them to lead initiatives, mentor colleagues, or contribute to decision-making processes. Such empowerment not only builds confidence but also enriches the overall professional competence of the teaching staff. These will help the teachers to be at their maximum potential and optimum.

By implementing these strategies, leaders contribute not only to the confidence of their teachers but also to the overall competence and success of the entire educational community.

Research Questions

The study research questions attempt to address the strategies of school leaders in becoming a successful school or institution. The goal of this review is to identify the leadership strategies, and how to bring the environment in a comparable excellent school.

Research question 1: How does the principal's leadership style contribute to the development of an excellent school in terms of school vision?

Research question 2: To what extent does the principal's leadership impact the overall culture and environment of the school, influencing the school's ability to lead students towards achieving excellent competencies?

METHODOLOGY

This correspondence article limits and concentrates on leadership in excellent schools. To gain more information about the article, browsing and searching using different search platforms concerned about leadership and review articles were identified. The article met the related criteria, such as a qualitative study about leadership and governance, at least in Asian settings relevant to our culture, language used in writing is English and not translated. The selected topic should not be subjective, within the area of interest, must be open for public access, and not restricted. References of additional information from other relevant research articles were taken to make it comprehensive.

RESULTS AND DISCUSSION

According to the author, the school community that includes in the interview were principal, teachers, and non-teaching personnels since everyone contribute the development of this study.

Research question 1: How does the principal's leadership style contribute to the development of an excellent school in terms of school vision?

According to the author, the school must have clear and organized school's vision formed to produce graduates to be excellent in science, technology, arts, skilled and independent. The process of formulating the school vision are as follows: 1) formulation by a team; (2) deliberations of all school members regarding the results of the vision formulation by the team; (3) endorsement of the school's vision by stakeholders; and (4) socializing the school's vision to school members and the community (Bafadal, et.al, 2020). The principal's way of making all school members feel that they have the vision of the school is to integrate the vision of the school into learning activities and school activities whether it is extra-curricular or co-curricular activities.

Research question 2: To what extent does the principal's leadership impact the overall culture and environment of the school, influencing the school's ability to lead students towards achieving excellent competencies?

The quality of learning culture developed by schools is learning based on good program planning, controlled implementation, and evaluation that meets more than 8 minimum education standards. The formulation of the quality of learning culture is the preparation of school programs by a team of 8 standards, implementation of programs in each standard, and evaluation of program implementation (Bafadal, et.al.2020). However, the learning environment in the form of school facilities and infrastructure that supports the quality of learning culture is outdoor or indoor learning, laboratories, libraries, school health units, gazebos, fish ponds, mosques, halls, and so on (Bafadal, et.al. 2020). To make this vision materialize, the school financial support team will go to extend the funds needed for the planning, but due to time constraint and budget rules, the process of it for some times (Bafaral, et.al 2020).

By implementing these practices, schools can enhance students' achievement, improve teacher effectiveness, and create a positive and inclusive learning environment. It is essential for aspiring and current school leaders to develop these leadership skills to contribute to the success of their schools.

Conclusions

The findings also point to leadership's dynamic and adaptive nature in excellent schools. Leaders are willing to embrace change, adopt innovative practices, and continuously reflect on their performance. This adaptability allows schools to navigate challenges, respond to evolving educational landscapes, and maintain a focus on student learning outcomes.

This study presented that excellent schools can be identified based on the school performance, teacher performance, and the number of students who successfully finished their respective school program (Junior or Senior High School program).

Compliance with Ethical Standards

The author declares that strict adherence to the ethics of research was maintained, no conflict of interest exists in the conduct of the study, plagiarism was strictly avoided and there was no bias in the interpretation of the findings.

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**A QUALITATIVE STUDY ON THE TRANSITION TO NORMALCY: CHALLENGES
AND COPING MECHANISMS OF JUNIOR HIGH SCHOOL TEACHERS IN
RIZAL DIVISION'S PUBLIC SECONDARY
SCHOOLS DURING FULL IN-PERSON CLASS
IMPLEMENTATION A CORRESPONDENCE
ARTICLE**

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ABSTRACT

This qualitative study explores into the challenges and coping mechanisms employed by junior high school teachers in Rizal Division's public secondary schools during the transition to full-scale in-person classes. Data was meticulously gathered through an exhaustive review of literature, with permissions obtained from authors as necessary. The study's objective is to comprehend the hurdles faced by educators and the adaptive strategies they utilized in response. Findings indicate that teachers tend to employ active coping strategies when confronted with severe challenges. Several themes surfaced regarding their experiences and the trials of in-person classes. This study contributes to the dialogue on educational resilience and adaptive strategies, providing valuable insights for educators, policy makers, and the broader educational community. It stands as a testament to the resilience of the educational community and serves as a guide for future policy-making and the development of support systems

Keywords: *Qualitative Study; Transition to Normalcy; Junior High School Teachers; In- Person Class Implementation; Coping Mechanisms*

INTRODUCTION

In light of the global pandemic, educational institutions across the globe have grappled with unprecedented challenges. As highlighted by Zamani et al. (2022), the Covid-19 pandemic has instigated a significant shift towards online communication technologies in the educational sector. This sudden transition, however, has posed considerable hurdles for the international education community.

As posited by Chatzipanagiotou et al. (2023), the unpredictable nature of the pandemic demanded sensitive and directed leadership from school authorities. Now, as we navigate our way back to normalcy, the complete reinstatement of face-to-face classes in public secondary schools, especially in the Rizal Division, brings forth its own unique set of challenges and requirements. Anerio and Tamayo, (2023).

This article presents a qualitative study that explores into these challenges and the coping strategies adopted by junior high school teachers during this crucial phase. The study aimed to comprehend the difficulties encountered by junior high school teachers in the Division of Rizal during the full-scale implementation of in-person classes, and to identify the adaptive measures they employed in this new educational setting.

Incorporating the findings from Honra's (2022) research, the study revealed that when teachers experience a high intensity of challenges in their teaching practices during the pandemic, they tend to adopt active coping strategies indicative of grit and a more practical approach to solving the problem.

The significance of this study lies in its potential contribution to the ongoing discourse on educational resilience and the importance of adaptive strategies in the face of transformative change. The insights gleaned from this research are anticipated to benefit junior high school educators, policy makers, and the educational community at large, thereby fostering a collective understanding of the dynamic nature of teaching in evolving educational landscapes.

Research Questions

The full implementation of in-person classes in the Division of Rizal has presented junior high school teachers with specific challenges. This study aims to identify these challenges and understand the coping mechanisms employed by teachers to adapt to this new educational landscape.

Research question 1: What are the specific challenges faced by junior high school teachers in the Division of Rizal during the full implementation of in-person classes?

Research question 2: What coping mechanisms have teachers employed to adapt to the full implementation of in-person classes?

METHODOLOGY

This correspondence article explores the experiences of junior high school educators in the Rizal Division during the transition from remote to in-person teaching using a qualitative research design. The design was chosen for its ability to provide a detailed and nuanced understanding of the educators' experiences. Instead of collecting primary data through interviews, data was gathered through a comprehensive literature review. The researcher conducted a thorough search for articles, reports, and other relevant literature on the topic, obtaining permission from the authors as necessary.

The process involved familiarizing oneself with the data, searching for themes, reviewing these themes, defining and naming them, and finally producing a report.

RESULTS AND DISCUSSION

In the context of schools transitioning back to normalcy, after disruptions of Covid 19, it's not necessarily an easy process. The goal of this correspondence is to present challenges and demands as well as the coping mechanisms employed by junior high school teachers during this critical period

For research question 1, Anero and Tamayo explored the specific challenges faced by junior high school teachers in the Division of Rizal during the full implementation of in-person classes. Their findings, which are both comprehensive and insightful, shed light on the multifaceted difficulties encountered in the educational field during this transition period (Anero & Tamayo, 2023).

The researchers identified several specific challenges. These included issues related to classroom infrastructure and facilities, learning gaps and academic challenges, behavioral issues and student discipline, safety and security, teacher workload and teaching loads, student engagement and parent involvement, gender-responsive policy and early pregnancy, professional development, and the provision of learning materials (Anero & Tamayo, 2023).

Each of these challenges encompasses a wide range of issues, from infrastructural and logistical concerns to pedagogical and socio-emotional aspects of teaching. This section will discuss these challenges in detail, providing a nuanced understanding of each issue and its implications for educators and policymakers alike.

Classroom Infrastructure and Facilities: The study highlighted the difficulties related to the physical environment of the classrooms and the availability of necessary facilities. This includes inadequate classroom space, lack of proper ventilation, and insufficient sanitation facilities, which have been exacerbated by the pandemic and the need for social distancing measures.

Learning Gaps and Academic Challenges: The transition to in-person classes has revealed significant learning gaps among students, likely due to the disruptions caused by the shift to online learning during the pandemic. Teachers are struggling to meet academic standards and ensure that all students are able to catch up.

Behavioral Issues and Student Discipline: With the return to in-person classes, teachers are facing challenges in managing student behavior and maintaining discipline

in the classroom. This includes dealing with disruptive behavior, absenteeism, and lack of motivation among students.

Safety and Security: Ensuring the safety and security of students during in-person classes is a major concern. This includes implementing health protocols to prevent the spread of COVID-19, as well as addressing issues related to bullying and violence in schools.

Teacher Workload and Teaching Loads: The increased workload and teaching loads for teachers have been a significant challenge. This includes the additional responsibilities related to health protocols, as well as the need to provide remedial lessons for students who have fallen behind.

Student Engagement and Parent Involvement: Engaging students in learning and involving parents in the education process have been difficult. This includes motivating students to participate in class and encouraging parents to support their children's learning at home.

Gender-Responsive Policy and Early Pregnancy: Issues related to gender-responsive policies and early pregnancy among students have also been highlighted. This includes the need for comprehensive sexuality education and support for pregnant students to continue their education.

Professional Development: The need for continuous professional development to adapt to the changing educational landscape is a key challenge. This includes training on new teaching methodologies and technologies, as well as support for teachers' mental health and well-being.

Learning Materials: Providing adequate and appropriate learning materials for in-person classes is a significant challenge. This includes the need for textbooks, workbooks, and other resources that are suitable for in-person instruction.

In conclusion, the study by Anero and Tamayo (2023) provides valuable insights into the complexities of implementing in-person classes in the context of the Division of Rizal. These findings underscore the need for comprehensive strategies and interventions to address these challenges and support teachers in this transition.

For research question 2 Based on the research by Jarom A. Anero and Eloisa S. Tamayo, teachers employed the following coping mechanisms to adapt to the full implementation of in-person classes.

Collaborative Support and Professional Development: Teachers sought support from their colleagues and pursued professional development opportunities.

Resilience and Positivity: Teachers demonstrated resilience and maintained a positive outlook despite the challenges.

Student-Centered Strategies and Interventions: Teachers implemented strategies and interventions that were centered on the needs of the students.

Adaptability and Flexibility: Teachers showed adaptability and flexibility in their teaching methods to cater to the changing educational landscape.

Emphasizing Physical and Mental Health: Teachers emphasized the importance of maintaining physical and mental health amidst the stress and workload.

Effective Communication and Involvement of Stakeholders: Teachers ensured effective communication with all stakeholders and involved them in the educational process.

Innovative Teaching Approaches: Teachers employed innovative teaching approaches to engage students and enhance learning.

Reminding Purpose and Passion: Teachers reminded themselves of their purpose and passion for teaching, which helped them stay motivated.

These coping mechanisms helped them navigate the challenges of transitioning back to in-person classes. The results of the study are largely consistent with the existing literature on teaching and coping mechanisms. The findings provide valuable insights into the experiences of teachers during the full implementation of in-person classes and underscore the importance of support, resilience, adaptability, health, communication, innovation, and motivation in teaching.

Conclusions

The study conducted by Jarom A. Anero and Eloisa S. Tamayo aimed to understand the challenges faced by junior high school teachers during the full implementation of in-person classes and identify the coping mechanisms they employed.

The research revealed that teachers employed various coping mechanisms such as collaborative support and professional development, resilience and positivity, student-centered strategies and interventions, adaptability and flexibility, emphasizing physical and mental health, effective communication and involvement of stakeholders, innovative teaching approaches, and reminding themselves of their purpose and passion for teaching.

These findings suggest that teachers are capable of adapting to changes in the educational landscape and are resilient in the face of challenges. They are willing to learn and grow, and they value the well-being of themselves and their students. They understand the importance of effective communication and stakeholder involvement, and they are not afraid to innovate and try new teaching approaches. Moreover, they are driven by their purpose and passion for teaching.

In conclusion, the full implementation of in-person classes posed challenges to teachers, but they were able to cope through various mechanisms. These findings provide valuable insights for educational institutions, policymakers, and other stakeholders in supporting teachers in this transition. Future research could further explore these coping mechanisms and develop strategies to enhance teacher support systems.

Compliance with Ethical Standards

This paper has a single author and confirms that the author reviewed this study.

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A REVIEW ON SCHOOL ADMINISTRATORS' SELF-EFFICACY BELIEFS AND LEADERSHIP STYLES

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Abstract

This review examines the relationship between the self-efficacy beliefs and leadership styles of school administrators. This study reviews the importance of school administrators' self-efficacy beliefs in achieving the schools' goals. The study emphasizes the significance of the leadership role of school administrators in modern educational administration approaches. The study also argues that to demonstrate the school administrators' expected function, they must have a healthy perception of being "an effective administrator." Furthermore, the study concluded that the self-efficacy beliefs of the administrators make a difference in their leadership style; there is a relationship between self-efficacy beliefs and exhibiting transformational leadership behaviors, and the more school administrators feel efficient.

Keywords: self-efficacy beliefs, school administrators, leadership style, transformational leadership

Introduction

School administrators play a vital role in shaping culture, climate, and quality of education in their schools. Their role is to lead, manage, and inspire their stakeholders and deal with multiple challenges and demands from different stakeholders. To perform these tasks effectively, school administrators need to have a high level of self-efficacy, defined as "the belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997). Self-efficacy influences how people think,

feel, and act, affecting their motivation, perseverance, and resilience in the face of difficulties (Bandura, 1997).

However, self-efficacy is not a static trait that school administrators possess. According to Bandura (1997), it is a dynamic and context-specific construct that can vary depending on the situation and the domain of activity. Therefore, it is imperative to examine how school administrators' self-efficacy beliefs are related to their leadership styles, which are patterns of behaviors and attitudes that they exhibit when interacting with others and influencing their followers (Northouse, 2019). Leadership styles significantly influence organizational climate, staff morale, student achievement, and school stakeholder satisfaction (Hallinger & Heck, 2010).

School administrators' leadership role is significant in the success of the school. A positive learning environment ensures that the school is well-managed and that students receive high-quality education. According to the study titled *The Leadership Performance of Private School Administrators of Higher Education Institutions* presented by Princesita Timonera et al. stated that "school administrators were found to be highly effective in all areas such as setting instructional direction, teamwork, sensitivity, judgment, results orientation, oral communication, written communication, developing others, and understanding own strengths and weaknesses. They found highly effective leadership behavior such as communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning."

School Administrators' Self-Efficacy Beliefs and Leadership Styles

Self-efficacy is associated with individuals' perseverance and determination to succeed in their tasks (Bandura, 1986). If one believes that an individual can determine successful results through effort and perseverance, this increases his/her performance and self-efficacy (Bandura, 1986). Bandura (1982) and Covington (1984) maintain that the success of self-efficacious individuals leads to greater efforts to achieve and persevere through difficult tasks. In general, self-efficacy beliefs refer to an individual's belief in their ability to perform a specific task successfully. In the context of school administration, self-efficacy beliefs refer to the administrators' perception of their ability to perform their assigned roles effectively.

Another study published in the *Journal of Educational Administration* found that principals' sense of efficacy influences their leadership style. Therefore, self-efficacy is an important factor in determining the leadership style of an administrator. School administrators' tasks involve managing an institution's environment, people, and program. These tasks require information, skills, and abilities from various disciplines; however, personal perception and motivation are needed to perform the task. According to Fisher, 2014, the self-efficacy of administrators is vital for school management. School administrators with high self-efficacy beliefs can lead and facilitate organizational expected roles and facilitate the exchange of ideas between the various systems in the institution.

On the other hand, **leadership** is “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2019). The relationship between population and self-efficacy beliefs and effective school leadership style has been studied extensively. In the study conducted by Cobanoglu and Yurek (2018), the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995) was used to measure the leadership styles of school administrators. The MLQ identifies three leadership styles: transformational, transactional, and laissez-faire. Transformational leadership is characterized by inspiring, motivating, and empowering followers to achieve higher levels of performance and satisfaction. Transactional leadership is based on exchanging rewards and punishments for compliance and performance. Laissez-faire leadership lacks leadership, resulting in low effectiveness and satisfaction levels.

Methodology

A study conducted in 2018 by Cobanoglu and Yurek aimed to examine the relationship between school administrators' self-efficacy beliefs and leadership styles. Another study conducted in 2019 by Acat, Ozyurt, and Karadag aimed to evaluate the self-efficacy levels of elementary school principals about legislation tasks.

This study used qualitative research design to investigate and evaluate the relationship between school administrators' self-efficacy beliefs and leadership styles using survey techniques and a questionnaire to collect data from school administrators. The study used The School Administrator's Self-efficacy Scale (SASES) and the Multifactor Leadership Questionnaire (MLQ). The SASES consists of 30 items that measure the self-efficacy beliefs of school administrators in four domains: instructional leadership, organizational leadership, human relations leadership, and external relations leadership. The MLQ was adapted from Bass and Avolio's (1995) original version to measure the leadership styles of school administrators in three dimensions: transformational, transactional, and laissez-faire. The MLQ consists of 36 items that assess the frequency of the behaviors and attitudes of school administrators as perceived by their teachers. A convenience sample of school administrators and teachers who work in state primary, secondary, and high schools. Selection of participants used a stratified random sampling method according to the geographical regions, school levels, and school types. Descriptive statistics, correlation analysis, t-test, ANOVA, and regression analysis for data analysis. The study used these methods to describe the variables' characteristics and distributions, examine the relationships and differences among the variables, test the hypotheses, and answer the research questions.

Reflecting on the following criteria in assessing data collection techniques and the study's reliability: First, the validity and reliability of the instruments. The study tested the validity and reliability of the SASES and the MLQ using factor analysis, Cronbach's alpha, and confirmatory factor analysis. The results showed that both instruments had satisfactory validity and reliability, as the factor structures were consistent with the theoretical frameworks, and Cronbach's alpha values were above 0.70 for all scales and subscales.

Second, the representativeness and generalizability of the sample. The study stated that it used a stratified random sampling method to ensure that the sample was representative of the school administrators' and teachers' population. However, they also acknowledged that the sample was a convenience sample, which means that the participants were selected based on their availability and accessibility rather than their probability of being selected. It may limit the generalizability and external validity of the results, as the sample may not reflect the characteristics and diversity of the target population. Third, the accuracy and completeness of the data. The study did not report any issues or problems with the data collection process, such as missing data, outliers, or measurement errors. It also did not mention any ethical or practical challenges they faced during the data collection, such as informed consent, confidentiality, or response rate. However, they did not provide any details or evidence to support the accuracy and completeness of the data, such as the sample's descriptive statistics, the distribution of the responses, or the quality control procedures. And lastly, the appropriateness and rigor of the data analysis.

The study conducted by Cobanoglu and Yurek, 2018, used various statistical methods to analyze the data, such as descriptive statistics, correlation analysis, t-test, ANOVA, and regression analysis. It also reported the results of the data analysis in tables and graphs and interpreted the research questions and hypotheses. However, the study did not explain or justify the choice and assumptions of the statistical methods, such as the significance level, effect size, or multicollinearity. The study also did not report or address any potential limitations or biases of the data analysis, such as the confounding variables, the interaction effects, or causal inference.

Results

The study about administrators' self-efficacy and leadership style reveals important insight that can help school administrators improve their leadership styles in several ways. School administrators should aim to improve their self-efficacy beliefs in all four sources that Bandura (1997) proposed: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. The school administrators should build a better connection and relationship with those they work with and often see.

School administrators had the highest self-efficacy in instructional leadership and the lowest in external relations leadership. This study found that the self-efficacy insight of the administrators makes a difference in their leadership style, and there is a relationship between the self-efficacy belief and exhibitors of transformational leadership behaviors; the more administrators feel efficient, the more they exhibit transformational leadership behaviors, Cobanoglu & Yurek (2018).

Another study aimed to evaluate elementary school principals' self-efficacy levels about legislation tasks. The study found that the self-efficacy levels of the school administrators were high in all areas, such as setting instructional direction, teamwork, sensitivity, judgment, results orientation, oral communication, written communication, developing

others, and understanding own strengths and weaknesses, Acat, Ozyurt, and Karadag (2019).

Based on the study conducted by McBrayer et al. (2019), they were also found to be highly effective in leadership behavior such as communicating the school goals, supervision and evaluation instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning.

This study showed that school administrators exhibited more transformational and transactional leadership behaviors than laissez-faire ones, but there was still room for improvement. It recommends that school administrators enhance their transformational leadership by articulating a clear and compelling vision, providing individualized support and recognition, fostering a collaborative and innovative culture, and modeling high standards and ethical values. School administrators should know the demographic factors influencing their self-efficacy and leadership styles and adjust their behavior accordingly.

Moreover, there were significant differences in self-efficacy and leadership styles according to gender, age, education level, experience, and school level. For example, female school administrators had higher self-efficacy and transformational leadership than male school administrators. In comparison, older and more experienced school administrators had lower self-efficacy and transformational leadership than younger and less experienced school administrators. The study advises that school administrators can overcome these differences by respecting and appreciating the diversity of their staff and students and by seeking continuous learning and improvement.

Discussion and Conclusion

School administrators experience some challenges in improving their leadership style. Recruiting, retaining, and developing qualified and motivated teachers and staff is one of their biggest challenges. School administrators must create a positive and supportive work environment, provide adequate resources and professional development opportunities, and recognize and reward good performance. Balancing multiple and competing demands and expectations from various stakeholders. School administrators must communicate and collaborate with different groups, such as students, parents, teachers, staff, district officials, policymakers, and community members, and respond to their diverse and sometimes conflicting needs and interests. However, they might face challenges in managing their time and resources. Prioritizing their goals and actions can be another challenge administrators are experiencing. Resolving conflicts and tensions among stakeholders might be one of their challenges. Leading and managing change and innovation in a complex and uncertain environment is another challenge for school administrators. They need to adapt and respond to the changing needs and demands of society, the economy, and the education system and to foster a culture of continuous improvement and innovation in their schools. Developing and maintaining their own professional identity, competence, and well-being.

In conclusion, school administrators need to have a clear and strong sense of who they are, what they do, and why they do it, and to update and enhance their professional knowledge and skills constantly. They must also care for their physical, mental, and emotional health and balance their personal and professional lives.

School administrators can enhance their self-efficacy by engaging in more professional development activities, seeking feedback and support from their colleagues and superiors, and reflecting on their successes and failures. School administrators should adopt a more transformational leadership style, which was positively associated with self-efficacy and school effectiveness.

The relationship between administrators' self-efficacy and leadership style is an important area of research in educational administration. Studies have shown a significant relationship between perceived self-efficacy belief and leadership style. The more administrators are efficient, the more they exhibit transformational leadership behaviors (Cobanoglu & Yurek, 2018). School administrators' effective leadership skills and behaviors have a positive relationship with school performance. Demonstrating effective leadership skills and behaviors among school administrators can strengthen student learning by motivating teachers, staff, and students.

There are areas for improvement in this study that need to be acknowledged and addressed in future research. One of the limitations is that the study used a cross-sectional design, which means that the data were collected at one point in time. It limits the ability to establish causal relationships between self-efficacy, leadership styles, and school effectiveness and examine these constructs' changes and dynamics over time. Another area for improvement is that the study relied on self-report measures, which may introduce some biases and errors in the data. For example, the participants may have responded to the questions based on their social desirability, impression management, or self-enhancement motives rather than their actual beliefs and behaviors.

Moreover, the participants may have different interpretations and understandings of the items and scales, which may affect the validity and reliability of the measures. A mixed-methods approach, which combines quantitative and qualitative data, would be more effective in triangulating and validating the findings and providing a richer and deeper insight into the phenomena under investigation. Furthermore, lastly, the study used a convenience sample, which means that the participants were selected based on their availability and accessibility rather than their representativeness of the population because it limits the generability and external validity of the results, as the sample may not reflect the characteristics and diversity of the target population. A random or stratified sample, which ensures that the participants are selected based on a probability or a proportional criterion, would be more appropriate to enhance the generability and external validity of the results.

Recommendations

Future research on administrators' self-efficacy and leadership style should first explore and prioritize examining the causal effects of self-efficacy and leadership styles on school effectiveness, using experimental or quasi-experimental designs, such as randomized controlled trials, pretest-posttest designs, or difference-in-differences methods. These designs would allow us to manipulate and control independent variables (self-efficacy leadership styles) and (school effectiveness) over time and across groups. Secondly, to explore the mediating and moderating mechanisms and factors that may influence the relationship between self-efficacy, leadership styles, and school effectiveness, using structural equation modeling, path analysis, or multilevel modeling. These methods would enable us to test and estimate the direct and indirect effects of the variables and account for the nested and hierarchical structure of the data (for example, teachers within schools, schools within a district). Lastly, to investigate the contextual and cultural variations and similarities of self-efficacy, leadership styles, and school effectiveness, using cross-cultural or comparative studies, such as surveys, interviews, or case studies.

Future researchers can consider alternative data collection techniques such as observation, focus group discussion, and case studies. These data collection techniques provide rich and detailed data on actual practices and processes of school leadership and the contextual and situational factors that may affect them. It can elicit diverse data on the participants' opinions, attitudes, feelings, and perceptions and the group dynamics and interactions that may influence them. Focus group discussion can generate new ideas and insights that may not emerge from individual interviews or surveys. Case studies can also provide a rich and holistic understanding of the case or phenomenon and its context, complexity, and uniqueness. It can also explore the causal mechanisms and processes that underlie the case or phenomenon and the variations and similarities across different cases or phenomena. However, these data collection strategies have some limitations and drawbacks, such as difficulty selecting and defining cases, difficulty recruiting and managing participants, difficulty gaining access and trust, and the possibility of observer bias or influence and other possible difficulties.

These studies would provide a broader and deeper understanding of how self-efficacy and leadership styles are shaped and expressed by different social, political, and economic factors and how they affect and are affected by different educational systems, policies, and practices. These also provide a new aspect and open a new possible environment that leaders can tackle upon providing and improving connections and relationships. These studies are a stepping stone into reflection and adaptation towards different environments and factors that affect systems, policies, and practices.

Compliance with Ethical Standards

This paper has a single author and confirms that the author reviewed this study. The study has no specific grant from any funding source, and no part of this paper has been funded.

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The author declares that there is no conflict of interest. This paper does not contain any studies involving human participants performed by the author. All procedures performed in studies involving human participants followed the ethical standards of the institutional and national research committees.

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**ASSESSING THE FREQUENCY OF UNREPORTED BULLYING AND
VICTIMIZATION AMONG JUNIOR HIGH SCHOOL STUDENTS
AT ALCANTARA NATIONAL HIGH SCHOOL**

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ABSTRACT

The study aimed to uncover unreported bullying and victimization among junior high school students at Alcantara National High School, focusing on their frequency, types, locations, and reporting habits. Using a descriptive research design, 242 students from Grades 7 to 10 participated in a survey conducted through a researcher-developed questionnaire. The results revealed a prevalent pattern of bullying experiences, with 74% of students reporting victimization. Verbal bullying was the most common form of unreported incidents (29%), followed by social (25%), physical (20%), and cyberbullying (11%). Notably, classrooms emerged as frequent sites for unreported bullying when teachers were not in the classrooms (71%). Students displayed diverse reporting preferences, with 51% confiding in friends, 22% in parents, and 15% in class advisers. Among unreported victims, slightly more were females (52%), notably concentrated in Grade 7 (57%) and Grade 10 (53%). The study highlighted fluctuating bullying trends across grades, peaking in Grade 10, emphasizing the need for tailored interventions to address unreported incidents and the diverse experiences of victimization. These findings advocate for comprehensive strategies that create a safer and more supportive learning environment at Alcantara National High School.

Keywords: *Unreported; Bullying; Victimization; Junior high school*

INTRODUCTION

Bullying or peer abuse is described as intentional, hostile behavior intended towards a specific victim who may be outnumbered, younger, weaker, disabled, or otherwise vulnerable (DepEd Order No. 40, series 2012). The most frequently reported cases to the guidance office at Alcantara National High School—Junior High School (ANHS-JHS) are bullying and victimization. On September 30, 2022, the designated school guidance advocate documented the first bullying incident involving physical violence committed by a male student in grade 10 section Diamond against a male student in grade 10 section Sapphire. This event resulted in bodily harm. On October 5, 2022, a similar bullying incident involving physical violence was reported to the guidance office. Another male student from grade 10 section Sapphire engaged in physical bullying against the victim, a student from grade 9 section Venus, resulting in physical injury. These two incidents of bullying occurred following school dismissal and outside of the school's boundaries.

While on October 6, 2022, two bullies and one victim of verbal bullying were reported to the guidance office, on October 18, 2022, one more bully and one victim of physical bullying were reported, and on October 27, 2022, two bullies and one victim of bullying were reported, this incident occurred on the school campus during a period of vacancy. On November 15, 2022, the guidance office received one report of bullying involving one bully and one victim. Four bullies and one victim of cyberbullying were reported to the guidance office in January 2023, along with two bullies and two victims of physical bullying.

Bullying and victimization can have significant effects on the academic and social outcomes of junior high school students. According to research, students who experience bullying are more likely to miss school, to have lower academic achievement, and to experience social withdrawal (Espelage & Swearer, 2013). In addition, the psychological effects of bullying can persist into adulthood and cause long-term mental health problems (Bradshaw et al., 2007).

Despite efforts to combat bullying, research indicates that many instances of bullying and victimization continue to go unreported, especially among junior high school students. Underreporting is caused by several factors, including fear of retaliation, shame, and a lack of trust in school authorities (Zych et al., 2017). The frequency of unreported bullying and victimization among junior high school students at Alcantara National High School must be determined in order to develop effective interventions.

This study is the first investigation into the frequency with which bullying and victimization go unreported at Alcantara National High School Junior High School. There haven't been any studies done at Alcantara National High School before that specifically looked at how frequent it is for junior high school students to be bullied or victimized without reporting it. This research fills in the gap in the frequency of unreported bullying and victimization at Alcantara National High School. By assessing the frequency of unreported bullying and victimization, this study holds the key to understanding an overlooked aspect of student experiences. The findings are poised to be instrumental in shaping an intervention program tailored to address these

unreported incidents, thereby fostering a safer and more supportive environment for the students at Alcantara National High School-Junior High School.

Research Questions

1. What is the frequency and percentage distribution of the respondents according to sex and grade level?
 2. What is the unreported frequency and percentage of distribution of the respondents per grade level according to their experience of being bullied?
 3. What are the common forms of bullying experience by the respondents who were unreported bullied/victim in school?
 4. What is the summary of the respondents' ratings on the common forms of bullying experienced by the respondents who were unreported bullied or victim in school?
 5. What is the unreported frequency of respondents' responses to the location or place where bullying usually happens?
 6. To whom thus unreported bullying in school usually reported by the respondents?
 7. What is the unreported profile of victim according to grade level and sex?
 8. What are the unreported characteristics of the bully?
 9. What recommendation can be made to address the frequency of unreported bullying and victimization assessed in this study?
 10. What future studies can be made based on the findings of the study?
-

METHODOLOGY

The descriptive research design was used as the methodological approach in this basic research. The methodology was applied to the demographic parameters of the participants in order to assess the frequency of unreported bullying and victimization among junior high school students at Alcantara National High School.

The sample population consisted of junior high school students, who were selected using a simple random sampling technique. Each student in the population had an equal probability of being chosen for the sample. The survey research utilized the RaoSoft online sample size calculator in order to determine the necessary sample size for achieving statistically valid results. The sample was determined using a random number generator.

As teacher-researchers, we obtained formal approval from the ANHS principal to conduct basic research on the relevant students at ANHS-JHS. We administered the structured survey questionnaire, a quantitative data collection instrument, to 242 students out of the total 281 respondents in Grades 7, 8, 9, and 10. A structured survey questionnaire was employed to gather data for this study. The questionnaire consisted of 22 questions pertaining to the study's objective. The survey questions for this study were based on the OQB Standard School Report (Olweus Bullying Questionnaire Standard School Report, 2007) as a reference in framing the questions for this study. The content validity of the instrument was assessed through a validation process involving multiple individuals from Alcantara National High School. These individuals included the Head Teacher II of Mathematics, the Research Coordinator, a Master Teacher I who teaches research subjects, and three additional

Filipino subject teachers from the Filipino Department. The instrument was pilot-tested at Tugdan National High School, Alcantara, Romblon.

The instrument yielded a Cronbach's alpha coefficient of .823 when administered to items 1 to 10. Furthermore, the analysis of bullying occurrences as indicated by items 16 to 22 demonstrated a heightened degree of internal reliability, supported by a Cronbach's alpha coefficient of .903.

RESULTS

Table 1

Frequency and Percentage Distribution of the Respondents according to Sex and Grade Level

Sex	Grade				Total
	Grade 7	Grade 8	Grade 9	Grade 10	
Female	31 (54%)	39 (54%)	17 (45%)	46 (61%)	133 (55%)
Male	26 (46%)	33 (46%)	21 (55%)	29 (39%)	109 (45%)
Total	57 (24%)	72 (30%)	38 (16%)	75 (30%)	242(100%)

Table 2

Unreported Frequency and Percentage of Distribution of the Respondents per Grade Level according to their Experience of Being Bullied

	Grade Occurrence of Bullying				Total
	Grade 7	Grade 8	Grade 9	Grade 10	
Never been bullied	8 (14%)	19 (26%)	16 (42%)	20 (27%)	63 (26%)
Bullied/Victim	49 (86%)	53 (74%)	22 (58%)	55 (73%)	179 (74%)
Total	57 (100%)	72 (100%)	38 (100%)	75 (100%)	242 (100%)

Figure 1

Common Forms of Bullying Experience by the Respondents who were Unreported Bullied/Victim in School

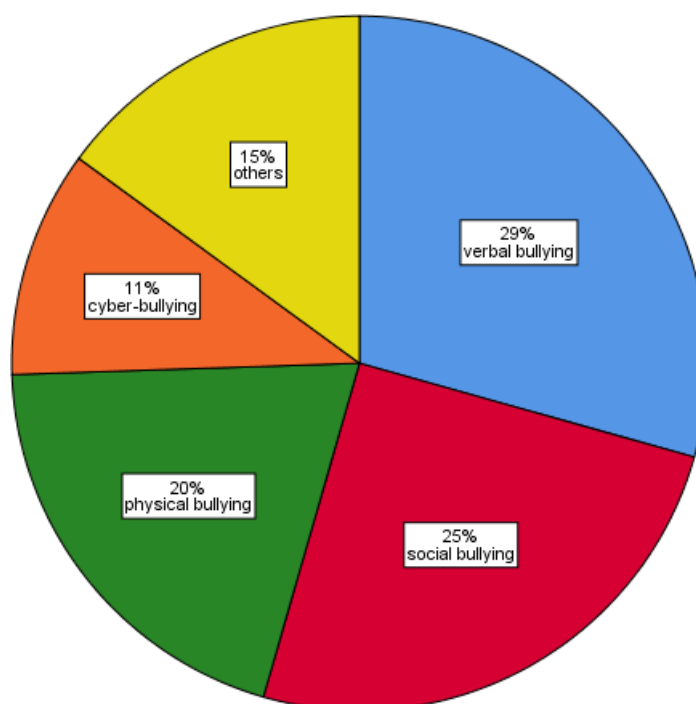


Table 4

Summary of the Respondents' Ratings on the Common Forms of Bullying Experienced by the Respondents who were Bullied in School

Forms of Bullying	Frequency (% of Total)
A. Verbal Bullying	214 (29%)
Name calling, teasing, taunting	122 (17%)
Sexual comments	92 (12%)
B. Social Bullying	183 (25%)
Social exclusion, isolation	54 (7%)
Spreading rumors or lies	74 (10%)
Things taken away or damaged	55 (8%)
C. Physical Bullying	146 (20%)
Kicked, shoved, hit, slap	95 (13%)
Threatened or forced to do bad things	51 (7%)
D. Cyber-bullying	77 (11%)
E. Others	109 (15%)

Figure 2

Location or Place Where Bullying Usually Happens

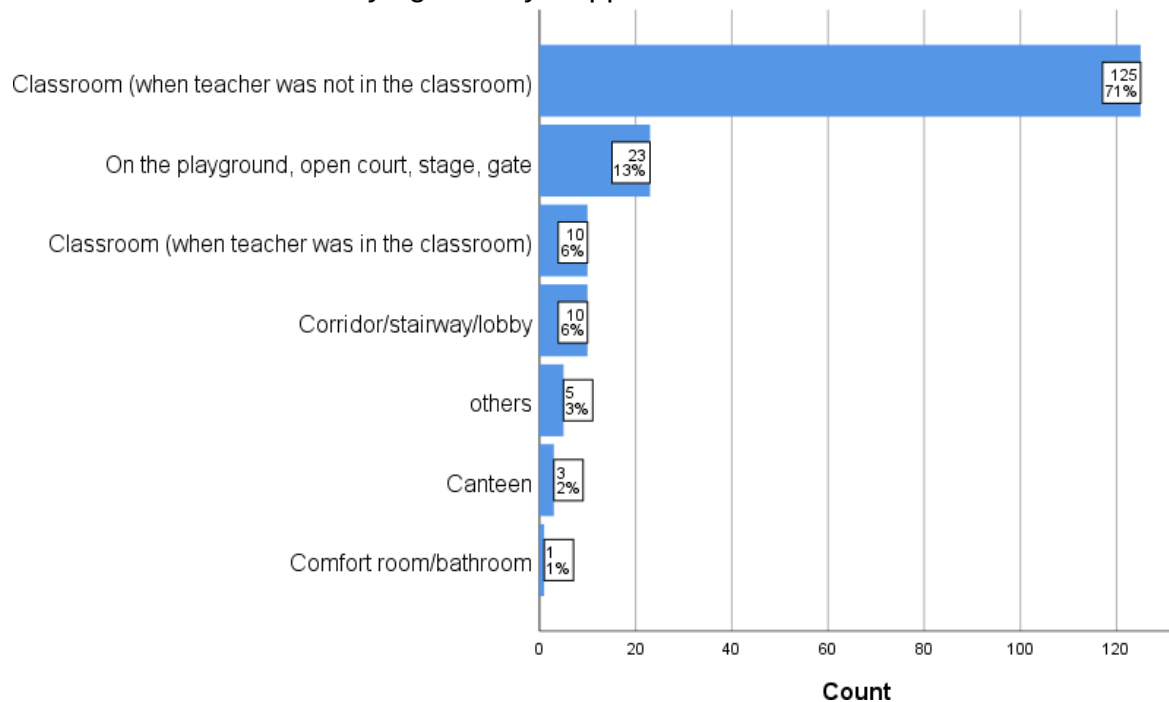


Figure 3

Person/s whom bullying is usually reported by the victims

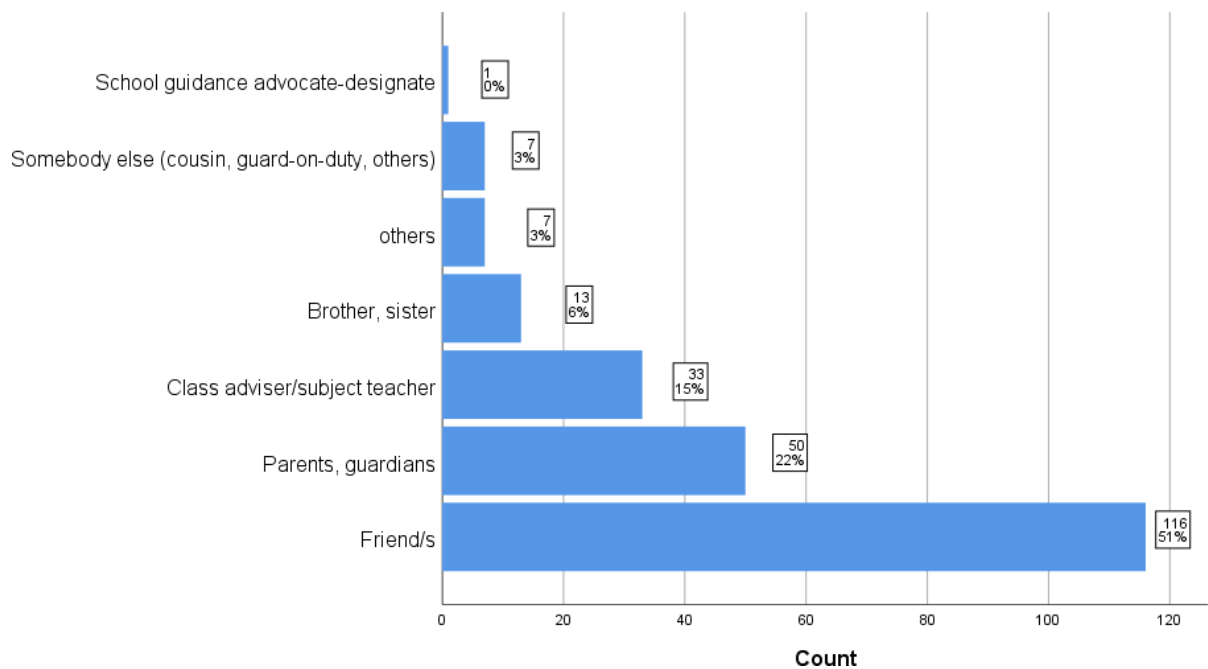


Table 5

Unreported Profile of Victim according to Grade Level and Sex

Grade Level	Female	Male	Total
7	28 (57%)	21 (43%)	49 (27%)
8	28 (53%)	25 (47%)	53 (30%)
9	8 (36%)	14 (64%)	22 (12%)
10	29 (53%)	26 (47%)	55 (31%)
Total	93 (52%)	86 (48%)	179 (100%)

Table 6

Unreported Characteristics of the Bully

Characteristics	Frequency
A. Class or Grade Level	
The same grade level (classmates)	158 (88%)
Higher grade level	17 (10%)
Lower grade level	4 (2%)
Total	179 (100%)
B. Sex composition of Bullies	
Several boys	92 (51%)
Several girls	68 (38%)
One girl	19 (11%)
Total	179 (100%)
C. Number of students who do the bullying	
Mainly by one student	98 (55%)
A group of 2 to 3 students	73 (41%)
A group of 4 to 9 students	6 (3%)
A group of more than nine students	2 (1%)
Total	179 (100%)

DISCUSSION

1. The researcher performed statistical analysis to evaluate the demographic characteristics of the research sample, specifically focusing on sex and grade level. Descriptive statistics, including counts and percentages, were employed to present a comprehensive depiction of the distribution of male and female participants across different grade levels. Table 1 illustrates the frequency distribution of the respondents, classified according to their sex and grade level. The sample of 242 respondents showed a sex assigned at birth distribution of 55% females and 45% males. Grade 8 had 30% representation, Grade 10 had 30%, Grade 7 had 24%, and Grade 9 had 16%. Notably, in Grade 7, females comprised 54%, in Grade 8, 54% were females, in Grade 9, 45% were females, and in Grade 10, 61% were females. This research offers a comprehensive view of respondent distribution by sex assigned at birth and grade level.

2. The researcher utilized statistical analysis to investigate the frequency of bullying incidents among respondents across various grade levels. Descriptive statistics, including percentages and counts, were employed to provide an in-depth assessment of the distribution of respondents who experienced bullying or victimization and those who did not. Table 2 displays the frequency and percentage distribution of the respondents per grade level who have encountered bullying but have not reported it. The data highlights prevalent bullying experiences: 86% and 74% of Grade 7 and 8 respondents encountered bullying, with only 14% and 26%, respectively, reporting no instances. In Grade 9, 58% reported bullying, while Grade 10 had 73%. Overall, 74% of the sample faced bullying. Notably, Grades 7 and 8 exhibited higher bullying rates, aligning with Ahmad and Smith's 2022 study emphasizing elevated bullying among Grade 7 students.

3. The researcher employed descriptive statistics, specifically percentages, to analyze the percentage of different forms of bullying among unreported victims. The researcher analyzed the percentage of students who experienced various forms of unreported victimization, including verbal, social, physical, and cyberbullying. Figure 1 illustrates the most common types of bullying experienced by respondents who were victims of bullying in school settings but chose not to disclose the incidents. Figure 1 shows unreported victim experiences: 29% verbal, 25% social, 20% physical, 11% cyberbullying, and 15% categorized as "others." This aligns with Shahrour et al.'s 2020 study, highlighting verbal bullying as predominant among adolescents, reported by victims and those in dual bully-victim roles.

4. The researcher used descriptive statistics, such as frequency and percentage to analyze the reported frequency of common types of bullying among the participants. Table 4 presents a summary of the ratings provided by respondents who experienced bullying in school regarding the common forms of bullying they encountered. The data portrays a comprehensive view of bullying forms and their prevalence among respondents. Verbal bullying emerges as the most prevalent category at 29%, with name calling, teasing, and taunting constituting 17% and sexual comments at 12%. Social bullying accounts for 25%, prominently involving spreading rumors or lies (10%), social exclusion or isolation (7%), and instances of belongings taken or damaged (8%). Physical bullying, reported at 20%, manifests predominantly through

acts like kicking, shoving, hitting, or slapping (13%), and coercion into unethical actions (7%). Cyber-bullying stands at 11%. Additionally, a category labeled as "Others" encompasses 15% of reported incidents, signifying less specified forms of bullying. The findings align with Arifuddin et al. (2021), illustrating verbal bullying through taunting, physical humiliation, mockery, and derogatory language. Sterzing et al. (2020) support predominant physical bullying acts: pushing, shoving, hitting, or slapping. Additionally, Tran, Weiss, and Nguyen (2022) highlight high-schoolers' increased participation in maladaptive cyber-interactions, linked to heightened internet usage.

5. The researcher used descriptive statistics, specifically frequency and percentage, to analyze the common locations of bullying incidents reported by the respondents. Figure 2 displays the undisclosed frequency of participants' responses concerning the specific locations or areas where instances of bullying commonly take place within school settings. A significant proportion of respondents (71%) reported that instances of bullying frequently occur within the classroom setting in the absence of the teacher. Furthermore, a total of 13% of the respondents indicated instances of bullying taking place in areas such as the playground, open court, stage, or gate. Additional areas, such as corridors, stairways, lobbies, comfort rooms/bathrooms, and canteens, were identified by a minority of respondents, with proportions ranging from 1% to 6%. The findings affirm the study by (Borualogo, I. S., Wahyudi, H., & Kusdiyati, S., 2020) that the majority of bullying instances, constituting 76.2% of reported cases, occurred specifically within the classroom environment.

6. The researcher used descriptive statistics, specifically frequency and percentage, to analyze the reporting patterns of unreported bullying incidents among the respondents.

Figure 3 depicts the typical individual to whom respondents commonly disclose their experiences of being bullied within a school setting. Survey results showed 51% of respondents disclosed unreported bullying to friends, while 22% reported to parents or guardians. Class advisers or subject teachers were chosen by 15%, and 6% mentioned siblings as potential recipients. One respondent reported to a school guidance advocate, and 3% mentioned alternatives like cousins or on-duty guards. These findings align with Coyle, Malecki, and Emmons' (2021) research, emphasizing the crucial role of peer support networks among adolescents, specifically high school students who predominantly seek and value assistance, understanding, and companionship from their peers during this developmental stage, often prioritizing this form of support over others.

7. Descriptive statistics were utilized by the researcher for data analysis. The study conducted a frequency count of unreported victims in each grade level and calculated percentages to assess the distribution of males and females within each grade level. Table 5 presents the distribution of victim profiles based on their grade level and sex, which has not been previously reported. In total, 52% of the 179 affected students were female, and 48% were male. In Grade 7, 57% of the 49 unreported victims were female, while Grade 8 had 53% female victims out of 53. Grade 9 had 36% female victims out of 22, and Grade 10 showed a near-even split, with females at 53% out of 55 total reported instances.

8. Descriptive statistics were employed by the researcher to analyze and present the frequency and percentage of respondents' responses pertaining to the characteristics of the bully. Rankings were employed to emphasize the hierarchical position, thereby highlighting particular characteristics of a bully. Table 6 displays the undisclosed characteristics of individuals involved in bullying conduct. The majority of bullies, 88% of the incidents, were classmates. Fewer perpetrators were from higher (10%) or lower (2%) grade levels. These findings align with Salavera et al.'s (2021) research, where 24% admitted to bullying classmates, and 39% identified themselves as targets. Male students accounted for 51% of reported bullying incidents, indicating their higher frequency as perpetrators, followed by females at 38%. In 11% of cases, a single female was identified as a perpetrator. These findings align with Nurulwahida et al.'s (2022) research, highlighting male students' more frequent involvement in bullying, potentially linked to their emphasis on physical attributes. In 55% of bullying cases, a single student was primarily responsible, emphasizing individual perpetrators. Incidents involving 2 to 3 students comprised 41%, while a minority involved larger groups: 4-9 students (3%) or over 9 students (1%).

Conclusions

1. The study included 242 participants, with females comprising 55% and males 45% of the sample. Grade 8 showed the highest respondent rate, followed by Grade 10, while the remainder consisted of students from Grade 7 and Grade 9. This distribution indicates a higher representation from Grade 8 and Grade 10 compared to the other grade levels within the sample.
2. A study examining bullying victimization among Grade 7 to 10 students revealed varying incidences across grades. Among Grade 7 and 8 participants, 86% reported experiencing bullying. Specifically, Grade 8 initially recorded a 74% incidence, which notably decreased to 58% in Grade 9. However, the frequency surged in Grade 10, reaching 73%. This suggests a fluctuating trend in bullying experiences, peaking in Grade 10 compared to the other grades surveyed.
3. Unreported victims in school encounter diverse forms of bullying, spanning verbal, social, physical, and cyberbullying. A substantial proportion of these unreported incidents falls under the umbrella category labeled as "others," denoting the existence of additional unidentified types of bullying.
4. Among victims who chose not to report incidents of bullying, verbal bullying emerged as the predominant form.
5. Classroom bullying often occurs when the teacher is not present, as reported by the majority of respondents. Bullying has been observed in multiple areas, such as the playground, open court, stage, gate, corridors, stairways, lobbies, restrooms, and canteens.
6. Respondents generally disclose unreported experiences with bullying to friends, parents or guardians, class advisers or subject teachers, and siblings.

7. The data indicates that a slightly higher percentage of female students fell victim among the unreported victims. The highest percentage of unreported victims was found among students in Grade 7, followed by those in Grade 8, Grade 9, and Grade 10.

8. The majority of bullies were identified as classmates of their targets. The frequency of bullying was highest among male students, with female students exhibiting a similar level of occurrence. Most bullying incidents are committed by a single student, although a notable proportion of cases involve a group consisting of 2 to 3 students.

Recommendations

1. ANHS-JHS administrator may prioritize anti-bullying programs that increase awareness and education among students, teachers, and parents. These programs may cover various forms of bullying, its consequences, and effective strategies for prevention and intervention.

2. ANHS-JHS administrator, head teachers, master teachers, teachers and guidance advocate-designate may enhance reporting mechanisms: It is imperative to establish transparent and easily accessible channels for students to report incidents of bullying.

3. ANHS-JHS administrator, head teachers, master teachers, teachers and guidance advocate-designate may improve supervision and monitoring. It is important for teachers and school administrator to be diligent in overseeing areas that are frequently associated with bullying, such as classrooms, playgrounds, and other designated areas. Effective supervision during breaks and transitions can serve as a deterrent to bullying and facilitate timely intervention when needed.

4. ANHS-JHS administrator may hire expert or registered guidance counselor (RGC) for proper counseling and support services for individuals involved in bullying incidents, including both victims and perpetrators.

5. Collaboration between School Governing Council and Parent-Teachers Association is crucial for effectively addressing bullying. ANHS-JHS administrator, teachers and guidance advocate-designate may actively involve parents in various ways, such as regular communication and participation in anti-bullying initiatives.

6. Future researchers may investigate the impact of Alcantara National High School's intervention on reducing instances of bullying and victimization among junior high school students.

Compliance with Ethical Standards

Prior to initiating the basic research, the researchers sought parental consent from the parents/guardians of student participants, ensuring that it was obtained

willingly, with prior awareness, and after providing comprehensive information. Participants were assured that their identities and personal information would remain anonymous and confidential, and that the collected data would be used solely for research purposes.

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BLENDED LEARNING AND ITS IMPACT ON LEARNERS' LEARNING PROGRESS IN MATHEMATICS

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ABSTRACT

The basic research aimed to identify learners learning progress in Mathematics through blended learning. There were twenty-two respondents in this study. It is qualitative with descriptive analyses. A self-made survey questionnaire for the factors affecting the learner's progress and Early Grade Mathematics Assessment was used as a tool to measure the current learning ability of the learners in this particular subject. It showed that 32.64% of the items were answered correctly by the respondents from the result of the EGMA. It indicates that not half of the class has prior knowledge of mathematical concepts. In the survey, with a mean of 2.68 (0.16 SD), it manifested that respondents agreed with the factors indicated. It also shows the positive impact of blended learning as they have enough time to understand the lessons during in-person classes. It was recommended to provide manipulative materials for grade one learners who need to learn first with their senses before learning it through abstract.

Keywords: *EGMA, Blended Learning, Learning Progress*

INTRODUCTION

The Department of Education released the DepEd Order 17 s. 2022 which stipulated the guidelines on the progressive expansion of the face-to-face classes. It focused on the mechanism of conducting the face-to-face classes ensuring quality and safe implementation of classes. For two years modular distance learning and other educational delivery have been maximized to ensure quality education despite the

change in the education system in our country caused by the pandemic. Currently, teachers and students are in for full in-person classes.

Every student greatly benefits from studying mathematics because it is so valuable in both academic settings and daily life. This is the rationale behind why young pupils should develop their mathematical abilities. Since the majority of first-graders were unable to learn the skill personally during their modular distance learning, they are now moving toward acquiring it personally. In comparison to learning it in class with their classmates, their experience learning it at home is very different. It is a challenging subject to teach, especially as students must first master the ability to use concrete things before moving on to manipulating those objects before utilizing abstract notation. The students were able to engage in mathematics through blended learning. The phase between modular distance learning and in-person learning is known as blended learning. At this point, students might acclimatize to acquiring the various abilities in a different learning environment. However, for students to meet the department's requirements for competencies, teachers had to spend twice as much time teaching this ability. To make Mathematics more effective, communication is essential. Like any other topic, mathematics must be taught and learned by both the teacher and the student to converse successfully (Mulwa, 2015). This subject is the backbone of all advancements in technology and science.

The purpose of this study, which was undertaken by the researcher, was to evaluate the effectiveness of blended learning as a mode of instruction for first-graders at Buko Elementary School. The outcomes of this study will serve as the foundation for the intervention that will be given to learners who have been identified as struggling in mathematics. It will also act as a guide for grades that are using blended learning and have run into a similar problem.

Research Questions

In this basic research, the researcher attempted to evaluate learners' learning progress in mathematics under blended learning; specifically, this study seeks to answer the following questions:

1. What is the score of the grade 1 learners in Mathematics on their EGMA?
2. What are the factors in learning Mathematics that affect the learning progress of the grade one learners through blended learning?

This fundamental study examined how blended learning affected students' mathematical learning progress. The study is restricted to the variables influencing how well pupils are learning. There are just 22 students in grade 1 at Maanas Elementary School in the Medina District, Misamis Oriental Division. This inquiry is not intended to address other issues that may influence how well pupils are learning mathematics.

METHODOLOGY

This study is descriptive and employs quantitative survey analysis. It is categorized as a survey since data was gathered through observation.

According to Bhattacharya & Chetty (2020) descriptive study is a form of study design that seeks to comprehend what is associated with the phenomenon. Data are qualitatively gathered and then quantitatively examined. This technique is used to gather information for the study's current problem. Its primary goal is to convey the current state of affairs.

The 22 first-graders of Maanas Elementary School in the District of Medina, Division of Misamis Oriental for the academic year 2023–2024 are the participants in this study. In this investigation, deliberate sampling was used. Purposive sampling, according to Crossman, 2020, is a non-probability type of sampling that is based on the population's characteristics and the study's goals.

For the participants' welfare, this study adhered to ethical research standards such as parental approval, anonymity and secrecy, and a letter requesting permission to carry out the study in the school. In addition, by carrying out the study appropriately, the participants' rights will be protected, so that the results will be made public.

The participants were given the study questionnaires. After the respondent provided their answers, the researcher then retrieved the questionnaires.

The instrument utilized in this investigation had two components. The first step involved compiling the students' typical results on the diagnostic test. EMRA was utilized during the diagnostic test. and their first-quarter math exam for the academic year 2023- 2024. The second component was a 10-item survey questionnaire created by the researcher asking participants about the elements they believed were influencing their progress in learning the subject during blended learning.

In this investigation, the mean, frequency, and standard deviation were the statistical methods used. These were used to provide descriptive statistics to explain the study. Additionally, data from the survey questionnaire was gathered and entered into the SPSS program.

RESULTS

This part presents the discussion of the data that were gathered from the survey. It answers the research questions mentioned in the previous page.

Research Question 1: What is the score of the grade 1 learners in Mathematics on their diagnostic examination?

Diagnostic testing is crucial to determining a student's learning capacities. This allows teachers to assess their students' strengths, weaknesses, aptitudes, and personalities to determine how to adjust their learning strategies so that students can grasp mathematical concepts and improve their skills. It serves as a barometer of the learners' knowledge (Tookoian, 2022) and is used to identify the causes of learning difficulty of the learners.

The table below presents the score of the grade 1 learners in Mathematics on their Early Grade Mathematics Assessment. It is an oral assessment tool used to assess the numeracy and mathematical skills of learners in their early grades. It targets the

foundation of mathematical knowledge (Gandara, 2017). To guide teaching strategies, it is used to ascertain where children are in their mathematical development.

Table 1

Frequency and Percentage Distribution of Leaners' Score in Mathematics on Their EGMA

Tasks	Frequency	Percentage
Number Identification	9	31.82
Number Discrimination(P1)	8	36.36
Number Discrimination(P2)	9	40.91
Missing Number(1)	6	27.27
Missing Number(2)	6	27.27
Addition(L1)	7	31.82
Addition(L2)	6	27.27
Subtraction(L1)	7	27.27
Subtraction(L2)	6	31.82
Word Problem (P1)	8	36.36
Word Problem (P2)	9	40.91
TOTAL	79	32.64

Research Question 2: What are the factors in learning Mathematics that affect the learning progress of the grade one learners through blended learning?

The capacity of learners to learn is influenced by a variety of circumstances. Depending on the learner's preferred method of learning, it differs from one learner to the next. However, each of these variables has an impact on how well the students are doing. Each learner's progress can be explained by their learning profile. (Hailikari et al., 2016). With blended learning, students have the option of learning in both their homes and at school. They learn from their teachers and their guardians.

The table below presents the distribution of learners' responses to factors affecting their learning progress in Mathematics through blended learning.

Table 2**Mean Distribution of Factors Affecting the Learners' Learning Progress in Mathematics.**

Factors	Mean	SD	Description
1. I can easily understand mathematical concept during the blended learning.	2.73	0.46	Agree
2. I receive full support from my parents during modular learning	2.32	0.57	Neutral
3. I have enough time to answer my modules at home.	2.68	0.48	Agree
4. I enjoy active learning during our face-to-face classes	2.36	0.79	Agree
5. I am motivated to understand the lesson in Mathematics.	2.59	0.59	Agree
6. I enjoy using manipulative materials for during our face-to-face classes	2.77	0.43	Agree
7. I receive immediate feedback from my teacher after our tests.	2.73	0.55	Agree
8. I am confident to ask questions from my teachers whenever there are things that I did not understand.	2.64	0.66	Agree
9. I can contact my teacher whenever I need an immediate answer regarding my modules during my modular learning.	2.91	0.29	Agree
10. I understand deeply the lessons through blended learning.	2.86	0.35	Agree
Overall	2.68	0.16	Agree

Legend: 1.00-1.66- Disagree; 1.67-2.32-Neutral; 2.33-2.98- Agree

DISCUSSION

Table 1 The table reveals that just half of the students correctly completed the assessment. It is anticipated that the kindergarten kids in grade one will have difficulty with arithmetic because they did not participate in in-person classes and because they are still learning how to use numbers, especially when answering word problems. The majority of the students had not advanced their mathematics knowledge beyond what they had learned in kindergarten. These learners benefit from modular remote learning. The assessment's findings, however, do not apply to all students. Due to several variables, that type of learning delivery method does not support learners' learning progress very well.

Missing numbers, addition, and subtracting numbers at level 2 had a frequency of 6 (27.27%). Students had trouble finding the missing numerals. They find level 2 addition and subtraction to be quite challenging. Even though students were already exposed to these during their kindergarten year, blended or modular online learning is very different from in-person learning. Additionally, Sidik et al. (2021) found that learners did not comprehend the prerequisite material on place value, and addition and subtraction were not yet covered in the time allotted for the lesson. Immediate learning interventions for the learners' learning gaps in this subject were not provided during their modular distance learning, especially for those learners' parents who were reluctant to ask the teacher about the issue.

A frequency of 7 (31.82%) was obtained for addition level one and subtraction level two. Since it was their first lesson on the mathematics topic, students were instructed on how to identify numbers. The first math operations that children learn are addition and subtraction. However, it doesn't occur all at once. Between kindergarten to the fourth grade, students normally learn addition and subtraction in discrete chunks (Drinks, 2022). They were able to recognize numbers, add, and subtract thanks to the blended learning method of delivering education to every learner. They were able to understand the course in person, and the modular exercises helped them apply what they had learned in class. Since this subject was not personally taught to the students over the previous academic year, it is clear that they are struggling, especially since this evaluation was designed to determine the student's current level of mathematical concept knowledge.

Word problem 1 with a frequency of 8 (36.36%), and number discrimination issue 1 with a frequency of 8 (36.36%),. Certain students grasp how to differentiate between numbers with ease, especially those who have mastered number identification. Despite receiving such a high frequency from the class, it is still insufficient because the majority of students chose the incorrect response. These eight students were able to comprehend the word problem with ease and, after carefully examining it, came up with the right answer. They also utilized their fingers for counting. Each of them used a different approach to solve the issue.

With a frequency of 9, or 40.91%, the problems include number identification, number discrimination issue 2, and word problem 2. The results show that students possessed concepts for counting and classifying numbers. If they could recognize numbers, they wouldn't struggle to distinguish between them and could comprehend how to answer word problems. These students must recognize the symbols that correlate to each number to recognize numbers (Cunningham, 2022). Although the majority of students were successful in these skills, the total number of students is still too low, indicating that students must work hard to improve their mathematical abilities and that teachers must effectively communicate the teaching and learning processes to increase student learning.

The learners' learning progress is impacted by several things. Their capacity to pick up new skills and improve on honed ones depends on several variables. These elements, meanwhile, could potentially differ from one student to the next. Depending on how a student interpreted those elements.

The survey's findings in table 2 reveal that, except for remedial classes, the majority of respondents agreed with all of the considerations listed, according to the

questionnaire. However, the overall finding suggested that students agreed on the listed factors.

In factor number 1 "I can easily understand mathematical concepts during the blended learning", respondents agreed, with a mean score of 2.73 (0.46 SD). There is sufficient time for students to comprehend the lesson. In addition to studying it in school, their parents had the time to follow up with them as they also had the opportunity to teach them at home. This method of one-on-one instruction gave their kids the attention they needed to comprehend.

As they have the time to acquire the topic in school and further their learning at home with the aid of their modules, this sort of learning modality enables the students to comprehend the concept in depth. They have plenty of time to critically evaluate the topic they should learn because of this. Teachers can teach mathematics concepts (Manfreda and Hodnik, 20221) and it requires creativity in solving mathematical problems (Chasanah, et al.,2020). As their primary source of education, instructors' creative thinking is essential to helping these students understand mathematical ideas.

In factor number 2 "I receive full support from my parents during modular learning", there will inevitably be parents who are unable to provide their children with their full support given that the mean is 2.32 (0.57SD). Taking into account their family size, line of employment, level of income, and other variables Regarding this assertion, respondents were undecided. Although some parents can provide it to their kids, the majority of respondents fell somewhere in the center.

The assistance of the parents is crucial to the learners' success. They require more instruction to deepen their understanding since the learning they obtain in school is insufficient. For children to see and feel the support from their parents and be encouraged to achieve their best, it is crucial to provide them with the resources they need in school to meet the criteria and to deepen their grasp of mathematics. According to Durisic and Bunijevac 2017, parents' involvement in learners' activities in school has positive impacts as they are motivated to go to school and learn more.

In factor number 3" I have enough time to answer my modules at home." Respondents concurred with a mean of 2.68 (0.48 SD). They had adequate time to respond because their modules were brief and in-depth. They had the opportunity to learn and comprehend the teachings in two separate learning environments, giving them plenty of time to respond with their parents' help.

Their modules serve as extra resources and educational tools. They have plenty of time to research and respond. They are learning more by responding to it. Parents and guardians were constantly urged to help their children with the questions and to adhere to the allotted time for each subject because they were only in the first grade. Parents then played a crucial role in their children's education, especially in the lower grades where students still rely heavily on their teachers for instruction (Ramirez, et al., 2022).

According to Giarla 2022, blended learning allows for variable timetables that can be tailored to each individual, allowing them to learn at their own pace. As they are given ample time to complete the work at home, students have adequate time to respond to their modules. They can complete it on time and turn it in during their in-person classes with the help of their parents and guardians.

In factor number 4 "I enjoy active learning during our face-to-face classesLearners in the first grade appreciate the in-person lessons as well as they enjoy learning with their

peers, respondents agreed, with a mean of 2.36 (0.79) respondents. They must concentrate in class on learning a certain mathematical subject. Additionally, they face challenges, particularly during the activity and assessment periods. They had to work hard to comprehend the teachings and complete the assignments. Even though they had days where they had to complete their modules, learning from home is very different than learning in a classroom.

Inherently more socially active learning methods report much better levels of motivation, engagement, enjoyment, and satisfaction with instruction (Nguyen, et al.2021). It shows that active learning makes learners participate well in the discussions. Through this, they can apply the theories that they are learning in this subject. When they are active, they are more motivated to learn. It is when they can use their critical thinking skills.

In factor number 5 “I am motivated to understand the lesson in Mathematics.” Respondents agreed with a mean of 2.59 (0.59 SD). Due to the numerous opportunities for active learning in this subject, students were encouraged to learn the lesson. With so many enjoyable activities, students were inspired to learn. As additional learning tools, participants were allowed to watch videos that explored the topics in addition to the exercises they completed.

Learners' motivation to learn is influenced by a variety of circumstances. Activities that spark their interests are one of them. In addition to enjoying it better, students will learn more when teachers can relate each activity to the interests of the students.

In factor number 6 “I enjoy using manipulative materials for during our face-to-face classes” respondents agreed, with a mean score of 2.77 (0.43 SD). Particularly for students in lower grades who are still honing their arithmetic abilities, manipulative tools are crucial. Since math is a subject that is relevant to daily life, learners were given manipulative materials during class so they could experience math in the real world. The learners were able to appreciate the lesson and apply it in real-life situations because they had experienced the concept.

The use of manipulatives in the classroom has long been supported by Montessori schools. It has been demonstrated that using these tools makes it easier for students to comprehend the concepts and ideas they are required to learn that day (Furner and Worrell, 2017). Since students need to see and experience mathematics before they can learn it abstractly, manipulative tools are crucial in first-grade mathematics instruction.

In factor number 7 “I receive immediate feedback from my teacher after our tests.” Respondents agreed with a mean score of 2.73 (0.55 SD). For students to understand their strengths and flaws, feedback is important. Teachers can then determine which kids require remediation as a result. Due to their inadequacies, the students were able to recognize that they needed remediation to comprehend the subject. If they don't comprehend the prior topics, they can't comprehend the next issue.

It is crucial to let these students know where they need to develop so that they can take the appropriate steps. Despite their age, students should be self-aware, especially given how difficult it may be to develop numerical skills. Additionally, teachers can encourage students in this way.

In factor number 8 “I am confident to ask questions from my teachers whenever there are things that I did not understand.” Respondents agreed with a mean score of 2.64 (0.66 SD). Students had the opportunity to clarify any concepts they did not grasp

by asking questions, whether in an in-person session or a modular course. Learning was improved in this way. Learners naturally have inquiries about things they don't understand. It is crucial to respond to their inquiries because of this.

Teachers need to instill confidence in their students. In this way, they won't be hesitant to ask their teachers questions and get the answers they need. Building a sense of community among students can inspire them to learn and make them more willing to ask teachers questions. Since the teacher can offer the essential responses, it will encourage the students to desire to learn more.

In factor number 9 "I can contact my teacher whenever I need an immediate answer regarding my modules during my modular learning." Respondents agreed with a mean score of 2.91 (0.29 SD). The teacher was on hand to respond to questions about the lesson regardless of the student's preferred learning style. Giving support to students and parents who lack knowledge of the teachings is crucial, both for the students and the Teaching Observations, Instructional Coaching, 2021). To enable these students to receive the answers to their questions, teachers must be available. It also acts as their teachers' support. Even if teachers are unable to accommodate students right away, it is crucial to offer students time to extend their learning.

In factor number 10 "I understand deeply the lessons through blended learning." With a mean of 2.68(0.16SD), learners were able to deal with these distractions even though there were some in blended learning, especially when they used the modular approach. This is because they had their parents' support and guidance as they progressed in their education and because their parents wanted their kids to develop as learners.

Numerous studies have demonstrated the benefits of blended learning for students at various grade levels, and it has been used in numerous countries. Although we are still learning about it in our country, the pandemic's learning gap has allowed us to gain access to mixed learning delivery modalities.

Conclusions

This study showed that less students received good scores in answering the missing numbers, addition, and subtraction while most of them got great scores in number identification, number discrimination, and word problem. This result shows that these students are facing factors that affects their mathematical learning. Factors such as receiving support from their parents during their blended learning; enjoying active learning during in-person classes; motivated to understand mathematics; receiving feedback from the teacher; and enjoying manipulative materials. The support they receive inside and outside the classroom are necessary for their development. The use of manipulative is necessary because aside from learning, they are also enjoying the process of learning.

Recommendations

Based on the crucial conclusions and debate of this fundamental study, the following recommendations were made.

1. To make every discussion lively and interesting, the Department of Education Misamis Oriental will provide durable manipulative materials and other instructional resources. Every student will benefit from having access to the appropriate materials, which will encourage critical thinking and allow them to use their mathematical talents, particularly their problem-solving abilities, to the fullest.
2. Administrators at the school should develop interventions for students who struggle with math. This will provide students with learning difficulties with specialized activities that will help them learn and fully grasp the idea.
3. Parents and other stakeholders can support students' learning by closely monitoring the daily lessons they are taking. The pupils' learning will advance significantly, and they will also become more driven to learn as a result.
4. Future Researchers should undertake a larger-scale investigation using the same factors to provide more crucial details about the study done in the aforementioned institution.

Compliance with Ethical Standards

For the participants' welfare, this study adhered to ethical research standards such as parental approval, anonymity and secrecy, and a letter requesting permission to carry out the study in the school. In addition, by carrying out the study appropriately, the participants' rights will be protected, so that the results will be made public.

The parents were informed ahead that their children were chosen to become respondents of this study. They were also made aware that they can decline and not allow their children to participate in the study. The respondents were also made aware of their rights and that they can withdraw from being respondents anytime. They were also assured that in conducting this study, they will be free from any form of harm. Plagiarism was strictly avoided. This study is free from bias in interpreting the findings and all of the results from this study is used solely for the purpose of this study only.

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CATHOLIC DIOCESAN SCHOOLS' ADMINISTRATORS' ETHICAL DECISION- MAKING PRACTICES AND THEIR IMPACT ON THE SCHOOLS' ETHICAL CLIMATE AND EMPLOYEES' MORALE

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ABSTRACT

This research delved into the ethical decision-making practices among administrators in Catholic diocesan schools and their profound impact on the school's ethical climate and the morale of employees in the province of Zamboanga del Norte, encompassing the cities of Dipolog and Dapitan. Employing a descriptive method and correlational research design, this study systematically portrayed the characteristics and pertinent details of leaders and employees across five Catholic schools within the Diocese of Dipolog with factual precision. The findings revealed that the prevailing ethical decision-making practices among administrators predominantly revolved around benevolence and principled actions, fostering a caring ethical environment conducive to nurturing a confident and enthusiastic workforce. These ethical practices exerted a moderate influence on the school's ethical climate, providing substantial support for career development and other opportunities for employees. Conclusions drawn from this study underscored the pivotal role of administrators' ethical decision-making in shaping a positive ethical climate within schools. Consequently, recommendations were proposed for administrators to embrace optimal ethical decision-making practices. These recommendations aimed to cultivate a moral atmosphere within the work environment, enhancing the ethical standards practiced within schools, and ultimately fostering a more productive and contented workforce.

INTRODUCTION

Leadership is a moral issue. Leaders make decisions every day that impact the lives of others (Vogel, 2012). By stepping into educational leadership roles, school and district administrators accept responsibility for the “broader community welfare” of the students, teachers, and parents that schools serve (Marion, 2005). In creating and maintaining a community conducive to academic, emotional, and social learning, all school personnel look up to their administrator as the primary architect and promoter of the values and standards ensuring everything and everyone in the school building function according to the highest ethical standard possible.

Top managers are primarily responsible for setting ethical standards, for communicating them formally or informally through their own behavior and decisions and the strategies implemented, and their appropriation by the members of the company (Ambrose and Schminke, 2003). Why so? Because, in addition, leaders ought to be a crucial source of ethical guidance for employees and should at the same time be responsible for the moral development in an organization (Mihelic, Lipicknik and Tekavcic, 2010). In short, leaders are a moral compass in the formation of an ethical climate for a better work environment. The more the leader “walks the talk” the higher the level of trust and respect he generates from followers (Mihelic, et.al., 2010). Stated differently, the more the chief executive demonstrates the standards and the example for people to follow the more morally healthy the organization is (Kelly, 1990). Thus, one can only see that leaders are responsible in creating a positive and healthy corporate culture which dramatically improves people’s lives.

However, the absence of an ethical culture in the organization that is supposed to be initiated and exemplified by a leader would lead to organizational disaster and decay. The biggest scandal in business happened in 2001 when Enron, an American Energy company and its accounting firm Arthur Anderson willfully presented inaccurate information about the companies’ financial statement and its auditor. As a result, both companies were out of business, Enron’s shareholders lost \$25 billion while the accounting firm closed. The latter’s closure resulted in 85,000 jobs lost. And who is to blame for the biggest scandal in the business world? According to the National Business Ethics Survey of 2013, managers are to blame for workplace misconduct (www.floridaonline.tech.com). The failure of any leader to manifest moral ascendancy or to develop an ethical behavior would result to organizational meltdown.

In a national level, last 2014, former president of one of the state universities in the Philippines was dismissed for utilizing the universities’ resources for his home improvements. He was charged with grave misconduct, malversation, indirect bribery, and violations of Republic Act No. 3019, or the Anti-Graft and Corrupt Practices Act. He was also penalized with cancellation of eligibility, perpetual disqualification from holding public office, and forfeiture of retirement benefits (www.news.abs-cbn.com).

In a local level, few years ago, in one of the elementary schools of Zamboanga del Norte, bribery was being tolerated by a high ranking official in a school district. The school leader receives money or items of great value in exchange for a teaching position. This is a sad reality in an organization that is tasked to form the hearts and minds of individuals to become ethical

beings. As a result, teachers developed Barnard's "zone of indifference" where they follow orders because the leader is superior but not because he has moral ascendancy.

The moral lapses or corporate crimes done by leaders are just few of the many examples of unethical practices in the realm of business that is either initiated by the leader or the leaders' lack of moral courage to develop an ethical working environment. To avoid unethical behaviors that may possibly result to questioning leadership legitimacy and integrity (Fulmer, 2005), business educators forced the business world to review its business ethics to be ethically conscious. Managers and researchers have turned their attention to ethics management (Trevino & Brown, 2005). The primary concern now is to create a common perception of employees of what is correct behavior that would serve as a moral code of the organization. This shared perception, which is initiated by the leader, is related to what is considered as ethically correct behavior which collectively referred to as the ethical climate of the organization. The preservation and success of the organization depend upon leaders who developed ethical climate through their ethical decision-making practices.

The ethical or moral development of leaders play an important role in ethical decision-making practices. Individual ethical values influence the moral reasoning of individuals as they consider what constitutes right or wrong behavior (Ambrose, Arnaud, Schminke, 2008). The most popular model of cognitive moral development (CMD) was proposed by Lawrence Kohlberg (1984) in his book *Essays on Moral Development: The Psychology of Moral Development*.

Kohlberg developed three levels of moral standards from which individuals based their ethical decisions. These are *preconventional*, *conventional* and *postconventional* moralities (Kohlberg, p. 172). The first level is *preconventional morality* in which actions are evaluated in terms of whether they avoid punishment or lead to rewards. In this level, individuals react to ethical problems from an egoistic perspective, evaluating moral choices primarily in terms of personal consequences, needs, and exchanges of favors. Correct actions are those that lead to personal rewards and those that allow one to avoid punishment (Ambrose et al, 2008). The second level is *conventional morality* in which actions are evaluated in terms of maintaining a good image in the eyes of other people. In this level, correct behavior is defined by the expectations of others and what helps others. What is right is determined by the laws, rules, and obligations of society and what is needed to maintain social order (Ambrose, et. al., 2008). According to Kohlberg, many individuals never progress beyond level II. The third level is *postconventional* morality in which actions are products of formulating abstract ethical principles and upholding them to avoid self-condemnation. Individuals here are guided by self-chosen ethical principles, justice, and the rights of human beings. Kohlberg's theory of cognitive moral development is instrumental in the formulation of Victor and Cullen's (1987, 1988) three ethical criteria namely *egoism*, *benevolence*, and *principle*.

Egoism criterion. This refers to a behavioral tendency that is essentially self-interested in seeking pleasure and escaping pain. In a largely egoistic climate, self-interest might be the dominant consideration (Victor and Cullen, 1988). It is a theory that states that an individual should follow the greatest benefit for oneself (Upchurch, 1998).

Benevolence criterion. It is associated with concerns to satisfy the interests of as many people as possible. In an organization characterized primarily by benevolent climate, a teleological consideration of the well-being of others may be dominant reasoning used by employees to identify and solve ethical problems (Victor and Cullen, 1988). The theory of justice (i.e., benevolence) represents acting in a fair and impartial basis, maximizes the good, and follows impartial distribution of rules (Upchurch, 1998).

Principle criterion. It relates to internalization of universal standards and beliefs by the members of the organization. With a largely principled climate, the application and interpretation of rules or law might be the dominant form of reasoning (Victor and Cullen, 1988). This means that an individual keeps the rule if the outcome of keeping the rule is greater than the outcome of rejecting the rule (Upchurch, 1998).

These three criteria will be used in this study as the basis for leaders' ethical reasoning.

Leaders are basically moral managers. As moral managers, ethical leaders use leadership tools such as rewards, discipline, communication, and decision-making to communicate the importance of ethics, set standards, and hold employees accountable to those standards (Treviño et al., 2000, 2003). Managers who engage in ethical leadership behavior act as virtuous agents in promoting an ethical climate (Flynn, 2008). Leadership research has shown that business leaders are primarily responsible for creating and managing the culture and climate of the firm (Schein, 1985). Leaders have a significant influence on employee's ethical climate evaluation (Mulki, Jaramillo, Locander, 2009). There are even many studies support the idea that ethical leaders should have a positive effect on ethical climate (Mayer, Kuenzi, Greenbaum, 2010). Thus, leaders really influence the kind of ethical climate the organization has.

Ethical climate is an organizational construct that has been studied and analyzed from Homans in 1950 until Theiring in 2016. But the most widely used study is from Victor and Cullen in 1988. Victor and Cullen (1988) defined ethical climate as shared perception of what ethically correct behavior is and how ethical issues should be handled in the organization. Ethical climate help workers solve ethical issues by giving them answers to "what should I do?" when faced with a moral dilemma (Homans, 1950). For example, in a hiring decision, expectations about whose interests should be considered and/or what codes or laws should be applied? Or, how people in an organization typically decide whether it is right or wrong to pay kickbacks. These are subjects for ethical deliberations in the organizations.

Victor and Cullen (1987, 1988) established a framework that categorizes ethical working climate and provides an understanding of what constitutes ethical behavior in an organization based on the ethical criteria and locus of control that exist in the firm (Victor & Cullen). Victor and Cullen (1988) developed a typology made up of five dimensions of ethical working climate that can be found in an organization, namely, instrumental, caring, independence, rules and law, *and code* climates. A description of the five climates is presented below, with examples of the typical items associated with the respective types.

Instrumental climate. Individuals employed in an organization demonstrating an instrumental climate look out for their own self-interest ("In this organization, people protect their own interest above all else"). Individuals in an instrumental climate tend to exhibit behaviors consistent with guarding themselves to ensure that their interests are protected and are expected to engage in behaviors, ethical or otherwise, to enhance the success of the organization, regardless of the outcomes (Victor & Cullen, 1988).

Caring climate. An organization with a caring climate encourages a moral judgment approach geared towards behaving in a manner that benefits the greater good. Individuals employed in this type of climate tend to place importance on the well-being of others in the organization, as well as the organization and society in general ("What is best for everyone in the organization is a major consideration here"). This climate focuses on the greater good and, subsequently, encourages behavior that ensures the greater good for everyone in the

organization and the organization as a whole. Individuals are expected to always behave in a manner that is efficient, and which leads to the best possible outcome for the customers and public (Victor and Cullen, 1988).

Independence, rules, laws and codes climate. Organizations with this kind of climate have established a strict adherence to rules, policies, and procedures that outline the norms and expectations of the organization ("It is very important to follow the organization's rules and procedures here"). Thus, one's success is tied to an individual's ability to follow such rules, leaving little room for one's own decision to deviate (Victor & Cullen, 1988).

Educational institution is one of the most important social institutions in the society that sculpts behavior of individuals. It is the seedbed of future leaders and ethical citizens. Schools, through their leaders, should have well-defined ethical climate so that all the members of the organization will have a common ethical standard or norms that guide their decisions, and thus creating a school culture and identity. It is necessary in every school to identify its dominant ethical climate from among the five types of ethical climate of Victor and Cullen (1988) so that the members of the organization will have the same moral perceptual lens in resolving organizational issues. So, it is imperative for school administrators to initiate and maintain an ethical climate through his/her ethical decision-making practices not only to set an example of what ethically correct behavior is in a particular school but also to increase the morale of the employees.

Leaders who make ethical decision improve the morale of the employee. By morale, it means "homefulness" (Beardsley Ruml) or the degree to which an employee feels good about his or her work and work environment (Mcknight, Ahmad, Schroeder, 2001). Ethical leadership is strongly associated with a subordinate's satisfaction with his/her leaders, with his/her exerting extra effort and with his/her willingness to report problems (Brown, Trevino, & Harrison, 2005). High morale is the result of job-satisfaction which is again the result of motivational attitude of the management (www. ebrary.net). From an Aristotelian perspective, a culture supportive of ethics allows for virtuous actions reflective of the potential for human excellence (Ciulla 2004; Guillén 2006). Thus, when moral virtuousness is experienced in human relationships, employees likely feel more appreciated, loved, and well treated (Argandoña 2011), which is positive for both their emotional state and job outcomes (Cameron et al. 2004; Rego et al. 2010). Since ethics is so intimately linked to excellence and perfection in human action (Argandoña 201 1; Melé 2009), the theoretical basis for expecting a relationship between ethical culture and positive employee emotions and attitudes is a strong one. In this way, good leadership is conceptualized as connected to ethical practices in the workplace, on the grounds that across the ethical dimensions, leadership has a potential to improve the leader–employee relationship, bringing about an assortment of positive job results for the workers (Ruiz-Palomino, 2013) while the lack of ethical behavior in organizational practice is likely to cause harm to the morale of employees (Alshammari, Almutairi & Thuwaini, 2015).

The decision-making process of the five (5) diocesan schools of the Diocese of Dipolog relies so much on the executive vice-president since the president must prioritize his ecclesiastical functions of two dioceses over school management as Local Ordinary of the Diocese of Dipolog and as apostolic administrator of the diocese of Iligan. In the absence of the president, the executive vice president must assist the former and perform all the duties and functions of the president for the five (5) diocesan schools when so designated or in the latter's absence. In other words, the Executive Vice President must plan and execute the plans for the five (5) diocesan schools. In coordination with the president or the executive vice-president, the administrator of each school manages the day-to-day activities of the school, lays out an

optimistic vision for the future of the school, and provides ethical decisions in times of crisis. However, in every organization, there are always management issues and problems that need to be identified and hopefully solved. While not discounting that there are best practices unique to the schools' identity because of the management's efforts, there are also organizational issues that need to be properly addressed through research, not to judge or criticize ethical management practices, but to assess the ethical quality of school management based on scientific findings. Ethics Based on the researcher's empirical observation as former faculty member in one of the five (5) diocesan schools', organizational problems like organizational politics, breakdown of communication, lack of proper documentation of reports and meetings, gossips, and lack of proper implementation of policies and procedures are the issues that need to be addressed for the improvement of the organization. While issues may vary from one school to another organizational issues need to be checked and resolved by determining the ethical decision-making practices of leaders for the organization to retain its integrity and to avoid organizational meltdown.

The researcher strongly feels that there is a need to determine the ethical decision-making practices of administrators and find out if it made a significant influence in the formation of ethical climate in every school and in the employees' morale.

Research Questions

The main purpose of this study is to determine the Catholic diocesan schools' administrators' ethical decision-making practices and its impact to the school's ethical climate and employees' morale in the province of Zamboanga del Norte and the cities of Dipolog and Dapitan.

Specifically, it will attempt to answer the following questions:

1. What is the profile of administrators in terms of:
 - 1.1 age,
 - 1.2 sex,
 - 1.3 length of service,
 - 1.4 educational attainment, and
 - 1.5 seminars/trainings attended on ethical decision making?
2. What is the profile of employees in terms of:
 - 2.1 age,
 - 2.2 sex,
 - 2.3 length of service, and
 - 2.4 educational attainment?
3. What is the level of administrators' ethical decision-making practices along:
 - 3.1 egoism,
 - 3.2 benevolence, and
 - 3.3 principle?
4. Is there a significant difference in the level of administrators' ethical decision-making practices when grouped according to profile?
5. What is the level of schools' ethical climate along:
 - 5.1 caring,
 - 5.2 instrumental,
 - 5.3 independence, rules and laws and codes
6. Is there a significant relationship between the level of administrators' ethical decision making practices and the level of schools' ethical climate?

7. What is the level of employees' morale?
8. Is there a significant difference in the level of employees' morale when grouped according to profile?
9. Is there a significant relationship between the level of administrators' ethical decision making practices and the level of employees' morale?

METHODOLOGY

Research Design

The researcher used the descriptive method, correlational research design. This research described systematically the information and prominent attributes of the leaders and employees of the five (5) Catholic schools in the Diocese of Dipolog, factually and accurately. The researcher also utilized the census survey form of descriptive research since it is necessary that information is gathered from every member of the population as it is readily accessible. The study investigated possible differences in the level of administrators' ethical decision-making practices when grouped according to profile and the level of employees' morale when grouped according to profile.

In this design, the researcher studied the relationship between the independent and dependent variables. This study thus aimed at investigating the existence and the degree of relationship between the leaders' ethical decision-making practices and school's ethical climate and employees' morale. It was again used to determine the strength of association when there is statistical significance.

Setting of the Study

The study was conducted in the five (5) Catholic schools in the Diocese of Dipolog as mentioned in Chapter one.

Respondents of the Study

The population of the study were the two hundred and forty-two (242) leaders and employees of the five (5) Catholic schools in the Diocese of Dipolog. The statistic characterizing the population consists of sex, length of service, educational attainment, and seminars/trainings attended on ethical decision making. This shows that representative sample covers responses of administrators and employees of diverse demographical and professional characteristics so that the perception towards administrators' ethical decision practices, school's ethical climate and employees' morale can be evaluated effectively across different dimensions.

Sampling Technique

Since the researcher included all the administrators and employees of the five schools of the diocese, the purposive sampling was used in collecting the data.

Research Instrument

This research made use of the following instrument and techniques:

Questionnaire. The major tool in the gathering of data is the questionnaire which is designed according to the specific problems of the study. Additional information was obtained using unstructured interviews.

The questionnaire is divided into three parts.

Part I aimed at gathering information on the profile of the school administrators in terms of sex, length of service, educational attainment; and seminars/trainings attended on ethical decision making.

Part II aimed at assessing the school administrators' ethical decision-making practices. The questionnaire consisted of Forsyth's (1980, 2002) Ethics Position Questionnaire (EPQ). The EPQ was derived from Forsyth (1980) developed the EPQ to a shorter more general instrument to measure ethical judgments regarding psychological research.

Part III measured the schools' ethical climate using the Ethical Climate Questionnaire (ECQ) by Victor and Cullen (1987). These climates can be perceived within the school by individuals.

Part IV measured the employees' morale using the Employee Moral Questionnaire (EMQ) by Terri Levine.

Interview. This technique was utilized to get a better grasp of the present situation, aside from confirming and verifying the data inputs collected from the questionnaire. This study used the questionnaire as the interview guide.

Data Gathering Procedure

The researcher asked permission from the superintendent of the schools of the diocese and from the school leaders of each of the diocesan schools to conduct the study. The researcher, himself, personally administered the distribution and retrieval of the survey questionnaires.

Statistical Treatment of Data

The following statistical tools and techniques were used to ensure the valid and systematic presentation, analysis, and interpretation of data: frequency and percentage, arithmetic mean, t-test for independent samples, one-way analysis of variance (ANOVA), Pearson Product Moment Correlation, and Regression analysis.

The frequency and percentage distribution table were used to describe the profile of school administrators. The percentage is computed using the formula:

$$P = \frac{\sum f}{n} \times 100$$

where

P = Percentage

f = frequency

n = total number of respondents

The weighted mean was used to determine the level of administrators' ethical decision-making practices, school's ethical climate, and employees' morale. The weighted mean is computed using the formula:

$$\text{Weighted Mean} = \frac{\sum wx}{\sum w}$$

where

Weighted Mean = average level

Σ = symbol used to indicate the sum

x = scale value

w = weight

The following statistical continuum was used to interpret the level of administrators' ethical decision-making practice:

Statistical Continuum	Scale	Description
1.000 – 1.874	Completely Disagree	Never Practiced (N)
1.875 – 2.749	Largely Disagree	Very Rarely Practiced (V)
2.750 – 3.624	Moderately Disagree	Rarely Practiced (R)
3.625 – 4.499	Slightly Disagree	Sometimes Practiced (S)
4.500 – 5.374	Slightly Agree	Often Practiced (O)
5.375 – 6.249	Moderately Agree	Usually Practiced (U)
6.250 – 7.124	Largely Agree	Almost Always Practiced (AA)
7.125 – 8.000	Completely Agree	Always Practiced (A)

To describe the school's ethical climate, the researcher used the "moral continuum" as proposed by Cohen (1995). She states that it is helpful to think of moral climate as a continuum. At one end of the continuum is the positive moral climate, or ethical climate, in which organizational norms always facilitate agent behavior that merits the trust of organizational stakeholders. At the other end is the negative moral climate, or unethical climate, which, conversely, is never conducive to such behavior. The climate types will then be classified as unethical climate, moderately ethical climate, and highly ethical climate.

The following statistical continuum was used to interpret the level of ethical climate:

Statistical Continuum	Scale	Description
0.00 – 0.83	Completely False	Not at all Ethical (N)
0.84 – 1.66	Mostly False	Very Slightly Ethical (VS)
1.67 – 2.49	Somewhat False	Slightly Ethical (S)
2.50 – 3.32	Somewhat True	Moderately Ethical (M)
3.33 – 4.15	Mostly True	Highly Ethical (H)
4.16 – 5.00	Completely True	Very Highly Ethical (VH)

The following statistical continuum was used to interpret the level of employees' morale:

Statistical Continuum	Scale	Description
1.00 – 1.79	Never	Very Low
1.80 – 2.59	Rarely	Low
2.60 – 3.39	Sometimes but not very often	Moderate
3.40 – 4.19	Often but not always	High
4.20 – 5.00	Always	Very High

To determine whether there is a significant difference in the administrators' ethical decision practices when grouped according to profile Analysis of Variance was used. To determine whether there is a significant difference in the level of employees' morale when grouped according to profile Analysis of Variance was also used. The One Way ANOVA is computed using the formula:

$$F = \frac{MS_B}{MS_W} \quad MS_B = \frac{SS_B}{df_B} \quad MS_W = \frac{SS_W}{df_W}$$

Sum of Squares

$$SS_T = \sum_{i=1}^{n_j} \sum_{j=1}^C (x_{ij} - \bar{x})^2$$

$$SS_B = \sum_{j=1}^C n_j (\bar{x}_j - \bar{x})^2$$

$$SS_W = \sum_{i=1}^{n_j} \sum_{j=1}^C (x_{ij} - \bar{x}_j)^2$$

$$df_B = C - 1$$

$$df_W = N - C$$

$$df_T = N - 1$$

where

i = a particular member of a treatment level

j = a treatment level

C = number of treatment levels

n_j = number of observations in each treatment level

$\bar{x}$ = grand mean

$\bar{x}_j$ = column mean

x_{ij} = individual value

and

$$SS_T = SS_B + SS_W$$

where

SS_T = total sum of squares

SS_B = sum of squares between groups

To determine whether there is significant relationship between the level of administrators' ethical decision-making practices and the level of schools' ethical climate Pearson Correlation Coefficient (r) was used. To determine whether there is significant relationship between the level of administrators' ethical decision-making practices and the level of employees' morale Pearson Correlation Coefficient (r) was also used. The Pearson Correlation Coefficient (r) is computed using the formula:

$$r = \frac{n\sum xy - \sum x \cdot \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

n = number of pairs of scores

$\sum xy$ = sum of the products of paired scores

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of squared x scores

$\sum y^2$ = sum of squared y scores

The guide for interpreting the correlation coefficient as presented by Punsalan and Uriarte (2000) were as follows:

± 1.00 to ± 0.90	Very High correlation; Very Significant relationship
± 0.89 to ± 0.60	High correlation; Significant relationship
± 0.59 to ± 0.40	Moderate correlation; Average relationship
± 0.39 to ± 0.20	Low correlation; Small relationship
± 0.19 and below	Negligible; Almost no relationship

r has a t distribution with $n - 2$ degrees of freedom, and the test statistic is given by: $t = r\sqrt{\frac{n-2}{1-r^2}}$

RESULTS

TABLE 1
THE ADMINISTRATORS' PROFILE OF SCHOOL 1

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	26 – 30 years old	1	12.5	12.5
	31 – 35 years old	0	0.0	12.5
	36 – 40 years old	3	37.5	50.0
	41 – 45 years old	1	12.5	62.5
	46 – 50 years old	1	12.5	75.0
	51 – 55 years old	1	12.5	87.5
	56 – 60 years old	0	0.0	87.5
	61 years old or over	1	12.5	100.00
SEX	TOTAL	8	100.0	
	Male	1	12.5	12.5
	Female	7	87.5	100.0
LENGTH OF SERVICE	TOTAL	8	100.0	
	Less than 3 years	2	25.0	28.6
	3 – 7 years	1	12.5	37.5
	8 – 12 years	1	12.5	50.0
	13 – 17 years	1	12.5	62.5
	18 – 22 years	1	12.5	75.0
	23 – 27 years	1	12.5	87.5
	28 years or over	1	12.5	100.0
EDUCATIONAL ATTAINMENT	TOTAL	8	100.0	
	College Graduate	1	12.5	12.5
	with Master's degree units	2	25.0	37.5
	with Master' degree	2	25.0	62.5
	with Ph. D or any Doctorate units	1	12.5	75.0
	with Doctorate degree	2	25.0	100.0
Seminars/Trainings Attended on Ethical Decision Making	TOTAL	8	100.0	
	Not Attended	3	37.5	37.5
	Attended	5	62.5	100.0
	TOTAL	8	100.0	

Table 1 presents the administrators' profile of School 1. The table shows the profile, frequency, percentage, and cumulative percentage.

One (1), or 12.5% of the administrators is between 26 – 30 years old, no administrator is between 31 – 35 years old, three (3), or 37.5% of the administrators are between 36 – 40 years old, one (1) or 12.5% is between 41 – 45 years old, one (1) or 12.5% of the administrators is between 46 – 50 years old, one (1) or 12.5% of the administrators is between 51 – 55 years old,

no administrator is between 56 – 60 years old, and one (1) or 12.5% of the administrators is 61 years old or over.

One (1), or 12.5%, of the administrator is a male, and seven (7), or 87.5%, are females.

Two (2), or 25.0% of the administrators have less than 3 years of service, one (1), or 12.5% has between 3 – 7 years of service, one (1), or 12.5% has between 8 – 12 years of service, one (1) or 12.5% has between 13 – 17 years of service, one (1) or 12.5% has between 18 – 22 years of service, one (1) or 12.5% has between 23 – 27 years of service, and one (1) or 12.5% has 28 or over years of service.

One (1), or 12.5% of the administrators is a college graduate, two (2), or 25.0% of them have master's degree units, two (2), or 25.0% have master's degree, one (1) or 12.5% has doctorate units, and two (2) or 25.0% have a doctorate degree.

Three (3), or 42.9% of the administrators, have not attended seminars on ethical decision making, and four (4), or 57.1%, have attended seminars on ethical decision-making. This means that in Colegio de San Francisco Javier of Rizal Incorporated most administrators are females. Majority of them belong to the age group 36-40 who are middle aged adults. There is only one teacher who earned a doctoral degree. This implies that more women take part in ethical decision-making practices in the institution. The practice that more women are into public and private learning institutions is supported by Karadag & Bektas (2014) who found out that more female teachers work on private schools. They also show administrative skills.

TABLE 2
THE ADMINISTRATORS' PROFILE OF SCHOOL 2

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	26 – 30 years old	0	0.0	0.0
	31 – 35 years old	1	12.5	12.5
	36 – 40 years old	1	12.5	25.0
	41 – 45 years old	0	0.0	25.0
	46 – 50 years old	2	25.0	50.0
	51 – 55 years old	1	12.5	62.5
	56 – 60 years old	0	0.0	62.5
	61 years old or over	3	37.5	100.00
	TOTAL	8	100.0	
SEX	Male	3	37.5	37.5
	Female	5	62.5	100.0
	TOTAL	8	100.0	
LENGTH OF SERVICE	Less than 3 years	1	12.5	12.5
	3 – 7 years	1	12.5	25.0
	8 – 12 years	1	12.5	37.5
	13 – 17 years	0	0.0	37.5
	18 – 22 years	1	12.5	50.0
	23 – 27 years	1	12.5	62.5
	28 years or over	3	37.5	100.0
	TOTAL	8	100.0	
	College Graduate	2	25.0	25.0

EDUCATIONAL ATTAINMENT	with Master's degree units	3	37.5	62.5
	with Master' degree	3	37.5	100.0
	with Ph. D or any Doctorate units	0	0.0	100.0
	with Doctorate degree	0	0.0	100.0
	TOTAL	8	100.0	
Seminars/Trainings Attended on Ethical Decision Making	Not Attended	6	75.0	75.0
	Attended	2	25.0	100.0
	TOTAL	8	100.0	

Table 2 presents the administrators' profile of School 2. The table shows the profile, frequency, percentage, and cumulative percentage.

No administrator is between 26 – 30 years old, one (1) or 12.5% of the administrators is between 31 – 35 years old, one (1) or 12.5% of the administrators is between 36 – 40 years old, no administrator is between 41 – 45 years old, two (2) or 25.0% of the administrators is between 46 – 50 years old, one (1) or 12.5% of the administrators is between 51 – 55 years old, no administrator is between 56 – 60 years old, and three (3) or 37.5% of the administrators are 61 years old or over.

Three (3), or 37.5% of the administrators are males, and five (5), or 62.5%, are females.

One (1) or 12.5% of the administrators has less than 3 years of service, one (1) or 12.5% of the administrator has between 3 – 7 years of service, one (1) or 12.5% of has between 8 – 12 years of service, no administrator has between 13 – 17 years of service, one (1) or 12.5% has between 18 – 22 years of service, one (1) or 12.5% has between 23 – 27 years of service, and three (3) or 37.5% have 28 or over years of service.

Two (2), or 25.0% of the administrators are college graduates; three (3), or 37.5% of them have master's degree units; three (3), or 37.5% have master's degree, no administrator has doctorate units, and no administrator has doctorate degree.

Six (6), or 75.0% of the administrators have not attended seminars on ethical decision making and two (2) or 25.0% have attended seminars on ethical decision-making.

Most administrators in Rizal Memorial Institute of Dapitan, Incorporated are females. Because of meager salaries and unattractive professional development program, administrators are not motivated to pursue postgraduate studies. Most of the administrators are not exposed to ethical decision-making seminar/conferences. The study of Murphy, Cross and Mcquire (2006) entitled, "*The motivation of nurses to participate in continuing professional education in Ireland*" highlighted lack of financial support and lack of recognition from employers are two professional barriers in the continuing professional education.

TABLE 3
THE ADMINISTRATORS' PROFILE OF SCHOOL 3

PROFILE		Frequency	Percentage	Cumulative Percentage
	26 – 30 years old	0	0.0	0.0

AGE	31 – 35 years old	1	20.0	20.0
	36 – 40 years old	2	40.0	60.0
	41 – 45 years old	1	20.0	80.0
	46 – 50 years old	1	20.0	100.0
	51 – 55 years old	0	0.0	100.0
	56 – 60 years old	0	0.0	100.0
	61 years old or over	0	0.0	100.00
	TOTAL	5	100.0	
SEX	Male	3	60.0	60.0
	Female	2	40.0	100.0
	TOTAL	5	100.0	
LENGTH OF SERVICE	Less than 3 years	0	0.0	0.0
	3 – 7 years	0	0.0	0.0
	8 – 12 years	3	60.0	60.0
	13 – 17 years	0	0.0	60.0
	18 – 22 years	0	0.0	60.0
	23 – 27 years	2	40.0	100.0
	28 years or over	0	0.0	100.0
	TOTAL	5	100.0	
EDUCATIONAL ATTAINMENT	College Graduate	0	0.0	0.0
	with Master's degree units	2	40.0	40.0
	with Master' degree	2	40.0	80.0
	with Ph. D or any Doctorate units	1	20.0	100.0
	with Doctorate degree	0	0.0	100.0
	TOTAL	5	100.0	
Seminars/Trainings Attended on Ethical Decision Making	Not Attended	4	80.0	80.0
	Attended	1	20.0	100.0
	TOTAL	5	100.0	

Table 5 presents the administrators' profile of School 3. . The table shows the profile, frequency, percentage, and cumulative percentage.

No administrator is below 31, one (1) or 20.0% of the administrator is between 31 - 35 years old, two (2) or 40.0% is between 36 – 40 years old and one (1) or 20.0% is between 41 – 45 years old, one (1) or 20.0% is between 46 – 50 years old and no administrator is above 50 years old.

Three (3), or 60.0% of the administrators are males and two (2) or 40.0% of are females.

Of the five administrators, three (3), or 60.0%, have between 8 – 12 years of service, and two (2), or 40.0%, have between 23 – 27 years of service.

No administrator is confined solely to the college graduate level, two (2) or 40.0% have master's degree units, two (2) or 40.0% have master's degree, one (1) or 20.0% has doctorate units, and no administrator has a doctorate degree.

Of the two administrators, four (4) or 80.0% have not attended seminars on ethical decision-making and one (1) or 20.0% has attended seminars on ethical decision-making. This means that even if the school has a small population, all respondents of San Estanislao Kostka,

Incorporated have earned units on postgraduate studies. This implies that the school head is very supportive to continuing professional development (CPD) to everyone (see Table 63).

TABLE 4
THE ADMINISTRATORS' PROFILE OF SCHOOL 4

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	26 – 30 years old	0	0.0	0.0
	31 – 35 years old	0	0.0	0.0
	36 – 40 years old	1	20.0	20.0
	41 – 45 years old	1	20.0	40.0
	46 – 50 years old	1	20.0	60.0
	51 – 55 years old	1	20.0	80.0
	56 – 60 years old	1	20.0	100.0
	61 years old or over	0	0.0	100.00
	TOTAL	5	100.0	
SEX	Male	5	100.0	100.0
	Female	0	0.0	100.0
	TOTAL	5	100.0	
LENGTH OF SERVICE	Less than 3 years	0	0.0	0.0
	3 – 7 years	0	0.0	0.0
	8 – 12 years	2	40.0	40.0
	13 – 17 years	2	40.0	80.0
	18 – 22 years	0	0.0	80.0
	23 – 27 years	1	20.0	100.0
	28 years or over	0	0.0	100.0
	TOTAL	5	100.0	
EDUCATIONAL ATTAINMENT	College Graduate	0	0.0	0.0
	with Master's degree units	0	0.0	0.0
	with Master' degree	3	60.0	60.0
	with Ph. D or any Doctorate units	0	0.0	60.0
	with Doctorate degree	2	40.0	100.0
	TOTAL	5	100.0	
Seminars/Trainings Attended on Ethical Decision Making	Not Attended	5	100.0	100.0
	Attended	0	0.0	100.0
	TOTAL	5	100.0	

Table 5 presents the administrators' profile of School 4. The table shows the profile, frequency, percentage, and cumulative percentage.

No administrator is below 36 years old, one (1) or 20.0% of them is 36 – 40 years old, one (1) or 20% is between 41 – 45 years old, one (1) or 20.0% is between 46 – 50 years old and

one (1) or 20.0% is between 51 – 55 years old, one (1) or 20.0% is between 56 – 60 years old, and no administrator is 61 years old or above.

All administrators are males.

No administrator has less than 8 years of service, two (2) or 40.0% has between 8 – 12 years of service, two (2) or 40.0% has between 13 – 17 years of service, no administrator has between 18 – 22 years of service, one (1) or 20.0% has between 23 – 27 years of service, and no administrator has 28 or above years of service.

Three (3) or 60.0% of the administrators have a master's degree, and two (2) or 40.0% have a doctorate degree.

No administrator has attended seminars on ethical decision making.

All respondents are men who have postgraduate degrees. They are not also exposed to seminars and conferences on ethical decision-making. There are few female administrators who were also absent when the questionnaire of this study was field. This means that majority of women do want to take leadership roles in most organizations. Janice Tucker (2013) supported this view in her article, "*Graduate Programs in Education: Impact on Teachers' Careers*" stressing the fact that fewer women are in administrative positions. While not underestimating the leadership skills of women, the implication of this is that most of women think that leadership or administrative work is for men.

TABLE 5
THE ADMINISTRATORS' PROFILE OF SCHOOL 5

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	26 – 30 years old	0	0.0	0.0
	31 – 35 years old	0	0.0	0.0
	36 – 40 years old	0	0.0	0.0
	41 – 45 years old	2	20.0	20.0
	46 – 50 years old	2	20.0	40.0
	51 – 55 years old	1	10.0	50.0
	56 – 60 years old	1	10.0	60.0
	61 years old or over	4	40.0	100.00
	TOTAL	10	100.0	
SEX	Male	7	70.0	70.0
	Female	3	30.0	100.0
	TOTAL	10	100.0	
LENGTH OF SERVICE	Less than 3 years	1	10.0	10.0
	3 – 7 years	2	20.0	30.0
	8 – 12 years	0	0.0	30.0
	13 – 17 years	0	0.0	30.0
	18 – 22 years	0	0.0	30.0
	23 – 27 years	1	10.0	40.0
	28 years or over	6	60.0	100.0
	TOTAL	10	100.0	
	College Graduate	0	0.0	0.0
	with Master's degree units	1	10.0	10.0
	with Master' degree	3	30.0	40.0

EDUCATIONAL ATTAINMENT	with Ph. D or any Doctorate units	4	40.0	80.0
	with Doctorate degree	2	20.0	100.0
	TOTAL	10	100.0	
Seminars/Trainings Attended on Ethical Decision Making	Not Attended	4	40.0	40.0
	Attended	6	60.0	100.0
	TOTAL	10	100.0	

Table 5 presents the administrators' profile of School 5. The table shows the profile, frequency, percentage, and cumulative percentage.

No administrator is between 26 – 30 years old, no administrator is between 31 – 35 years old, no administrator is between 36 – 40 years old, two (2) or 20.0% of the administrators are between 41 – 45 years old, two (2) or 20.0% of them are between 46 – 50 years old, one (1) or 10.0% is between 51 – 55 years old, one (1) or 10.0% is between 56 – 60 years old, and four (4) or 40.0% are 61 years old or over.

Seven (7) or 70.0% of the administrators are males and three (3) or 30.0% of them are females.

One (1) or 10.0% of the administrators has less than 3 years of service, two (2) or 20.0% of the administrator have between 3 – 7 years of service, no administrator has between 8 – 12 years of service, no administrator has between 13 – 17 years of service, no administrator has between 18 – 22 years of service, one (1) or 10.0% has between 23 – 27 years of service, and six (6) or 60.0% have 28 or over years of service.

No administrator is a college graduate, one (1) or 10.0% of them has master's degree units, three (3) or 30.0% have master's degree, four (4) or 40.0% of the administrators have doctorate units, and two (2) or 20.0% of the administrators have doctorate degree.

Four (4) or 40.0% of the administrators have not attended seminars on ethical decision making and six (6) or 60.0% have attended seminars on ethical decision making. This means that all administrators have postgraduate degrees and majority of them are exposed to seminars and conferences on ethical decision making. Notice that most administrators are employed more than 28 years in service. It only goes to show that there is job satisfaction and good working environment. This is supported by the study of Flowers & Hughes (1973) that when asked, "Why do employees stay?" There are two reasons. First, because of job satisfaction, which includes achievement, recognition, responsibility, growth, and second, the company environment or the degree of comfort an individual employee feels within it. The latter includes work rules, facilities, benefits and wages.

TABLE 6
THE EMPLOYEES' PROFILE OF SCHOOL 1

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	21 – 25 years old	5	25.0	25.0
	26 – 30 years old	7	35.0	60.0
	31 – 35 years old	3	15.0	75.0
	36 – 40 years old	2	10.0	85.0
	41 – 45 years old	1	5.0	90.0

	46 – 50 years old	1	5.0	95.0
	51 – 55 years old	0	0.0	95.0
	56 – 60 years old	1	5.0	100.0
	61 years old or over	0	0.0	100.00
	TOTAL	20	100.0	
SEX	Male	6	30.0	30.0
	Female	14	70.0	100.0
	TOTAL	20	100.0	
LENGTH OF SERVICE	Less than 3 years	5	25.0	25.0
	3 – 7 years	11	55.0	80.0
	8 – 12 years	1	5.0	85.0
	13 – 17 years	2	10.0	95.0
	18 – 22 years	1	5.0	100.0
	23 – 27 years	0	0.0	100.0
	28 years or over	0	0.0	100.0
	TOTAL	20	100.0	
EDUCATIONAL ATTAINMENT	College Graduate	13	65.0	65.0
	with Master's degree units	6	30.0	95.0
	with Master' degree	1	5.0	100.0
	with Ph. D or any Doctorate units	0	0.0	100.0
	with Doctorate degree	0	0.0	100.0
	TOTAL	20	100.0	

Table 6 presents the employees' profile of School 1. The table shows the profile, frequency, percentage, and cumulative percentage.

Five (5) or 25.0% of the employees are between 21 – 25 years old, seven (7) or 37.5% are between 26 – 30 years old, three (3) or 15.0% are between 31 – 35 years old, two (2) or 10.0% are between 36 – 40 years old, one (1) or 5.0% is between 41 – 45 years old, one (1) or 5.0% is between 46 – 50 years old, no employee is between 51 – 55 years old, one (1) or 5.0% is between 56 – 60 years old, and no employee is 61 years old or over.

Six (6) or 30.0% of the employees are males and fourteen (14) or 70.0% are females.

Five (5) or 25.0% of the employees have less than 3 years of service, eleven (11) or 55.0% have between 3 – 7 years of service, one (1) or 5.0% has between 8 – 12 years of service, two (2) or 10.0% have between 13 – 17 years of service, one (1) or 5.0% has between 18 – 22 years of service, no employee has between 23 – 27 years of service, and no employee has 28 or over years of service.

Thirteen (13) or 65.0% of the employees are college graduate, six (6) or 30.0% of them have master's degree units, one (1) or 5.0% has master's degree, no employee has doctorate units, and no employee has a doctorate degree. With regard to the length of service, majority of the employees will stay in the organization not more than seven years due to the fact that the compensation of the school is smaller compared to teachers employed in public schools. Remember, there is the "grass is greener syndrome" where most people opt to find an organization that gives enough compensation. David Witt (2012), in his online article entitled, "*Top five reasons why employees join and stay with organizations*" found out that number the one reason why employees remain in the organization is base pay / salary (www.leaderchat.org).

In Dana Wilkie (2018) supported this claim by saying that salary is the biggest reason why employees change jobs (www.shrm.org).

TABLE 7
THE EMPLOYEES' PROFILE OF SCHOOL 2

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	21 – 25 years old	11	31.4	31.4
	26 – 30 years old	6	17.1	48.6
	31 – 35 years old	4	11.4	60.0
	36 – 40 years old	2	5.7	65.7
	41 – 45 years old	2	5.7	71.4
	46 – 50 years old	1	2.9	74.3
	51 – 55 years old	6	17.1	91.4
	56 – 60 years old	2	5.7	97.1
	61 years old or over	1	2.9	100.00
	TOTAL	35	100.0	
SEX	Male	15	42.9	42.9
	Female	20	57.1	100.0
	TOTAL	35	100.0	
LENGTH OF SERVICE	Less than 3 years	14	40.0	40.0
	3 – 7 years	7	20.0	60.0
	8 – 12 years	3	8.6	68.6
	13 – 17 years	4	11.4	80.0
	18 – 22 years	2	5.7	85.7
	23 – 27 years	5	14.3	100.0
	28 years or over	0	0.0	100.0
	TOTAL	35	100.0	
EDUCATIONAL ATTAINMENT	College Graduate	24	68.6	68.6
	with Master's degree units	9	25.7	94.3
	with Master' degree	1	2.9	97.1
	with Ph. D or any Doctorate units	0	0.0	97.1
	with Doctorate degree	1	2.9	100.0
	TOTAL	35	100.0	

Table 7 presents the employees' profile of School 2. The table shows the profile, frequency, percentage, and cumulative percentage.

Eleven (11) or 31.4% of the employees are between 21 – 25 years old, six (6) or 17.1% are between 26 – 30 years old, four (4) or 11.4% are between 31 – 35 years old, two (2) or 5.7% are between 36 – 40 years old, two (2) or 5.7% are between 41 – 45 years old, one (1) or 5.0% is between 46 – 50 years old, six (6) or 17.1% are between 51 – 55 years old, two (2) or 5.7% are between 56 – 60 years old, and one (1) or 2.9% is 61 years old or over.

Fifteen (15) or 42.9% of the employees are males and twenty (20) or 57.1% are females.

Fourteen (14) or 40.0% of the employees have less than 3 years of service, seven (7) or 20.0% have between 3 – 7 years of service, three (3) or 8.6% have between 8 – 12 years of service, four (4) or 11.4% have between 13 – 17 years of service, two (2) or 5.7% have between 18 – 22 years of service, five (5) or 14.3% are between 23 – 27 years of service, and no employee has 28 or over years of service.

Twenty-four (24) or 68.6% of the employees are college graduate, nine (9) or 25.7% of them have master's degree units, one (1) or 2.9% has master's degree, no employee has doctorate units, and one (1) or 2.9% has a doctorate degree.

This means that most of the employees are female and young professionals who are employed less than three years. While one employee has earned doctoral units, the individual was not given administrative functions in the organization. This is because it is non-sequitur that just because one has postdoctoral degree, he/she will automatically be given administrative functions. There are those who pursue postgraduate studies for purely love of learning or to increase their salary. The study of Thomson (2009) found teachers undertake graduate programs for different reasons, primarily to become a better educator and to receive a salary increase. He added that those who acquire the qualifications needed for leadership positions may not choose to advance into available positions.

TABLE 8
THE EMPLOYEES' PROFILE OF SCHOOL 3

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	21 – 25 years old	6	26.1	26.1
	26 – 30 years old	3	13.0	39.1
	31 – 35 years old	1	4.3	43.5
	36 – 40 years old	5	21.7	65.2
	41 – 45 years old	4	17.4	82.6
	46 – 50 years old	0	0.0	82.6
	51 – 55 years old	1	4.3	87.0
	56 – 60 years old	1	4.3	91.3
	61 years old or over	2	8.7	100.00
	TOTAL	23	100.0	
SEX	Male	8	34.8	34.8
	Female	15	65.2	100.0
	TOTAL	23	100.0	
LENGTH OF SERVICE	Less than 3 years	6	26.1	26.1
	3 – 7 years	11	47.8	73.9
	8 – 12 years	4	17.4	91.3
	13 – 17 years	0	0.0	91.3
	18 – 22 years	0	0.0	91.3
	23 – 27 years	2	8.7	100.0
	28 years or over	0	0.0	100.0
	TOTAL	23	100.0	
	College Graduate	12	52.2	52.2
	with Master's degree units	7	30.4	82.6

EDUCATIONAL ATTAINMENT	with Master' degree	4	17.4	100.0
	with Ph. D or any Doctorate units	0	0.0	100.0
	with Doctorate degree	0	0.0	100.0
	TOTAL	23	100.0	

Table 8 presents the employees' profile of School 3. The table shows the profile, frequency, percentage, and cumulative percentage.

Six (6) or 26.1% of the employees are between 21 – 25 years old, three (3) or 13.0% are between 26 – 30 years old, one (1) or 4.3% are between 31 – 35 years old, five (5) or 21.7% are between 36 – 40 years old, four (4) or 17.4% are between 41 – 45 years old, no administrator is between 46 – 50 years old, one (1) or 4.3% are between 51 – 55 years old, one (1) or 4.3% are between 56 – 60 years old, and two (2) or 8.7% is 61 years old or over.

Eight (8) or 34.8% of the employees are males and fifteen (15) or 65.2% are females.

Six (6) or 26.1% of the employees have less than 3 years of service, eleven (11) or 47.8% have between 3 – 7 years of service, four (4) or 17.4% have between 8 – 12 years of service, no administrator is between 13 – 22 years of service, two (2) or 8.7% are between 23 – 27 years of service, and no employee has 28 or over years of service.

Twelve (12) or 52.2% of the employees are college graduate, seven (7) or 30.4% of them have master's degree units, four (4) or 17.4% has master's degree, no employee has doctorate units, and no employee has a doctorate degree.

This means that majority of the respondents are college graduates and are employed not more than seven years. This is because of the "the grass is greener syndrome" where people will choose to stay to an organization who can give them greater benefits and compensation. Most employees will transfer to public because of sufficient compensation and good security benefits. This claim is supported by Alex Gray (2017) who found that employees nearly always moved to an employer with better ratings in six measures of company culture: overall rating; career opportunities; compensation and benefits; culture and values; work-life balance; and quality of senior management.

TABLE 9
THE EMPLOYEES' PROFILE OF SCHOOL 4

PROFILE		Frequency	Percentage	Cumulative Percentage
AGE	21 – 25 years old	15	44.1	44.1
	26 – 30 years old	10	29.4	73.5
	31 – 35 years old	2	5.9	79.4
	36 – 40 years old	2	5.9	85.3
	41 – 45 years old	3	8.8	94.1
	46 – 50 years old	2	5.9	100.00
	51 – 55 years old	0	0.0	100.00
	56 – 60 years old	0	0.0	100.00
	61 years old or over	0	0.0	100.00
	TOTAL	34	100.0	
SEX	Male	11	32.4	32.4
	Female	23	67.6	100.0

	TOTAL	34	100.0	
LENGTH OF SERVICE	Less than 3 years	11	32.4	32.4
	3 – 7 years	17	50.0	82.4
	8 – 12 years	3	8.8	91.2
	13 – 17 years	0	0.0	91.2
	18 – 22 years	3	8.8	100.0
	23 – 27 years	0	0.0	100.0
	28 years or over	0	0.0	100.0
	TOTAL	34	100.0	
EDUCATIONAL ATTAINMENT	College Graduate	11	32.4	32.4
	with Master's degree units	13	38.2	70.6
	with Master' degree	9	26.5	97.1
	with Ph. D or any Doctorate units	1	2.9	100.0
	with Doctorate degree	0	0.0	100.0
	TOTAL	34	100.0	

Table 9 shows the employees' profile of School 4. The table shows the profile, frequency, percentage, and cumulative percentage.

Fifteen (15), or 44.1% of the employees are between 21 – 25 years old, ten (10) or 29.4% are between 26 – 30 years old, two (2) or 5.9% are between 31 – 35 years old, two (2) or 5.9% are between 36 – 40 years old, three (3) or 8.8% are between 41 – 45 years old, two (2) or 5.9% are between 46 – 50 years old, and no administrator has 51 years old or over.

Eleven (11), or 32.4% of the employees are males and twenty-three (23) or 67.6% are females.

Eleven (11) or 32.4% of the employees have less than 3 years of service, seventeen (17) or 50.0% have between 3 – 7 years of service, three (3) or 8.8% have between 8 – 12 years of service, no administrator have between 13 – 17 years of service, three (3) or 8.8% have between 18 – 22 years of service, and no employee has 23 or over years of service.

Eleven (11) or 32.4% of the employees are college graduate, thirteen (13) or 38.2% of them have master's degree units, nine (9) or 26.5% has master's degree, one (1) or 2.9% has employee has doctorate units, and no employee has a doctorate degree.

Female employees outnumber the male employees due to fact the women love teaching more than men. Carolyn Basten (2006) considered teaching as a 'feminised profession' because of the remarkable number of female educators in Germany. Most respondents are into postgraduate studies. It implies two things, one, that the administrators motivate their teachers for further studies; second, the school has good professional development program.

TABLE 10
THE EMPLOYEES' PROFILE OF SCHOOL 5

PROFILE		Frequency	Percentage	Cumulative Percentage
	21 – 25 years old	27	28.7	28.7
	26 – 30 years old	14	14.9	43.6
	31 – 35 years old	7	7.4	51.1

AGE	36 – 40 years old	7	7.4	58.5
	41 – 45 years old	11	11.7	70.2
	46 – 50 years old	12	12.8	83.0
	51 – 55 years old	7	7.4	90.4
	56 – 60 years old	5	5.3	95.7
	61 years old or over	4	4.3	100.00
	TOTAL	94	100.0	
SEX	Male	38	40.4	40.4
	Female	56	59.6	100.0
	TOTAL	94	100.0	
LENGTH OF SERVICE	Less than 3 years	25	26.6	26.6
	3 – 7 years	25	26.6	53.2
	8 – 12 years	15	16.0	69.1
	13 – 17 years	4	4.3	73.4
	18 – 22 years	9	9.6	83.0
	23 – 27 years	6	6.4	89.4
	28 years or over	10	10.6	100.0
	TOTAL	94	100.0	
EDUCATIONAL ATTAINMENT	College Graduate	27	28.7	28.7
	with Master's degree units	24	25.5	54.3
	with Master' degree	37	39.4	93.6
	with Ph. D or any Doctorate units	5	5.3	98.9
	with Doctorate degree	1	1.1	100.0
	TOTAL	94	100.0	

Table 10 presents the administrators' profile of School 5. The table shows the profile, frequency, percentage, and cumulative percentage.

Twenty seven (27) or 28.7% of the employees are between 21 – 25 years old, fourteen (14) or 14.9% are between 26 – 30 years old, seven (7) or 7.4% are between 31 – 35 years old, seven (7) or 7.4% are between 36 – 40 years old, eleven (11) or 11.7% are between 41 – 45 years old, twelve (12) or 12.8% are between 46 – 50 years old, seven (7) or 7.4% are between 51 – 55 years old, five (5) or 5.3% are between 56 – 60 years old, and four (4) or 4.3% is 61 years old or over.

Thirty-eight (38) or 40.4% of the employees are males and fifty-six (56) or 59.6% are females.

Twenty five (25) or 26.6% of the employees have less than 3 years of service, twenty five (25) or 26.6% have between 3 – 7 years of service, fifteen (15) or 16.0% have between 8 – 12 years of service, four (4) or 4.3% have between 13 – 17 years of service, nine (9) or 9.6% have between 18 – 22 years of service, six (6) or 6.4% are between 23 – 27 years of service, and ten (10) or 10.6% have 28 or over years of service.

Twenty-seven (27) or 28.7% of the employees are college graduate, twenty-four (24) or 25.5% of them have master's degree units, thirty-seven (37) or 39.4% have master's degree, five (5) or 5.3% have doctorate units, and one (1) or 1.1% has a doctorate degree.

The school has many employees who belong to different age brackets. It implies that employees choose to stay because they are comfortable with the culture, compensation, and the administration of the organization. Gareis & Strong (2003) explained that school leaders

should develop teacher compensation packages that demonstrate that they are valued. Based on data on the area of educational attainment majority of the employees have postgraduate degrees because of the supportive administrators and the organizations' reasonable financial support to continuing professional development (CPD) program. Bubb and Earley (2009) found that when staff (or teachers) felt valued by encouraging for professional growth, they went the extra mile as a result.

TABLE 11
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
EGOISM OF SCHOOL 1

CRITERIA	Scale Level	Weighted Mean	Implication
1. People should protect their own interest above other considerations.	Moderately Agree	6.14	U
2. People should do well in the organization for rewards.	Slightly Agree	4.71	O
3. All decision-making practices should promote company interest even if these sacrifice employee benefits.	Slightly Agree	4.61	O
4. Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company.	Slightly Agree	4.96	S
5. People should not perform any act that would result to punishments.	Largely Agree	6.93	AA
6. People should work for the success of the company.	Largely Agree	7.04	AA
Grand Weighted Mean	Moderately Agree	5.73	U

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AA)

7.125 – 8.000 Always Practiced (A)

Table 11 presents the level of administrators' ethical decision-making practices along egoism of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced the ethical position that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits". The administrators sometimes practiced that "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". In some organizations, Jenkins & Delbridge (2017) believe that 'strategic deception' is acceptable in the organization. There is also what we call 'constructive lying' which is inevitable feature required to sustain the social order (Goffman, 1957). However, the administrators almost always practiced that "People should not perform any act that would result to punishments" and "People should work for the success of the company". While punishment is considered as disciplinary action to erring employees, it will also have negative effect to the organization. Iheanacho, Edema & Ekpe (2016) support this view who found that the more

punishment is meted on workers, the less they tend to perform on their assignment in the organization. Joe, Richard & Sanford (2011) who conducted a study on the organization of discipline found out that punishment relates negatively with performance. Marquis de Sade (1814) said that penalty is more motivating than rewards.

The grand weighted mean of 5.73 tells us that the administrators of Colegio de San Francisco Javier of Rizal, Incorporated usually practiced getting the people in the organization to consider company interest or success over self-interest. It means that, as part of their ethical decision-making practices, administrators or heads of offices motivate their teachers and staffs in achieving organization goals. Ontolan and Redondo (2015) found that when workers are motivated in an organization, their productivity raises and therefore the organization realizes various advantages associated with the rise in labor productivity.

TABLE 12
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG BENEVOLENCE OF SCHOOL 1.

CRITERIA	Scale Level	Weighted Mean	Implication
1. The dignity and welfare of the people should be the most important concern in the organization.	Largely Agree	6.43	AAP
2. One should never psychologically or physically harm another person.	Largely Agree	6.82	AAP
3. One should not perform an action which might in any way threaten the dignity and welfare of another individual.	Moderately Agree	5.86	U
4. People are willing to sacrifice for the benefit of all.	Moderately Agree	5.82	U
5. You help others without seeking a reward or recognition.	Largely Agree	6.82	AAP
6. One considers people in their decision-making practices.	Moderately Agree	6.00	U
Grand Weighted Mean	Moderately Agree	6.29	AAP

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 12 presents the level of administrators' ethical decision-making practices along benevolence of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators almost always practiced that "The dignity and welfare of the people should be the most important concern in the organization", "One should never psychologically or physically harm another person", and "to help others without seeking a reward or recognition."

The administrators usually practiced that “One should not perform an action which might in any way threaten the dignity and welfare of another individual,” “People are willing to sacrifice for the benefit of all”, and “One considers people in their decision-making practices.”

The grand weighted mean of 6.29 tells us that the administrators of Colegio de San Francisco Javier of Rizal Incorporated almost always practiced ethical decision-making in the context of benevolence. Ghosh (2013) found that people holding leadership positions in the top and senior management team are expected to exhibit adequate proclivity towards ethics, quality of life, compassion, fellow feeling, and community welfare for people inside and outside the organization. In a benevolent atmosphere, individuals perceive that decisions are and should be based on an overarching concern for the well-being of others (Martin & Cullen, 2006). Koo & Boo (2004) found that when top management proactively focuses on these variables, they can “enhance job satisfaction and organizational commitment... by promoting and developing a more benevolent ethical climate.”

TABLE 13
THE LEVEL OF ADMINISTRATORS’ ETHICAL DECISION-MAKING PRACTICES ALONG
PRINCIPLE OF SCHOOL 1

CRITERIA	Scale Level	Weighted Mean	Implication
1. Company decisions should also consider the code of ethics of the community.	Largely Agree	6.64	AAP
2. Everyone should familiarize all the policies of the organization.	Largely Agree	7.04	AAP
3. In all decisions, company rules should be given importance over empathy / kindness.	Moderately Agree	5.79	U
4. Employees should strictly obey company policies.	Largely Agree	6.79	AAP
5. Conflicts should be resolved by policies and rules.	Largely Agree	6.82	AAP
6. Decision-making relies on the policies and guidelines set by the organization.	Largely Agree	6.89	AAP
7. Civil codes must be observed in making decision that would affect employees.	Largely Agree	6.64	AAP
8. Leaders should be faithful to rules and guidelines.	Largely Agree	6.71	AAP
Grand Weighted Mean	Largely Agree	6.67	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 13 presents the level of administrators’ ethical decision-making practices along principle of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that “In all decisions, company rules should be given importance over empathy / kindness”. The administrators almost always practiced that “Company decisions should also consider the code of ethics of the community”, “Employees should strictly obey company policies”, “Conflicts should be resolved by policies and rules”, “Decision-making relies on the policies and guidelines set by the organization”, “Civil codes must be observed in making decision that would affect employees”, and “Leaders should be faithful to rules and guidelines”. The highest among them is which 7.04 weighted mean is “Everyone should familiarize all the policies of the organization.” An administrator who is familiar to the policies of the organization works efficiently. Robert L. Katz (2009) believed that a good administrator should possess conceptual skill that includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others. If the administrator knows the organizational policies, then his/her employees will be encouraged to do the same. It is called role modelling. Brown & Treviño (2014) supported the idea that role modeling is related to ethical leaders. So, when administrators are faithful in the implementation of organizational policies and guidelines, employees will be challenged to familiarize organizational policies.

The grand weighted mean of 6.67 tells us that the administrators of School 1 almost always practiced ethical decision-making in the context of principle.

TABLE 14
THE SUMMARY OF THE LEVEL OF ADMINISTRATORS’ ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 1

DIMENSION	Grand Weighted Mean	Implication
EGOISM	5.73	Usually Practiced
BENEVOLENCE.	6.29	Almost Always Practiced
PRINCIPLE	6.67	Almost Always Practiced
Average Grand Weighted Mean	6.23	Usually Practiced

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 14 presents the summary of the level of administrators’ ethical decision-making practices of School 1. The table shows the dimension, grand weighted mean, and implication.

The administrators of School 1 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.73 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.29 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.67 which means that they almost always practice ethical decision-making in the context of principle.

However, the most dominant ethical decision-making practice of the administrators of School 1 is principle. This means that the administrators of this school follow processes and procedures in their decision-making.

The average grand weighted mean 6.23 tells us that level of administrators' ethical decision-making practices of School 1 is "usually practiced".

The implication of this is that administrators are bureaucratic, that is, going by the book, with regard to the day-to-day operations of the school. According to Crystal Lombardo, principle ethical climate or bureaucratic style of management, "makes it easy for new leaders to fit right into the company structure because they will be just following organizational policies and guidelines. Team members can identify their roles and meet expectations right away." She added that when there is familiarity, there is confidence, and that can lead toward higher productivity levels. According to Victor & Cullen (1988) with a largely principled climate, the application and interpretation of rules or law might be the dominant form of reasoning.

TABLE 15
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
EGOISM OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. People should protect their own interest above other considerations.	Slightly Agree	5.09	O
2. People should do well in the organization for rewards.	Slightly Agree	4.84	O
3. All decision-making practices should promote company interest even if these sacrifice employee benefits.	Moderately Agree	5.40	U
4. Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company.	Slightly Agree	4.60	O
5. People should not perform any act that would result to punishments.	Largely Agree	6.49	AAP
6. People should work for the success of the company.	Largely Agree	7.12	AAP
Grand Weighted Mean	Moderately Agree	5.59	U

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 15 presents the level of administrators' ethical decision-making practices along egoism of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators often practiced that "People should protect their own interest above other considerations", "People should do well in the organization for rewards", and "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators usually practiced that "All decision-making practices should promote company interest even if these sacrifice employee benefits." However, the administrators almost always practiced that "People should not perform any act that would result to punishments" and People should work for the success of the company" which has the highest weighted mean of 7.12.

The grand weighted mean of 5.59 tells us that the administrators of Rizal Memorial Institute of Dapitan, Incorporated usually practiced getting the people in the organization to work for the company interest. This finding is supported by the article entitled, “*Importance of Employee Performance in Business Organizations*” by Kimberly Leonard (2019) who stressed that business owners need employees that can get the job done, because employee performance is critical to the overall success of the company. Thus, administrators must be decisive in hiring employees that are goal-oriented. Kohlberg (1817) considered this ethical criterion in the pre-conventional level that is the morality of instrumental egoism and simple exchange; let's make a deal.

TABLE 16
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
BENEVOLENCE OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. The dignity and welfare of the people should be the most important concern in the organization.	Largely Agree	6.51	AAP
2. One should never psychologically or physically harm another person.	Largely Agree	6.51	AAP
3. One should not perform an action which might in any way threaten the dignity and welfare of another individual.	Moderately Agree	5.95	U
4. People are willing to sacrifice for the benefit of all.	Largely Agree	6.30	AAP
5. You help others without seeking a reward or recognition.	Completely Agree	7.05	AAP
6. One considers people in their decision-making practices.	Completely Agree	6.95	AAP
Grand Weighted Mean	Largely Agree	6.54	AAP

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 16 presents the level of administrators' ethical decision-making practices along benevolence of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators almost always practiced that “The dignity and welfare of the people should be the most important concern in the organization”, “One should never psychologically or physically harm another person”, “People are willing to sacrifice for the benefit of all”, “to help others without seeking a reward or recognition”, and “One considers people in their decision-making practices.”

The administrators usually practiced that “One should not perform an action which might in any way threaten the dignity and welfare of another individual”.

The grand weighted mean of 6.54 tells us that the administrators of Rizal Memorial Institute of Dapitan Incorporated almost always practiced ethical decision-making in the context of benevolence. This finding is supported by the study entitled, “*The Organizational Bases of Ethical Work Climates in Lodging Operations as Perceived by General Managers*” by Upchurch & Ruhland (1996) who found that among the three ethical criteria used in lodging houses, benevolence is the predominant ethical climate type utilized in applying ethical decisions as perceived by property general managers. Kohlberg (1817) considered this ethical criterion in the conventional level where it focuses on the morality of concordance; be considerate, nice, and kind; you’ll make friends.

TABLE 17
THE LEVEL OF ADMINISTRATORS’ ETHICAL DECISION-MAKING PRACTICES ALONG PRINCIPLE OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. Company decisions should also consider the code of ethics of the community.	Largely Agree	7.09	AAP
2. Everyone should familiarize all the policies of the organization.	Largely Agree	6.98	AAP
3. In all decisions, company rules should be given importance over empathy / kindness.	Moderately Agree	6.16	U
4. Employees should strictly obey company policies.	Largely Agree	6.88	AAP
5. Conflicts should be resolved by policies and rules.	Largely Agree	6.79	AAP
6. Decision-making relies on the policies and guidelines set by the organization.	Completely Agree	7.33	AP
7. Civil codes must be observed in making decision that would affect employees.	Largely Agree	7.12	AAP
8. Leaders should be faithful to rules and guidelines.	Completely Agree	7.14	AP
Grand Weighted Mean	Largely Agree	6.94	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 17 presents the level of administrators’ ethical decision-making practices along principle of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that “In all decisions, company rules should be given importance over empathy / kindness”. The administrators almost always practiced that “Company decisions should also consider the code of ethics of the community,” “Everyone

should familiarize all the policies of the organization,” “Employees should strictly obey company policies”, “Conflicts should be resolved by policies and rules”, and “Civil codes must be observed in making decision that would affect employees”. The administrators always practiced that “Decision-making relies on the policies and guidelines set by the organization”, and “Leaders should be faithful to rules and guidelines”.

The grand weighted mean of 6.94 tells us that the administrators of Rizal Memorial Institute of Dapitan Incorporated almost always practiced ethical decision-making in the context of principle. Principle ethical criterion centers on administrators as good rule-followers who lead by example. This finding is supported by an article entitled, “*Principals Need to be Good Followers*,” by Richard Smith (1991) who found that, in the case of principals, to be an effective leader, the principal must also be an effective follower. He writes, “it makes sense that the degree to which principals are effective followers influences the effectiveness of their leaders.” Thus, there is efficient and smooth school operation if administrators are consistent in following organizational policies and procedures. Kohlberg (1981) considered this ethical criterion on the post-conventional level where the morality of consensus-building procedures is emphasized.

TABLE 18
THE SUMMARY OF THE LEVEL OF ADMINISTRATORS’ ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 2

DIMENSION	Grand Weighted Mean	Implication
EGOISM	5.59	Usually Practiced
BENEVOLENCE.	6.54	Almost Always Practiced
PRINCIPLE	6.94	Almost Always Practiced
Average Grand Weighted Mean	6.36	Almost Always Practiced

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 18 summarizes the administrators’ ethical decision-making practices of School 2. The table shows the dimension, grand weighted mean, and implication.

The administrators of School 2 used mixed practices for ethical decision-making. The grand weighted mean for egoism is 5.59, meaning they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.54, meaning they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.94, meaning they almost always practice ethical decision-making in the context of principle.

However, the most dominant ethical decision-making practice of Rizal Memorial Institute of Dapitan Incorporated administrators is principle. This finding is supported by the study entitled “The Effects of Ethical Climates on Organizational Commitment: A Two-Study Analysis” by Cullen, Parboteeah & Victor (2003), who established that the decision-makers generally resort to principles that are based on adherence to rules and codes.

The average grand weighted mean 6.36 tells us that level of administrators' ethical decision-making practices of School 2 is "almost always practiced".

TABLE 19
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
EGOISM OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. People should protect their own interest above other considerations.	Moderately Agree	5.40	U
2. People should do well in the organization for rewards.	Slightly Agree	4.92	O
3. All decision-making practices should promote company interest even if these sacrifice employee benefits.	Slightly Agree	4.52	O
4. Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company.	Slightly Disagree	4.36	S
5. People should not perform any act that would result to punishments.	Largely Agree	7.00	AAP
6. People should work for the success of the company.	Completely Agree	7.48	AP
Grand Weighted Mean	Moderately Agree	5.61	U

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 19 presents the level of administrators' ethical decision-making practices along egoism of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits." The administrators sometimes practiced that "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators almost always practiced that "People should not perform any act that would result to punishments". The administrators also always practiced that "People should work for the success of the company".

The grand weighted mean of 5.61 tells us that the administrators of San Estanislao Kostka College Incorporated usually practiced to get the people in the organization to consider its interest and to work for the benefit of the company. This finding is supported by the study entitled, "*Are Your Employees Putting the Company's Interests First?*" by Neubaum, Thomas & Dibrell (2017) who asserted that leaders should put the interests of their firms above their own—such is a tenant of "stewardship theory. In the study entitled, "*Importance of Employee*

Performance in Business Organizations” by Kimberly Leonard (2019) stated that one of the most important factors in employee performance is to achieve goals.

TABLE 20
THE LEVEL OF ADMINISTRATORS’ ETHICAL DECISION-MAKING PRACTICES ALONG
BENEVOLENCE OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. The dignity and welfare of the people should be the most important concern in the organization.	Completely Agree	7.44	AP
2. One should never psychologically or physically harm another person.	Largely Agree	6.96	AAP
3. One should not perform an action which might in any way threaten the dignity and welfare of another individual.	Largely Agree	6.32	AAP
4. People are willing to sacrifice for the benefit of all.	Largely Agree	6.44	AAP
5. You help others without seeking a reward or recognition.	Completely Agree	7.60	AP
6. One considers people in their decision-making practices.	Completely Agree	7.16	AP
Grand Weighted Mean	Largely Agree	6.99	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 20 presents the level of administrators’ ethical decision-making practices along benevolence of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators almost always practiced that “One should never psychologically or physically harm another person”, “People are willing to sacrifice for the benefit of all”, and “One should not perform an action which might in any way threaten the dignity and welfare of another individual”.

The administrators always practiced that “The dignity and welfare of the people should be the most important concern in the organization”, “to help others without seeking a reward or recognition”, and “One considers people in their decision-making practices.”

The grand weighted mean of 6.99 tells us that the administrators of Saint Estanislao Kostka College Incorporated almost always practiced ethical decision-making in the context of benevolence

TABLE 21
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
PRINCIPLE OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. Company decisions should also consider the code of ethics of the community.	Completely Agree	7.36	AP
2. Everyone should familiarize all the policies of the organization.	Completely Agree	7.44	AP
3. In all decisions, company rules should be given importance over empathy / kindness.	Moderately Agree	5.40	U
4. Employees should strictly obey company policies.	Largely Agree	6.60	AAP
5. Conflicts should be resolved by policies and rules.	Largely Agree	6.40	AAP
6. Decision-making relies on the policies and guidelines set by the organization.	Largely Agree	7.00	AAP
7. Civil codes must be observed in making decision that would affect employees.	Completely Agree	7.24	AP
8. Leaders should be faithful to rules and guidelines.	Completely Agree	7.16	AP
Grand Weighted Mean	Largely Agree	6.82	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 21 presents the level of administrators' ethical decision-making practices along principle of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that "In all decisions, company rules should be given importance over empathy / kindness". The administrators almost always practiced that "Employees should strictly obey company policies", "Conflicts should be resolved by policies and rules", and "Decision-making relies on the policies and guidelines set by the organization". The administrators always practiced that "Company decisions should also consider the code of ethics of the community", "Everyone should familiarize all the policies of the organization", "Civil codes must be observed in making decision that would affect employees", and "Leaders should be faithful to rules and guidelines".

The grand weighted mean of 6.82 tells us that the administrators of School 3 almost always practiced ethical decision-making in the context of principle.

TABLE 22
THE SUMMARY OF THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 3

DIMENSION	Grand Weighted Mean	Implication
EGOISM	5.61	Usually Practiced
BENEVOLENCE.	6.99	Almost Always Practiced
PRINCIPLE	6.82	Almost Always Practiced
Average Grand Weighted Mean	6.47	Almost Always Practiced

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 22 presents the summary of the level of administrators' ethical decision-making practices of School 3. The table shows the dimension, grand weighted mean, and implication.

The administrators of School 3 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.61 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.99 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.82 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.47 tells us that level of administrators' ethical decision-making practices of School 3 is "almost always practiced".

However, the most dominant ethical decision-making practice of the administrators of School 3 is benevolence. In a benevolent climate, leaders always consider the good of the employees in their ethical decision-making. When one is valued and given importance, he/she will be more committed to the organization he/she is working for. Meyer and Allen (1991) found that "the perception of being valued and cared about by their managers may encourage employees' positive identification and membership with the organization, which in turn strengthens their affective commitment to the organization." In his study on what ethical climate is frequently perceived in lodging houses, Randall Upchurch (1998) found that "benevolence was the most frequently perceived ethical precept present in lodging properties." This implies that the administrators valued their employees, that even if the financial compensation that the latter is receiving is less compared to public school teachers, they choose to remain in the organization.

TABLE 23
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
EGOISM OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. People should protect their own interest above other considerations.	Moderately Agree	5.49	U
2. People should do well in the organization for rewards.	Slightly Agree	5.08	O
3. All decision-making practices should promote company interest even if these sacrifice employee benefits.	Slightly Agree	4.95	O
4. Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company.	Slightly Disagree	4.19	S
5. People should not perform any act that would result to punishments.	Largely Agree	7.00	AAP
6. People should work for the success of the company.	Completely Agree	7.46	AP
Grand Weighted Mean	Moderately Agree	5.70	U

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 23 presents the level of administrators' ethical decision-making practices along egoism of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits." The administrators sometimes practiced that "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators almost always practiced that "People should not perform any act that would result to punishments". The administrators also always practiced that "People should work for the success of the company has 7.46 weighted mean, the highest in the scale level." This means that the administrators are consistent in encouraging and inspiring their employees to work for the success of the company. This finding is supported by the study of Stogdill (1974) who showed that "leaders have a strong drive for responsibility and task completion, usually are vigorous and persistent in the pursuit of goals."

The grand weighted mean of 5.70 tells us that the administrators of School 4 usually practiced to get the people in the organization to consider its interest and to work for the benefit of the school. This finding explains the motivation of administrators to their employees to contribute for the good of the organization even if it stresses going an extra mile.

TABLE 24
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
BENEVOLENCE OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. The dignity and welfare of the people should be the most important concern in the organization.	Completely Agree	7.27	AP
2. One should never psychologically or physically harm another person.	Completely Agree	7.30	AP
3. One should not perform an action which might in any way threaten the dignity and welfare of another individual.	Largely Agree	6.97	AAP
4. People are willing to sacrifice for the benefit of all.	Moderately Agree	6.16	U
5. You help others without seeking a reward or recognition.	Completely Agree	7.35	AP
6. One considers people in their decision-making practices.	Largely Agree	7.11	AAP
Grand Weighted Mean	Largely Agree	7.03	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 24 presents the level of administrators' ethical decision-making practices along benevolence of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators always practiced that "The dignity and welfare of the people should be the most important concern in the organization", "One should never psychologically or physically harm another person", and "to help others without seeking a reward or recognition".

The administrators almost always practiced that "One should not perform an action which might in any way threaten the dignity and welfare of another individual". The administrators also usually practiced "People are willing to sacrifice for the benefit of all".

The grand weighted mean of 7.03 tells us that the administrators of School 4 almost always practiced ethical decision-making in the context of benevolence. This finding is supported by Erkutlu and Chafra (2016) who found that "employees' well-being and satisfaction, service quality and customer satisfaction, and high quality hospitality experiences are relevant constructs, all of them related to the understanding of the role leaders are to perform in competitive organizations." When employees felt valued and cared properly by the organizations they will also respond positively.

TABLE 25
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
PRINCIPLE OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. Company decisions should also consider the code of ethics of the community.	Completely Agree	7.16	AP
2. Everyone should familiarize all the policies of the organization.	Completely Agree	7.38	AP
3. In all decisions, company rules should be given importance over empathy / kindness.	Moderately Agree	5.86	U
4. Employees should strictly obey company policies.	Largely Agree	7.00	AAP
5. Conflicts should be resolved by policies and rules.	Largely Agree	6.62	AAP
6. Decision-making relies on the policies and guidelines set by the organization.	Largely Agree	7.03	AAP
7. Civil codes must be observed in making decision that would affect employees.	Largely Agree	6.68	AAP
8. Leaders should be faithful to rules and guidelines.	Completely Agree	7.27	AP
Grand Weighted Mean	Largely Agree	6.88	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 25 presents the level of administrators' ethical decision-making practices along principle of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that "In all decisions, company rules should be given importance over empathy / kindness". The administrators almost always practiced that "Employees should strictly obey company policies", "Conflicts should be resolved by policies and rules", "Decision-making relies on the policies and guidelines set by the organization", and "Civil codes must be observed in making decision that would affect employees". The administrators always practiced that "Company decisions should also consider the code of ethics of the community", "Everyone should familiarize all the policies of the organization", and "Leaders should be faithful to rules and guidelines".

The grand weighted mean of 6.88 tells us that the administrators of School 4 almost always practiced ethical decision-making in the context of principle.

TABLE 26
THE SUMMARY OF THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 4

DIMENSION	Grand Weighted Mean	Implication
EGOISM	5.70	Usually Practiced
BENEVOLENCE.	7.03	Almost Always Practiced
PRINCIPLE	6.88	Almost Always Practiced
Average Grand Weighted Mean	6.54	Almost Always Practiced

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 26 presents the summary of the level of administrators' ethical decision-making practices of School 4. The table shows the dimension, grand weighted mean, and implication.

The administrators of School 4 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.70 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 7.03 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.88 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.54 tells us that level of administrators' ethical decision-making practices of School 4 is "almost always practiced".

However, the most dominant ethical decision-making practice of the administrators of School 4 is benevolence. Administrators of any religious institutions are expected to live out the values of Jesus Christ especially his 'others-centered' attitude or benevolence. So it only goes to show that the school administrators are faithful to the school's identity as a Christian educational institution. Moreover, when employees observe benevolent leadership behaviors at work, they become more inclined toward replicating these behaviors, such as spending extra effort to help colleagues or contribute to the common good (Cameron, Bright & Caza, 2004). Simha and Cullen (2012) supports the finding as the put it, "organizations with somewhat humanistic mission will be likely to harbor benevolent climates."

TABLE 27
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
EGOISM OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. People should protect their own interest above other considerations.	Moderately Agree	5.52	U
2. People should do well in the organization for rewards.	Slightly Agree	4.94	O
3. All decision-making practices should promote company interest even if these sacrifice employee benefits.	Slightly Agree	4.73	O
4. Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company.	Slightly Agree	4.71	O
5. People should not perform any act that would result to punishments.	Largely Agree	6.91	AAP
6. People should work for the success of the company.	Completely Agree	7.57	AP
Grand Weighted Mean	Moderately Agree	5.73	U

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 27 presents the level of administrators' ethical decision-making practices along egoism of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits", and "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators almost always practiced that "People should not perform any act that would result to punishments". The administrators also always practiced that "People should work for the success of the company" since it has the highest level in the table. This means that the administrators are consistent in inspiring their employees, teachers and staff about dedication to work for the success of the organization.

The grand weighted mean of 5.73 tells us that the administrators of St. Vincent's College Incorporated usually egoism, which is beneficial to the organization. While administrators focused on company profit or success of the organization, Victor and Cullen (1987, 1988) clarified that egoism could also mean encouraging individuals to be motivated by personal gains. Egoistic climate is very applicable to countries who favor individualism just like the U.S. Mostly, organizations in countries that are high on individualism are more likely to exhibit egoistic ethical climate, because the latter reflects the ultimate concern for the self (Parboteeh, Cullen, Victor & Sakano, 2005).

TABLE 28
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
BENEVOLENCE OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. The dignity and welfare of the people should be the most important concern in the organization.	Largely Agree	7.03	AAP
2. One should never psychologically or physically harm another person.	Completely Agree	7.29	AP
3. One should not perform an action which might in any way threaten the dignity and welfare of another individual.	Largely Agree	6.75	AAP
4. People are willing to sacrifice for the benefit of all.	Largely Agree	6.42	AAP
5. You help others without seeking a reward or recognition.	Completely Agree	7.26	AP
6. One considers people in their decision-making practices.	Largely Agree	7.08	AAP
Grand Weighted Mean	Largely Agree	6.97	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 28 presents the level of administrators' ethical decision-making practices along benevolence of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators almost always practiced that "The dignity and welfare of the people should be the most important concern in the organization", "One should not perform an action which might in any way threaten the dignity and welfare of another individual", "People are willing to sacrifice for the benefit of all", and "One considers people in their decision-making practices". The administrators always practiced that "One should never psychologically or physically harm another person", and "to help others without seeking a reward or recognition".

The grand weighted mean of 6.97 tells us that the administrators of School 5 almost always practiced ethical decision-making in the context of benevolence. Administrators of religious institutions should have competence and Christian character possessing the values of Jesus Christ which is to care for others' benefit. The finding of the study supports the mandate of the sacred congregation for Catholic education that states, "Lay Catholic educators in schools, whether teachers, directors, administrators, or auxiliary staff are entrusted with the task of gradually bringing about an integration of temporal reality with the Gospel, so that the Gospel can thus reach into the lives of all men and women" (Sacred Congregation for Catholic Education, par. 81).

TABLE 29
THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES ALONG
PRINCIPLE OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. Company decisions should also consider the code of ethics of the community.	Completely Agree	7.23	AP
2. Everyone should familiarize all the policies of the organization.	Completely Agree	7.40	AP
3. In all decisions, company rules should be given importance over empathy / kindness.	Moderately Agree	6.15	O
4. Employees should strictly obey company policies.	Completely Agree	7.32	AP
5. Conflicts should be resolved by policies and rules.	Largely Agree	6.86	AAP
6. Decision-making relies on the policies and guidelines set by the organization.	Completely Agree	7.40	AP
7. Civil codes must be observed in making decision that would affect employees.	Completely Agree	7.13	AP
8. Leaders should be faithful to rules and guidelines.	Completely Agree	7.35	AP
Grand Weighted Mean	Largely Agree	7.10	AAP

1.000 – 1.874 Never Practiced (N)

1.875 – 2.749 Very Rarely Practiced (V)

2.750 – 3.624 Rarely Practiced (R)

3.625 – 4.499 Sometimes Practiced (S)

4.500 – 5.374 Often Practiced (O)

5.375 – 6.249 Usually Practiced (U)

6.250 – 7.124 Almost Always Practiced (AAP)

7.125 – 8.000 Always Practiced (AP)

Table 29 presents the level of administrators' ethical decision-making practices along principle of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The administrators often practiced that "In all decisions, company rules should be given importance over empathy / kindness." The administrators almost always practiced that "Conflicts should be resolved by policies and rules." The administrators always practiced that "Company decisions should also consider the code of ethics of the community," "Everyone should familiarize all the policies of the organization," "Employees should strictly obey company policies," "Decision-making relies on the policies and guidelines set by the organization," "Civil codes must be observed in making decision that would affect employees," and "Leaders should be faithful to rules and guidelines."

The grand weighted mean of 7.10 tells us that the administrators of St. Vincent's College Incorporated almost always practiced ethical decision-making in the context of principle. The two highest scale levels emphasize organizational policies, that administrators are familiar with the policies and their ethical decision-making is based on the policies and guidelines set by the organization. But Martin and Cullen (2006) found that organizations needing to adhere to a visible code of conduct and rules (such as engineering, accounting, and law firms) are more likely to have principled climates (either rules or law and code).

TABLE 30
THE SUMMARY OF THE LEVEL OF ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 5

DIMENSION	Grand Weighted Mean	Implication
EGOISM	5.73	Usually Practiced
BENEVOLENCE.	6.97	Almost Always Practiced
PRINCIPLE	7.10	Almost Always Practiced
Average Grand Weighted Mean	6.60	Almost Always Practiced

1.000 – 1.874 Never Practiced (N)	4.500 – 5.374 Often Practiced (O)
1.875 – 2.749 Very Rarely Practiced (V)	5.375 – 6.249 Usually Practiced (U)
2.750 – 3.624 Rarely Practiced (R)	6.250 – 7.124 Almost Always Practiced (AAP)
3.625 – 4.499 Sometimes Practiced (S)	7.125 – 8.000 Always Practiced (AP)

Table 30 presents the summary of the level of administrators' ethical decision-making practices of School 5. The table shows the dimension, grand weighted mean, and implication.

The administrators of School 5 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.73 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.97 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 7.10 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.60 tells us that level of administrators' ethical decision-making practices of School 5 is "almost always practiced".

However, the most dominant ethical decision-making practice of the administrators of School 5 is principle. In this climate organizational decisions are perceived as being guided by a strong and pervasive set of local rules or standards, such as codes of conduct (Appelbaum, Deguire, & Lay, 2005; Aquino & Becker, 2005; Liu, Fellows, & Ng, 2004; Martin & Cullen, 2006). This finding is supported by the study of Upchurch and Ruhland (1996) who found that even in lodging operations that were thought to be a benevolent climate, it is still of value to foster ethical decision-making based on the foundations of the principle ethical climate for rules, regulations, policies, and procedures are a critical part of the lodging operations. About the source of following rules of the organization, a study by Tyler and Blader (2005) found that "one promising way to bring the behavior of employees into line with corporate codes of conduct is to tap into their social values."

TABLE 31

THE DIFFERENCE IN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES
OF SCHOOL 1 WHEN GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(5, 2)	0.099	19.296	Not Significant
Sex	(1, 6)	87.417	5.987	Significant
Length of Service	(6, 1)	9.019	233.986	Not Significant
Educational Attainment	(4, 3)	0.746	9.117	Not Significant
Seminars/Training Attended	(1, 6)	0.052	5.987	Not Significant

$\alpha = 0.05$

Table 31 presents the difference in the administrators' ethical decision-making practices of School 1 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value 0.099 for "Age" is not significant against the critical F value 19.296 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of age. The computed F value 87.417 for "Sex" is significant against the critical F value 5.987 at 0.05 level of uncertainty. The computed F value 9.019 for "Length of Service" is not significant against the critical F value 233.986 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of length of service. The computed F value 0.746 for "Educational Attainment" is not significant against the critical F value 9.117 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of educational attainment. The computed F value 0.052 for "Seminars/ Training Attended" is not significant against the critical F value 5.987 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of seminars/training attended.

Of the five profile variables, we found enough evidence that "Sex" has to do with the ethical decision-making practices of the administrators of Colegio de San Francisco Javier Incorporated. That is, their ethical decision-making practices vary as to their sex. This finding is supported by the study of Valentine and Rittenburg (2007) entitled, "*The Ethical Decision Making of Men and Women Executives in International Business Situations*" who found that women had marginally higher ethical judgments and significantly higher ethical intentions than did the men. They added that women are likely to act more ethically than men when faced with an ethical dilemma (Valentine & Rittenburg, 2007). It only goes to show that women administrators are more courageous to face ethical problems in the organization.

TABLE 32

THE DIFFERENCE IN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES
OF SCHOOL 2 WHEN GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(1, 6)	0.425	9.117	Not Significant
Sex	(4, 3)	0.734	5.987	Not Significant
Length of Service	(5, 2)	0.360	19.296	Not Significant
Educational Attainment	(2, 5)	0.307	5.786	Not Significant
Seminars/Training Attended	(1, 6)	9.311	5.987	Significant

$\alpha = 0.05$

Table 32 presents the difference in the administrators' ethical decision-making practices of School 2 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value 0.425 for "Age" is not significant against the critical F value 9.117 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of age. The computed F value 0.734 for "Sex" is not significant against the critical F value 5.987 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of sex. The computed F value 0.360 for "Length of Service" is not significant against the critical F value 19.296 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of length of service. The computed F value 0.307 for "Educational Attainment" is not significant against the critical F value 5.786 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of educational attainment. The computed F value 9.311 for "Seminars/ Training Attended" is significant against the critical F value 5.987 at 0.05 level of uncertainty.

Of the five profile variables, we found enough evidence that "Seminars/Training Attended" has to do with the ethical decision-making practices of the School 2 administrators. Their approach to problems or situations is influenced by the seminars/training on ethical decision-making they have attended. Seminars and conferences are designed to update (educational) administrators. The finding is supported by the study entitled "The Ethical Reasoning of School Administrators: The Principled Principal" by Kirby, Paradise & Protti (1990), who recommended that administrators need training in ethical reasoning. Similarly, Sharma (1969) found that the need for competent administrators specifically trained to fill peculiarly difficult positions emphasizes the need for clear-cut modes of entering this field as a career.

Choauib & Zadem (2013) found that providing ethical training for managers showing selfish attitudes could effectively increase their sensitivity and "ethical competence," especially in organizations characterized by an egoistic climate. Since administrators belong to the top management, who plan and evaluate everything in the organization, they should be updated with seminars and conferences. In a similar vein, in his article entitled "*Ethics in Administration*," Karakose (2009) concluded that for ethical school governance it is necessary that we need qualified school principals who have special training related to ethical decision-making. He writes that schools and universities should provide this necessary training and support for administrators cooperatively. No university can afford to remain static in its efforts to function in

an ever more complex world (Sharma, 1969). Thus, seminars and conferences contribute to administrators in ethical decision-making.

TABLE 33
THE DIFFERENCE IN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 3 WHEN GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(3,1)	0.224	215.707	Not Significant
Sex	(1, 3)	1.883	12.128	Not Significant
Length of Service	(1, 3)	1.883	12.128	Not Significant
Educational Attainment	(2, 2)	2.671	19.000	Not Significant
Seminars/Training Attended	(1, 3)	0.900	12.128	Not Significant

$\alpha = 0.05$

Table 33 presents the difference in the administrators' ethical decision-making practices of School 3 when grouped according to profile. The table shows the profile, degrees of freedom, computed F -value, critical F -value, and interpretation.

The computed F value 0.224 for "Age" is not significant against the critical F value 215.707 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of age. The computed F value 1.883 for "Sex" is not significant against the critical F value 12.128 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of sex. The computed F value 1.883 for "Length of Service" is not significant against the critical F value 12.128 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of length of service. The computed F value 2.671 for "Educational Attainment" is not significant against the critical F value 19.000 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of educational attainment. The computed F value 0.900 for "Seminars/ Training Attended" is not significant against the critical F value 12.128 at 0.05 level of uncertainty. That is, they have no difference in ethical decision-making practice in terms of seminars/training attended.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the administrators' ethical decision-making practices of School 3 when grouped according to profile. This means that age, sex, length of service, educational attainment, and seminars/ training attended in ethical decision making do not influence the ethical decision-making practices of the administrators of School 3. Their approach to problems or situations is likely the same regardless of age, sex, length of service, educational attainment and seminars / training attended.

TABLE 34

THE DIFFERENCE IN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES
OF SCHOOL 4 WHEN GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(3,1)	2.217	215.707	Not Significant
Sex	(1, 3)	0.486	12.128	Not Significant
Length of Service	(2, 2)	5.800	19.000	Not Significant
Educational Attainment	(1, 3)	2.536	12.128	Not Significant
Seminars/Training Attended	-	-	-	-

$\alpha = 0.05$

Table 34 presents the difference in the administrators' ethical decision-making practices of School 4 when grouped according to profile. The table shows the profile, degrees of freedom, computed F -value, critical F -value, and interpretation.

The computed F value 2.217 for "Age" is not significant against the critical F value 215.707 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of age. The computed F value 0.486 for "Age" is not significant against the critical F value 12.128 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of sex. The computed F value 5.800 for "Length of Service" is not significant against the critical F value 19.000 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of length of service. The computed F value 2.536 for "Educational Attainment" is not significant against the critical F value 12.128 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of educational attainment. No F statistic can be computed for the difference in ethical decision-making practices in terms of seminars/ training attended since all administrators have not attended that kind of seminar or training.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the administrators' ethical decision-making practices of School 4 when grouped according to profile. This means that age, sex, length of service, and educational attainment does not influence the ethical decision-making practices of the administrators of School 4. Their approach to problems or situations is likely the same regardless of age, sex, length of service, educational attainment and seminars / training attended. Empirical studies do not support that finding that there is no significant difference in the administrators' ethical decision-making practices when grouped according to profile. The findings of this study are supported by the study of Linda Lange (1983) who found, that of the 18 men and women administrators in northeastern Ohio who were asked if they felt that these characteristics of women were accurate, none felt they were entirely true. All remarked that the individual person's characteristics are more important than the sex of the person. It is also supported by the study of Badawy (1978) who found that in one study of 100 female managers and supervisors, differences in managerial potential between males and females, though existing, were not perceived to be significant. Thus, the empirical studies clarify that sex is not a significant factor for ethical decision making on men and women.

However, the study of Perryer & Leighton (2002) does not support the findings of the study who found that age and sex are significant predictors of ethical beliefs. Even Gilligan (1982) believed that while men are more likely to consider rules, rights and fairness, women are more likely to be concerned with relationships, compassion and caring. Gilligan believed that the reason for this gender socialization during their childhood.

TABLE 35

THE DIFFERENCE IN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES OF SCHOOL 5 WHEN GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(4, 5)	0.568	5.192	Not Significant
Sex	(1, 8)	1.177	5.318	Not Significant
Length of Service	(3, 6)	14.070	4.757	Significant
Educational Attainment	(3, 6)	1.971	4.757	Not Significant
Seminars/Training Attended	(1, 8)	2.715	5.318	Not Significant

$\alpha = 0.05$

Table 35 presents the difference in the administrators' ethical decision-making practices of School 5 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value 0.568 for "Age" is not significant against the critical F value 5.192 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of age. The computed F value 1.177 for "Sex" is significant against the critical F value 5.318 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of sex. The computed F value 14.070 for "Length of Service" is significant against the critical F value 4.757 at 0.05 level of uncertainty. The computed F value 1.971 for "Educational Attainment" is not significant against the critical F value 4.757 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of educational attainment. The computed F value 2.715 for "Seminars/ Training Attended" is not significant against the critical F value 5.318 at 0.05 level of uncertainty. That is, they have no difference of ethical decision-making practice in terms of seminars/training attended.

Of the five profile variables, we found enough evidence that "Length of Service" has to do with the ethical decision-making practices of the administrators of St. Vincent's College Incorporated. That is, their ethical decision-making practices vary according to their length of service. The more seminars/training attended by an administrator in the organization the wiser he/she becomes when it comes ethical decision making because the person is familiar with the culture and practices of the organization. Even Elkhonon Goldberg (2014), a neuroscientist in New York and author of "The Wisdom Paradox," supported these findings by saying that "cognitive templates" develop in the older brain based on pattern recognition, and that these can form the basis for wise behavior and decisions (www.nyt.com) But there is a study that does not support the statement the older, the wiser. The study of Staudinger (1999) found that using the

Berlin wisdom paradigm, it seems fair to say that after about age 20, growing older is certainly not enough to become wiser.

The finding could mean the length of service of the administrator in the organization the more he/she considerate to people and organization. So length of service plays a significant role in ethical decision-making.

TABLE 36
THE LEVEL OF ETHICAL CLIMATE ALONG CARING OF SCHOOL 1

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people look out for each other's good.	Mostly True	3.39	H
2. The most important concern is the good of all the people in the company.	Mostly True	3.61	H
3. In this company, the major concern is always what is best for the other person.	Mostly True	3.46	H
4. The most efficient way is always the right way, in this company.	Mostly True	3.89	H
5. Our major consideration is what is best for everyone in the company.	Mostly True	3.86	H
6. In this company, each person is expected, above all, to work efficiently.	Mostly True	4.07	H
7. It is expected that you will always do what is right for the customer and public.	Completely True	4.39	VH
Grand Weighted Mean	Mostly True	3.81	H

1.00 – 0.83 Not at all Caring (N)

0.84 – 1.66 Very Slightly Caring (VS)

1.67 – 2.49 Slight Caring (S)

2.50 – 3.32 Moderately Caring (M)

3.33 – 4.15 Highly Caring (H)

4.16 – 5.00 Very Highly Caring (VH)

Table 36 presents the level of ethical climate along caring of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 1, it is mostly true that: people look out for each other's good; the most important concern is the good of all the people in the company; the major concern is always what is best for the other person, the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company; and each person is expected, above all, to work efficiently. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.81 tells us that the ethical climate of School 1 along **caring** is highly caring. An organization that is dominated by women is more likely to create a caring environment. In her classic book *In a Different Voice*, Gilligan (1982) introduced the ethic of care. She discovered that women and girls frequently turned to another voice, that of care, concern, and connection, in finding answers to their moral dilemmas. It is also supported by the study of Marilyn Ferguson (1980) who found that female leadership is characterized by a "caring form of power." Though not absolute most organization that are dominated by women tend to be caring.

TABLE 37
THE LEVEL OF ETHICAL CLIMATE ALONG INSTRUMENTAL OF SCHOOL 1

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are mostly out for themselves.	Somewhat False	2.25	S
2. The major responsibility for people in this company is to consider efficiency first.	Mostly True	3.71	H
3. People are expected to do anything to further the company's interests.	Somewhat True	3.25	M
4. There is no room for one's own personal morals or ethics in this company.	Mostly True	3.39	H
5. Work is considered sub-standard only when it hurts the company's interests.	Somewhat True	2.54	M
6. In this company, people protect their own interest above other considerations.	Somewhat True	2.89	M
7. People are concerned with the company's interests.	Somewhat True	3.32	M
Grand Weighted Mean	Somewhat True	3.05	M

1.00 – 0.83 Not at all Concerned with School's Interest (N)
0.84 – 1.66 Very Slightly Concerned with School's Interest (VS)
1.67 – 2.49 Slight Concerned with School's Interest (S)
2.50 – 3.32 Moderately Concerned with School's Interest (M)
3.33 – 4.15 Highly Concerned with School's Interest (H)
4.16 – 5.00 Very Highly Concerned with School's Interest (VH)

Table 37 presents the level of ethical climate along instrumental of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 1, it is somewhat false that people are mostly out for themselves. This implies that people in this school are slightly concerned with the school's interest in this criterion. It is somewhat true in this school that the people are expected to do anything to further the company's interests; work is considered sub-standard only when it hurts the company's interests, and people are concerned with the company's interests. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first and there is no room for one's own personal morals or ethics in this company. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 3.05 tells us that the ethical climate of School 1 along **instrumental** is moderately concerned with the school's interest. The finding means that administrators are less concerned with school interests than they give importance to caring. A religious institution is encouraged to be more caring, that is, to work for the common good of the people than to work for the self or company profit.

TABLE 38

THE LEVEL OF ETHICAL CLIMATE ALONG INDEPENDENCE, RULES, LAW AND CODE OF SCHOOL 1

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are expected to follow their own personal and moral beliefs.	Somewhat False	2.29	S
2. It is very important to follow strictly the company's rules and procedures here.	Mostly True	3.93	H
3. Each person in this company decides for himself what is right and wrong.	Somewhat True	3.00	M
4. The most important consideration in this company is each person's sense of right and wrong.	Somewhat True	3.25	M
5. The first consideration is whether a decision violates any law.	Mostly True	3.39	H
6. People are expected to comply with the law and professional standards over and above other considerations.	Mostly True	3.46	H
7. Everyone is expected to stick by company rules and procedures.	Mostly True	3.75	H
8. Successful people in this company go by the book.	Somewhat True	2.75	M
9. In this company, people are expected to strictly follow legal or professional standards.	Mostly True	3.89	H
10. In this company, people are guided by their own personal ethics.	Somewhat True	2.64	M
11. Successful people in this company strictly obey the company policies.	Mostly True	3.75	H
12. In this company, the law or ethical code of their profession is the major consideration.	Mostly True	3.75	H
Grand Weighted Mean	Somewhat True	3.32	M

1.00 – 0.83 Not at all Concerned with School Rules (N)

0.84 – 1.66 Very Slightly Concerned with School Rules (VS)

1.67 – 2.49 Slight Concerned with School Rules (S)

2.50 – 3.32 Moderately Concerned with School Rules (M)

3.33 – 4.15 Highly Concerned with School Rules (H)

4.16 – 5.00 Very Highly Concerned with School Rules (VH)

Table 38 presents the level of ethical climate along independence, rules, law and code of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 1, it is somewhat false that people are expected to follow their own personal and moral beliefs in this school. This would mean that administrators follow the ethical standard

of the organization. Why? Because the administrators are the role model of other employees. If administrators do not follow the organization's ethical standards, people would be confused. It is supported by the study of Fritz, Arnet, & Conkel (1999) who found that managerial adherence to organizational ethical values was the greatest predictor of commitment of employees. It is somewhat true in this school that: each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; successful people in this company go by the book; and people are guided by their own personal ethics. This implies that people in this school are moderately concerned with the school rules in this criterion. However, it is mostly true that: it is very important to follow strictly the school rules and procedures; the first consideration is whether a decision violates any law; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; people are expected to strictly follow legal or professional standards; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.32 tells us that the ethical climate of School 1 along **independence, rules, law and code** is moderately concerned with the school rules. It means that administrators do not impose their ethical standards to their employees but adhere to school rules or standards of the organization.

TABLE 39
THE SUMMARY OF THE LEVEL OF ETHICAL CLIMATE OF SCHOOL 1

DIMENSION	Grand Weighted Mean	Implication
CARING	3.81	H
INSTRUMENTAL	3.05	M
INDEPENDENCE, RULES, LAW and CODE	3.32	M
Average Grand Weighted Mean	3.39	H

0.00 – 0.83 Not at all Ethical (N)	2.50 – 3.32 Moderately Ethical (M)
0.84 – 1.66 Very Slightly Ethical (VS)	3.33 – 4.15 Highly Ethical (H)
1.67 – 2.49 Slightly Ethical (S)	4.16 – 5.00 Very Highly Ethical (VH)

Table 39 summarizes the level of ethical climate of School 1. The table shows the dimension, grand weighted mean, and implication.

School 1 employees' perceptions of ethical issues vary according to situations. The grand weighted mean for **caring** is 3.81, which means that employees' perceptions of the school's ethical climate are highly caring. The grand weighted mean for **instrumental** is 3.05, which means that employees' perceptions of the school's ethical climate are moderately concerned with the school's interest. The grand weighted mean for **independence, rules, law and code** is 3.32 which means that the perceptions of employees of the school's ethical climate are moderately concerned with the school rules.

The average grand weighted mean of 3.39 tells us that the level of the ethical climate of School 1 is "highly ethical."

However, as perceived by the employees, the most dominant ethical climate of School 1 is **caring**. It is understandable that the grand weighted mean of caring is high because most of the administrators are women. When it comes to decision-making, most women will resort to

what feminist scholars Shapiro and Stefkovich (2011) call an ethic of care. They believed that the ethic of justice, which comprises rules, policies, standard operating procedures, and information systems, was normally the training of educational leaders in the past. They recommend the need for ethics of care, requiring leaders to consider multiple voices in the decision-making process. Thus, the ethic of care is important to educational leaders in resolving ethical issues.

TABLE 40
THE LEVEL OF ETHICAL CLIMATE ALONG CARING OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people look out for each other's good.	Mostly True	3.74	H
2. The most important concern is the good of all the people in the company.	Completely True	4.26	VH
3. In this company, the major concern is always what is best for the other person.	Mostly True	3.49	H
4. The most efficient way is always the right way, in this company.	Mostly True	3.47	H
5. Our major consideration is what is best for everyone in the company.	Mostly True	3.98	H
6. In this company, each person is expected, above all, to work efficiently.	Completely True	4.44	VH
7. It is expected that you will always do what is right for the customer and public.	Completely True	4.37	VH
Grand Weighted Mean	Mostly True	3.96	H

1.00 – 0.83 Not at all Caring (N)

0.84 – 1.66 Very Slightly Caring (VS)

1.67 – 2.49 Slight Caring (S)

2.50 – 3.32 Moderately Caring (M)

3.33 – 4.15 Highly Caring (H)

4.16 – 5.00 Very Highly Caring (VH)

Table 40 presents the level of ethical climate along caring of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 2 it is mostly true that: people look out for each other's good; the major concern is always what is best for the other person; the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company. This implies that the school is highly caring in this criterion.

In this school also, it is true that the most important concern is the good of all the people in the company; above all, each person is expected to work efficiently, and the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.81 tells us that the ethical climate of Rizal Memorial Institute of Dapitan Incorporated, along with caring, is highly caring. A highly caring ethical climate since most administrators are women. Educational researchers like Gross and Trask (1976) found that women offer " leadership that can revitalize instructional programs, motivate teachers, and create an effective learning environment. Caring, as an ethical climate, is often

associated with women administrators. Thus, women administrators develop a caring ethical culture.

TABLE 41
THE LEVEL OF ETHICAL CLIMATE ALONG INSTRUMENTAL OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are mostly out for themselves.	Somewhat True	2.91	S
2. The major responsibility for people in this company is to consider efficiency first.	Mostly True	3.79	H
3. People are expected to do anything to further the company's interests.	Mostly True	3.35	H
4. There is no room for one's own personal morals or ethics in this company.	Somewhat True	2.93	M
5. Work is considered sub-standard only when it hurts the company's interests.	Somewhat True	2.79	M
6. In this company, people protect their own interest above other considerations.	Somewhat True	2.93	M
7. People are concerned with the company's interests.	Somewhat True	3.00	M
Grand Weighted Mean	Somewhat True	3.10	M

- 1.00 – 0.83 Not at all Concerned with School's Interest (N)
0.84 – 1.66 Very Slightly Concerned with School's Interest (VS)
1.67 – 2.49 Slight Concerned with School's Interest (S)
2.50 – 3.32 Moderately Concerned with School's Interest (M)
3.33 – 4.15 Highly Concerned with School's Interest (H)
4.16 – 5.00 Very Highly Concerned with School's Interest (VH)

Table 41 presents the level of ethical climate along instrumental of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 2, it is somewhat false that people are mostly out for themselves. This implies that people in this school are slightly concerned with the school's interest in this criterion. It is somewhat true in this school that: there is no room for one's own personal morals or ethics in this company; work is considered sub-standard only when it hurts the company's interests; people protect their own interest above other considerations; and people are concerned with the company's interests. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first and the people are expected to do anything to further the company's interests. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 3.05 tells us that the ethical climate of Rizal Memorial Institute of Dapitan Incorporated along **instrumental** is moderately concerned with the school's interest. The findings that along instrumental climate it is moderately concerned with the school interest because institution is highly caring. Too much focus on company profit or school interest at the expense of employee welfare would become too egoistic. In their study Chouaib & Zaddem (2013) found that an egoistic climate raises mistrust among the members of the

company. So, this implies that the administrators balance employee welfare and company interest.

TABLE 42
THE LEVEL OF ETHICAL CLIMATE ALONG INDEPENDENCE, RULES, LAW AND CODE OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are expected to follow their own personal and moral beliefs.	Somewhat True	3.21	M
2. It is very important to follow strictly the company's rules and procedures here.	Mostly True	4.07	H
3. Each person in this company decides for himself what is right and wrong.	Mostly True	3.58	H
4. The most important consideration in this company is each person's sense of right and wrong.	Mostly True	3.58	H
5. The first consideration is whether a decision violates any law.	Mostly True	3.72	H
6. People are expected to comply with the law and professional standards over and above other considerations.	Mostly True	3.84	H
7. Everyone is expected to stick by company rules and procedures.	Mostly True	4.09	H
8. Successful people in this company go by the book.	Mostly True	3.35	H
9. In this company, people are expected to strictly follow legal or professional standards.	Mostly True	4.00	H
10. In this company, people are guided by their own personal ethics.	Mostly True	3.49	H
11. Successful people in this company strictly obey the company policies.	Mostly True	3.84	H
12. In this company, the law or ethical code of their profession is the major consideration.	Mostly True	3.88	H
Grand Weighted Mean	Mostly True	3.72	H

1.00 – 0.83 Not at all Concerned with School Rules (N)
0.84 – 1.66 Very Slightly Concerned with School Rules (VS)
1.67 – 2.49 Slight Concerned with School Rules (S)
2.50 – 3.32 Moderately Concerned with School Rules (M)
3.33 – 4.15 Highly Concerned with School Rules (H)
4.16 – 5.00 Very Highly Concerned with School Rules (VH)

Table 42 presents the level of ethical climate along independence, rules, law and code of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 2, it is somewhat true that in this school, people are expected to follow their own personal and moral beliefs. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: it is very important to follow strictly the school rules and procedures; each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; the first consideration is whether a decision violates any law; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; successful people in this company go by the book; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.72 tells us that the ethical climate of School 2 along **independence, rules, law and code** is highly concerned with the company rules and procedures. Brown, Trevino & Harrison (2005) found that ethical leaders' conduct serves as role-modelling behavior for followers as their behavior is accepted as appropriate. The findings reveal about how things are being done in the organization. So, since the it is highly concerned with company rules and procedures, it means that administrators serve as models in directing and guiding employees to embrace company rules and procedures.

TABLE 43
THE SUMMARY OF THE LEVEL OF ETHICAL CLIMATE OF SCHOOL 2

DIMENSION	Grand Weighted Mean	Implication
CARING	3.96	H
INSTRUMENTAL	3.10	M
INDEPENDENCE, RULES, LAW and CODE	3.72	H
Average Grand Weighted Mean	3.59	H

0.00 – 0.83 Not at all Ethical (N) 2.50 – 3.32 Moderately Ethical (M)
0.84 – 1.66 Very Slightly Ethical (VS) 3.33 – 4.15 Highly Ethical (H)
1.67 – 2.49 Slightly Ethical (S) 4.16 – 5.00 Very Highly Ethical (VH)

Table 42 presents the summary of the level of ethical climate of School 2. The table shows the dimension, grand weighted mean, and implication.

The perceptions of employees of Rizal Memorial Institute of Dapitan Incorporated on how ethical issues vary according to situations. The grand weighted mean for **caring** is 3.96 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for **instrumental** is 3.10 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for **independence, rules, law and code** is 3.72 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.59 tells us that the level of ethical climate of Rizal Memorial Institute of Dapitan Incorporated is "highly ethical."

However, the most dominant ethical climate of Rizal Memorial Institute of Dapitan Incorporated as perceived by the employees is **caring**. This finding is supported by the study of Victor and Cullen (1988) who found that “caring climate was the most preferred by the workers and instrumentalism was both the least dominant and the least preferred climate dimension.”

TABLE 44
THE LEVEL OF ETHICAL CLIMATE ALONG CARING OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people look out for each other's good.	Somewhat True	3.32	M
2. The most important concern is the good of all the people in the company.	Mostly True	3.72	H
3. In this company, the major concern is always what is best for the other person.	Mostly True	3.44	H
4. The most efficient way is always the right way, in this company.	Mostly True	3.32	H
5. Our major consideration is what is best for everyone in the company.	Mostly True	4.00	H
6. In this company, each person is expected, above all, to work efficiently.	Mostly True	3.96	H
7. It is expected that you will always do what is right for the customer and public.	Completely True	4.44	VH
Grand Weighted Mean	Mostly True	3.74	H

1.00 – 0.83 Not at all Caring (N)

0.84 – 1.66 Very Slightly Caring (VS)

1.67 – 2.49 Slight Caring (S)

2.50 – 3.32 Moderately Caring (M)

3.33 – 4.15 Highly Caring (H)

4.16 – 5.00 Very Highly Caring (VH)

Table 44 presents the level of ethical climate along caring of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 3, it is somewhat true that people look out for each other's good. This implies that the school is highly caring in this criterion. It is mostly true that: the most important concern is the good of all the people in the company; the major concern is always what is best for the other person; the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company; and each person is expected, above all, to work efficiently. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that the school expects that employees will always do what is right for the customer and public. It means that the organization is valued their clients so much as they say, “costumer is always right.” A concrete example is the Walmart company who succeeded because of its caring environment towards costumers. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.74 tells us that the ethical climate of School 3 along **caring** is highly caring. Developing a caring environment for employees, students and stakeholders is being promoting human development. Milton Mayeroff is his seminal work *On Caring* suggested that a chief goal of caring is human growth and development. He writes "To care for another

person, in the most significant sense, is to help him grow and actualize himself" (p.1) Human beings are basically relational. A caring culture is strengthening the relational of individuals. It is in relation that human beings become whole. In his article entitled Building an Ethical School: A Theory for Practice in Educational Leadership, Starratt (1991) writes that an ethic of caring requires fidelity to persons, a willingness to acknowledge their right to be who they are, an openness to encountering them in their authentic individuality, a loyalty to the relationship. Thus, a highly caring institution targets employees, students, and stakeholders to become more concern of the needy members of the community.

TABLE 45
THE LEVEL OF ETHICAL CLIMATE ALONG INSTRUMENTAL OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are mostly out for themselves.	Somewhat False	2.44	S
2. The major responsibility for people in this company is to consider efficiency first.	Mostly True	3.40	H
3. People are expected to do anything to further the company's interests.	Somewhat True	3.16	M
4. There is no room for one's own personal morals or ethics in this company.	Somewhat False	2.48	S
5. Work is considered sub-standard only when it hurts the company's interests.	Somewhat True	2.80	M
6. In this company, people protect their own interest above other considerations.	Somewhat True	2.92	M
7. People are concerned with the company's interests.	Mostly True	3.36	H
Grand Weighted Mean	Somewhat True	2.94	M

1.00 – 0.83 Not at all Concerned with School's Interest (N)
0.84 – 1.66 Very Slightly Concerned with School's Interest (VS)
1.67 – 2.49 Slight Concerned with School's Interest (S)
2.50 – 3.32 Moderately Concerned with School's Interest (M)
3.33 – 4.15 Highly Concerned with School's Interest (H)
4.16 – 5.00 Very Highly Concerned with School's Interest (VH)

Table 45 presents the level of ethical climate along instrumental of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 3, it is somewhat false that people are mostly out for themselves and there is no room for one's own personal morals or ethics in this company. This implies that people in this school are slightly concerned with the school's interest in this criterion. It is somewhat true in this school that the people are expected to do anything to further the company's interests; work is considered sub-standard only when it hurts the company's interests, and people protect their own interests above other considerations. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that the major responsibility for people in this company is to consider efficiency first, and people are concerned

with the company's interests. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 2.94 tells us that the ethical climate of School 3 along **instrumental** is moderately concerned with the school's interest. This means that the administrators do not focus more on the company interest than the best interest of the students. The purpose the learning institutions is for the best interest of the students. This rationale always guides the ethical decision-making of administrators. Moreover, religious institutions like Catholic schools are non-stock and non-profit organizations that give importance not only to company interest but also to the formation of holistic individuals that are globally competitive. In his study entitled "*Do Catholic Schools Make a Difference? Evidence from Australia*," Vella (1999) found that individuals from Catholic schools are more likely to find employment and are paid higher wages in addition to the effects operating through the higher levels of achieved education. He writes that the evidence is suggestive that the labor market values education from Catholic schools more highly than education from government. Frisch & Huppenbauer (2014) found that the whole business strategy must be guided by an ethical business approach which allows leaders to focus not exclusively on short-term maximization of financial profit but to seriously care for the wellbeing of another stakeholder. So, it is reasonable that the instrumental climate is not so high since religious institutions basically concerned with the best interest of the students than company profit.

TABLE 46

THE LEVEL OF ETHICAL CLIMATE ALONG INDEPENDENCE, RULES, LAW AND CODE OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are expected to follow their own personal and moral beliefs.	Somewhat True	3.08	M
2. It is very important to follow strictly the company's rules and procedures here.	Mostly True	3.64	H
3. Each person in this company decides for himself what is right and wrong.	Mostly True	3.36	H
4. The most important consideration in this company is each person's sense of right and wrong.	Mostly True	3.56	H
5. The first consideration is whether a decision violates any law.	Somewhat True	3.28	M
6. People are expected to comply with the law and professional standards over and above other considerations.	Mostly True	3.60	H
7. Everyone is expected to stick by company rules and procedures.	Mostly True	3.52	H
8. Successful people in this company go by the book.	Somewhat True	2.72	M
9. In this company, people are expected to strictly follow legal or professional standards.	Mostly True	3.60	H
10. In this company, people are guided by their own personal ethics.	Mostly True	3.72	H

11. Successful people in this company strictly obey the company policies.	Mostly True	3.88	H
12. In this company, the law or ethical code of their profession is the major consideration.	Mostly True	3.56	H
Grand Weighted Mean	Mostly True	3.46	H

1.00 – 0.83 Not at all Concerned with School Rules (N)

0.84 – 1.66 Very Slightly Concerned with School Rules (VS)

1.67 – 2.49 Slight Concerned with School Rules (S)

2.50 – 3.32 Moderately Concerned with School Rules (M)

3.33 – 4.15 Highly Concerned with School Rules (H)

4.16 – 5.00 Very Highly Concerned with School Rules (VH)

Table 46 presents the level of ethical climate along independence, rules, law and code of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 3, it is somewhat true that: in this school, people are expected to follow their own personal and moral beliefs; the first consideration is whether a decision violates any law; successful people in this company go by the book. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: it is very important to follow strictly the school rules and procedures; each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.46 tells us that the ethical climate of School 3 along **independence, rules, law and code** is highly concerned with the school rules. *Successful people in this company strictly obey the company policies* is 3.88. This means that administrators act as role models in following company rules and policies since it is an acceptable fact that leaders are the frame of reference especially in following company rules and policies. In his study entitled, "*Principals Need to be Good Followers*", Smith (1991) found that for the principal to be an effective leader, the principal must also be an effective follower. This finding is supported by Ferrell, Weaver, Taylor & Jones (1978) who found that top management must assume at least part of the responsibility for the ethical conduct of marketers within the organization. They write, by establishing and enforcing policy, the frame of reference for ethical behavior could be improved (Ferrell *et al*, p. 73).

TABLE 47
THE SUMMARY OF THE LEVEL OF ETHICAL CLIMATE OF SCHOOL 3

DIMENSION	Grand Weighted Mean	Implication
CARING	3.74	H
INSTRUMENTAL	2.94	M

INDEPENDENCE, RULES, LAW and CODE	3.46	H
Average Grand Weighted Mean	3.38	H

0.00 – 0.83 Not at all Ethical (N) 2.50 – 3.32 Moderately Ethical (M)
0.84 – 1.66 Very Slightly Ethical (VS) 3.33 – 4.15 Highly Ethical (H)
1.67 – 2.49 Slightly Ethical (S) 4.16 – 5.00 Very Highly Ethical (VH)

Table 47 summarizes the level of ethical climate of School 3. The table shows the dimension, grand weighted mean, and implication.

The perceptions of employees of School 3 on how ethical issues vary according to situations. The grand weighted mean for **caring** is 3.74, meaning employees' perceptions of the school's ethical climate are highly caring. The grand weighted mean for **instrumental** is 2.94 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for **independence, rules, law and code** is 3.46 which means that employees' perceptions of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.38 tells us that the level of ethical climate of School 3 is "highly ethical."

However, the most dominant ethical climate of School 3 as perceived by the employees is **caring**. Educational institutions are tasked to form the hearts and minds of students. For this to be realized administrators and teachers should possess a caring attitude towards the students. After all, education is for the best interest of the students. This finding is supported by the study of Lynn Beck (1992) entitled, "*A Caring Ethic in Educational Administration*" who considered critique, justice, and caring as equally important guides to moral action but places caring at the top of the values hierarchy. He proposed that a number of ethics have a place in educational leadership but that each needs to be informed and guided by caring (Beck, p. 488). In religious institutions like School 3 the formation of a caring culture is expected and needed as model Christians for students.

TABLE 48
THE LEVEL OF ETHICAL CLIMATE ALONG CARING OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people look out for each other's good.	Mostly True	3.54	H
2. The most important concern is the good of all the people in the company.	Mostly True	4.00	H
3. In this company, the major concern is always what is best for the other person.	Mostly True	3.54	H
4. The most efficient way is always the right way, in this company.	Mostly True	3.78	H
5. Our major consideration is what is best for everyone in the company.	Mostly True	3.92	H
6. In this company, each person is expected, above all, to work efficiently.	Completely True	4.22	VH
7. It is expected that you will always do what is right for the customer and public.	Completely True	4.41	VH

Grand Weighted Mean	Mostly True	3.92	H
1.00 – 0.83 Not at all Caring (N)	2.50 – 3.32 Moderately Caring (M)		
0.84 – 1.66 Very Slightly Caring (VS)	3.33 – 4.15 Highly Caring (H)		
1.67 – 2.49 Slight Caring (S)	4.16 – 5.00 Very Highly Caring (VH)		

Table 48 presents the level of ethical climate along caring of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 4, it is mostly true that: people look out for each other's good; the most important concern is the good of all the people in the company; the major concern is always what is best for the other person; the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that each person is expected, above all, to work efficiently and the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.92 tells us that the ethical climate of School 4 along **caring** is highly caring. This means that administrators are faithful to the rationale of all religious institutions, that is, evangelization. Evangelization is making Christ's attitudes visible in the leaders' lives as true witnesses of the gospel. Archbishop Miller (2006) explained that the Catholic school would betray its purpose if it failed to found itself on the person of Christ and his teaching. This finding is supported by the study of Vogel (2012), who found, that among the 20 doctoral students who were asked to identify the kind of ethics that they need to make the No Child Left Behind (NCLB) program successful in elementary and high school, all hold values consistent with the ethic of care. In a similar vein, Nel Noddings (2012), in her article entitled "A Caring Relation to Teaching," proposed that creating a caring climate where caring relations can flourish should be a goal for all teachers and educational policymakers. He writes caring is essential to good teaching. Sernak (1998) explained that caring is a moral act, and that balancing and meeting the needs of the community with "care" is a political tightrope that school leaders must walk. Thus, administrators in religious institutions must maintain a caring attitude toward all the members of the organization.

TABLE 49
THE LEVEL OF ETHICAL CLIMATE ALONG INSTRUMENTAL OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are mostly out for themselves.	Somewhat False	2.49	S
2. The major responsibility for people in this company is to consider efficiency first.	Mostly True	3.81	H
3. People are expected to do anything to further the company's interests.	Mostly True	3.49	H
4. There is no room for one's own personal morals or ethics in this company.	Somewhat True	3.05	M
5. Work is considered sub-standard only when it hurts the company's interests.	Somewhat True	2.89	M

6. In this company, people protect their own interest above other considerations.	Somewhat True	2.54	M
7. People are concerned with the company's interests.	Mostly True	3.51	H
Grand Weighted Mean	Somewhat True	3.11	M

1.00 – 0.83 Not at all Concerned with School's Interest (N)
0.84 – 1.66 Very Slightly Concerned with School's Interest (VS)
1.67 – 2.49 Slight Concerned with School's Interest (S)
2.50 – 3.32 Moderately Concerned with School's Interest (M)
3.33 – 4.15 Highly Concerned with School's Interest (H)
4.16 – 5.00 Very Highly Concerned with School's Interest (VH)

Table 49 presents the level of ethical climate along instrumental of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 4, it is somewhat false that people are mostly out for themselves. This implies that people in this school are slightly concerned with the school's interest in this criterion. It is somewhat true in this school that: there is no room for one's own personal morals or ethics in this company; work is considered sub-standard only when it hurts the company's interests; and people protect their own interest above other considerations. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first; and people are concerned with the company's interests. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 3.11 tells us that the ethical climate of School 4 along **instrumental** is moderately concerned with the school's interest. This means that religious school administrators do not prioritize company interest, which is egoistic. Rather, they are more effective in developing a caring climate, which is others-centered. Instrumental climate is thought to be more prevalent in an organization with a market form of governance like stores where promotion and recognition of employees will be based on sales. But this statement is put into question by the study of Wimbush, Shepard & Markam (1997) who found that store employees even chose service ethical climate over instrumental climate. If there is a study that does not support the claim that instrumental climate is expected to be dominant in stores where it is expected to establish, it is much safer to say that it will not flourish in a service-oriented organization like learning institution.

TABLE 50

THE LEVEL OF ETHICAL CLIMATE ALONG INDEPENDENCE, RULES, LAW AND CODE OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are expected to follow their own personal and moral beliefs.	Somewhat True	2.95	M
2. It is very important to follow strictly the company's rules and procedures here.	Mostly True	3.84	H

3. Each person in this company decides for himself what is right and wrong.	Somewhat True	2.92	M
4. The most important consideration in this company is each person's sense of right and wrong.	Somewhat True	3.22	M
5. The first consideration is whether a decision violates any law.	Mostly True	3.65	H
6. People are expected to comply with the law and professional standards over and above other considerations.	Mostly True	3.76	H
7. Everyone is expected to stick by company rules and procedures.	Mostly True	3.89	H
8. Successful people in this company go by the book.	Somewhat True	2.51	M
9. In this company, people are expected to strictly follow legal or professional standards.	Mostly True	4.08	H
10. In this company, people are guided by their own personal ethics.	Mostly True	3.38	H
11. Successful people in this company strictly obey the company policies.	Mostly True	3.81	H
12. In this company, the law or ethical code of their profession is the major consideration.	Mostly True	3.86	H
Grand Weighted Mean	Mostly True	3.49	H

1.00 – 0.83 Not at all Concerned with School Rules (N)

0.84 – 1.66 Very Slightly Concerned with School Rules (VS)

1.67 – 2.49 Slight Concerned with School Rules (S)

2.50 – 3.32 Moderately Concerned with School Rules (M)

3.33 – 4.15 Highly Concerned with School Rules (H)

4.16 – 5.00 Very Highly Concerned with School Rules (VH)

Table 50 presents the level of ethical climate along independence, rules, law and code of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 4, it is somewhat true that: in this school, people are expected to follow their own personal and moral beliefs; each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; and successful people in this company go by the book. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: it is very important to follow strictly the school rules and procedures; the first consideration is whether a decision violates any law; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.49 tells us that the ethical climate of School 4, along with independence, rules, law, and code, is highly concerned with the school rules. This means that administrators are examples of good followers. This finding is supported by the study of Couch & Dodd (2005), who recommended that faculty members and administrators should be informed about formal ethics-related policies at institutions and initiate discussions about the effect of these policies on the creation of an ethical climate on campus and support the development of an institutional code of ethics that articulate core ethical principles. Even Vogel (2012) found that the respondents, when discussing legal obligations and accountability requirements, one public school principal responded, *"We have laws, policies, and procedures to guide us through our work and, because we are a public business, I have a responsibility to follow those guidelines."* Smooth school operations ensue if administrators are good followers.

Concerning leaders as good followers, Currie & Ryan (2014) recommended that library administrators would be successful by doing the work of the excellent follower: spending a career developing new skills and refining existing ones; learning new technologies and contributing to the phasing out of obsolete ones; pursuing ambitious goals, both their own and those of the organization; being a good organizational citizen; and serving as a mentor to newer colleagues. Even Ornstein (1991) clarified that displaying a bossy attitude may work for a short period. Still, it is not going to work long in schools where teacher unions, special interest groups, and democratic processes can topple strong-minded administrators. Thus, good administration is only achieved when values and attitudes are articulated directly and indirectly to members of the organization by school administrators.

TABLE 51
THE SUMMARY OF THE LEVEL OF ETHICAL CLIMATE OF SCHOOL 4

DIMENSION	Grand Weighted Mean	Implication
CARING	3.92	H
INSTRUMENTAL	3.11	M
INDEPENDENCE, RULES, LAW and CODE	3.49	H
Average Grand Weighted Mean	3.51	H

0.00 – 0.83 Not at all Ethical (N)	2.50 – 3.32 Moderately Ethical (M)
0.84 – 1.66 Very Slightly Ethical (VS)	3.33 – 4.15 Highly Ethical (H)
1.67 – 2.49 Slightly Ethical (S)	4.16 – 5.00 Very Highly Ethical (VH)

Table 51 summarizes the level of ethical climate of School 4. The table shows the dimension, grand weighted mean, and implication.

The employees of School 4 perceive that ethical issues vary according to situations. The grand weighted mean for **caring** is 3.92, which means that employees' perceptions of the school's ethical climate are highly caring. The grand weighted mean for **instrumental** is 3.11 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for **independence, rules, law and code** is 3.49 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.51 tells us that the level of ethical climate of School 4 is "highly ethical".

However, the most dominant ethical climate of School 4, as perceived by the employees, is **caring**. Caring is one of the marks of Catholic schools that shows the proper attitude of Christian leaders towards people entrusted to them. This finding is supported by the study of Vogel (2012) entitled, *“Values and Ethics in Educational Administration”* who found that responses that related to the ethic of care also included the nurturing of family relationships, listening to others, seeking diverse input on decisions, collaboration, and building strong relationships with all participants in the educational process. As one female school administrator explained, *“As a principal, I have been able to touch the lives of other human beings by caring about them and helping them see themselves grow—helping them to see how they are special and helping them to grow into their human potential.”*

Even in rule-breaking scenario, administrator should be prudent in the giving disciplinary actions towards its members. In his study, entitled, *“A Qualitative Research on Administration Ethics at School,”* Gungor & Ozkara (2017) suggested that before giving punishment to rule-breakers, the first thing to do is to show the behaviors such as understanding the cause, warning if necessary, and finally giving the punishment. Administrators act in accordance with the golden rule and develop empathy.

TABLE 52
THE LEVEL OF ETHICAL CLIMATE ALONG CARING OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people look out for each other's good.	Mostly True	3.63	H
2. The most important concern is the good of all the people in the company.	Mostly True	4.02	H
3. In this company, the major concern is always what is best for the other person.	Somewhat True	3.32	M
4. The most efficient way is always the right way, in this company.	Mostly True	4.14	H
5. Our major consideration is what is best for everyone in the company.	Mostly True	3.95	H
6. In this company, each person is expected, above all, to work efficiently.	Completely True	4.34	VH
7. It is expected that you will always do what is right for the customer and public.	Completely True	4.29	VH
Grand Weighted Mean	Mostly True	3.96	H

1.00 – 0.83 Not at all Caring (N)

0.84 – 1.66 Very Slightly Caring (VS)

1.67 – 2.49 Slight Caring (S)

2.50 – 3.32 Moderately Caring (M)

3.33 – 4.15 Highly Caring (H)

4.16 – 5.00 Very Highly Caring (VH)

Table 52 presents the level of ethical climate along caring of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 5, it is somewhat true that the major concern is always what is best for the other person. This implies that the school is moderately caring in this criterion. It is mostly true that: people look out for each other's good; the most important concern is the good of all the people in the company; the most efficient way is always the right way; the major consideration is what is best for everyone in the company. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that each person is expected, above all, to work efficiently and the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.96 tells us that the ethical climate of School 5 along **caring** is highly caring. This means that the administrators of School 5 live up to the demands of their Catholic identity as witnesses to gospel. In his encyclical *Gaudete et Exultate* (Joy and Hope) Pope Francis exhorts "Catholics are called to be holy by living our lives in love and by bearing witness in everything we do wherever we find ourselves." Applying this to educational setting, Catholic administrators are urged to connect faith and leadership, valuing people more. Even Ornstein (1991) argued that the leader is more people-oriented than task-oriented. He writes, "When administrators are concerned about people, people tend to put more effort into achieving the goals of the organization." Horsch, Chen & Nelson (1999) validated their belief of the importance of allocating time at the beginning of the school year to create a safe, caring classroom environment to stimulate learning and community. In his article entitled, "*The Art of Schooling: Places of Authentic Learning and Caring*" Kelehear (2003) put it, "I would also envision a leadership where the teachers and principal work together to form a school culture that is focused on student achievement and engaged citizens." A caring ethical climate enthrones human dignity and relations of people that are necessary for holistic formation of students that are not only globally competitive but also morally upright citizens.

TABLE 53
THE LEVEL OF ETHICAL CLIMATE ALONG INSTRUMENTAL OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are mostly out for themselves.	Somewhat True	2.55	M
2. The major responsibility for people in this company is to consider efficiency first.	Mostly True	4.02	H
3. People are expected to do anything to further the company's interests.	Mostly True	3.57	H
4. There is no room for one's own personal morals or ethics in this company.	Somewhat True	2.95	M
5. Work is considered sub-standard only when it hurts the company's interests.	Somewhat True	3.06	M
6. In this company, people protect their own interest above other considerations.	Somewhat True	2.73	M
7. People are concerned with the company's interests.	Mostly True	3.54	H
Grand Weighted Mean	Somewhat True	3.20	M

- 1.00 – 0.83 Not at all Concerned with School's Interest (N)
0.84 – 1.66 Very Slightly Concerned with School's Interest (VS)
1.67 – 2.49 Slight Concerned with School's Interest (S)
2.50 – 3.32 Moderately Concerned with School's Interest (M)
3.33 – 4.15 Highly Concerned with School's Interest (H)
4.16 – 5.00 Very Highly Concerned with School's Interest (VH)

Table 53 presents the level of ethical climate along instrumental of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 5, it is somewhat true that: people are mostly out for themselves; there is no room for one's own personal morals or ethics in this company; work is considered sub-standard only when it hurts the company's interests; and people protect their own interest above other considerations. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first; people are expected to do anything to further the company's interests; and people are concerned with the company's interests. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 3.20 tells us that the ethical climate of School 5 along **instrumental** is moderately concerned with the school's interest. This means that administrators are not profit-oriented but constant in the pursuit of its educational mission that is molding character of men and women committed to the person and teachings of Jesus Christ. Instrumental climate is basically egoistic. This is supported by the study of Chouaib & Zaddem (2013) who found that the actions and decisions of members of MN & CF companies favor a main expectation that is the exclusive pursuit of self-interest, sometimes to the detriment of the needs and interests of others. The result of this kind of climate is organizational distrust. According to one MN respondents, *"We feel that all that matters for the company is to achieve its profit goals at the least possible cost, and it always comes at the expense of employees' interests"*. In the *Common Good in Education* (1997) it stated that education is about the service of others rather than the service of self. To educate is to serve and to share. Thus, a school administrator who develop instrumental climate is a failure because he/she loses his/her primary vocation that is service. Since the instrumental climate in School 5 is not high it means that they administrators have the proper ideals in school management.

TABLE 54

THE LEVEL OF ETHICAL CLIMATE ALONG INDEPENDENCE, RULES, LAW AND CODE OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. In this company, people are expected to follow their own personal and moral beliefs.	Somewhat True	2.96	M
2. It is very important to follow strictly the company's rules and procedures here.	Completely True	4.27	VH
3. Each person in this company decides for himself what is right and wrong.	Somewhat True	2.93	M
4. The most important consideration in this company is each person's sense of right and wrong.	Mostly True	3.40	H
5. The first consideration is whether a decision violates any law.	Mostly True	3.69	H
6. People are expected to comply with the law and professional standards over and above other considerations.	Completely True	4.47	VH

7. Everyone is expected to stick by company rules and procedures.	Completely True	4.20	VH
8. Successful people in this company go by the book.	Somewhat True	2.86	M
9. In this company, people are expected to strictly follow legal or professional standards.	Mostly True	4.11	H
10. In this company, people are guided by their own personal ethics.	Mostly True	3.34	H
11. Successful people in this company strictly obey the company policies.	Mostly True	3.70	H
12. In this company, the law or ethical code of their profession is the major consideration.	Mostly True	3.83	H
Grand Weighted Mean	Mostly True	3.65	H

1.00 – 0.83 Not at all Concerned with School Rules (N)

0.84 – 1.66 Very Slightly Concerned with School Rules (VS)

1.67 – 2.49 Slight Concerned with School Rules (S)

2.50 – 3.32 Moderately Concerned with School Rules (M)

3.33 – 4.15 Highly Concerned with School Rules (H)

4.16 – 5.00 Very Highly Concerned with School Rules (VH)

Table 54 presents the level of ethical climate along independence, rules, law and code of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

At School 5, it is somewhat true that: in this school, people are expected to follow their own personal and moral beliefs; each person in this company decides for himself what is right and wrong; and successful people in this company go by the book. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: the most important consideration in this company is each person's sense of right and wrong; the first consideration is whether a decision violates any law; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion. It is completely true that: it is very important to follow strictly the school rules and procedures; people are expected to comply with the law and professional standards over and above other considerations; and everyone is expected to stick by company rules and procedures. This implies that people in this school are very highly concerned with the school rules in this criterion.

The grand weighted mean of 3.65 tells us that the ethical climate of School 5 along **independence, rules, law and code** is highly concerned with the school rules. This means that administrators of School 5 follow rules and school policies. This finding is supported by Karakose (2009) who found that principals must follow codes of ethics and always think of students first in decision making. Smith (1991) recommended that universities, which employ principals, could assist the principal by incorporating followership training along with leadership training, for both are critical. This what Johanson (1994) calls "leadership by example and by involvement."

TABLE 55

DIMENSION	Grand Weighted Mean	Implication
CARING	3.96	H
INSTRUMENTAL	3.20	M
INDEPENDENCE, RULES, LAW and CODE	3.65	H
Average Grand Weighted Mean	3.60	H

0.00 – 0.83 Not at all Ethical (N)	2.50 – 3.32 Moderately Ethical (M)
0.84 – 1.66 Very Slightly Ethical (VS)	3.33 – 4.15 Highly Ethical (H)
1.67 – 2.49 Slightly Ethical (S)	4.16 – 5.00 Very Highly Ethical (VH)

Table 55 presents the summary of the level of ethical climate of School 5. The table shows the dimension, grand weighted mean, and implication.

The perceptions of employees of School 5 on how ethical issues vary according to situations. The grand weighted mean for **caring** is 3.96 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for **instrumental** is 3.20 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for **independence, rules, law and code** is 3.65 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.39 tells us that the level of ethical climate of School 5 is “highly ethical.”

However, the most dominant ethical climate of School 5 as perceived by the employees is **caring**. This means that the administrators of School 5 focus more on relationship and connection of the members of the organization over company profits or strict rule-following. The caring climate is not only felt among adults but most especially to the students by whom administrators and teachers have sacred duty to serve. Denig & Quinn (2001) explained that the ethic of care emphasizes concern for both the faculty and the students. The need for schools to be a caring community is supported by the study of Lewis, Schaps & Watson (1995) who said, “we call schools and classrooms in which every child feels connected to others, involved in decision-making, and valued as an individual “caring communities.” Bryk, Lee, & Holland (1993) entitled, “*Catholic Schools and the Common Good*” explained that teachers are concerned about the kind of person each student becomes as about how much a student knows. Focusing on the quality of human relations. Teaching values and shaping the lives of young people by their actions and their example was as important as the subject matter presented (Bryk, *et al*, 99). While caring climate positively influences the student academic performance, it also affects the commitment of employees. This is supported by the study of Fu & Deshpande (2014) who found that employees feel more committed to their firm and have a better performance if they feel a sense of shared values with an employer who shows concern for them. So, establishing a caring climate is beneficial to all the members of the organization and the organization itself.

TABLE 56

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION MAKING PRACTICES AND THE SCHOOLS' ETHICAL CLIMATE OF SCHOOL 1

Ethical Decision-Making Practice	Correlation r with Ethical Climate		
	Caring	Instrumental	Independence, Rules, Law and Code
Egoism	0.568**	0.804**	0.491*
Benevolence	0.831**	0.762**	0.838**
Principle	0.741**	0.823**	0.687**

**Correlation is significant at the 0.01 level (2-tailed) Critical $r = 0.561$ $\alpha = 0.01$ $df = 18$

*Correlation is significant at the 0.05 level (2-tailed) Critical $r = 0.444$ $\alpha = 0.01$ $df = 18$

Table 56 presents the relationship between the administrators' ethical decision-making practices and the schools' ethical climate of School 1. The table shows the ethical decision-making practice, and the correlation r with ethical climate.

The table above revealed that there is a significant relationship between ethical decision-making practice of administrators and school's ethical climate of Colegio de San Francisco Javier Incorporated. There is a strong correlation between **egoism** and **instrumental**, and moderate correlations between **egoism** and **caring** and **egoism** and **independence, rules, law and code**. This means that in School 1, egoism criterion will result to instrumental climate.

The strong correlation between egoism and instrumental means that when administrators of School 1 use egoism in their ethical decision making it will result an instrumental climate. This finding is supported by the study of Martin & Cullen (2006) who found that actors perceiving in an instrumental climate see their organization unit as having norms and expectations that encourage ethical decision-making from an egoistic perspective. The result is supported by Victor and Cullen (1987, 1988) who stressed that under egoism, individuals do not care about the well-being of others. Wimbush & Shepard (1994) found that if the firm is characterized by the "instrumental" dimension of ethical climate, then the broker, for her own self-interest, and only in the ethical climate based on an egoistic decision-making criterion would people most likely act in ways to promote their own exclusive self-interest regardless of laws, rules, or the impact their actions have on others. So, administrators using the egoism criterion as the ethical decision-making practice will be able to establish instrumental ethical climate in the organization. There are strong correlations between **benevolence** and all the climate types. There are also strong correlations between **principle** and all the climate types.

By using the values of correlation coefficients, the predictor of a **caring** ethical climate is the **benevolence** ethical decision-making practice. The predictor of an **instrumental** ethical climate is the **egoism** and **principle** ethical decision-making practices. The predictor of an **independence, rules, law and code** ethical climate is the **benevolence** ethical decision-making practice. If the administrators' ethical practice is benevolence then the ethical climate is independence, rules and codes. However, this finding refutes the theory of Victor and Cullen (1987, 1988) who believed that caring climate is the predictor of benevolence criterion, although caring climate which is 0.831 is closer to independence, rules, law & code which is 0.838. This result is supported by the study of Acigil & Parlagumus (2012) who found that care shown to employees seems to go with enforcement of rules. This means that administrators who are benevolent in their decision-making will encourage employees to be faithful to company rules and codes. Eisenberg, Huntington, Hutchison & Sowa (1986) call this "repayment." They write,

“employees who feel a high-level organizational support are more likely to feel obligated to repay the organization back.”

TABLE 57

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION MAKING PRACTICES AND THE SCHOOLS' ETHICAL CLIMATE OF SCHOOL 2

Ethical Decision-Making Practice	Correlation r with Ethical Climate		
	Caring	Instrumental	Independence, Rules, Law and Code
Egoism	0.186	0.393*	0.221
Benevolence	0.454**	0.347*	0.224
Principle	0.502**	0.207	0.499**

**Correlation is significant at the 0.01 level (2-tailed) Critical $r = 0.429$ $\alpha = 0.01$ $df = 33$

*Correlation is significant at the 0.05 level (2-tailed) Critical $r = 0.334$ $\alpha = 0.05$ $df = 33$

Table 57 presents the relationship between the administrators' ethical decision-making practices and the schools' ethical climate of Rizal Memorial Institute of Dapitan Incorporated. The table shows the ethical decision-making practice, and the correlation r with ethical climate.

The table above revealed that there is no significant relationship between **egoism** and **caring** and **independence, rules, law and code** ethical climate types but there is a significant relationship between **egoism** and **instrumental**. This means that egoism criterion will naturally yield an instrumental climate.

There is a significant relationship between **benevolence** and **caring** and **instrumental** ethical climate types but there is no significant relationship between **benevolence** and the **independence, rules, law and code**. This means that benevolence criterion will establish caring or instrumental climate, with greater significance with caring with 0.454** value over instrumental with 0.347** value.

There is a significant relationship between **principle** and **caring** and **independence, rules, law and code** but there is no significant relationship between **principle** and **instrumental**. Principle criterion will establish a caring climate with a greater value of 0.502 and independence, rules, law and code climate with a value 0.499. The finding contradicts the study of Victor, Cullen & Parboteeah (2003) who found that ethical criterion principle embodies the application or interpretation of rules, laws and standards in the normative expectations in a social unit.

The strength of correlation between **egoism** and **instrumental** is weak. There is a moderate correlation between **benevolence** and **caring** and a weak correlation between **benevolence** and **instrumental**. There is a moderate correlation between **principle** and **caring** and **independence, rules, law and code** ethical climate types.

By using the values of correlation coefficients, the predictor of a **caring** climate are **principle** and **benevolence**. This means that if administrators of Rizal Memorial Institute of Dapitan, Incorporated use principle or benevolence in their ethical decision-making practices this will result to establishing a caring climate. While there is no literature that supports the finding that caring is a predictor of principle, the finding that caring climate is a predictor of benevolence is supported Martin & Cullen (2006) who stressed that the roots of the caring construct are embedded in benevolence theory or, in terms of moral philosophy, utilitarianism.

The **instrumental** climate is manifested by **egoism** practice, and **independence, rules, law and code** climate is apparent in **principle** ethical decision-making practice. Administrators using egoism criterion will not establish a caring and independence, rules, law and code climate.

However, using egoism criterion in ethical decision-making will result to instrumental climate. The finding that there is no significant relationship between egoism and caring means that in the organization when administrators use egoism in their ethical decision-making it will not create a caring climate. This is supported by the theory of Victor and Cullen (1987, 1988) who found that individuals do not care about the well-being of others. Egoism is primarily based on the maximization of self-interest (Cullen et al, 2003). The finding that there is significant relationship between egoism and instrumental means that when administrators are egoistic it will create an instrumental or an ethical climate that is for the interest of the self. This finding corroborated the theory of Victor and Cullen (1987, 1877) who believed that within egoistic criterion of ethical judgement, the individuals' self-interest becomes the expected primary source of moral reasoning when a decision must be made.

TABLE 58

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION MAKING PRACTICES AND THE SCHOOLS' ETHICAL CLIMATE OF SCHOOL 3

Ethical Decision-Making Practice	Correlation r with Ethical Climate		
	Caring	Instrumental	Independence, Rules, Law and Code
Egoism	0.038	0.185	0.012
Benevolence	0.271	0.066	0.052
Principle	0.127	0.120	0.159

Critical $r = 0.413$ $\alpha = 0.05$ $df = 21$

Table 58 presents the relationship between the administrators' ethical decision-making practices and the schools' ethical climate of San Estanislao Kostka College Incorporated. The table shows the ethical decision-making practice, and the correlation r with ethical climate.

The table above revealed no significant relationship between egoism and the ethical climate types, no significant relationship between benevolence and the ethical climate types, and no significant relationship between **independence, rules, law and code** and the ethical climate types.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant relationship between the administrators' ethical decision-making practices and the schools' ethical climate. This implies that ethical decision-making practices of the administrators of San Estanislao Kostka College Incorporated is not significantly related to the school's ethical climate. It implies that the ethical decision-making practices of administrators did not impact the ethical climate of San Estanislao Kostka College, Incorporated.

The result above contradicts the study of Martin & Cullen (2006) who found that the Victor and Cullen framework refers to egoism, benevolence (utilitarianism) and principle (deontology) dimensions. These are the implicit guidelines by which ethical decisions are framed. Research shows that one dominant criterion will emerge in an organization and ultimately define the organization's ethical climate. Ethical decision-making really influences the ethical climate of the organization. Mayer, Kenzi & Greenbaum (2010) stressed that, in essence, by role modeling appropriate behavior, ethical leaders help create a climate in which doing the right thing is valued. Even Stringer (2002) stated that most studies have shown that the single most important determinant of an organization's climate is the day-to day behavior of the leaders of the organization. The result is refuted by the study of Dulay & Karadag (2017) who found that a leader has an important place in the establishment of organizational climate. Although many

literatures contradict to the present finding, this means that ethical climate of the San Estanislao Kostka College is not influenced by the ethical decision-making practices of administrators.

TABLE 59

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES AND THE SCHOOLS' ETHICAL CLIMATE OF SCHOOL 4

Ethical Decision-Making Practice	Correlation r with Ethical Climate		
	Caring	Instrumental	Independence, Rules, Law and Code
Egoism	0.283	0.433*	0.503**
Benevolence	0.413*	0.081	0.026
Principle	0.340*	0.291	0.372*

**Correlation is significant at the 0.01 level (2-tailed) Critical $r = 0.436$ $\alpha = 0.01$ $df = 32$

*Correlation is significant at the 0.05 level (2-tailed) Critical $r = 0.339$ $\alpha = 0.05$ $df = 32$

Table 59 presents the relationship between the administrators' ethical decision-making practices and the schools' ethical climate of School 3. The table shows the ethical decision-making practice, and the correlation r with ethical climate.

The table above revealed that there is no significant relationship between **egoism** and the ethical climate of caring, but there is a significant relationship between egoism and ethical climates of instrumental and independence, rules, law, **and code**. That is, **egoism** practice has no effect on **caring** climate but has a moderate influence on **instrumental** and **independence, rules, law and code** ethical climates. There is a significant relationship between **benevolence** and **caring** but there is no significant relationship between **instrumental** and **independence, rules, law and code**. That is, **benevolence** practice has a moderate influence on a **caring** climate but has no effect on **instrumental** and **independence, rules, law and code** ethical climates. There is a significant relationship between **principle** and **caring** and **independence, rules, law, and code climates**. However, there is no significant relationship between **principle** and **instrumental**. That is, **principle** practice slightly affects **caring** and **independence, rules, law and code** climates but has no influence on **instrumental** climate.

By using the values of correlation coefficients, the **benevolence** practice is a predictor of a **caring** climate, and **principle** is a predictor of **independence, rules, law and code** ethical climate. The predictor of **instrumental** climate type is the **egoism** practice. The highest value of relationship is egoism practice and independence, rules, law and code ethical climate with a computed value of 0.503**. This finding is refuted by the study of Randall Upchurch (1998) entitled, "*A Conceptual Foundation for Ethical Decision Making: A Stakeholder Perspective in the Lodging Industry (U.S.A.)*" who established that the criteria used in ethical reasoning for an egoism climate is maximizing self-interest either at the personal, company, or the societal level. Thus, leaders using egoism is expected to develop an instrumental climate which is self-interest. Simha and Cullen (2012) also further said that egoistic climates, instrumental and self-interest, have a negative association with work and job satisfaction.

TABLE 60

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES AND THE SCHOOLS' ETHICAL CLIMATE OF SCHOOL 5

Ethical Decision-Making Practice	Correlation r with Ethical Climate		
	Caring	Instrumental	Independence, Rules, Law and Code
Egoism	0.292**	0.450**	0.472**
Benevolence	0.190	0.119	0.219*
Principle	0.353**	0.171	0.316**

**Correlation is significant at the 0.01 level (2-tailed) Critical $r = 0.264$ $\alpha = 0.01$ $df = 92$

*Correlation is significant at the 0.05 level (2-tailed) Critical $r = 0.203$ $\alpha = 0.05$ $df = 92$

Table 60 presents the relationship between the administrators' ethical decision-making practices and the schools' ethical climate of St. Vincent's College Incorporated. The table shows the ethical decision-making practice, and the correlation r with ethical climate.

The table above revealed that there is a significant relationship between **egoism** and the ethical climate types. That is, **egoism** practice has a slight influence on a **caring** climate, and moderate influence on **instrumental** and **independence, rules, law and code** climate types. There is no significant relationship between **benevolence** and **caring** and **instrumental** ethical climate types but there is a significant relationship between **benevolence** and **independence, rules, law and code** climate type. That is, **benevolence** practice has no effect on **caring** and **instrumental** climate types but has a slight influence on **independence, rules, law and code** climate type. There is a significant relationship between **principle** and **caring** and **independence, rules, law and code** climate types, however there is no significant relationship between **principle** and **instrumental** climate type. That is, **principle** practice has a slight influence on **caring** and **independence, rules, law and code** climate types but has no effect on **instrumental** climate type.

By using the values of correlation coefficients, the predictor of a **caring** climate is the **principle** practice, and the predictor of an **instrumental** and **independence, rules, law and code** ethical climate types is **egoism** practice. This means that the administrators of St. Vincent's College Incorporated link egoism criterion as the predictor of three ethical climates namely caring, instrumental, and independence, rules, law and code. The independence, rules, law and code climate has the biggest computed r value 0.472**. When administrators of St. Vincent's College used egoism criterion of ethical decision-making, the more the people will be encouraged to abide to the policies and guidelines of the school. This finding contradicts the theory of Victor and Cullen (1987, 1988) who believed that the egoism criterion is defined as consideration of the needs and preferences of one's own self (e.g., personal gain, self-defense). Simha and Cullen (2012) argued that egoism refers to the behavior that is concerned with self-interest.

TABLE 61
THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 1

CRITERIA	Scale Level	Weighted Mean	Implication
1. I am happy to come to work every morning.	Often	4.05	H
2. I can do my work without fear.	Often	4.15	H
3. I feel secure in my employment.	Often	3.45	M
4. I feel supported, valued and appreciated.	Often	3.70	H
5. I have access to managers/supervisors when I need a decision.	Often	3.75	H
6. I know what is expected of me in this job.	Always	4.20	VH
7. I am given adequate training, authority, and resources to do my job effectively.	Often	3.65	H
8. I receive feedback on how I perform my job that is helpful and not disadvantageous/ unsupportive.	Often	3.60	H
9. I am provided with a safe working environment – physically and mentally – and is free of harassment.	Often	4.05	H
10. My work gives me a feeling of accomplishment and pride.	Always	4.20	VH
11. I am given sufficient responsibility on my job.	Always	4.25	VH
12. The duties of my position are clearly defined.	Often	4.10	H
13. We are treated equally and with respect.	Sometimes	3.35	M
14. I am able to maintain a reasonable balance between my family and my job.	Often	3.70	H
15. We have a fair and equal opportunity to air grievances in a safe environment.	Often	3.50	H

16. I am happy with the pay levels here and believe I am paid well for my job.	Sometimes	3.25	M
17. I am happy with the employee review system.	Sometimes	3.35	M
18. I am involved in decisions affecting my position/work.	Often	3.50	H
19. We all participate in problem-solving.	Sometimes	3.35	M
20. My manager supports me in my professional development.	Often	3.75	H
21. My manager ensures that we are recognized and appreciated for our efforts in making the company grow.	Often	3.40	H
22. I feel there is a fair opportunity for advancement in the company.	Sometimes	3.30	M
23. Workload is fairly allocated among employees.	Sometimes	3.20	M
24. I enjoy my job and believe I have a secure future here.	Often	3.40	H
25. New employees are given a thorough orientation.	Sometimes	3.05	M
26. I am satisfied with the professionalism shown by my fellow peers and leaders.	Often	3.55	H
27. Employee turn-over is reasonable-not high.	Sometimes	3.30	M
28. Senior management is open and honest.	Often	3.50	H
29. The company has a great internal communication system.	Sometimes	3.00	M
30. The company is managed well, and we trust the leadership.	Sometimes	3.35	M
31. The company provides great employee benefits.	Often	3.45	H
32. We enjoy good morale in this company.	Often	3.70	H

33. I am optimistic about the future of the company.	Often	3.60	H
34. Overall, I am happy with my job and place in the company.	Often	3.60	H
Grand Weighted Mean	Often	3.60	H

1.00 – 1.79 Very Low (VL)

3.40 – 4.19 High (H)

1.80 – 2.59 Low (L)

4.20 – 5.00 Very High (VH)

2.60 – 3.39 Moderate (M)

Table 61 presents the level of ethical climate along instrumental of School 1. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The condition of the employees' morale is moderate in the sense that: they are treated equally and with respect; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they all participate in problem-solving; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; new employees are given a thorough orientation; employee turn-over is reasonable- not high; the company has a great internal communication system; and the company is managed well, and we trust the leadership.

The condition of the employees' morale are high in the sense that: they are happy to come to work every morning; they can do their work without fear; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are provided with a safe working environment – physically and mentally –and is free of harassment; the duties of their position are clearly defined; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; they are involved in decisions affecting their position/work; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they enjoy their job and believe they have a secure future in the school; they are satisfied with the professionalism shown by their fellow peers and leaders; their senior management is open and honest; the company provides great employee benefits; they enjoy good morale in the school; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The condition of the employees' morale is very high in the sense that: they know what is expected of them in their job; their work gives them a feeling of accomplishment and pride; and they are given sufficient responsibility on their job. This finding is supported by the study entitled, *"Definition and Measurement of Employee Morale"* by Baehr & Renck (1958) who found that the satisfactions associated with doing the job and with the belief that the job is worthwhile and affords opportunities for personal growth and development is relevant in measuring the morale of employees. Even Verma (1987) believed that employees' morale seems to be closely related with job involvement.

The grand weighted mean of 3.60 tells us that the condition of the employees' morale at Colegio de San Francisco Javier Incorporated are high. This means, that since they are satisfied with their pay, relations among colleagues, and how the organization value them as persons and professionals, the employees of Colegio de San Francisco Javier feel that they are at home in the organization, enthusiastic in their work and determined to stay in the organization.

TABLE 62
THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 2

CRITERIA	Scale Level	Weighted Mean	Implication
1. I am happy to come to work every morning.	Always	4.26	VH
2. I can do my work without fear.	Always	4.26	VH
3. I feel secure in my employment.	Often	3.63	H
4. I feel supported, valued and appreciated.	Often	3.71	H
5. I have access to managers/supervisors when I need a decision.	Often	3.94	H
6. I know what is expected of me in this job.	Often	4.09	H
7. I am given adequate training, authority, and resources to do my job effectively.	Often	3.97	H
8. I receive feedback on how I perform my job that is helpful and not disadvantageous/unsupportive.	Often	3.66	H
9. I am provided with a safe working environment – physically and mentally – and is free of harassment.	Always	4.29	VH
10. My work gives me a feeling of accomplishment and pride.	Always	4.43	VH
11. I am given sufficient responsibility on my job.	Always	4.49	VH
12. The duties of my position are clearly defined.	Always	4.26	VH
13. We are treated equally and with respect.	Often	4.09	H
14. I am able to maintain a reasonable balance between my family and my job.	Always	4.37	VH
15. We have a fair and equal opportunity to air grievances in a safe environment.	Often	3.80	H

16. I am happy with the pay levels here and believe I am paid well for my job.	Sometimes	3.03	M
17. I am happy with the employee review system.	Often	3.54	H
18. I am involved in decisions affecting my position/work.	Often	3.60	H
19. We all participate in problem-solving.	Often	3.60	H
20. My manager supports me in my professional development.	Often	4.14	H
21. My manager ensures that we are recognized and appreciated for our efforts in making the company grow.	Often	4.03	H
22. I feel there is a fair opportunity for advancement in the company.	Often	3.66	H
23. Workload is fairly allocated among employees.	Often	3.60	H
24. I enjoy my job and believe I have a secure future here.	Often	3.54	H
25. New employees are given a thorough orientation.	Often	3.89	H
26. I am satisfied with the professionalism shown by my fellow peers and leaders.	Often	3.77	H
27. Employee turn-over is reasonable-not high.	Often	3.71	H
28. Senior management is open and honest.	Often	3.97	H
29. The company has a great internal communication system.	Often	3.49	H
30. The company is managed well, and we trust the leadership.	Often	3.97	H
31. The company provides great employee benefits.	Sometimes	3.03	M
32. We enjoy good morale in this company.	Often	3.86	H

33. I am optimistic about the future of the company.	Often	3.89	H
34. Overall, I am happy with my job and place in the company.	Often	4.03	H
Grand Weighted Mean	Often	3.87	H

1.00 – 1.79 Very Low (VL)

3.40 – 4.19 High (H)

1.80 – 2.59 Low (L)

4.20 – 5.00 Very High (VH)

2.60 – 3.39 Moderate (M)

Table 62 presents the level of ethical climate along instrumental of School 2. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The condition of the employees' morale is moderate in the sense that they are happy with the pay levels and believe they are paid well for my job, and the company provides great employee benefits.

The condition of the employees' morale are high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they know what is expected of them in their job; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are treated equally and with respect; they have a fair and equal opportunity to air grievances in a safe environment; they are happy with the employee review system; they all participate in problem-solving; they are involved in decisions affecting their position/work; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; they enjoy their job and believe they have a secure future in the school; new employees are given a thorough orientation; they are satisfied with the professionalism shown by their fellow peers and leaders; employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; they enjoy good morale in the school; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they are provided with a safe working environment – physically and mentally –and are free of harassment; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; and they can maintain a reasonable balance between their family and their job.

The grand weighted mean of 3.87 tells us that the condition of the employees' morale at Rizal Memorial Institute of Dapitan Incorporated are high. This means that the employees of Rizal Memorial Institute of Dapitan Incorporated are motivated and committed to work because the working environment is safe, specific job description, family factor and are empowered to become more productive in the organization (*has very high weighted mean of 4.49*). This finding is supported by the study entitled "How Employee Empowerment Improves Manufacturing Performance" by Cole (1995), who found that the commitment of employees developed when they are empowered to participate in managerial decision-making and training in group problem-solving. Another empirical support from the study entitled, "*Identifying Factors for Employee Satisfaction*" by Tso, Liu & Li (2015) who found that the job satisfaction score is the highest among all factors for employee satisfaction. Thus, when employees of Rizal Memorial Institute

are satisfied with their job and productivity, these create a sense of fulfillment in the organization as contributing factor in boosting their morale.

TABLE 63
THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 3

CRITERIA	Scale Level	Weighted Mean	Implication
1. I am happy to come to work every morning.	Always	4.43	VH
2. I can do my work without fear.	Always	4.30	VH
3. I feel secure in my employment.	Often	4.00	H
4. I feel supported, valued and appreciated.	Often	3.91	H
5. I have access to managers/supervisors when I need a decision.	Always	4.26	VH
6. I know what is expected of me in this job.	Always	4.48	VH
7. I am given adequate training, authority, and resources to do my job effectively.	Often	4.26	H
8. I receive feedback on how I perform my job that is helpful and not disadvantageous/unsupportive.	Often	4.09	H
9. I am provided with a safe working environment – physically and mentally – and is free of harassment.	Always	4.65	VH
10. My work gives me a feeling of accomplishment and pride.	Always	4.70	VH
11. I am given sufficient responsibility on my job.	Always	4.61	VH
12. The duties of my position are clearly defined.	Always	4.61	VH
13. We are treated equally and with respect.	Always	4.43	VH
14. I am able to maintain a reasonable balance between my family and my job.	Always	4.52	VH

15. We have a fair and equal opportunity to air grievances in a safe environment.	Always	4.35	VH
16. I am happy with the pay levels here and believe I am paid well for my job.	Often	3.96	H
17. I am happy with the employee review system.	Often	4.09	H
18. I am involved in decisions affecting my position/work.	Often	4.00	H
19. We all participate in problem-solving.	Often	3.83	H
20. My manager supports me in my professional development.	Always	4.22	VH
21. My manager ensures that we are recognized and appreciated for our efforts in making the company grow.	Always	4.26	VH
22. I feel there is a fair opportunity for advancement in the company.	Often	3.96	H
23. Workload is fairly allocated among employees.	Often	4.04	H
24. I enjoy my job and believe I have a secure future here.	Always	4.22	VH
25. New employees are given a thorough orientation.	Always	4.39	VH
26. I am satisfied with the professionalism shown by my fellow peers and leaders.	Often	4.04	H
27. Employee turn-over is reasonable-not high.	Often	3.78	H
28. Senior management is open and honest.	Often	3.91	H
29. The company has a great internal communication system.	Often	3.87	H
30. The company is managed well, and we trust the leadership.	Often	3.87	H
31. The company provides great employee benefits.	Often	3.96	H

32. We enjoy good morale in this company.	Often	4.13	H
33. I am optimistic about the future of the company.	Always	4.35	VH
34. Overall, I am happy with my job and place in the company.	Always	4.61	VH
Grand Weighted Mean	Always	4.21	VH

1.00 – 1.79 Very Low (VL)

1.80 – 2.59 Low (L)

2.60 – 3.39 Moderate (M)

3.40 – 4.19 High (H)

4.20 – 5.00 Very High (VH)

Table 63 presents the level of ethical climate along instrumental of School 3. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The condition of the employees' morale is high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they all participate in problem-solving; they are involved in decisions affecting their position/work; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; they are satisfied with the professionalism shown by their fellow peers and leaders; employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; the company provides great employee benefits; and they enjoy good morale in the school;

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they have access to managers/supervisors when I need a decision; they know what is expected of them in their job; they are provided with a safe working environment – physically and mentally –and is free of harassment; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; they are treated equally and with respect; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they enjoy their job and believe they have a secure future in the school; new employees are given a thorough orientation; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The grand weighted mean of 4.21 tells us that the condition of the employees' morale at San Estanislao Kostka College Incorporated is very high. The significant indicator is, "My work gives me a feeling of accomplishment and pride," with a weighted value 4.70, very high. This means that when employees are satisfied with their job, they are more motivated with their work. This finding is support by the study entitled, "*Identifying Factors for Employee Satisfaction*" that in identifying factors for employee satisfaction, job satisfaction score is the highest among all factors (Tso, *et al.*, 2015). It means that job satisfaction is important predictor of employee morale. Levin (2008) stressed that retaining good teachers requires giving teachers interesting and challenging work, good working conditions, and respect. There is a great emphasis on

providing them with opportunities to develop their skills. Thus, when employees of San Estanislao Kostka entrusted with work-related task and whose efforts are acknowledged by superiors, they boost their morale.

TABLE 64
THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 4

CRITERIA	Scale Level	Weighted Mean	Implication
1. I am happy to come to work every morning.	Always	4.32	VH
2. I can do my work without fear.	Always	4.44	VH
3. I feel secure in my employment.	Often	3.94	H
4. I feel supported, valued and appreciated.	Often	3.74	H
5. I have access to managers/supervisors when I need a decision.	Often	4.15	H
6. I know what is expected of me in this job.	Always	4.21	VH
7. I am given adequate training, authority, and resources to do my job effectively.	Often	3.85	H
8. I receive feedback on how I perform my job that is helpful and not disadvantageous/unsupportive.	Often	3.68	H
9. I am provided with a safe working environment – physically and mentally – and is free of harassment.	Always	4.35	VH
10. My work gives me a feeling of accomplishment and pride.	Always	4.35	VH
11. I am given sufficient responsibility on my job.	Always	4.41	VH
12. The duties of my position are clearly defined.	Always	4.29	VH
13. We are treated equally and with respect.	Often	4.00	H

14. I am able to maintain a reasonable balance between my family and my job.	Often	4.06	H
15. We have a fair and equal opportunity to air grievances in a safe environment.	Often	3.91	H
16. I am happy with the pay levels here and believe I am paid well for my job.	Often	3.53	H
17. I am happy with the employee review system.	Often	3.50	H
18. I am involved in decisions affecting my position/work.	Often	3.82	H
19. We all participate in problem-solving.	Often	3.65	H
20. My manager supports me in my professional development.	Often	3.94	H
21. My manager ensures that we are recognized and appreciated for our efforts in making the company grow.	Often	3.79	H
22. I feel there is a fair opportunity for advancement in the company.	Often	3.74	H
23. Workload is fairly allocated among employees.	Sometimes	3.32	M
24. I enjoy my job and believe I have a secure future here.	Often	3.68	H
25. New employees are given a thorough orientation.	Sometimes	3.29	M
26. I am satisfied with the professionalism shown by my fellow peers and leaders.	Often	3.79	H
27. Employee turn-over is reasonable-not high.	Often	3.50	H
28. Senior management is open and honest.	Often	3.88	H
29. The company has a great internal communication system.	Often	3.65	H
30. The company is managed well, and we trust the leadership.	Often	4.00	H

31. The company provides great employee benefits.	Sometimes	3.06	M
32. We enjoy good morale in this company.	Often	3.97	H
33. I am optimistic about the future of the company.	Often	4.18	H
34. Overall, I am happy with my job and place in the company.	Always	4.26	VH
Grand Weighted Mean	Often	3.89	H

1.00 – 1.79 Very Low (VL)

3.40 – 4.19 High (H)

1.80 – 2.59 Low (L)

4.20 – 5.00 Very High (VH)

2.60 – 3.39 Moderate (M)

Table 64 presents the level of ethical climate along instrumental of School 4. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The condition of the employees' morale is moderate in the sense that: the workload is fairly allocated among employees; new employees are given a thorough orientation; and the company provides great employee benefits.

The condition of the employees' morale is high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are treated equally and with respect; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they are involved in decisions affecting their position/work; they all participate in problem-solving; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they feel there is a fair opportunity for advancement in the company; they enjoy their job and believe they have a secure future in the school; they are satisfied with the professionalism shown by their fellow peers and leaders; employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; they enjoy good morale in the school; and they are optimistic about the future of the school.

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they know what is expected of them in their job; they are provided with a safe working environment – physically and mentally – and is free of harassment; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; and overall, they are happy with their job and place in the school.

The grand weighted mean of 3.89 us that the condition of the employees' morale at Saint Joseph College of Sindangan Incorporated is high. The significant indicator with a weighted mean of 4.44 is, "*I can do my work without fear*" means that when employees of St. Joseph College of Sindangan Incorporated work in friendly environment, they are more productive and motivated. This finding is supported by the article entitled, "*The Importance of a Positive Working*

Environment” by Johnny Peters (2013) who held that if people are happy with where they work and the environment they walk into each day, they have been proven to be more productive and make less mistakes (<https://anz.businesschief.com/leadership>). On the other hand, if employees work in a fearful environment, the effect is organizational disaster. In the article, “*The Effects of Fear in a Job Environment*” Kristine Tucker found that when employees experience fear at work and don’t receive positive, encouraging feedback from their supervisors, they might respond with resistance. Resistance might come in the form of reduced productivity, a lack of participation, unwillingness to change and isolation. Fear can also lead to silence in the workplace, forcing subordinates to refrain from expressing their views and opinions to managers and other superiors (www.cron.com). Thus, for employees of St. Joseph College of Sindangan, Incorporated, a friendly and positive work environment is necessary to boost their morale.

TABLE 65
THE LEVEL OF EMPLOYEES’ MORALE OF SCHOOL 5

CRITERIA	Scale Level	Weighted Mean	Implication
1. I am happy to come to work every morning.	Always	4.29	VH
2. I can do my work without fear.	Always	4.33	VH
3. I feel secure in my employment.	Often	4.02	H
4. I feel supported, valued and appreciated.	Often	3.77	H
5. I have access to managers/supervisors when I need a decision.	Often	3.82	H
6. I know what is expected of me in this job.	Always	4.43	VH
7. I am given adequate training, authority, and resources to do my job effectively.	Often	3.76	H
8. I receive feedback on how I perform my job that is helpful and not disadvantageous/unsupportive.	Often	3.67	H
9. I am provided with a safe working environment – physically and mentally – and is free of harassment.	Often	4.06	H
10. My work gives me a feeling of accomplishment and pride.	Always	4.90	VH

11. I am given sufficient responsibility on my job.	Always	4.34	VH
12. The duties of my position are clearly defined.	Always	4.24	VH
13. We are treated equally and with respect.	Often	4.06	H
14. I am able to maintain a reasonable balance between my family and my job.	Often	4.05	H
15. We have a fair and equal opportunity to air grievances in a safe environment.	Often	3.59	H
16. I am happy with the pay levels here and believe I am paid well for my job.	Often	3.78	H
17. I am happy with the employee review system.	Often	3.74	H
18. I am involved in decisions affecting my position/work.	Often	3.66	H
19. We all participate in problem-solving.	Often	3.70	H
20. My manager supports me in my professional development.	Often	4.11	H
21. My manager ensures that we are recognized and appreciated for our efforts in making the company grow.	Often	3.87	H
22. I feel there is a fair opportunity for advancement in the company.	Often	3.65	H
23. Workload is fairly allocated among employees.	Often	3.70	H
24. I enjoy my job and believe I have a secure future here.	Often	3.94	H
25. New employees are given a thorough orientation.	Sometimes	3.22	M
26. I am satisfied with the professionalism shown by my fellow peers and leaders.	Often	3.73	H
27. Employee turn-over is reasonable-not high.	Often	3.64	H

28. Senior management is open and honest.	Often	3.81	H
29. The company has a great internal communication system.	Often	3.59	H
30. The company is managed well, and we trust the leadership.	Often	3.90	H
31. The company provides great employee benefits.	Often	3.81	H
32. We enjoy good morale in this company.	Often	3.97	H
33. I am optimistic about the future of the company.	Always	4.26	VH
34. Overall, I am happy with my job and place in the company.	Always	4.34	VH
Grand Weighted Mean	Often	3.93	H

1.00 – 1.79 Very Low (VL)

1.80 – 2.59 Low (L)

2.60 – 3.39 Moderate (M)

3.40 – 4.19 High (H)

4.20 – 5.00 Very High (VH)

Table 65 presents the level of ethical climate along instrumental of School 5. The table shows the criteria, scale level, weighted mean, grand weighted mean, and implication.

The condition of the employees' morale is moderate because the new employees are given a thorough orientation; and the company provides great employee benefits.

The condition of the employees' morale are high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are provided with a safe working environment – physically and mentally –and is free of harassment; they are treated equally and with respect; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they are involved in decisions affecting their position/work; they all participate in problem-solving; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; they enjoy their job and believe they have a secure future in the school; they are satisfied with the professionalism shown by their fellow peers and leaders; the employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; the company provides great employee benefits; and they enjoy good morale in the school.

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they know what is expected of

them in their job; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The grand weighted mean of 3.93 us that the condition of the employees' morale at School 5 are high. The two highest indicators are job-related namely, "*I know what is expected of me in this job*" with 4.43 weighted mean and "*I am give sufficient responsibility on my job*" with a weighted mean of 4. 34. This finding is supported by an article entitled, "*Employees Meet Only Expectations When They Know What is Expected*" by Heather Huhman (2015) who indicated that employees who don't know what their manager expects of them can't be engaged or successful in the workplace. She recommended open lines of communication for administrators by letting employees know that their role plays a significant part for the success of the organization (<https://www.entrepreneur.com/article/252734>).

TABLE 66
THE DIFFERENCE IN THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 1 WHEN
GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(6, 13)	1.053	2.915	Not Significant
Sex	(1, 18)	0.079	4.414	Not Significant
Length of Service	(4, 15)	2.913	3.056	Not Significant
Educational Attainment	(2, 17)	1.541	3.592	Not Significant

$\alpha = 0.05$

Table 66 presents the difference in the level of employees' morale at School 1 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value 1.053 for "Age" is not significant against the critical F value 2.915 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of age. The computed F value 0.079 for "Sex" is not significant against the critical F value 4.414 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of sex. The computed F value 2.913 for "Length of Service" is not significant against the critical F value 3.056 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of length of service. The computed F value 1.541 for "Educational Attainment" is not significant against the critical F value 3.592 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of educational attainment.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the level of employees' morale of Colegio de San Francisco Javier Incorporated when grouped according to profile. This means that age, sex, length of service, and educational attainment do not influence School 1 employees' morale. This finding is supported by the study entitled, "*Staff Perceptions of Work-Environment Factors Affecting Morale in Southeastern Registrar's Offices*," by Rheanna Plemons (2014, p. 124), who found

that when it comes to gender, females typically create friendships based on personal similarities. In contrast, men may find the development of friendships to be a challenge in this female-dominated field. With regard to age, age showed no significance on morale, motivators, or leadership styles (p.125). But the study entitled, “*The Aging Workforce Raises New Talent Management Issues for Employers*,” by Rappaport, Bancroft & Okum (2003) contradict the present finding who reported on low morale among older workers who were financially unable to retire. Robert Baker (1980) found that in relation to correctional facility officers as respondents, age tends to influence job satisfaction more than education among older officers. With regards to length of service, years of service had no significance based on the Fisher’s Exact Test. However, individual results showed those with fewer years of experience were more likely to retain high morale through a change. Those with more experience in the office perceived those with fewer years accepted this change because they were naïve. Those with more years of experience perceived they were able to accept change with high morale, because they had been through more changes than younger employees (p. 126). About educational attainment and employee morale, Ivar Berg (1971) refuted the finding by declaring that when an individual’s educational attainment level is well aligned with his or her job skill requirements, the individual’s job satisfaction level will tend to be high.

TABLE 67
THE DIFFERENCE IN THE LEVEL OF EMPLOYEES’ MORALE SCHOOL 2 WHEN
GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(8, 26)	2.357	2.320	Significant
Sex	(1, 33)	0.609	4.139	Not Significant
Length of Service	(5, 29)	3.261	2.545	Significant
Educational Attainment	(3, 31)	0.513	2.911	Not Significant

$\alpha = 0.05$

Table 67 presents the difference in the level of employees’ morale of School 2 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value of 2.357 for “Age” is significant against the critical F value of 2.320 at a 0.05 level of uncertainty. The computed F value 0.609 for “Sex” is not significant against the critical F value 4.139 at 0.05 level of uncertainty. That is, they have no difference of employees’ morale in terms of sex. The computed F value 3.261 for “Length of Service” is significant against the critical F value 2.545 at 0.05 level of uncertainty. The computed F value of 0.513 for “Educational Attainment” is not significant against the critical F value of 2.911 at a 0.05 level of uncertainty. That is, they have no difference in employees’ morale in terms of educational attainment.

Of the four profile variables, we found enough evidence that “Age” and “Length of Service” affect School 2 employees’ morale. That is, their age and length of service influence the spirit of the employees that would make them want to succeed. This means that employees’ morale in School 2 is influenced by age and length of service. Concerning age as related to employee

morale, this finding is supported by the study entitled “*Employee Attitudes as a Function of Age and Length of Service: A Reconceptualization*” by Gibson & Klein (1970), who found that there is a positive relationship between age and overall satisfaction (morale); satisfaction with pay, job, supervisor. An article entitled, *Factor Affecting Morale*, indicated that, while younger workers are more dissatisfied with higher expectations than their elders, older employees have more stability which comes with maturity, a severe attitude towards the job, more reliability, less absenteeism, proven steady work habits, a sense of responsibility and loyalty and less tendency to be distracted by outside interest as influences ([https://ebrary.net/2848/management/factors affecting morale](https://ebrary.net/2848/management/factors_affecting_morale)). However, Vollmer & Kinney (1955) found that younger employees were likelier to report job satisfaction than older employees.

About the length of service as related to employee morale, the finding contradicted the study of Gibson and Klein (1970), who found that there is no significant relationship between tenure and satisfaction (morale) for three reasons: disconfirmed expectations of relatively hopeful, naïve new employees, acculturation into a we-they value system occurs, and perceptions of favoritism occur as other people in the system are promoted.

TABLE 68
THE DIFFERENCE IN THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 3 WHEN GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(7,15)	2.011	2.707	Not Significant
Sex	(1, 21)	0.043	4.325	Not Significant
Length of Service	(3, 19)	2.321	3.127	Not Significant
Educational Attainment	(3, 20)	0.473	3.493	Not Significant

$\alpha = 0.05$

Table 68 presents the difference in the level of employees' morale of School 3 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value 2.011 for “Age” is not significant against the critical F value 2.707 at 0.05 level of uncertainty. That is, they have no difference in employees' morale in terms of age. The computed F value of 0.043 for “Sex” is not significant against the critical F value of 4.325 at a 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of sex. The computed F value 2.321 for “Length of Service” is not significant against the critical F value 3.127 at 0.05 level of uncertainty. That is, they have no difference in employees' morale in terms of length of service. The computed F value 0.473 for “Educational Attainment” is not significant against the critical F value of 3.493 at 0.05 level of uncertainty. That is, they have no difference in employees' morale in terms of educational attainment.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the level of employee' morale at School 3 when grouped according to

profile. This means that age, sex, length of service, and educational attainment does not influence the morale of employees of School 3.

This finding is supported by the study entitled, “*Staff Perceptions of Work-Environment Factors Affecting Morale in Southeastern Registrar’s Offices*,” by Rheanna Plemons (2014, p. 124) who found that when it comes to gender, females typically create friendships based on personal similarities, whereas men may find the development of friendships to be a challenge in this female-dominated field. About age, age showed no significance on morale, motivators, or leadership styles (p.125). But the study entitled, “*The Aging Workforce Raises New Talent Management Issues for Employers*,” by Rappaport, Bancroft & Okum (2003) contradict the present finding who reported on low morale among older workers who were financially unable to retire. Robert Baker (1980) found that in relation to prison officers as respondents, age tends to influence job satisfaction more than education among the older officers. With regards to length of service, years of service had no significance based on the Fisher’s Exact Test. However, individual results showed those with fewer years of experience were more likely to retain high morale through a change. Those with more experience in the office perceived those with fewer years accepted this change because they were naïve. Those with more years of experience perceived they were able to accept change with high morale, because they had been through more changes than younger employees (p. 126). With regard to educational attainment and employee morale, this finding is refuted by the study, “*Employee Organization Linkages: The Psychology of Commitment, Absenteeism and Turnover*” by Mowday, Porter & Steers (1982) who pointed out “that this inverse relationship may result from the fact that more educated individuals have higher expectations that the organization may be unable to meet” (p. 30). Because more educated employees have a greater number of job options, they would be less likely to stay with the organization (Obeng and Ugboro, 2003) who cannot afford to give in to their demands.

TABLE 69
THE DIFFERENCE IN THE LEVEL OF EMPLOYEES’ MORALE OF SCHOOL 4 WHEN
GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(5, 28)	1.579	2.558	Not Significant
Sex	(1, 32)	0.877	4.149	Not Significant
Length of Service	(3, 30)	0.451	2.922	Not Significant
Educational Attainment	(3, 30)	0.822	2.922	Not Significant

$\alpha = 0.05$

Table 69 presents the difference in the level of employees’ morale of School 4 when grouped according to profile. The table shows the profile, degrees of freedom, computed F-value, critical F-value, and interpretation.

The computed F value 1.579 for “Age” is not significant against the critical F value 2.558 at 0.05 level of uncertainty. That is, they have no difference of employees’ morale in terms of age. The computed F value 0.877 for “Sex” is not significant against the critical F value 4.149 at

0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of sex. The computed F value 0.451 for "Length of Service" is not significant against the critical F value 2.922 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of length of service. The computed F value 0.822 for "Educational Attainment" is not significant against the critical F value 2.922 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of educational attainment.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the level of employees' morale of School 4 when grouped according to profile. This means that age, sex, length of service, and educational attainment does not affect the psychological well-being of the employees as they perform their jobs. This finding is supported by the study entitled, "*Staff Perceptions of Work-Environment Factors Affecting Morale in Southeastern Registrar's Offices*," by Rheanna Plemons (2014, p. 124) who found that when it comes to gender, females typically create friendships based on personal similarities, whereas men may find the development of friendships to be a challenge in this female dominated field. With regard to age, age showed no significance on morale, motivators, or leadership styles (p.125). But the study entitled, "*The Aging Workforce Raises New Talent Management Issues for Employers*," by Rappaport, Bancroft & Okum (2003) contradict the present finding who reported on low morale among older workers who were financially unable to retire. Robert Baker (1980) found that in relation to correctional facility officers as respondents, age tends to influence job satisfaction more than education among the older officers. The study of Ilagan & Javier (2014) refuted the finding who found that age is related to morale among employees of Banco de Oro.

With regards to length of service, it had no significance based on the Fisher's Exact Test. However, individual results showed those with fewer years of experience were more likely to retain high morale through a change. Those with more experience in the office perceived those with fewer years accepted this change because they were naïve. Those with more years of experience perceived they were able to accept change with high morale, because they had been through more changes than younger employees (p. 126). With regard to the relationship between educational attainment and employee morale, this finding is supported by the study of Judge & Hulin (1993) who found a negative association between job satisfaction and educational level, wage, alternative employment opportunities, hours worked. But Ivar Berg (1971) refuted the finding by affirming that when an individual's educational attainment level is well aligned with his or her job skill requirements, the individual's job satisfaction level will tend to be high.

TABLE 70
THE DIFFERENCE IN THE LEVEL OF EMPLOYEES' MORALE OF SCHOOL 5 WHEN
GROUPED ACCORDING TO PROFILE

PROFILE	Degrees of Freedom	Computed F-value	Critical F-value	Interpretation
Age	(8, 85)	3.361	2.049	Significant
Sex	(1, 92)	3.661	3.945	Not Significant
Length of Service	(6, 87)	2.957	2.205	Significant
Educational Attainment	(4, 89)	0.740	2.474	Not Significant

$\alpha = 0.05$

Table 70 presents the difference in the level of employees' morale of School 5 when grouped according to profile. The table shows the profile, degrees of freedom, computed F -value, critical F -value, and interpretation.

The computed F value 3.361 for "Age" is significant against the critical F value 2.049 at 0.05 level of uncertainty. The computed F value 3.661 for "Sex" is not significant against the critical F value 3.945 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of sex. The computed F value 2.957 for "Length of Service" is significant against the critical F value 2.205 at 0.05 level of uncertainty. The computed F value 0.740 for "Educational Attainment" is not significant against the critical F value 2.474 at 0.05 level of uncertainty. That is, they have no difference of employees' morale in terms of educational attainment.

Of the four profile variables, we found enough evidence that "Age" and "Length of Service" affect the employees' morale of School 5. That is, the spirit of the employees that would make them want to succeed is influenced by their age and length of service. This means that employees' morale in Rizal Memorial Institute of Dapitan, Incorporated is influenced by age and length of service. With regard to age as related to employee morale, this finding is supported by the study entitled, "*Employee Attitudes as a Function of Age and Length of Service: A Reconceptualization*" by Gibson & Klein (1970) who found that there is a positive relationship between age and overall satisfaction (morale); satisfaction with pay, job, supervisor. An article entitled, Factor Affecting Morale, indicated that, while younger workers are more dissatisfied with higher expectations than their elders, older employees have more stability which comes with maturity, a serious attitude towards job, more reliability, less absenteeism, proven steady work habits, a sense of responsibility and loyalty and less tendency to be distracted by outside interest as influences (https://ebrary.net/2848/management/factors_affecting_morale). Vollmer & Kinney (1955) found that younger employees were found to be more likely to report job satisfaction than older employees.

With regard to the length of service as related to employee morale, the finding is corroborated with the study of Ilagan and Javier (2014) who found that, in terms of placement and promotion, length of service is significantly related to employees' morale. However, it contradicted the study of Gibson and Klein (1970) who found that there is no significant relationship between tenure and satisfaction (morale) for three reasons: disconfirmed expectations of relatively hopeful, naïve new employees, acculturation into a we-they value system occurs, and perceptions of favoritism occur as other people in the system are promoted. The study entitled "*Supervision and other Determinants of Employee Morale: The Case of Banco De Oro Branches in Batangas City and Bauan, Philippines*" of Ilagan and Javier (2014) indicated that, in terms of bank style supervision, the respondents' nature of work is affected by their age, highest educational attainment and their monthly income. It supports the present finding that age is significantly related to morale while refutes the finding that educational attainment is not related to morale. But the study entitled, "*Effects of Ethical Climate and Ethical Leadership on Employee Attitudes: Bosnian Case*" by Dinc & Aydemir (2014) indicated that educational level of employees were positively related to their job satisfaction.

TABLE 71

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION MAKING PRACTICES AND THE EMPLOYEES' MORALE OF SCHOOL 1

Ethical Decision-Making Practice	Correlation r with Employees' Morale	Critical r
Egoism	0.466*	0.427
Benevolence	0.697**	0.561
Principle	0.647**	0.561

**Correlation is significant at the 0.01 level (2-tailed) $df = 18$

*Correlation is significant at the 0.05 level (2-tailed)

Table 71 presents the relationship between the administrators' ethical decision-making practices and the employees' morale of School 1. The table shows the ethical decision-making practice, the correlation r with employees' morale, and critical r .

The computed Pearson r values, 0.466, 0.697, and 0.647 are significant against the critical r values 0.427 and 0.561 with 18 degrees of freedom at 0.05 and 0.01 levels of uncertainty. We do have enough evidence to reject the null hypothesis. That is, there is a significant relationship between the administrators' ethical decision-making practices and the employees' morale. The correlation coefficient of 0.466 is interpreted as moderate correlation. This implies that the administrators' ethical decision-making practices along **egoism** is moderately related to the employees' morale. The correlation coefficient of 0.697 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along **benevolence** is highly related to the employees' morale. The correlation coefficient of 0.647 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along **principle** is highly related to the employees' morale.

The result revealed that the administrators' ethical decision-making practices significantly affect the employees' morale of School 1. With the highest computed value of 0.697** this means that administrators in School 1 who use benevolent criterion in ethical decision-making will boost the motivation and commitment of the employees. This finding is supported by the study entitled, *"The Role of Leadership in Creating Virtuous and Compassionate Organizations: Narratives of Benevolent Leadership in an Anatolian Tiger"* by Karakas & Sarigullo (2013) found that using benevolent leadership framework, leaders can create supportive team and work environments for employees centered on ethical sensitivity, spiritual depth, positive engagement, and community responsiveness.

TABLE 72

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES AND THE EMPLOYEES' MORALE OF SCHOOL 2

Ethical Decision-Making Practice	Correlation r with Employees' Morale	Critical r
Egoism	-0.165	0.334
Benevolence	0.016	0.334
Principle	0.217	0.334

$\alpha = 0.05$ $df = 33$

Table 72 presents the relationship between the administrators' ethical decision-making practices and the employees' morale of School 2. The table shows the ethical decision-making practice, the correlation r with employees' morale, and critical r .

The computed Pearson r values, -0.165, 0.016, and 0.217, are not significant against the critical r value 0.334 with 33 degrees of freedom at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant relationship between the administrators' ethical decision-making practices and the employees' morale of Rizal Memorial Institute of Dapitan Incorporated. This implies that the administrators' ethical decision-making practices do not affect employee morale. This finding is supported by the study entitled "The Effects of Ethical Climate and Ethical Leadership on Employee Attitudes: Bosnian Case" by Dinc & Aydemir, who found that ethical leadership has no positive influence on employees' job satisfaction at private universities in Bosnia and Herzegovina.

However, few researchers believe that the administrators' ethical decision-making practices impact employees' morale. The study entitled "The Effect of Ethical Leadership on Employees' Job Satisfaction: A Study on Municipalities in Konya" by Attar, Cagliyan, & Ajdarovski (2017) showed that ethical leadership positively affects job satisfaction levels of administrative personnel in Konya municipalities. The study entitled "The Virtuous Influence of Ethical Leadership Behavior: Evidence from the Field," Neubert, Carlson, Kacmar & Chonko (2009) demonstrated that leaders' ethical behavior has a direct and an indirect impact on followers' job satisfaction and organizational commitment.

TABLE 73

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION-MAKING PRACTICES AND THE EMPLOYEES' MORALE OF SCHOOL 3

Ethical Decision-Making Practice	Correlation r with Employees' Morale	Critical r
Egoism	0.459*	0.413
Benevolence	0.583**	0.526
Principle	0.568**	0.526

**Correlation is significant at the 0.01 level (2-tailed) $df = 21$

*Correlation is significant at the 0.05 level (2-tailed)

Table 73 presents the relationship between the administrators' ethical decision-making practices and the employees' morale of School 3. The table shows the ethical decision-making practice, the correlation r with employees' morale, and critical r .

The computed Pearson r values, 0.459, 0.583, and 0.568, are significant against the critical r values 0.413 and 0.526, with 21 degrees of freedom at 0.05 and 0.01 levels of uncertainty. We do have enough evidence to reject the null hypothesis. That is, a significant relationship exists between the administrators' ethical decision-making practices and the employees' morale. The correlation coefficient of 0.459 is interpreted as a moderate correlation. This implies that the administrators' ethical decision-making practices along **egoism** is moderately related to the employees' morale. The correlation coefficient of 0.583 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along **benevolence** is highly related to the employees' morale. The correlation coefficient of 0.568 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along **principle** are highly related to the employees' morale.

The result revealed that the administrators' ethical decision-making practices significantly affect employees' morale in School 3. With the highest computed value of 0.583** benevolent

ethical decision-making practices impact employees' morale. This finding is supported by Karakas & Sarigullo (2013) who found that benevolent leadership entails discovering and embracing employees and team members as whole persons, acknowledging not only their cognitive faculties but also their social, emotional, and spiritual faculties, to engage their hearts, spirits, and minds.

TABLE 74

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION MAKING PRACTICES AND THE EMPLOYEES' MORALE OF SCHOOL 4

Ethical Decision-Making Practice	Correlation r with Employees' Morale	Critical r
Egoism	0.156	0.339
Benevolence	0.258	0.339
Principle	0.233	0.339

$\alpha = 0.05$ $df = 32$

Table 74 presents the relationship between the administrators' ethical decision-making practices and the employees' morale of School 4. The table shows the ethical decision-making practice, the correlation r with employees' morale, and critical r .

The computed Pearson r values, 0.156, 0.258, and 0.233 are not significant against the critical r value 0.339 with 32 degrees of freedom at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant relationship between the administrators' ethical decision-making practices and the employees' morale of School 4. This implies that the administrators' ethical decision-making practices have no impact to the employees' morale. However, a certain entitled, "*Impact of Leadership Styles on Employee Job Satisfaction and Organizational Commitment – A Study in the Construction Sector in India*" by Nidadhavolu (2018) study does not support the present finding. The study indicated that leadership styles have a significant impact on employees' job satisfaction and organizational commitment.

TABLE 75

THE RELATIONSHIP BETWEEN THE ADMINISTRATORS' ETHICAL DECISION MAKING PRACTICES AND THE EMPLOYEES' MORALE OF SCHOOL 5

Ethical Decision-Making Practice	Correlation r with Employees' Morale	Critical r
Egoism	0.249*	0.203
Benevolence	0.296**	0.264
Principle	0.234*	0.203

**Correlation is significant at the 0.01 level (2-tailed) $df = 92$

*Correlation is significant at the 0.05 level (2-tailed)

Table 75 presents the relationship between the administrators' ethical decision-making practices and the employees' morale of School 5. The table shows the ethical decision-making practice, the correlation r with employees' morale, and critical r .

The computed Pearson r values, 0.249, 0.296, and 0.234 are significant against the critical r values 0.203 and 0.264 with 92 degrees of freedom at 0.05 and 0.01 levels of uncertainty. We do have enough evidence to reject the null hypothesis. That is, there is a significant relationship between the administrators' ethical decision-making practices and the employees' morale. The correlation coefficients of 0.249 is interpreted as low correlation. This implies that the administrators' ethical decision-making practices along **egoism** is slightly related to the employees' morale. The correlation coefficient of 0.296 is interpreted as low correlation. This implies that the administrators' ethical decision-making practices along **benevolence** is slightly related to the employees' morale. The correlation coefficient of 0.234 is interpreted as low correlation. This implies that the administrators' ethical decision-making practices along **principle** is slightly related to the employees' morale.

The result revealed that the administrators' ethical decision-making practices significantly affect employees' morale in St. Vincent's College Incorporated. With the highest computed value of 0.296**, administrators using benevolent ethical decision-making practices impact the morale of employees. This finding is supported by the study of Atar, Cagliyan & Ajdarovska (2017) entitled, *"The Effect of Ethical Leadership on Employees' Job Satisfaction: A study on Municipalities in Konya,"* who found that managers who have ethical and moral values, do the right thing, worry about others and choose to be open are expected to create an ethical climate and this will in turn make the employees more satisfied by emphasizing the fairness at the work place. Blau (1964), using principles of reciprocity, said that individuals feel obligated to return when they see fair and good behaviours toward them. Naturally, employees feel indebted to ethical leaders due to their trustworthy and fair behaviors and thus, they reciprocate with beneficial work behaviors like citizenship behaviors (Brown and Mitchell, 2010) and even avoid from unethical behavior like absenteeism.

DISCUSSION

The following are the findings of the study presented by each school of five Catholic diocesan schools. The order of the findings begins with the *profile of administrators, profile of employees, level of administrators' ethical decision-making practices, school's ethical climate, relationship between administrators' ethical decision-making practices and school's ethical climate and administrators' ethical decision-making practices and their relationship with employees' morale.*

SCHOOL 1

1. On the **profile of the administrators** of School 1 in terms of **Age**. One (1) or 12.5% of the administrators is between 26 – 30 years old, no administrator is between 31 – 35 years old, three (3) or 37.5% of the administrators are between 36 – 40 years old, one (1) or 12.5% is between 41 – 45 years old, one (1) or 12.5% of the administrators is between 46 – 50 years old, one (1) or 12.5% of the administrators is between 51 – 55 years old, no administrator is between 56 – 60 years old, and one (1) or 12.5% of the administrators is 61 years old or over.

2. Sex. One (1) or 12.5% of the administrator is a male and seven (7) or 87.5% are females.

3. Length of service. Two (2) or 25.0% of the administrators have less than 3 years of service, one (1) or 12.5% has between 3 – 7 years of service, one (1) or 12.5% has between 8 – 12 years of service, one (1) or 12.5% has between 13 – 17 years of service, one (1) or 12.5% has between 18 – 22 years of service, one (1) or 12.5% has between 23 – 27 years of service, and one (1) or 12.5% has 28 or over years of service.

4 Educational attainments. One (1) or 12.5% of the administrators is a college graduate, two (2) or 25.0% of them have master's degree units, two (2) or 25.0% have master's degree, one (1) or 12.5% has doctorate units, and two (2) or 25.0% have a doctorate degree.

5. Seminars/ trainings attended. Three (3) or 42.9% of the administrators have not attended seminars on ethical decision making and four (4) or 57.1% have attended seminars on ethical decision making.

6. On the **profile of the employees** of School 1 in terms of **Age**. Five (5) or 25.0% of the employees are between 21 – 25 years old, seven (7) or 37.5% are between 26 – 30 years old, three (3) or 15.0% are between 31 – 35 years old, two (2) or 10.0% are between 36 – 40 years old, one (1) or 5.0% is between 41 – 45 years old, one (1) or 5.0% is between 46 – 50 years old, no employee is between 51 – 55 years old, one (1) or 5.0% is between 56 – 60 years old, and no employee is 61 years old or over.

7. Sex. Six (6) or 30.0% of the employees are males and fourteen (14) or 70.0% are females.

8. Length of service. Five (5) or 25.0% of the employees have less than 3 years of service, eleven (11) or 55.0% have between 3 – 7 years of service, one (1) or 5.0% has between 8 – 12 years of service, two (2) or 10.0% have between 13 – 17 years of service, one (1) or 5.0% has between 18 – 22 years of service, no employee has between 23 – 27 years of service, and no employee has 28 or over years of service.

9. Educational attainment. Thirteen (13) or 65.0% of the employees are college graduate, six (6) or 30.0% of them have master's degree units, one (1) or 5.0% has master's degree, no employee has doctorate units, and no employee has a doctorate degree.

10. On the **level of administrators' ethical decision making practices** of School 1 along **Egoism**. The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits". The administrators sometimes practiced that "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". However, the administrators almost always practiced that "People should not perform any act that would result to punishments" and People should work for the success of the company".

The grand weighted mean of 5.73 tells us that the administrators of School 1 usually practiced to get the people in the organization to consider its interest and to work for the benefit of the school and welfare of everybody.

11. Benevolence. The administrators almost always practiced that “The dignity and welfare of the people should be the most important concern in the organization”, “One should never psychologically or physically harm another person”, and “to help others without seeking a reward or recognition.” The administrators usually practiced that “One should not perform an action which might in any way threaten the dignity and welfare of another individual”, “People are willing to sacrifice for the benefit of all”, and “One considers people in their decision-making practices.”

The grand weighted mean of 6.29 tells us that the administrators of School 1 almost always practiced ethical decision-making in the context of benevolence.

12. Principle. The administrators usually practiced that “In all decisions, company rules should be given importance over empathy / kindness”. The administrators almost always practiced that “Company decisions should also consider the code of ethics of the community”, “Everyone should familiarize all the policies of the organization”, “Employees should strictly obey company policies”, “Conflicts should be resolved by policies and rules”, “Decision-making relies on the policies and guidelines set by the organization”, “Civil codes must be observed in making decision that would affect employees”, and “Leaders should be faithful to rules and guidelines”.

The grand weighted mean of 6.67 tells us that the administrators of School 1 almost always practiced ethical decision-making in the context of principle.

The administrators of School 1 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.73 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.29 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.67 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.23 tells us that level of administrators’ ethical decision-making practices of School 1 is “usually practiced”.

However, the most dominant ethical decision-making practice of the administrators of School 1 is in the context of principle.

13. On the significant difference in the ***level of administrators’ ethical decision making practices*** of School 1 ***when grouped according to profile***. The computed F value 0.099 for “Age” is not significant against the critical F value 19.296 at 0.05 level of uncertainty. The computed F value 87.417 for “Sex” is significant against the critical F value 5.987 at 0.05 level of uncertainty. The computed F value 9.019 for “Length of Service” is not significant against the critical F value 233.986 at 0.05 level of uncertainty. The computed F value 0.746 for “Educational Attainment” is not significant against the critical F value 9.117 at 0.05 level of uncertainty. The computed F value 0.052 for “Seminars/ Training

Attended” is not significant against the critical F value 5.987 at 0.05 level of uncertainty. Of the five profile variables, we found enough evidence that “Sex” has to do with the ethical decision-making practices of the administrators of School 1. That is, their ethical decision-making practices vary as to their sex.

14. On the level of ethical climate of School 1 along **Caring**. At School 1, it is mostly true that: people look out for each other’s good; the most important concern is the good of all the people in the company; the major concern is always what is best for the other person, the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company; and each person is expected, above all, to work efficiently. This implies that the school is highly caring in this criteria.

In this school also, it is completely true that the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criteria. The grand weighted mean of 3.81 tells us that the ethical climate of Colegio de San Francisco Javier Incorporated along caring is highly caring.

15. Instrumental. At School 1, it is somewhat false that people are mostly out for themselves. This implies that people in this school are slightly concerned with the school’s interest in this criteria. It is somewhat true in this school that: the people are expected to do anything to further the company’s interests; work is considered sub-standard only when it hurts the company’s interests; and people are concerned with the company’s interests. This implies that people in this school are moderately concerned with the school’s interest in this criteria. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first and there is no room for one’s own personal morals or ethics in this company. This implies that people in this school are highly concerned with the school’s interest in this criteria.

The grand weighted mean of 3.05 tells us that the ethical climate of School 1 along instrumental is moderately concerned with the school’s interest.

16. Independence, rules, law and code. At School 1, it is somewhat false that in this school, people are expected to follow their own personal and moral beliefs. This implies that people in this school are slightly concerned with the school rules in this criteria. It is somewhat true in this school that: each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person’s sense of right and wrong; successful people in this company go by the book; and people are guided by their own personal ethics. This implies that people in this school are moderately concerned with the school rules in this criteria. However, it is mostly true that: it is very important to follow strictly the school rules and procedures; the first consideration is whether a decision violates any law; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; people are expected to strictly follow legal or professional standards; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.32 tells us that the ethical climate of School 1 along independence, rules, law and code is moderately concerned with the school rules.

The perceptions of employees of School 1 on how ethical issues vary according to situations. The grand weighted mean for caring is 3.81 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for instrumental is 3.05 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for independence, rules, law and code is 3.32 which means that the perceptions of employees of the school's ethical climate are moderately concerned with the school rules.

The average grand weighted mean 3.39 tells us that the level of ethical climate of Colegio de San Francisco Javier Incorporated is "highly ethical".

However, the most dominant ethical climate of School 1 as perceived by the employees is **caring**.

17. On the significant relationship between the **level of administrators' ethical decision-making practices and the level of schools' ethical climate** of Colegio de San Francisco Javier Incorporated. The table above revealed that there is a significant relationship between ethical decision-making practice of administrators and school's ethical climate of School 1. There is a strong correlation between egoism and caring, and moderate correlations between egoism and instrumental and egoism and independence, rules, law and code.

There are strong correlations between egoism and caring and instrumental ethical climates and a moderate correlation between egoism and independence, rules, law and code. There are strong correlations between benevolence and all of the climate types. There are also strong correlations between principle and all the climate types.

By using the values of correlation coefficients, the predictor of a caring ethical climate is the benevolence ethical decision-making practice. The predictor of an instrumental ethical climate is the egoism and principle ethical decision-making practices. The predictor of an independence, rules, law and code ethical climate is the benevolence ethical decision-making practice.

18. On the **level of employees' morale** of School 1. The condition of the employees' morale are moderate in the sense that: they are treated equally and with respect; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they all participate in problem-solving; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; new employees are given a thorough orientation; employee turn-over is reasonable- not high; the company has a great internal communication system; and the company is managed well, and we trust the leadership.

The condition of the employees' morale are high in the sense that: they are happy to come to work every morning; they can do their work without fear; they feel supported,

valued and appreciated; they have access to managers/supervisors when I need a decision; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are provided with a safe working environment – physically and mentally –and is free of harassment; the duties of their position are clearly defined; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; they are involved in decisions affecting their position/work; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they enjoy their job and believe they have a secure future in the school; they are satisfied with the professionalism shown by their fellow peers and leaders; their senior management is open and honest; the company provides great employee benefits; they enjoy good morale in the school; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The condition of the employees' morale is very high in the sense that: they know what is expected of them in their job; their work gives them a feeling of accomplishment and pride; and they are given sufficient responsibility on their job. The grand weighted mean of 3.60 tells us that the condition of the employees' morale at School 1 are high.

19. On the significant difference in the **level of employees' morale** of School 1 **when grouped according to profile**. The computed F value 1.053 for "Age" is not significant against the critical F value 2.915 at 0.05 level of uncertainty. The computed F value 0.079 for "Sex" is not significant against the critical F value 4.414 at 0.05 level of uncertainty. The computed F value 2.913 for "Length of Service" is not significant against the critical F value 3.056 at 0.05 level of uncertainty. The computed F value 1.541 for "Educational Attainment" is not significant against the critical F value 3.592 at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the level of employees' morale of School 1 when grouped according to profile. This means that age, sex, length of service, and educational attainment do not influence the morale of employees of Colegio de San Francisco Javier Incorporated.

20. On the significant relationship between the **level of administrators' ethical decision-making practices and the level of employees' morale** School 1. The computed Pearson r values, 0.466, 0.697, and 0.647 are significant against the critical r values 0.427 and 0.561 with 18 degrees of freedom at 0.05 and 0.01 levels of uncertainty. We do have enough evidence to reject the null hypothesis. That is, there is a significant relationship between the administrators' ethical decision-making practices and the employees' morale. The correlation coefficient of 0.466 is interpreted as moderate correlation. This implies that the administrators' ethical decision-making practices along egoism is moderately related to the employees' morale. The correlation coefficient of 0.697 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along benevolence is highly related to the employees' morale. The correlation coefficient of 0.647 is interpreted as strong correlation. This implies that

the administrators' ethical decision-making practices along principle is highly related to the employees' morale.

The result revealed that the administrators' ethical decision-making practices significantly affect the employees' morale of School 1.

SCHOOL 2

1. On the **profile of the administrators** of School 2 in terms of **age**. No administrator is between 26 – 30 years old, one (1) or 12.5% of the administrators is between 31 – 35 years old, one (1) or 12.5% of the administrators is between 36 – 40 years old, no administrator is between 41 – 45 years old, two (2) or 25.0% of the administrators is between 46 – 50 years old, one (1) or 12.5% of the administrators is between 51 – 55 years old, no administrator is between 56 – 60 years old, and three (3) or 37.5% of the administrators are 61 years old or over.

2 Sex. Three (3) or 37.5% of the administrators are males and five (5) or 62.5% of them are females.

3. Length of service. One (1) or 12.5% of the administrators has less than 3 years of service, one (1) or 12.5% of the administrator has between 3 – 7 years of service, one (1) or 12.5% of has between 8 – 12 years of service, no administrator has between 13 – 17 years of service, one (1) or 12.5% has between 18 – 22 years of service, one (1) or 12.5% has between 23 – 27 years of service, and three (3) or 37.5% have 28 or over years of service.

4. Educational attainment. Two (2) or 25.0% of the administrators are college graduate, three (3) or 37.5% of them have master's degree units, three (3) or 37.5% have master's degree, no administrator has doctorate units, and no administrator has doctorate degree.

5. Seminars / trainings attended. Six (6) or 75.0% of the administrators have not attended seminars on ethical decision making and two (2) or 25.0% have attended seminars on ethical decision making.

6. On the **profile of the employees** of School 2 in terms of **age**. Eleven (11) or 31.4% of the employees are between 21 – 25 years old, six (6) or 17.1% are between 26 – 30 years old, four (4) or 11.4% are between 31 – 35 years old, two (2) or 5.7% are between 36 – 40 years old, two (2) or 5.7% are between 41 – 45 years old, one (1) or 5.0% is between 46 – 50 years old, six (6) or 17.1% are between 51 – 55 years old, two (2) or 5.7% are between 56 – 60 years old, and one (1) or 2.9% is 61 years old or over.

7. Sex. Fifteen (15) or 42.9% of the employees are males and twenty (20) or 57.1% are females.

8. Length of service. Fourteen (14) or 40.0% of the employees have less than 3 years of service, seven (7) or 20.0% have between 3 – 7 years of service, three (3) or 8.6%

have between 8 – 12 years of service, four (4) or 11.4% have between 13 – 17 years of service, two (2) or 5.7% have between 18 – 22 years of service, five (5) or 14.3% are between 23 – 27 years of service, and no employee has 28 or over years of service.

9. Educational attainments. Twenty four (24) or 68.6% of the employees are college graduate, nine (9) or 25.7% of them have master's degree units, one (1) or 2.9% has master's degree, no employee has doctorate units, and one (1) or 2.9% has a doctorate degree.

10. On the ***level of administrators' ethical decision making practices*** of School 2 along **egoism**. The administrators often practiced that "People should protect their own interest above other considerations", "People should do well in the organization for rewards", and "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators usually practiced that "All decision-making practices should promote company interest even if these sacrifice employee benefits." However, the administrators almost always practiced that "People should not perform any act that would result to punishments" and People should work for the success of the company".

The grand weighted mean of 5.59 tells us that the administrators of Rizal Memorial Institute of Dapitan Incorporated usually practiced to get the people in the organization to consider its interest and to work for the benefit of the school and welfare of everybody.

11. Benevolence. The administrators almost always practiced that "The dignity and welfare of the people should be the most important concern in the organization", "One should never psychologically or physically harm another person", "People are willing to sacrifice for the benefit of all", "to help others without seeking a reward or recognition", and "One considers people in their decision-making practices." The administrators usually practiced that "One should not perform an action which might in any way threaten the dignity and welfare of another individual".

The grand weighted mean of 6.54 tells us that the administrators of School 2 almost always practiced ethical decision-making in the context of benevolence.

12. Principle. The administrators usually practiced that "In all decisions, company rules should be given importance over empathy / kindness". The administrators almost always practiced that "Company decisions should also consider the code of ethics of the community", "Everyone should familiarize all the policies of the organization", "Employees should strictly obey company policies", "Conflicts should be resolved by policies and rules", and "Civil codes must be observed in making decision that would affect employees". The administrators always practiced that "Decision-making relies on the policies and guidelines set by the organization", and "Leaders should be faithful to rules and guidelines".

The grand weighted mean of 6.94 tells us that the administrators of School 2 almost always practiced ethical decision-making in the context of principle.

The administrators of School 2 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.59 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.54 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.94 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.47 tells us that level of administrators' ethical decision-making practices of School 2 is "almost always practiced".

However, the most dominant ethical decision-making practice of the administrators of School 2 is **principle**.

13. On the significant difference in the ***level of administrators' ethical decision making practices*** of School 2 ***when grouped according to profile;***

The computed F value 0.425 for "Age" is not significant against the critical F value 9.117 at 0.05 level of uncertainty. The computed F value 0.734 for "Sex" is not significant against the critical F value 5.987 at 0.05 level of uncertainty. The computed F value 0.360 for "Length of Service" is not significant against the critical F value 19.296 at 0.05 level of uncertainty. The computed F value 0.307 for "Educational Attainment" is not significant against the critical F value 5.786 at 0.05 level of uncertainty. The computed F value 9.311 for "Seminars/ Training Attended" is significant against the critical F value 5.987 at 0.05 level of uncertainty. Of the five profile variables, we found enough evidence that "Seminars/Training Attended" has to do with the ethical decision-making practices of the administrators of School 2. That is, their approach to problems or situations are influenced by the seminars/training on ethical decision-making they had attended.

14. On the ***level of ethical climate*** of School 2 along ***caring***. At School 2, it is mostly true that: people look out for each other's good; the major concern is always what is best for the other person; the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company. This implies that the school is highly caring in this criteria.

In this school also, it is completely true that: the most important concern is the good of all the people in the company; each person is expected, above all, to work efficiently; and the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criteria.

The grand weighted mean of 3.81 tells us that the ethical climate of School 2 along caring is highly caring.

15. Instrumental. At School 2, it is somewhat false that people are mostly out for themselves. This implies that people in this school are slightly concerned with the school's interest in these criteria. It is somewhat true in this school that: there is no room for one's own personal morals or ethics in this company; work is considered sub-standard only when it hurts the company's interests; people protect their own interest above other considerations; and people are concerned with the company's interests. This implies that

people in this school are moderately concerned with the school's interest in these criteria. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first and the people are expected to do anything to further the company's interests. This implies that people in this school are highly concerned with the school's interest in these criteria.

The grand weighted mean of 3.05 tells us that the ethical climate of School 2 along instrumental is moderately concerned with the school's interest.

16. Independence, rules, law and code. At School 2, it is somewhat true that in this school, people are expected to follow their own personal and moral beliefs. This implies that people in this school are moderately concerned with the school rules in these criteria. It is mostly true in this school that: it is very important to follow strictly the school rules and procedures; each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; the first consideration is whether a decision violates any law; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; successful people in this company go by the book; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in these criteria.

The grand weighted mean of 3.72 tells us that the ethical climate of School 2 along independence, rules, law and code is highly concerned with the school rules.

The perceptions of employees of School 2 on how ethical issues vary according to situations. The grand weighted mean for caring is 3.96 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for instrumental is 3.10 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for independence, rules, law and code is 3.72 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.59 tells us that the level of ethical climate of School 2 is "highly ethical".

However, the most dominant ethical climate of School 2 as perceived by the employees is **caring**.

17. On the significant relationship between the **level of administrators' ethical decision making practices** and the **level of schools' ethical climate** of School 2 between egoism and caring and independence, rules, law and code ethical climate types but there is a significant relationship between egoism and instrumental. There is a significant relationship between benevolence and caring and instrumental ethical climate types but

there is no significant relationship between benevolence and the independence, rules, law and code. There is a significant relationship between principle and caring and independence, rules, law and code but there is no significant relationship between principle and instrumental.

The strength of correlation between egoism and instrumental is weak. There is a moderate correlation between benevolence and caring and a weak correlation between benevolence and instrumental. There is a moderate correlation between principle and caring and independence, rules, law and code ethical climate types.

By using the values of correlation coefficients, the predictor of a caring climate are principle and benevolence. The instrumental climate is manifested by egoism practice, and independence, rules, law and code climate is **principle** ethical decision-making practice.

18. On the *level of employees' morale* of School 2.

The condition of the employees' morale is moderate in the sense that: they are happy with the pay levels and believe they paid well for my job; and the company provides great employee benefits.

The condition of the employees' morale is high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they know what is expected of them in their job; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are treated equally and with respect; they have a fair and equal opportunity to air grievances in a safe environment; they are happy with the employee review system; they all participate in problem-solving; they are involved in decisions affecting their position/work; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; they enjoy their job and believe they have a secure future in the school; new employees are given a thorough orientation; they are satisfied with the professionalism shown by their fellow peers and leaders; employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; they enjoy good morale in the school; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they are provided with a safe working environment – physically and mentally –and is free of harassment; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; and they are able to maintain a reasonable balance between their family and their job.

The grand weighted mean of 3.87 tells us that the condition of the employees' morale at School 2 is **high**.

19. On the significant difference in the **level of employees' morale** of School 2 **when grouped according to profile**

The computed F value 2.357 for "Age" is significant against the critical F value 2.320 at 0.05 level of uncertainty. The computed F value 0.609 for "Sex" is not significant against the critical F value 4.139 at 0.05 level of uncertainty. The computed F value 3.261 for "Length of Service" is significant against the critical F value 2.545 at 0.05 level of uncertainty. The computed F value 0.513 for "Educational Attainment" is not significant against the critical F value 2.911 at 0.05 level of uncertainty. Of the four profile variables, we found enough evidence that "Age" and "Length of Service" affect the employees' morale of School 2. That is, the spirit of the employees that would make them want to succeed is influenced by their age and length of service.

20. On the significant relationship between the **level of administrators' ethical decision making practices** and the **level of employees' morale** School 2. The computed Pearson r values, -0.165, 0.016, and 0.217 are not significant against the critical r value 0.334 with 33 degrees of freedom at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant relationship between the administrators' ethical decision-making practices and the employees' morale of School 2. This infers that the administrators' ethical decision-making practices has no impact to the employees' morale.

SCHOOL 3

1. On the **profile of the administrators** of School 3 in terms of **age**. No administrator is below 31, one (1) or 20.0% of the administrator is between 31 - 35 years old, two (2) or 40.0% is between 36 – 40 years old and one (1) or 20.0% is between 41 – 45 years old, one (1) or 20.0% is between 46 – 50 years old and no administrator is above 50 years old.

2. **Sex**. Three (3) or 60.0% of the administrators are males and two (2) or 40.0% of are females.

3. **Length of service**. Of the five administrators, three (3) or 60.0% have between 8 – 12 years of service and two (2) or 40.0% have between 23 – 27 years of service.

4. **Educational attainment**. No administrator is a college graduate, two (2) or 40.0% have master's degree units, two (2) or 40.0% have master's degree, one (1) or 20.0% has doctorate units, and no administrator has a doctorate degree.

5. **Seminars/ trainings attended**. Of the five administrators, four (4) or 80.0% have not attended seminars on ethical decision making and one (1) or 20.0% has attended seminars on ethical decision making.

6. On the **profile of the employees** of San Estanislao Kostka College Incorporated in terms of **age**. Six (6) or 26.1% of the employees are between 21 – 25 years old, three (3) or 13.0% are between 26 – 30 years old, one (1) or 4.3% are between 31 – 35 years old, five (5) or 21.7% are between 36 – 40 years old, four (4) or 17.4% are between 41 – 45 years old, no administrator is between 46 – 50 years old, one (1) or 4.3% are between 51 – 55 years old, one (1) or 4.3% are between 56 – 60 years old, and two (2) or 8.7% is 61 years old or over.

7. **Sex.** Eight (8) or 34.8% of the employees are males and fifteen (15) or 65.2% are females.

8. **Length of service.** Six (6) or 26.1% of the employees have less than 3 years of service, eleven (11) or 47.8% have between 3 – 7 years of service, four (4) or 17.4% have between 8 – 12 years of service, no administrator have between 13 – 22 years of service, two (2) or 8.7% are between 23 – 27 years of service, and no employee has 28 or over years of service.

9. **Educational attainment.** Twelve (12) or 52.2% of the employees are college graduate, seven (7) or 30.4% of them have master's degree units, four (4) or 17.4% has master's degree, no employee has doctorate units, and no employee has a doctorate degree.

10. On the **level of administrators' ethical decision making practices** of School 3 along **egoism**. The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits." The administrators sometimes practiced that "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators almost always practiced that "People should not perform any act that would result to punishments". The administrators also always practiced that "People should work for the success of the company".

The grand weighted mean of 5.61 tells us that the administrators of San Estanislao Kostka College Incorporated usually practiced to get the people in the organization to consider its interest and to work for the benefit of the school and welfare of everybody.

11. **Benevolence.** The administrators almost always practiced that "One should never psychologically or physically harm another person", "People are willing to sacrifice for the benefit of all", and "One should not perform an action which might in any way threaten the dignity and welfare of another individual". The administrators always practiced that "The dignity and welfare of the people should be the most important concern in the organization", "to help others without seeking a reward or recognition", and "One considers people in their decision-making practices." The grand weighted mean of 6.99 tells us that the administrators of School 3 almost always practiced benevolence criterion in ethical decision-making.

12. **Principle.** The administrators usually practiced that "In all decisions, company rules should be given importance over empathy / kindness". The administrators almost always

practiced that “Employees should strictly obey company policies”, “Conflicts should be resolved by policies and rules”, and “Decision-making relies on the policies and guidelines set by the organization”. The administrators always practiced that “Company decisions should also consider the code of ethics of the community”, “Everyone should familiarize all the policies of the organization”, “Civil codes must be observed in making decision that would affect employees”, and “Leaders should be faithful to rules and guidelines”.

The grand weighted mean of 6.82 tells us that the administrators of School 3 almost always practiced principle criterion in ethical decision-making.

The administrators of School 3 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.61 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.99 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.82 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.47 tells us that level of administrators’ ethical decision-making practices of School 3 is “almost always practiced”.

However, the most dominant ethical decision-making practice of the administrators of School 3 is **benevolence**.

13. On the significant difference in the ***level of administrators’ ethical decision making practices*** of School 3 ***when grouped according to profile***. The computed F value 0.224 for “Age” is not significant against the critical F value 215.707 at 0.05 level of uncertainty. The computed F value 1.883 for “Sex” is not significant against the critical F value 12.128 at 0.05 level of uncertainty. The computed F value 1.883 for “Length of Service” is not significant against the critical F value 12.128 at 0.05 level of uncertainty. The computed F value 2.671 for “Educational Attainment” is not significant against the critical F value 19.000 at 0.05 level of uncertainty. The computed F value 0.900 for “Seminars/ Training Attended” is significant against the critical F value 12.128 at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the administrators’ ethical decision-making practices of School 3 when grouped according to profile. This means that age, sex, length of service, educational attainment and seminars/ training attended in ethical decision making do not influence the ethical decision-making practices of the administrators of School 3.

14. On the ***level of ethical climate*** of School 3 along ***caring***. At School 3, it is somewhat true that people look out for each other’s good. This implies that the school is highly caring in this criterion. It is mostly true that: the most important concern is the good of all the people in the company; the major concern is always what is best for the other person; the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company; and each person is expected, above all, to work efficiently. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.74 tells us that the ethical climate of School 3 along caring is highly caring.

15. Instrumental. At School 3, it is somewhat false that people are mostly out for themselves and there is no room for one's own personal morals or ethics in this company. This implies that people in this school are slightly concerned with the school's interest in this criterion. It is somewhat true in this school that: the people are expected to do anything to further the company's interests; work is considered sub-standard only when it hurts the company's interests; and people protect their own interest above other considerations. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first and people are concerned with the company's interests. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 2.94 tells us that the ethical climate of School 3 along instrumental is moderately concerned with the school's interest.

16. Independence, rules, law and code. At School 3, it is somewhat true that: in this school, people are expected to follow their own personal and moral beliefs; the first consideration is whether a decision violates any law; successful people in this company go by the book. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: it is very important to follow strictly the school rules and procedures; each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.46 tells us that the ethical climate of School 3 along independence, rules, law and code is highly concerned with the school rules.

The perceptions of employees of School 3 on how ethical issues vary according to situations. The grand weighted mean for caring is 3.74 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for instrumental is 2.94 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for independence, rules, law and code is 3.46 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.38 tells us that the level of ethical climate of San Estanislao Kostka College Incorporated is “highly ethical”.

However, the most dominant ethical climate of School 3 as perceived by the employees is **caring**.

17. On the significant relationship between the **level of administrators’ ethical decision making practices** and the **level of schools’ ethical climate** of School 3 .The table above revealed that one, there is no significant relationship between egoism and the ethical climate types; two, that there is no significant relationship between benevolence; and third, that the ethical climate types; and fourth, that there is no significant relationship between independence, rules, law and code and the ethical climate types.

We do not have enough evidence to reject the null hypothesis. That is, there is no significant relationship between the administrators’ ethical decision-making practices and the schools’ ethical climate. This implies that ethical decision-making practices of the administrators of School 3 is not significantly related to the school’s ethical climate.

18. On the **level of employees’ morale** of School 3. The condition of the employees’ morale are high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they all participate in problem-solving; they are involved in decisions affecting their position/work; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; they are satisfied with the professionalism shown by their fellow peers and leaders; employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; the company provides great employee benefits; and they enjoy good morale in the school;

The condition of the employees’ morale are very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they have access to managers/supervisors when I need a decision; they know what is expected of them in their job; they are provided with a safe working environment – physically and mentally –and is free of harassment; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; they are treated equally and with respect; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they enjoy their job and believe they have a secure future in the school; new employees are given a thorough orientation; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school. The grand weighted mean of 4.21 tells us that the condition of the employees’ morale at School 3 is **very high**.

19. On the significant difference in the **level of employees' morale** of School 3 **when grouped according to profile**. The computed F value 2.011 for "Age" is not significant against the critical F value 2.707 at 0.05 level of uncertainty. The computed F value 0.043 for "Sex" is not significant against the critical F value 4.325 at 0.05 level of uncertainty. The computed F value 2.321 for "Length of Service" is not significant against the critical F value 3.127 at 0.05 level of uncertainty. The computed F value 0.473 for "Educational Attainment" is not significant against the critical F value 3.493 at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the level of employees' morale of School 3 when grouped according to profile. This means that age, sex, length of service, and educational attainment do not influence the morale of employees of School 3

20. On the significant relationship between the **level of administrators' ethical decision making practices** and the **level of employees' morale** San Estanislao Kostka College Incorporated. The computed Pearson r values, 0.459, 0.583, and 0.568 are significant against the critical r values 0.413 and 0.526 with 21 degrees of freedom at 0.05 and 0.01 levels of uncertainty. We do have enough evidence to reject the null hypothesis. That is, there is a significant relationship between the administrators' ethical decision-making practices and the employees' morale. The correlation coefficient of 0.459 is interpreted as moderate correlation. This implies that the administrators' ethical decision-making practices along egoism is moderately related to the employees' morale. The correlation coefficient of 0.583 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along benevolence is highly related to the employees' morale. The correlation coefficient of 0.568 is interpreted as strong correlation. This implies that the administrators' ethical decision-making practices along principle is highly related to the employees' morale.

The result revealed that the administrators' ethical decision-making practices significantly impact employees' morale of School 3.

SCHOOL 4

1. On the profile of the administrators of School 4 in terms of **age**. No administrator is below 36 years old, one (1) or 20.0% of them is 36 – 40 years old, one (1) or 20.0% is between 41 – 45 years old, one (1) or 20.0% is between 46 – 50 years old and one (1) or 20.0% is between 51 – 55 years old, one (1) or 20.0% is between 56 – 60 years old, and no administrator is 61 years old or above.

2. **Sex**. All administrators are males.

3. **Length of service**. No administrator has less than 8 years of service, two (2) or 40.0% has between 8 – 12 years of service, two (2) or 40.0% has between 13 – 17 years of service, no administrator has between 18 – 22 years of service, one (1) or 20.0% has between 23 – 27 years of service, and no administrator has 28 or above years of service.

4. **Educational attainment**. Three (3) or 60.0% of the administrators have a master's degree, and two (2) or 40.0% have a doctorate degree.

5. Seminars/ trainings attended. No administrator has attended seminars or trainings in ethical decision-making.

6. On the profile of employees of School 4 in terms of age. Fifteen (15) or 44.1% of the employees are between 21 – 25 years old, ten (10) or 29.4% are between 26 – 30 years old, two (2) or 5.9% are between 31 – 35 years old, two (2) or 5.9% are between 36 – 40 years old, three (3) or 8.8% are between 41 – 45 years old, two (2) or 5.9% are between 46 – 50 years old, and no administrator has 51 years old or over.

7. **Sex.** Eleven (11) or 32.4% of the employees are males and twenty-three (23) or 67.6% are females.

8. **Length of service.** Eleven (11) or 32.4% of the employees have less than 3 years of service, seventeen (17) or 50.0% have between 3 – 7 years of service, three (3) or 8.8% have between 8 – 12 years of service, no administrator have between 13 – 17 years of service, three (3) or 8.8% have between 18 – 22 years of service, and no employee has 23 or over years of service.

9. **Educational attainment.** Eleven (11) or 32.4% of the employees are college graduate, thirteen (13) or 38.2% of them have master's degree units, nine (9) or 26.5% has master's degree, one (1) or 2.9% has employee has doctorate units, and no employee has a doctorate degree.

10. On the ***level of administrators' ethical decision-making practices*** of School 4 along **egoism**. The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits." The administrators sometimes practiced that "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators almost always practiced that "People should not perform any act that would result to punishments". The administrators also always practiced that "People should work for the success of the company".

The grand weighted mean of 5.70 tells us that the administrators of School 4 usually practiced to get the people in the organization to consider its interest and to work for the benefit of the school and welfare of everybody.

11. **Benevolence.** The administrators always practiced that "The dignity and welfare of the people should be the most important concern in the organization", "One should never psychologically or physically harm another person", and "to help others without seeking a reward or recognition". The administrators almost always practiced that "One should not perform an action which might in any way threaten the dignity and welfare of another individual". The administrators also usually practiced "People are willing to sacrifice for the benefit of all".

The grand weighted mean of 7.03 tells us that the administrators of School 4 almost always practiced ethical decision-making in the context of benevolence.

12. **Principle.** The administrators usually practiced that "In all decisions, company rules should be given importance over empathy / kindness". The administrators almost always

practiced that “Employees should strictly obey company policies”, “Conflicts should be resolved by policies and rules”, “Decision-making relies on the policies and guidelines set by the organization”, and “Civil codes must be observed in making decision that would affect employees”. The administrators always practiced that “Company decisions should also consider the code of ethics of the community”, “Everyone should familiarize all the policies of the organization”, and “Leaders should be faithful to rules and guidelines”.

The grand weighted mean of 6.88 tells us that the administrators of School 4 almost always practiced ethical decision-making in the context of principle.

The administrators of School 4 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.70 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 7.03 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 6.88 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.54 tells us that level of administrators’ ethical decision-making practices of School 4 is “almost always practiced”. However, the most dominant ethical decision-making practice of the administrators of School 4 is **benevolence**.

13. On the significant difference in the ***level of administrators’ ethical decision making practices*** of School 4 ***when grouped according to profile***. The computed F value 2.217 for “Age” is not significant against the critical F value 215.707 at 0.05 level of uncertainty. No F statistic can be computed for the difference in ethical decision-making practices in terms of sex since all of the administrators are males. The computed F value 5.800 for “Length of Service” is not significant against the critical F value 19.000 at 0.05 level of uncertainty. The computed F value 2.536 for “Educational Attainment” is not significant against the critical F value 12.128 at 0.05 level of uncertainty. No F statistic can be computed for the difference in ethical decision-making practices in terms of seminars/training attended since all of the administrators have not attended that kind of seminar or training. We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the administrators’ ethical decision-making practices of School 4 when grouped according to profile. This means that age, sex, length of service, and educational attainment does not influence the ethical decision-making practices of the administrators of School 4.

14. On the ***level of ethical climate*** of Saint Joseph College of Sindangan Incorporated along **caring**. At School 4, it is mostly true that: people look out for each other’s good; the most important concern is the good of all the people in the company; the major concern is always what is best for the other person; the most efficient way is always the right way; in this school, the major consideration is what is best for everyone in the company. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that each person is expected, above all, to work efficiently and the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.92 tells us that the ethical climate of School 4 along caring is highly caring.

15. Instrumental. At School 4, it is somewhat false that people are mostly out for themselves. This implies that people in this school are slightly concerned with the school's interest in this criterion. It is somewhat true in this school that: there is no room for one's own personal morals or ethics in this company; work is considered sub-standard only when it hurts the company's interests; and people protect their own interest above other considerations. This implies that people in this school are moderately concerned with the school's interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first; and people are concerned with the company's interests. This implies that people in this school are highly concerned with the school's interest in this criterion.

The grand weighted mean of 3.11 tells us that the ethical climate of School 4 along instrumental is moderately concerned with the school's interest.

16. Independence, rules, law and code. At School 4, it is somewhat true that: in this school, people are expected to follow their own personal and moral beliefs; each person in this company decides for himself what is right and wrong; the most important consideration in this company is each person's sense of right and wrong; and successful people in this company go by the book. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: it is very important to follow strictly the school rules and procedures; the first consideration is whether a decision violates any law; people are expected to comply with the law and professional standards over and above other considerations; everyone is expected to stick by company rules and procedures; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion.

The grand weighted mean of 3.49 tells us that the ethical climate of School 4 along independence, rules, law, and code is highly concerned with the school rules.

The perceptions of employees of School 4 on how ethical issues vary according to situations. The grand weighted mean for caring is 3.92 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for instrumental is 3.11 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for independence, rules, law, and code is 3.49 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.51 tells us that the level of ethical climate of School 4 “highly ethical”.

However, the most dominant ethical climate of School 4 as perceived by the employees is **caring**.

17. On the significant relationship between **the level of administrators’ ethical decision-making practices** and the **level of schools’ ethical climate** of School 4. The table above revealed that there is no significant relationship between egoism and the ethical climate caring but there is a significant relationship between egoism and ethical climates instrumental and independence, rules, law and code. There is no significant relationship between benevolence and the ethical climate types. There is a significant relationship between principle and caring and independence, rules, law and code, however there is no significant relationship between principle and instrumental.

The correlation coefficients 0.433 and 0.503 between egoism and instrumental and independence, rules, law and code respectively indicates moderate correlation. There is a low correlation between principle and the climate types caring and independence, rules, law, and code.

By using the values of correlation coefficients, the principal practice is a predictor of caring, and independence, rules, law and code ethical climate types. The predictor of instrumental climate type is **egoism**.

18. On the **level of employees’ morale** of School 4. The condition of the employees’ morale are moderate in the sense that: the workload is fairly allocated among employees; new employees are given a thorough orientation; and the company provides great employee benefits.

The condition of the employees’ morale are high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not disadvantageous/unsupportive; they are treated equally and with respect; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they are involved in decisions affecting their position/work; they all participate in problem-solving; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they feel there is a fair opportunity for advancement in the company; they enjoy their job and believe they have a secure future in the school; they are satisfied with the professionalism shown by their fellow peers and leaders; employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; they enjoy good morale in the school; and they are optimistic about the future of the school.

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they know what is expected of them in their job; they are provided with a safe working environment – physically and mentally –and is free of harassment; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; and overall, they are happy with their job and place in the school.

The grand weighted mean of 3.89 tells us that the condition of the employees' morale at School 4 is **high**.

19. On the significant difference in the **level of employees' morale** of School 4 **when grouped according to profile**. The computed F value 1.579 for "Age" is not significant against the critical F value 2.558 at 0.05 level of uncertainty. The computed F value 0.877 for "Sex" is not significant against the critical F value 4.149 at 0.05 level of uncertainty. The computed F value 0.451 for "Length of Service" is not significant against the critical F value 2.922 at 0.05 level of uncertainty. The computed F value 0.822 for "Educational Attainment" is not significant against the critical F value 2.922 at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant difference in the level of employees' morale School 4 when grouped according to profile. This means that age, sex, length of service, and educational attainment does not affect the psychological well-being of the employees as they perform their jobs.

20. On the significant relationship between the **level of administrators' ethical decision-making practices** and the **level of employees' morale** of School 4. The computed Pearson r values, 0.156, 0.258, and 0.233 are not significant against the critical r value 0.339 with 32 degrees of freedom at 0.05 level of uncertainty. We do not have enough evidence to reject the null hypothesis. That is, there is no significant relationship between the administrators' ethical decision-making practices and the employees' morale of School 4. This implies that the administrators' ethical decision-making practices has no impact to the employees' morale.

SCHOOL 5

1. On the **profile of the administrators** of School 5 in terms of **age**. No administrator is between 26 – 30 years old, no administrator is between 31 – 35 years old, no administrator is between 36 – 40 years old, two (2) or 20.0% of the administrators are between 41 – 45 years old, two (2) or 20.0% of them are between 46 – 50 years old, one (1) or 10.0% is between 51 – 55 years old, one (1) or 10.0% is between 56 – 60 years old, and four (4) or 40.0% are 61 years old or over.

2. **Sex**. Seven (7) or 70.0% of the administrators are males and three (3) or 30.0% of them are females.

3. **Length of service**. One (1) or 10.0% of the administrators has less than 3 years of service, two (2) or 20.0% of the administrator have between 3 – 7 years of service, no

administrator has between 8 – 12 years of service, no administrator has between 13 – 17 years of service, no administrator has between 18 – 22 years of service, one (1) or 10.0% has between 23 – 27 years of service, and six (6) or 60.0% have 28 or over years of service.

4. Educational attainment. No administrator is a college graduate, one (1) or 10.0% of them has master's degree units, three (3) or 30.0% have master's degree, four (4) or 40.0% of the administrators have doctorate units, and two (2) or 20.0% of the administrators have doctorate degree.

5. Seminars/ trainings attended. Four (4) or 40.0% of the administrators have not attended seminars on ethical decision making and six (6) or 60.0% have attended seminars on ethical decision making.

6. On the **profile of employees** St. Vincent's College Incorporated in terms of **age**. Twenty-seven (27) or 28.7% of the employees are between 21 – 25 years old, fourteen (14) or 14.9% are between 26 – 30 years old, seven (7) or 7.4% are between 31 – 35 years old, seven (7) or 7.4% are between 36 – 40 years old, eleven (11) or 11.7% are between 41 – 45 years old, twelve (12) or 12.8% are between 46 – 50 years old, seven (7) or 7.4% are between 51 – 55 years old, five (5) or 5.3% are between 56 – 60 years old, and four (4) or 4.3% is 61 years old or over.

7. Sex. Thirty-eight (38) or 40.4% of the employees are males and fifty-six (56) or 59.6% are females.

8. Length of service. Twenty-five (25) or 26.6% of the employees have less than 3 years of service, twenty five (25) or 26.6% have between 3 – 7 years of service, fifteen (15) or 16.0% have between 8 – 12 years of service, four (4) or 4.3% have between 13 – 17 years of service, nine (9) or 9.6% have between 18 – 22 years of service, six (6) or 6.4% are between 23 – 27 years of service, and ten (10) or 10.6% have 28 or over years of service.

9. Educational attainment. Twenty-seven (27) or 28.7% of the employees are college graduate, twenty-four (24) or 25.5% of them have master's degree units, thirty seven (37) or 39.4% have master's degree, five (5) or 5.3% have doctorate units, and one (1) or 1.1% has a doctorate degree.

10. On the **level of administrators' ethical decision-making practices** of School 5 along **egoism**. The administrators usually practiced that "People should protect their own interest above other considerations". The administrators often practiced that "People should do well in the organization for rewards" and "All decision-making practices should promote company interest even if these sacrifice employee benefits", and "Lying in the organization is justifiable if it is for personal benefit or for the benefit of the company". The administrators almost always practiced that "People should not perform any act that would result to punishments". The administrators also always practiced that "People should work for the success of the company".

The grand weighted mean of 5.73 tells us that the administrators of School 5 usually practiced to get the people in the organization to consider its interest and to work for the benefit of the school and welfare of everybody.

11. Benevolence. The administrators almost always practiced that “The dignity and welfare of the people should be the most important concern in the organization”, “One should not perform an action which might in any way threaten the dignity and welfare of another individual”, “People are willing to sacrifice for the benefit of all”, and “One considers people in their decision-making practices”. The administrators always practiced that “One should never psychologically or physically harm another person”, and “to help others without seeking a reward or recognition”.

The grand weighted mean of 6.97 tells us that the administrators of School 5 almost always practiced ethical decision-making in the context of benevolence.

12. Principle. The administrators often practiced that “In all decisions, company rules should be given importance over empathy / kindness”. The administrators almost always practiced that “Conflicts should be resolved by policies and rules”. The administrators always practiced that “Company decisions should also consider the code of ethics of the community”, “Everyone should familiarize all the policies of the organization”, “Employees should strictly obey company policies”, “Decision-making relies on the policies and guidelines set by the organization”, “Civil codes must be observed in making decision that would affect employees”, and “Leaders should be faithful to rules and guidelines”.

The grand weighted mean of 7.10 tells us that the administrators of St. Vincent’s College Incorporated almost always practiced ethical decision-making in the context of principle.

The administrators of School 5 used mix practices for ethical decision-making. The grand weighted mean for egoism is 5.73 which means that they usually practiced ethical decision-making in the context of egoism. The grand weighted mean for benevolence is 6.97 which means that they almost always practice ethical decision-making in the context of benevolence. The grand weighted mean for principle is 7.10 which means that they almost always practice ethical decision-making in the context of principle.

The average grand weighted mean 6.60 tells us that level of administrators’ ethical decision-making practices of School 5 is “almost always practiced”.

However, the most dominant ethical decision-making practice of the administrators of St. Vincent’s College Incorporated is **principle**.

13. On the significant difference in the level of administrators’ ethical decision-making practices of School 5 when grouped according to profile. The computed F value 0.568 for “Age” is not significant against the critical F value 5.192 at 0.05 level of uncertainty. The computed F value 1.177 for “Sex” is significant against the critical F value 5.318 at 0.05 level of uncertainty. The computed F value 14.070 for “Length of Service” is not significant against the critical F value 4.757 at 0.05 level of uncertainty. The computed F

value 1.971 for “Educational Attainment” is not significant against the critical F value 4.757 at 0.05 level of uncertainty. The computed F value 2.715 for “Seminars/ Training Attended” is not significant against the critical F value 5.318 at 0.05 level of uncertainty. Of the five profile variables, we found enough evidence that “Length of Service” has to do with the ethical decision-making practices of the administrators of St. Vincent’s College Incorporated. That is, their ethical decision-making practices vary according to their length of service.

14. On the **level of ethical climate** of St. Vincent’s College Incorporated along **caring**. At School 5, it is somewhat true that the major concern is always what is best for the other person. This implies that the school is moderately caring in this criterion. It is mostly true that: people look out for each other’s good; the most important concern is the good of all the people in the company; the most efficient way is always the right way; the major consideration is what is best for everyone in the company. This implies that the school is highly caring in this criterion.

In this school also, it is completely true that each person is expected, above all, to work efficiently and the school expects that employees will always do what is right for the customer and public. This implies that the school is very highly caring in this criterion.

The grand weighted mean of 3.96 means that the ethical climate of School 5 along caring is highly caring.

15. **Instrumental**. At School 5, it is somewhat true that: people are mostly out for themselves; there is no room for one’s own personal morals or ethics in this company; work is considered sub-standard only when it hurts the company’s interests; and people protect their own interest above other considerations. This implies that people in this school are moderately concerned with the school’s interest in this criterion. However, it is mostly true that: the major responsibility for people in this company is to consider efficiency first; people are expected to do anything to further the company’s interests; and people are concerned with the company’s interests. This implies that people in this school are highly concerned with the school’s interest in this criterion.

The grand weighted mean of 3.20 tells us that the ethical climate of School 5 along instrumental is moderately concerned with the school’s interest.

16. **Independence, rules, law and code**. At School 5, it is somewhat true that: in this school, people are expected to follow their own personal and moral beliefs; each person in this company decides for himself what is right and wrong; and successful people in this company go by the book. This implies that people in this school are moderately concerned with the school rules in this criterion. It is mostly true in this school that: the most important consideration in this company is each person’s sense of right and wrong; the first consideration is whether a decision violates any law; people are expected to strictly follow legal or professional standards; people are guided by their own personal ethics; successful people in this company strictly obey the company policies; and the law or ethical code of their profession is the major consideration. This implies that people in this school are highly concerned with the school rules in this criterion. It is completely true

that: it is very important to follow strictly the school rules and procedures; people are expected to comply with the law and professional standards over and above other considerations; and everyone is expected to stick by company rules and procedures. This implies that people in this school are very highly concerned with the school rules in this criterion.

The grand weighted mean of 3.65 tells us that the ethical climate of School 5 along independence, rules, law, and code is highly concerned with the school rules.

The perceptions of employees of School 5 on how ethical issues vary according to situations. The grand weighted mean for caring is 3.96 which means that the perceptions of employees of the school's ethical climate are highly caring. The grand weighted mean for instrumental is 3.20 which means that the perceptions of employees of the school's ethical climate are moderately concerned with school's interest. The grand weighted mean for independence, rules, law and code is 3.65 which means that the perceptions of employees of the school's ethical climate are highly concerned with the school rules.

The average grand weighted mean 3.39 tells us that the level of ethical climate of St. Vincent's College Incorporated is "highly ethical".

However, the most dominant ethical climate of School 5 as perceived by the employees is **caring**.

17. On the significant relationship between the **level of administrators' ethical decision making practices** and the **level of schools' ethical climate** of School 5. The table above revealed that there is a significant relationship between egoism and the ethical climate types. There is no significant relationship between benevolence and the caring and instrumental ethical climate types but there is a significant relationship between benevolence and independence, rules, law and code. There is a significant relationship between principle and caring and independence, rules, law and code, however there is no significant relationship between principle and instrumental.

The correlation coefficient 0.342 between egoism and caring indicates low correlation and the correlation coefficients 0.450 and 0.472 between egoism and instrumental and independence, rules, law and code respectively indicate moderate correlation. There is a low correlation between principle and the climate types caring and independence, rules, law and code.

By using the values of correlation coefficients, the predictor of caring, and instrumental and independence, rules, law and code ethical climate types is **egoism**.

18. On the **level of employees' morale** of School 5. The condition of the employees' morale is moderate in the sense that the new employees are given a thorough orientation; and the company provides great employee benefits. The condition of the employees' morale is high in the sense that: they feel secure in their employment; they feel supported, valued and appreciated; they have access to managers/supervisors when I need a decision; they are given adequate training, authority, and resources to do their job effectively; they receive feedback on how they perform their job that is helpful and not

disadvantageous/unsupportive; they are provided with a safe working environment – physically and mentally –and is free of harassment; they are treated equally and with respect; they are able to maintain a reasonable balance between their family and their job; they have a fair and equal opportunity to air grievances in a safe environment; they are happy with the pay levels and believe they paid well for my job; they are happy with the employee review system; they are involved in decisions affecting their position/work; they all participate in problem-solving; their manager supports them in their professional development; their manager ensures that they are recognized and appreciated for their efforts in making the company grow; they feel there is a fair opportunity for advancement in the company; the workload is fairly allocated among employees; they enjoy their job and believe they have a secure future in the school; they are satisfied with the professionalism shown by their fellow peers and leaders; the employee turn-over is reasonable- not high; their senior management is open and honest; the company has a great internal communication system; the company is managed well, and we trust the leadership; the company provides great employee benefits; and they enjoy good morale in the school.

The condition of the employees' morale is very high in the sense that: they are happy to come to work every morning; they can do their work without fear; they know what is expected of them in their job; their work gives them a feeling of accomplishment and pride; they are given sufficient responsibility on their job; the duties of their position are clearly defined; they are optimistic about the future of the school; and overall, they are happy with their job and place in the school.

The grand weighted mean of 3.93 means that the condition of the employees' morale at School 5 is **high**.

19. On the significant difference in the ***level of employees' morale*** of School 5 ***when grouped according to profile***. The computed F value 3.361 for "Age" is significant against the critical F value 2.049 at 0.05 level of uncertainty. The computed F value 3.661 for "Sex" is not significant against the critical F value 3.945 at 0.05 level of uncertainty. The computed F value 2.957 for "Length of Service" is significant against the critical F value 2.205 at 0.05 level of uncertainty. The computed F value 0.740 for "Educational Attainment" is not significant against the critical F value 2.474 at 0.05 level of uncertainty. Of the four profile variables, we found enough evidence that "Age" and "Length of Service" affect the employees' morale of School 5. That is, the spirit of the employees that would make them want to succeed is influenced by their age and length of service.

20. On the significant relationship between the ***level of administrators' ethical decision making practices*** and the ***level of employees' morale*** School 5. The computed Pearson r values, 0.249, 0.296, and 0.234 are significant against the critical r values 0.203 and 0.264 with 92 degrees of freedom at 0.05 and 0.01 levels of uncertainty. We do have enough evidence to reject the null hypothesis. That is, there is a significant relationship between the administrators' ethical decision-making practices and the employees' morale. The correlation coefficients of 0.249 is interpreted as low correlation. This implies that the administrators' ethical decision-making practices along egoism are slightly related to the employees' morale. The correlation coefficient of 0.296 is

interpreted as low correlation. This implies that the administrators' ethical decision-making practices along benevolence is slightly related to the employees' morale. The correlation coefficient of 0.234 is interpreted as low correlation. This implies that the administrators' ethical decision-making practices along principle are slightly related to the employees' morale.

The result revealed that the administrators' ethical decision-making practices significantly impact the employees' morale of School 5.

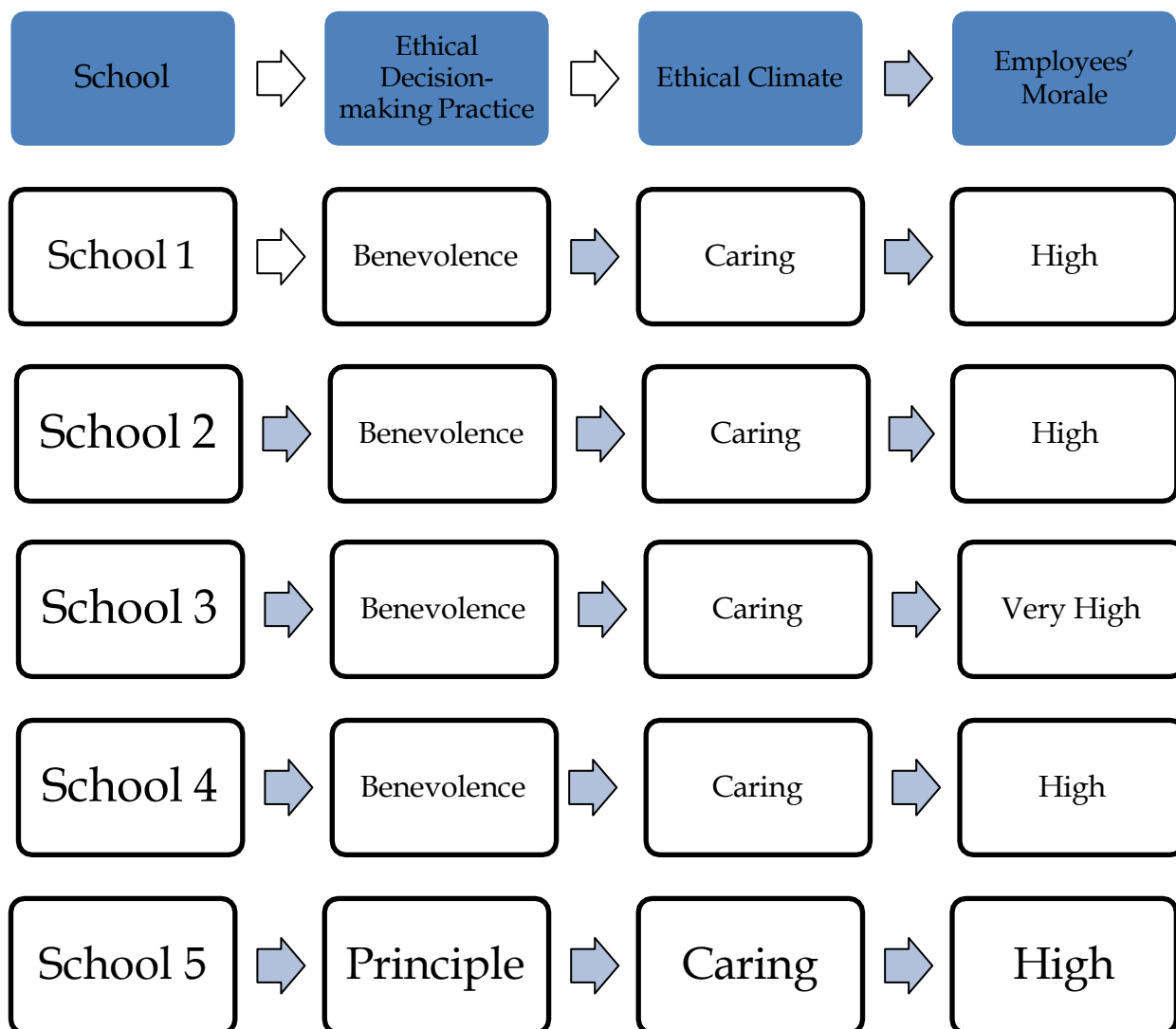


Figure 2 Respondent Schools and Its Corresponding Ethical Decision-making Practice, Ethical Climate, and Employees' Morale

Conclusions

Based from the findings of the study, the following conclusions were drawn: Generally, the prevalent ethical decision-making practices of Catholic diocesan schools' administrators' are benevolence and principle that create a caring ethical environment and which contribute to a confident and enthusiastic workforce. The administrators' ethical decision-making practice moderately influence a school ethical climate that offers support in career development and other opportunities for employees.

Specific conclusions about the administrators' level of ethical decision-making practice, level of school's ethical climate, and level of employees' morale are:

SCHOOL 1

Generally, the administrators usually practiced ethical decision-making that moderately influence the school's ethical climate and highly affects employees' morale.

SCHOOL 2

Generally, the administrators almost always practiced ethical decision-making that moderately influence the school's ethical climate but has no effect on employees' morale.

SCHOOL 3

Generally, the administrators almost always practiced ethical decision-making but has no influence on the school's ethical climate and moderately affects employees' morale.

SCHOOL 4

Generally, the administrators almost always practiced ethical decision-making that moderately influence the school's ethical climate but has no effect on employees' morale.

SCHOOL 5

Generally, the administrators almost always practiced ethical decision-making that slightly influence the school's ethical climate and slightly affects the employees' morale.

SPECIFIC CONCLUSIONS

SCHOOL 1

Among the three criteria for ethical decision-making practices, the most dominant ethical decision-making practice of the administrators of School 1 is principle. The most dominant ethical climate of School 1 as perceived by the employees is caring. The condition of the employees' morale at School 1 is high. The administrators' ethical decision-making practices significantly impact the employees' morale of School 1. Thus, the researcher concludes that principle practice of administrators' ethical decision-making creates a caring ethical climate of the organization and responsible for boosting the morale of employees.

SCHOOL 2

Among the three criteria of ethical decision-making, the most dominant ethical decision-making practice of the administrators of School 2 is principle. The most dominant ethical climate of School 2 as perceived by the employees is caring. The condition of employees' morale at School 2 is high. The administrators' ethical decision-making practices of School 2 has no impact on the employees' morale. Thus, the researcher concludes that principle practice of ethical decision-making forms a caring ethical climate of the organization but is not responsible for the high morale of employees.

SCHOOL 3

Among the three criteria of ethical decision making practices, most dominant ethical decision-making practice of the administrators of School 3 is benevolence. The most dominant ethical climate of School 3 as perceived by employees is caring. The ethical decision-making practices of the administrators of School 3 is not significantly related to the school's ethical climate. The condition of the employees' morale at School 3 is very high. The administrators' ethical decision-making practices significantly affect the employees' morale of School 3. Thus, the researcher concludes that benevolence practice of administrators' ethical decision-making is not responsible for the formation of caring ethical climate in School 3, although it influences the high morale of employees.

SCHOOL 4

The most dominant ethical decision-making practice of the administrators of School 4 is benevolence. The most dominant ethical climate of School 4 as perceived by the employees is caring. The administrators' ethical decision-making practices impact the school's ethical climate. The condition of the employees' morale at School 4 is high. The administrators' ethical decision-making practices of School 4 has no effect on employees' morale. Thus, the researcher concludes that benevolence criterion impacts school's caring climate but no effect on the high morale of employees.

SCHOOL 5

The dominant ethical decision-making practice of the administrators of School 5 is principle. The most dominant ethical climate of School 5 as perceived by the employees is caring. The administrators' ethical decision-making practices impact the school's ethical climate. The condition of the employees' morale at School 5 is high. The administrators' ethical decision-making practices significantly affect the employees' morale of School 5. Thus, the researcher concludes that principle practice of administrators' ethical decision-making is responsible for the formation of a caring climate and high morale of employees.

Recommendations

The following recommendations are based upon the above findings and conclusions for the administrators to embrace the best ethical decision-making practices so to establish the moral atmosphere of the work environment and the level of ethics practiced within the school that facilitates a positive ethical environment that can make employees more productive and even happier:

SCHOOL 1

1. School administrators (*top level & middle level management*) should familiarize the dominant ethical climate of school to assess their ethical leadership style so as to shape an ethical culture unique of its own.
2. New employees should be inducted to the ethical climate of the organization so that they can easily adopt the ethical dynamics of the school.
3. Administrators should devise policies and practices that enhance the ethical climate of the organization.
4. Institutions can provide leadership development programs and trainings to administrators to harness their ethical decision-making practices.
5. Establish an Ethical Committee in every school in the Catholic diocesan schools that is linked to quality, safety and excellence in education.
6. Schools' ethical climate should be felt by students integrating it in the lesson plan/syllabus.
7. For future researchers, another subject worth for investigating is if there is any relationship between ethical climate and employees' morale of the school

SCHOOL 2

1. Administrators should be familiar with the dominant ethical climate the organization has in order to assess their ethical leadership style so as to shape an ethical culture unique of its own.
2. New employees should be inducted to the ethical climate of the organization so that they can easily adopt the ethical dynamics of the school
3. Administrators should devise policies and practices that enhance the ethical climate of the organization
4. Institutions can provide leadership development programs and trainings to administrators to harness their ethical decision-making practices.
5. Administrators should find out the reason why their ethical decision-making practices has no impact on employees, morale.
6. Dominant ethical climate of the school should be incorporated in the school's community extension services and outreach programs so that the ethical culture of the school will be felt by the least fortunate and underprivileged.
7. For future researchers, another subject worth investigating for is if there is any relationship between ethical leadership and employee misconduct.

SCHOOL 3

1. Administrators should be familiar with the dominant ethical climate the organization has in order to assess their ethical leadership style so as to shape an ethical culture unique of its own.
2. New employees should be inducted to the ethical climate of the organization so that they can easily adopt the ethical dynamics of the school
3. Administrators should devise policies and practices that enhance the ethical climate of the organization
4. Institutions can provide leadership development programs and trainings to administrators to harness their ethical decision-making practices.
5. Establish an Ethical Committee in every school in the Catholic diocesan schools that is linked to quality, safety and excellence in education.
6. Administrators should find out the reason why their ethical decision-making practices do not affect the school's ethical climate.
7. Administrators should discover why their ethical decision-making practices has a low influence on employees' morale.
8. For future researchers, another subject worth investigating for is if there is any relationship between existing school ethical climate affect administrators' ethical decision-making practices.

SCHOOL 4

1. Administrators should be familiar with the dominant ethical climate the organization has in order to assess their ethical leadership style so as to shape an ethical culture unique of its own.
2. New employees should be inducted to the ethical climate of the organization so that they can easily adopt the ethical dynamics of the school
3. Administrators should devise policies and practices that enhance the ethical climate of the organization
4. Institutions can provide leadership development programs and trainings to administrators to harness their ethical decision-making practices.
5. Establish an Ethical Committee in every school in the Catholic diocesan schools that is linked to quality, safety and excellence in education.
6. Administrators should find out why their ethical decision-making practices has no impact on the morale of employees.
7. For future researchers, another subject worth investigating for is if there is any relationship between ethical decision-making and employees' job satisfaction.

SCHOOL 5

1. Administrators should be familiar with the dominant ethical climate the organization has in order to assess their ethical leadership style so as to shape an ethical culture unique of its own.
2. New employees should be inducted to the ethical climate of the organization so that they can easily adopt the ethical dynamics of the school

3. Administrators should devise policies and practices that enhance the ethical climate of the organization
 4. Institutions can provide leadership development programs and trainings to administrators to harness their ethical decision-making practices.
 5. Administrators should improve their ethical decision-making practices so that it can greatly affect the school's ethical climate and employees' morale.
 6. Administrators should evaluate if the present ethical climate does not overlap the core values of the schools.
 7. Establish an Ethical Committee in every school that is linked to quality, safety and excellence in education.
 8. For future researchers, another subject worth investigating for is if there is any relationship between ethical decision-making practices and organizational commitment of employees.
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Compliance with Ethical Standards

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

This research adheres to the highest ethical standards and principles, ensuring the protection of participants' rights, confidentiality, and integrity throughout the study. The following ethical considerations were meticulously addressed and implemented:

Institutional Review Board (IRB) Approval

Prior to the commencement of this research, ethical clearance and approval were obtained from the Institutional Review Board. This approval ensures that the study aligns with established ethical guidelines and safeguards the welfare of participants.

Informed Consent

Participants were provided with comprehensive information about the study's purpose, procedures, potential risks, and benefits. Informed consent was obtained from all participants,

emphasizing their voluntary participation, the right to withdraw at any time without repercussions, and assurance of anonymity and confidentiality.

Confidentiality and Anonymity

Stringent measures were implemented to ensure the confidentiality and anonymity of participants. All data collected was anonymized and stored securely, accessible only to authorized personnel involved directly in the research.

Minimization of Risks

Efforts were made to minimize any potential risks associated with the study. Participants' physical, emotional, and psychological well-being were prioritized throughout the research process. Necessary measures were taken to mitigate any foreseeable risks to participants.

Conflict of Interest

There were no conflicts of interest that could potentially influence the objectivity or integrity of this research. Any affiliations or relationships that could present a conflict of interest have been disclosed transparently.

Continuous Ethical Oversight

Continuous monitoring and ethical oversight were maintained throughout the research process. Any emerging ethical concerns were promptly addressed, and necessary actions were taken to uphold ethical standards.

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**DEPED EARLY LANGUAGE, LITERACY, AND NUMERACY PROGRAM AND ITS
RELATIONSHIP ON THE ACADEMIC ACHIEVEMENT OF LEARNERS IN
THE SELECTED ELEMENTARY SCHOOLS IN SOUTH LUZON: BASIS
FOR THE DEVELOPMENT FRAMEWORK FOR LITERACY, AND
NUMERACY INSTRUCTIONS FOR SECONDARY SCHOOLS**

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ABSTRACT

Purpose: This study aimed to assess the DepEd Early Language, Literacy and Numeracy program and its relationship on the academic achievement of learners in the selected elementary schools in South Luzon basis for Development Framework for Literacy and Numeracy Instructions of Public Secondary Schools.

Research Design: A descriptive-causal comparative research design was used in this quantitative investigation to determine the extent of implementation of the DepEd Early Language, Literacy and Numeracy program in the selected elementary schools in South Luzon, the academic achievement of elementary school learners, as well as the problems and coping strategies of the teachers in addressing literacy and numeracy problems. Furthermore, a causal comparative methodology to determine the significant relation between the state of implementation of DepEd Early Language, Literacy and Numeracy programs and the academic accomplishment of learners in primary schools in South Luzon Regions was adopted.

Methodology: This study used quantitative and descriptive-correlational design. The respondents of this research were teachers who implemented ELLN and selected learners from South Luzon. The research used self-made research questionnaires and test questions to determine the learners' academic achievement which were validated by experts. Moreover, to treat the data, the research used weighted mean, Regression Analysis, and Pearson r.

Analysis: Early language programs unlock the treasure chest of words, empowering your mind to express, connect, and discover. In the world of early childhood numeracy assessment, we measure not just what children know but how they learn, explore, and explore, and play with the language of mathematics. Words in a book become more than text during early literacy assessment; they are steppingstones in a child's exploration of the universe's knowledge.

Results: The study showed that the teachers in the divisions across South Luzon adopted numeracy and literacy learning materials to improve the reading skills of learners. They also used printed learning materials for ELLN program, crafted differentiated learning materials to

address learning needs, integrated reading activities in the lesson, and joined professional organizations that will enhance their capability in teaching literacy and numeracy to improve the extent of implementation of the program in the development of macro skills and mathematical skills of learners. There was a significant relationship between the extent of implementation DepEd Early Language, Literacy and Numeracy program to the level of academic achievement of learners in the selected elementary schools in South Luzon. The study further showed that the factors affecting the reading skills of the learners as to the implementation of the ELLN program has low vocabulary words, learners poorly planned writing reports and activities, afraid of criticism, limited vocabulary, inability to interpret the material presented without graphics, and inconsistent performance of learners in solving mathematical concepts. Moreover, there is a significant relationship between listening skills, viewing skills, factors of mathematical skills, factors of reading skills, factors of writing, and listening skills. Lastly, the study revealed that the lack of learning resources to implement the ELLN program is weak on the part of teachers and learners. To address the weakness, teachers prepare interactive activities where learners can enjoy listening, reading, and writing, prepare more examples using the first language of the learners for them to understand the basic mathematical concepts, and provide a responsive reading intervention program.

Keywords: *Academic Achievement, Early Language, Literacy and Numeracy*

INTRODUCTION

As one of the president's agendas, the Basic Education Agenda stated that a child must be a reader by grade one, and the Department of Education (DepEd) is boosting its reading program through the adoption of early language literacy and numeracy. The program will improve Filipino children's literacy and numeracy skills, as well as attitudes toward lifelong learning. Its design, in particular, focuses on improving the reading and numeracy skills of kindergarten to Grade III students while adhering to the K to 12 Basic Education Curriculum and providing a solid and cost-effective professional development framework for instructions. (Llego, 2023)

Literacy and numeracy are essential components of successful learning in the early grades and beyond. Numeracy is the capacity to apply mathematics and the language of numbers in everyday life. Early childhood programs draw on children's prior language, literacy, and numeracy experience at home, in their communities, and through prior engagement in early childhood programs. Language representation and mind are inextricably linked. (Tambre, 2021)

According to Ayade and colleagues (2021), the adult's role is to provide children with experiences that will improve their understanding of the purpose of literacy and numeracy in the world around them. It also defines what we need to understand about the development of literacy and numeracy in early childhood, as well as what activities should be undertaken. It aims to equip early childhood educators with the tools they need to enhance their pedagogical practice to help children develop attitudes, knowledge, and skills in these areas.

On the other hand, the COVID-19 epidemic altered everything, both inside and beyond the classroom. The educational process introduced several styles to meet the needs of all learners in the various learning modalities used in every school across the country. The implementation of new normal arose problems in terms of curriculum implementation and how to deliver hundreds of competencies in each subject in the spiral curriculum in the K to 12 programs. To make things easier, the Department of Education distilled the competencies into the most essential learning competencies (MELCS), which are tailored to the needs of students, particularly in mathematics and language subjects (Linga, 2021).

Teaching mathematics and language subjects amidst the pandemic is difficult since the basic concepts should be understood well with the assistance of the teachers. This is one of many challenges that need to be addressed by teachers to improve the learning experiences of young learners. As part of the BE-LCP implementation, the Department of Education's curriculum implementation division began chunking learning competencies to identify the most important learning competencies (MELCs). Teachers have been requested to supply learners with learning materials, and the department is prepared to distribute printed modules across the country. (Selvaraj, 2021)

Yearly, the Department of Education conducted numeracy test among the learners. Assessment in mathematics and numeracy requires more than making judgments about a student's ability. It tracks the learner's understanding of mathematical language, ideas, and abilities, as well as what they must do to succeed. Teachers desire accurate information on what each student currently knows and, with help, what the student is capable of learning. The PISA 2020 results of 19% which was a very low performance in Mathematics is very alarming. This data on the performance of the learners also affects the performance of the school as well as the teachers. In times of pandemic, teachers conducted several interventions to improve the performance of the learners in mathematics. On the other hand, interventions like the numeracy program for early grades are being implemented in this time of the pandemic. The early-grade mathematics assessment was designed and used by the teacher during the pre-pandemic period. (Magsombol, 2020)

Similarly, the literacy level of Filipino students was alarming. The perceived causes, origins, and attendant determinants of the student's reading level were non-mastery of the elements of reading, the existence of learners-at-risk, and a lack of a reading culture. The literacy level of a person can improve the quality of his or her life because it is closely tied to his or her employment. Literacy and academic achievement have a close relationship. As a result, one of the most essential purposes of today's education is to develop people with strong literacy who can grasp and challenge what they read. Individuals who are as intelligent as their classmates but have poor reading skills cannot improve as much as their contemporaries. As a result, even people with poor reading skills complete their studies. They are unable to read at the grade level expected of them, leading to anxiety and unhappiness throughout their schooling. Throughout their formal education, they are typically branded as failures. (Thomas, et al., 2021)

Among all PISA-participating countries and economies, the Philippines had a high proportion of low performers. That is, 80% of Filipino pupils did not achieve the required level of reading competency. The students' poor performance in English, Mathematics, and Science is linked to a lack of basic reading and comprehension skills. As a result, the Department of Education (DepEd) has created the Hamon: Bawat Bata Bumabasa (3Bs Initiatives) to increase reading advocacy and to commit to making every learner a reader at his or her grade level. (DepEd. gov.ph, 2022)

As a school administrator in the public secondary school in DepEd Quezon, the researcher decided to choose the research study to provide literacy as well as numeracy intervention programs among secondary learners with literacy and numeracy difficulties. This will also assess the connection between the reading comprehension and mathematical ability of secondary learners and its impact on learners' academic achievement, particularly in the selected Schools Division in Southern Luzon.

The purpose of the study is to address the gaps among elementary learners in literacy and numeracy and its impact on the academic achievement of learners in the regions.

Research Questions

This study aims to assess the DepEd Early Language, Literacy, and Numeracy program and its relationship on the academic achievement of learners in the selected elementary schools in South Luzon as the basis for a development framework for literacy and numeracy instructions of public secondary schools.

Specifically, this study seeks to answer the following subproblems:

1. What is the extent of implementation of the DepEd Early Language, Literacy, and Numeracy program in the selected elementary schools in South Luzon in terms of:
 - 1.1 Use of Recommended Early Language, Literacy, and Numeracy (ELLN) Learning Materials
 - 1.2 Nature of Learning Materials Used
 - 1.3 Teachers-Made Learning Materials
 - 1.4 Integration of Literacy and Numeracy in the Lesson
 - 1.5 Professional Development of Teachers?
2. What is the level of academic achievement of elementary school learners in DepEd Early Language, Literacy, and Numeracy Programs in terms of the following skills?
 - 2.1 Macro Skills
 - 2.1.1 Reading Skills
 - 2.1.2 Writing Skills
 - 2.1.3 Speaking Skills
 - 2.1.4 Listening Skills
 - 2.1.5 Viewing Skills
 - 2.2 Mathematical Skills
3. Is there a significant relationship of the extent of implementation DepEd Early Language, Literacy, and Numeracy program to the level of academic achievement of learners in the selected elementary schools in South Luzon in n terms of?
 - 3.1 Macro Skills
 - 3.1.1 Reading Skills
 - 3.1.2 Writing Skills
 - 3.1.3 Speaking Skills
 - 3.1.4 Listening Skills
 - 3.1.5 Viewing Skills
 - 3.2 Mathematical Skills
4. What are the factors affecting the implementation of DepEd Early Language, Literacy, and Numeracy Program on the academic achievement of learners in the selected elementary schools in South Luzon in terms of:
 - 4.1 Macro Skills
 - 4.1.1 Reading Skills
 - 4.1.2 Writing Skills
 - 4.1.3 Speaking Skills
 - 4.1.4 Listening Skills
 - 4.1.5 Viewing Skills
 - 4.2 Mathematical Skills
5. Is there a significant relationship between the level of academic achievement of learners in the selected elementary schools in South Luzon and the factors affecting the implementation of DepEd Early Language, Literacy and Numeracy program to the in terms of the following?
 - 5.1 Macro Skills

- 5.1.1 Reading Skills
- 5.1.2 Writing Skills
- 5.1.3 Speaking Skills
- 5.1.4 Listening Skills
- 5.1.5 Viewing Skills
- 5.2 Mathematics Skills
- 6. What are the problems encountered in the implementation of the Early Language, Literacy and Numeracy Program (ELLN) in selected elementary schools in South Luzon?
- 7. What coping strategies were applied by the elementary teachers in addressing the problems encountered in the implementation of the Early Language, Literacy and Numeracy Program (ELLN) in selected elementary schools in South Luzon?
- 8. What is the literacy and numeracy development framework for Literacy and Numeracy instruction for learners that could be proposed in the Secondary Schools in South Luzon?

METHODOLOGY

Locale: This research was conducted in South Luzon, with one school division office chosen using purposive sampling technique. Located in the Southern part of Luzon Island in the Philippines and officially designated as Region IV-A, Region IV-B and Region V, the study covered three regions, namely Region IV-A CALABARZON, Region IV-B MIMAROPA, and Region V Bicol.

Sampling Method: The purposive sampling technique was employed in this study to identify the school division (SDO) in each region across South Luzon. Stratified sampling is a sampling method that divides the whole population into smaller groups or strata to finish the sample process. The strata are formed using some common traits found in demographic data. The researcher selected the three regions as respondents to determine the extent of implementation of DepEd Early Language, Literacy and Numeracy program. More so, the researcher would like to gather more data for a more valid conclusion and to come up with a framework responsive to the needs.

Research Instrument: A self-constructed research questionnaire and test questions are the instruments employed by the researcher.

Scope and Delimitation: The purpose of this study is to analyze the DepEd Early Language, Literacy and Numeracy program and their influence on the academic accomplishment of learners in the selected elementary schools in South Luzon as the foundation for the Development Framework for Literacy and Numeracy Instructions in Public Secondary Schools. The responders are recruited from several school divisions across South Luzon. This study focused on the major influence of DepEd Early Language, Literacy and Numeracy program implementation on learner academic achievement. Furthermore, the study is limited to replies from school K to 3 teachers, ELLN District Coordinators and School Heads. The data for this study will be collected using a researcher-created questionnaire and test questions to measure the academic achievement of learners.

DISCUSSION

This study aimed to assess the DepEd Early Language, Literacy and Numeracy program and its impact to academic achievement of learners in the selected elementary schools in South Luzon basis for Development Framework for Literacy and Numeracy Instructions of Public Secondary Schools. Specifically, this study sought to determine the extent of implementation of the DepEd Early Language, Literacy and Numeracy program in the selected elementary schools in South Luzon in terms of Use of Recommended Early Language, Literacy and Numeracy (ELLN) Learning Materials, Nature of Learning Materials used, Teachers-Made Learning Materials, Integration of Literacy and Numeracy in the Lesson, and Professional Development of Teachers; the level of academic achievement of elementary school learners in DepEd Early Language, Literacy and Numeracy Program in terms of macro skills and mathematical skills; the significant impact of the extent of implementation DepEd Early Language, Literacy and Numeracy program to the level of academic achievement of learners in the selected elementary schools in South Luzon; the factors affecting the implementation of DepEd Early Language, Literacy and Numeracy Program in terms of macro skills and mathematical skills; the significant relationship between the level of academic achievement of learners in the selected elementary schools in South Luzon and the factors affecting the implementation of DepEd Early Language, Literacy and Numeracy Program.

Table 1, Significant Impact of the Extent of Implementation of DepEd ELLN Program

Independent Variables	Regression Coefficient	p-value	Decision	Remarks
Use of Recommended Early Language, Literacy and Numeracy (ELLN) Learning Materials	0.258	0.488	Accept Ho	Not Significant
Nature of Learning Materials Used	-0.427	0.500	Accept Ho	Not Significant
Teachers-Made Learning Materials	-0.074	0.899	Accept Ho	Not Significant
Integration of Literacy and Numeracy in the Lesson	-0.107	0.795	Accept Ho	Not Significant
Professional Development of Teachers	0.217	0.505	Accept Ho	Not Significant

Note: “If *p* value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho.”

Table 2. The Significant Relationship Between the Level of Academic Achievement of Learners in the Selected Elementary Schools in South Luzon and the Factors Affecting the Implementation of DepEd ELLN Program.

Reading					
Indicators	Pearson Correlation	Interpretation	p-value	Decision	Remarks
Reading Skills	0.226	Weak Positive Correlation	0.324	Accept Ho	Not Significant
Writing Skills	0.040	Weak Positive Correlation	0.864	Accept Ho	Not Significant
Speaking Skills	-0.073	Weak Negative Correlation	0.754	Accept Ho	Not Significant
Listening Skills	-0.070	Weak Negative Correlation	0.764	Accept Ho	Not Significant

Viewing Skills	-0.091	Weak Negative Correlation	0.695	Accept Ho	Not Significant
Mathematical Skills	0.080	Weak Positive Correlation	0.730	Accept Ho	Not Significant

Table 3

Writing Skills					
Indicators	Pearson Correlation	Interpretation	p-value	Decision	Remarks
Reading Skills	0.140	Weak Positive Correlation	0.544	Accept Ho	Not Significant
Writing Skills	-0.063	Weak Negative Correlation	0.785	Accept Ho	Not Significant
Speaking Skills	-0.086	Weak Negative Correlation	0.711	Accept Ho	Not Significant
Listening Skills	-0.076	Weak Negative Correlation	0.745	Accept Ho	Not Significant
Viewing Skills	-0.100	Weak Negative Correlation	0.667	Accept Ho	Not Significant
Mathematical Skills	0.003	Weak Positive Correlation	0.989	Accept Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Table 4

Speaking Skills					
Indicators	Pearson Correlation	Interpretation	p-value	Decision	Remarks
Reading Skills	0.086	Weak Positive Correlation	0.712	Accept Ho	Not Significant
Writing Skills	-0.199	Weak Negative Correlation	0.388	Accept Ho	Not Significant
Speaking Skills	-0.055	Weak Negative Correlation	0.813	Accept Ho	Not Significant
Listening Skills	-0.141	Weak Negative Correlation	0.542	Accept Ho	Not Significant
Viewing Skills	-0.248	Weak Negative Correlation	0.279	Accept Ho	Not Significant
Mathematical Skills	-0.062	Weak Negative Correlation	0.791	Accept Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Listening Skills					
Indicators	Pearson Correlation	Interpretation	p-value	Decision	Remarks
Reading Skills	0.207	Weak Positive Correlation	0.368	Accept Ho	Not Significant
Writing Skills	-0.203	Weak Negative Correlation	0.922	Accept Ho	Not Significant

Speaking Skills	0.056	Weak Positive Correlation	0.811	Accept Ho	Not Significant
Listening Skills	0.102	Weak Positive Correlation	0.661	Accept Ho	Not Significant
Viewing Skills	0.020	Weak Positive Correlation	0.931	Accept Ho	Not Significant
Mathematical Skills	-0.034	Weak Negative Correlation	0.885	Accept Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject H_0 , otherwise failed to reject H_0 .

Table 5

Viewing Skills

Indicators	Pearson Correlation	Interpretation	p-value	Decision	Remarks
Reading Skills	0.192	Weak Positive Correlation	0.404	Accept Ho	Not Significant
Writing Skills	-0.016	Weak Negative Correlation	0.946	Accept Ho	Not Significant
Speaking Skills	0.034	Weak Positive Correlation	0.884	Accept Ho	Not Significant
Listening Skills	0.032	Weak Positive Correlation	0.891	Accept Ho	Not Significant
Viewing Skills	-0.064	Weak Negative Correlation	0.784	Accept Ho	Not Significant
Mathematical Skills	-0.062	Weak Negative Correlation	0.790	Accept Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject H_0 , otherwise failed to reject H_0 ."

Table 6

Mathematical Skills

Indicators	Pearson Correlation	Interpretation	p-value	Decision	Remarks
Reading Skills	0.131	Weak Positive Correlation	0.572	Accept Ho	Not Significant
Writing Skills	-0.080	Weak Negative Correlation	0.729	Accept Ho	Not Significant
Speaking Skills	-0.034	Weak Negative Correlation	0.883	Accept Ho	Not Significant
Listening Skills	-0.099	Weak Negative Correlation	0.670	Accept Ho	Not Significant
Viewing Skills	-0.197	Weak Negative Correlation	0.393	Accept Ho	Not Significant
Mathematical Skills	-0.042	Weak Negative Correlation	0.857	Accept Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject H_0 , otherwise failed to reject H_0 ."

Conclusions

Based on the findings of the study, the following conclusions were derived:

1. The study showed that the teachers in the divisions across South Luzon adopted numeracy and literacy learning materials to improve the reading skills of learners. They also used printed learning materials for ELLN program, crafted differentiated learning materials to address learning needs, integrated reading activities in the lesson, joined professional organization that will enhance their capability in teaching literacy and numeracy to improve the extent of implementation of the program in the development of macro skills and mathematical skills of learners.
2. The study that learners can understand most of the words in the text. They are also able to identify a narrative from an informative text, confidently communicate with other students, and able to identify the kind of material they have listened to. In terms of viewing skills, learners can help summarize/discuss the material viewed while in terms of mathematical skills, ELLN program helps the learners to improve their knowledge of sets of numbers.
3. There is significant impact of the extent of implementation DepEd Early Language, Literacy and Numeracy program to the level of academic achievement of learners in the selected elementary schools in South Luzon.
4. The study showed that the factors affecting the reading skills of the learners as to the implementation of ELLN program is the low vocabulary words of the learners, learners poorly plan writing reports and activities, afraid of criticism, have limited vocabulary, cannot interpret the material presented without graphics, and inconsistent performance of learners in solving mathematical concepts.

There is a significant relationship among the listening skills, viewing skills, factors of mathematical skills, factors of reading skills, factors of writing and listening skills. Since the p-values of academic achievement in the selected elementary schools in South Luzon and the factors affecting the implementation of DepEd ELLN as to reading skills is greater than 0.05 level of significance. The null hypothesis that there is no significant relationship between the level of academic achievement of learners in the selected elementary schools in South Luzon and the factors affecting the implementation of DepEd ELLN is accepted.

Recommendations

Based on the conclusions, the following recommendations are hereby offered:

1. The study showed that the teachers in the divisions across South Luzon adopted numeracy and literacy learning materials to improve the reading skills of learners. Thus, it is recommended that teachers who implemented ELLN program may use adapted or self-made learning materials in the implementation of the program but make sure it will undergo content validation within the schools' district.
2. Considering the results of the study that the teachers printed learning materials for ELLN program and since there are no standardized learning materials for this program, the teachers in the division through the curriculum implementation division may craft a Division ELLN learning materials.
3. It showed that the teacher crafted literacy and numeracy learning materials and crafted differentiated learning materials to address learning needs. Thus, the school's division

may craft activities on the ELLN that will lead to the development of the macro skills and mathematical skills of the learners.

4. The findings of the study revealed that the teachers integrated reading activities in the lesson. Thus, the Department of Education, through the Bureau of Learning Delivery may conduct a national ELLN test with an end view of crafting of national ELLN learning materials.
 5. The study also showed that the teachers attended professional organization that will enhance their capability in teaching literacy and numeracy. Thus, to improve the macro skills and mathematical skills of the learners, classroom teachers are encouraged to integrate ELLN activities in the lesson.
 6. The study revealed that lack of learning resources makes the implementation of ELLN program weak in the part of teachers and learners. Thus, the Department of Education may provide enough funds in the implementation of the ELLN program.
 7. The study showed that the teachers prepare interactive activities where learners can enjoy listening reading and writing, prepare more examples using the first language of the learners for them to understand the basic mathematical concepts and provide responsive reading intervention program. Thus, the Regional Office may adapt the crafted ELLN framework of this study to bridge the gap in the macro skills and mathematical skills of Grade 7 learners.
 8. Based on the findings of the study, the researcher proposed Secondary Literacy and Numeracy (SLN) Development Framework for High School learners. Other researchers may use the results of this study in conducting related research on ELLN program, macro skills, and mathematics.
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Compliance with Ethical Standards

All communications were linked to the Google connection created by the researcher. The information gathered was kept confidential and in accordance with the Data Privacy Act of 2012.

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**EDUCATIONAL LEADERSHIP EFFECTIVENESS: IS IT A MATTER OF A LEADER'S
CHARACTERISTICS, BEHAVIORS, OR LEADERSHIP STYLE?
A CORRESPONDENCE ARTICLE**

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ABSTRACT

This review explores educational leadership effectiveness. Educational leadership has been well studied up to this point, with particular attention paid to the most prevalent leadership models, the traits and qualities of charismatic leaders, and the main conduct and style of leadership. However, to the best of our current understanding, more research on the effectiveness of educational leadership concerning these characteristics needs to be done. This review paper also aims to investigate links and associations between the traits, actions, leadership philosophies, and efficacy of leaders. The literature review indicates that there is no definitive answer to the question of which of the actions, personal traits, and leadership styles contribute more to effective leadership. Studies have indicated that each of these components is essential and deemed significant for the efficacy of education. Additionally, it is asserted that they are intricately linked as discrete components of a larger system, each of which has a varying degree of influence on the efficacy of educational leadership. In addition to reviewing the research on the characteristics and outcomes of leadership techniques that are effective in enhancing student learning, this paper offers a quick review of key ideas that are essential to understanding educational leadership.

Keywords: *education, leadership, management, efficiency, effectiveness, styles, characteristics*

INTRODUCTION

Teaching school administrators includes teaching them about leadership, which is a crucial topic for any inexperienced principal, in addition to program design. According to Jerdborg (2020), there is a rising knowledge that being a principal requires specific training. This

realization stems from the realization that leadership is crucial to the success of schools and that school leadership has become more difficult. Studies on school leadership education indicate that the course material should be pertinent to the learners; that is, learning-oriented leadership, organizational growth, and change management should be prioritized, along with the integration of theory and practice.

School administrators are professionals who establish partnerships and collaborate with diverse groups to achieve positive outcomes through the establishment and accomplishment of transformative goals. They are practitioners who work in applied jobs, even though many of them have postgraduate degrees and can work in academic contexts. Educational leaders approach problem-solving comprehensively, relationally, and with evidence by tying theory to practical initiatives and circumstances. The idea of leadership has occasionally been interpreted and analysed based on the personality traits of the leader, their actions, the outcome they achieve, and their style of command, or using "hybrid" models that incorporate the theories (Pruitt, 2023).

For this assessment, leadership is defined as exerting influence on various stakeholders and members of the organization to identify and accomplish the goals and vision of the school. This influence is typically employed through relationships between and among individuals, groups, and the surroundings in which they find themselves. It is typically reciprocal rather than unidirectional and originates from several sources (e.g., administrators, parents, teachers, trustees). According to this definition, a leader is considered "successful" when they contribute to the organization's vision and goals in a significant, positive, and ethically sound way (Jerdborg, 2020).

For this reason, leadership can emerge from a variety of places—administrators of schools and districts, educators, parents, members of school boards, and representatives of the state government, for instance. While leadership from various sources can impact the enhancement of student learning, this review primarily focuses on the leadership exhibited by school and district administrators, teachers, and other educators, as their influence is greater than that of other sources.

Education leaders set the tone for their organizations' principles. They inspire instructors and staff to give their all in addition to motivating pupils. Through cooperation, commitment, and communication, they foster success.

Effective leadership is the result of a blend of managerial abilities and professional knowledge used in every phase of school administration, from systemization to planning to execution (Brooke, 2017).

Those in charge of education must also design the systems that influence the workplace and classroom. Research indicates that there is a relationship between student learning outcomes, professional development, and school leadership. Education leaders establish standards for the procedures and output of the school.

Research Questions

The general research question that this study attempts to address is whether the effectiveness of educational leadership results from some unique traits that set successful educators apart, or whether the effectiveness of leadership is a byproduct of behaviors or suitable leadership philosophies will try to address these three fundamental research concerns by citing the findings of other pertinent studies based on the body of literature.

Research question 1: Are the results of the educational leadership that is implemented influenced by the personal characteristics of the leaders and what are these specific characteristics?

Research question 2: Are the results of educational leadership influenced by the leadership exercised style and behaviors and which are the main styles?

Research question 3: Which is the most significant component among characteristics, styles, and behaviors of leadership effectiveness?

METHODOLOGY

This Correspondence Article Concentrates on Educational Leadership Effectiveness Results Searching for publications named "Educational Leadership" using Google Scholar is the first step in the review process. Looks are restricted to papers published between 2018-2023. There were 150 articles on this theme once they were identified. The study's articles met the following criteria:

1. Findings from a qualitative study on school instructional leadership strategies
2. Asian study (carried out within the nation of Asia)
3. English must be used to write the article.
4. Theses and dissertations are not accepted.

The following are the steps included in the Educational Leadership:

Step 1: Identify the issue.

- Pick an area of interest and a topic that suits the problem.
- The problem needs to be accurately and fully written.

Step 2: Locate the Reference Materials

- Seek out pertinent readings.
- Learn the main points of the research topic.
- When a research source is backed by subject-matter expertise, it can be highly beneficial.

An overview or synopsis of the earlier study is given by these sources.

Step 3: Assess the Information

- Examine any additions made to the subject matter.
 - Look for and locate the appropriate data source as needed to bolster the study,
 - Information must be qualitative.
-

RESULTS AND DISCUSSION

The community of educators, researchers, parents, students, and education, in general, are becoming more and more concerned with the topic of educational leadership effectiveness, and many studies have been conducted to determine how it affects the various parties involved.

The goal of this review was to add to the understanding and debate surrounding the elements, traits, and leadership styles of school leadership as well as its effectiveness. Within the framework of a study of the literature on educational leadership, the correlation and interaction of these components with one another were highlighted. Furthermore, traits associated with the successful application of leadership in the sphere of educational units were documented, reported, and linked to the different styles and efficaciousness of leadership.

Research question 1: Are the results of the educational leadership that is implemented influenced by the personal characteristics of the leaders and what are these specific characteristics?

Regarding the research questions, and particularly the first one, it is clear from the quotation of pertinent literature that a leader's qualities do, in fact, directly or indirectly affect the

outcome of their leadership exercise because these qualities enable, contribute to, shape, and influence their leadership style, which in turn affects the outcome itself (Dimopoulos,2020).

The author characterizes these leaders' approach to the reform initiatives as directed by their fervent convictions in democratic and collaborative procedures. Additionally, it is very important to influence the leadership style so that will be able to give a great outcome.

Research question 2: Are the results of educational leadership influenced by the leadership exercised style and behaviours and which are the main styles?

In response to the second research question, it is recognized and understood through the citation of pertinent literature that applied leadership style and behaviour do have a direct effect. This is because each of the briefly mentioned styles functions differently for the recipients, contributes, shapes, and influences team member performance to varying degrees, and ultimately, as we have seen, each leadership style assigns weight to distinct goals.

According to the author, these findings are consistent with the findings of another study that showed a strong correlation between leadership styles and academic performance (Dimopoulos,2020).

Research question 3: Which is the most significant component among characteristics, styles, and behaviors of leadership effectiveness?

Regarding the third study issue, it is known and supported by the citation of pertinent literature that it is impossible to determine the most important element among the traits, actions, and styles of effective leadership accurately and objectively. In terms of the idea of educational leadership effectiveness, significant findings have been made about how to define it in principle as well as how to gauge and evaluate leadership effectiveness using particular standards and parameters (Dimopoulos,2020).

The author claims that when assessing the effectiveness of educational leadership, one can interpret criticism and evaluate a leadership style, but it cannot be objectively measured based on the traits of the leader using it; that is, based on whether or not the leader possesses some or all of the traits listed in this study. Additionally, the leadership style used by the leader can be used to interpret the effectiveness of educational leadership, but it cannot be objectively measured. Specifically, the application of the style that the leader chooses to use each time is examined, determining what was ultimately achieved and to what extent their respective objectives were pursued. An amalgamation of leadership traits, styles, and corresponding behaviours.

Conclusions

It is crucial to comprehend how educational leadership affects a wide range of stakeholders, including instructors, staff members, and students. A better understanding of the effects of educational leadership through its fundamental elements, as well as how and to what extent each influences the operation of the educational administration and its outcomes and which element is more significant, can lead to a better understanding of what an educational leader should do to improve their competencies, identify their weaknesses and work to strengthen them, modify their style of leadership, or adopt a different behavior that is more appropriate for the situation at hand. Ultimately, realizing how important leadership elements are to day-to-day operations and combining them successfully can empower leaders to take action.

A primary driving force for the review's completion was the provision of data that would aid in the development of a more explicit focus on equity in the context of effective leadership in behavior, characteristics, and leadership style. The findings show that practically every

leadership activity in the framework may be implemented in a way that promotes fair circumstances and/or results for students.

According to these findings, school administrators have the power to modify how fairly children are treated at their institutions in practically every aspect of their work, not simply by implementing particular policies or attitudes.

The practice of collaboratively combining the skills and energies of educators, learners, and parents is known as educational leadership. Improving the standard of instruction as well as the educational system as a whole is the aim of educational leadership. See why educational leadership is becoming more and more crucial by reading on.

Compliance with Ethical Standards

This paper has a single author and confirms that the author reviewed this study

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FACTORS AFFECTING TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS: BASIS FOR PROPOSED ENHANCEMENT PROGRAM

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ABSTRACT

The overall objective of this study is to create an enhancement program for secondary teachers on ways of improving teaching and identifying areas of development. The study employed the qualitative data analysis of exploratory methods in gathering the data needed. The researcher uses thematic analysis in order to have the whole numbers of population used in the research. By reviewing the data, the researcher identifies the theme that grasps out repeatedly within the data. Using thematic analysis, researcher find's out that it is very useful about finding out about teacher's job experiences, views and opinions. That's why thematic analysis is very suitable in understanding teachers' experiences and views and helps the researcher to create an enhancement program for secondary teachers.

INTRODUCTION

Education is one of the most important factors that has a direct relation to the development of the society from the starting and continues to assume the same role as long as society exists. Education is also a process by which man transmits his experience, new findings and values accumulated for several centuries in his struggle for survival. It is a base for socio – economic, cultural and political development of a country. It enables individuals and society to make full participation in the development process by acquiring knowledge, skills, ability and attitudes.

According to Panda and Mohanty (2008) good teachers are essential for the effective functioning of the education system and for improving the quality of the learning process. Job satisfaction enables teachers to put their maximum effort up on their work. The maintenance of high satisfaction and morale has long been an important objective for educators. Teachers develop

performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A teacher is, therefore, likely to act in a way that maximises the use of his/her aptitudes. Similarly, teacher's positive attitudes towards teaching and higher objectives determine their positive perception of the environment. An effective teacher's development design should have an exhaustive measure of these factors so as to encourage necessary skills and attitudes among prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in support of more activity oriented programs which have direct behaviour on actual classroom situations (UNESCO, 2009).

The teachers should realise that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand, the discussion induced most of the teachers to love honesty which was a hidden value for developing a positive attitude towards the teaching profession (Kumar, 2009).

As to Riaz (2008), factors that influence teachers' job performance were aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, self-confidence, intellect, teaching techniques, teaching competence demonstrated, motivation of teachers and teacher's attitude toward the students. The government of Ethiopia expressed its commitments for the improvement of quality education in many educational conferences and events. Then the aim of continuous professional development (CPD) was to improve the performance of teachers in the classroom and improve student achievement. It was a career –a long process of improving knowledge, skills and attitudes – centred on the local context and, particularly, classroom practice. All teachers must be actively engaged in: (a) their own learning process (b) working with their colleagues (c) identifying their own needs and (d) the wide range of activities, formal and informal, that brings about improvement of their own practice and the practice of others (MOE, 2009 b).

Furthermore, MoE had introduced a program called general generation quality improvement package (GEQIP) which was designed to improve the quality of education. As the major input of education quality, teachers are widely recognized as a critical factor influencing education quality. Thus, teachers' professional development was the most determining factors to guarantee education quality. The ministry of education has given priority for continuous professional development (CPD) believing that it is the right of teachers as well as of a great value for national development especially in the areas of teachers' beliefs, attitudes and practices, needed to enhance students' learning (UNESCO,2009).

Therefore, within the framework of education and training policy (TGE, 2010) the education sector development program (ESDP) was launched as a twenty-year education sector plan with one of the main priorities, quality improvement at all levels of the educational system after extensive study by the ministry of education. This study revealed important factors that affect teachers' job performance such as, difficult conditions of work environment; weak pre-service preparation and lack of continuous professional development, and weak management and leadership. Based on the recommendations and indicative action plan presented in the study report, a task force was

established to produce the national framework for the teacher education system overhaul (TESO) and the program has been implemented (MoE, 2009).

The study of V. Robles (2018) established the Teacher's Job Performance in Public Secondary School in Tanauan City Division is very effective as the basis for gathering the data of this study. As she compiled and interpreted those factors affecting the teacher's job performance negatively and positively in the said year, she utilized the essence of the teachers experiences, views, and opinions in the academic field of teaching.

Furthermore, the researcher aims to develop an enhancement program for public secondary teachers on ways of improving teaching and identifying areas of development. It aims to enhance the teachers' ability to become effective in teaching. It also aims to provide an appropriate and well- planned program for teachers which includes giving them opportunities to grow and is designed to meet the diverse needs of all learners. This enhancement program is the key in meeting today's educational demand.

Research Questions

This study is an attempt to identify the factors affecting teacher's job performance in public secondary schools: Basis for proposed enhancement program.

Specifically, this study would like to answer the following questions:

1. What is the profile of the public secondary school teachers under study in terms of
 - 1.1 Length of teaching experience
 - 1.2 Educational attainment; and
 - 1.3 In service Training Attended?
2. What are the factors affecting teacher's job performance as perceived by school principals and by the teachers themselves in terms of:
 - 2.1 Career Related Factors
 - 2.2 Non Career Related Factors
3. What is the level of effectiveness of teachers as perceived by school principals and by the teachers themselves in terms of:
 - 3.1 Teaching Methodology
 - 3.2 Current Status of Teachers Job Performance
 - 3.3 The Improvement of Teacher's Job Performance
 - 3.4 Teacher's Subject Matter Mastery
4. Is there a significant difference between the perceptions of two sets of respondents on teachers' performance in teaching?

5. Based on the findings of the study, what Teacher Effectiveness Enhancement program may be proposed?

METHODOLOGY

The study employed the qualitative data analysis of exploratory methods in gathering the data needed. The researcher uses thematic analysis in order to have the whole numbers of population used in the research. The study of V. Robles (2018) about Teachers Job Performance in Public Secondary School in Tanauan City Division which is the former colleague of the proponent was used to have the body's of data needed in the study in assessing the proposed enhancement program for the teachers since the study uses non-probability sampling the selection of participants is not statistically random in other words the selection of school participants is based on the discretion and judgement of the researchers rather on the predetermined process. It is more important to get the richness and depth of the data than the generalized ability of the findings. By reviewing the data the researcher identifies the theme that crops out repeatedly within the data. Using thematic analysis, researchers find out that it is very useful about finding out about a teacher's job experiences, views and opinions. That's why thematic analysis is very suitable in understanding teachers' experiences or views for something, since thematic analysis is an exploratory process of the data of V. Robles (2018) which is used by the proponents has the strong hold to create an enhancement program for the teachers.

There are multiple factors that affect the performance of teachers. These may include attitude, subject mastery, teaching methodology, personal characteristics, managerial approach, motivation, relation with community, student behaviour, etc. However, the scope of this study will focus on attitude, subject mastery, teaching methodology and personal characteristics of factors and to identify the factors that affect the performance of teachers and to suggest possible solutions that could be taken to enhance performance of teachers. This study is limited to some selected public secondary schools of Tanauan City Division. It covers the teacher's profile which includes the length of teaching experience, in-service training and educational attainment that make this study manageable to various constraints of what affect teachers' job performance.

RESULTS

The results deal with the presentation, analysis and interpretation of the data gathered with regard to the teacher's job performance in public secondary schools of Tanauan City Division that assessing the factors affecting to teachers job performance as basis for proposed enhancement program.

Specifically, the purpose of this study is to find the answer in the following queries.

- 1. On the Profile of the Respondents in terms of Length of Teaching Experience, Educational Attainment, and In Service Training Attended.**

Table 1.1
Profile of the Secondary School Teachers in Terms of Length of Teaching Experience.

Length of Teaching Experience in years	Frequency	%
1-5	113	57.36
6-10	40	20.30
11-15	16	8.12
16-20	22	11.17
21-25	1	0.51
More than 25 years	5	2.54
Total	197	100

Majority of the teachers have teaching experience from 1 year to 5 years as indicated by the frequency count of 113 or 57.36 percent followed by 6 years to 10 years with 40 or 20.30 percent, then 16 years to 20 years with of 22 or 11.17 percent, next is 11 years to 15 years and more than 25 years with frequency count of 16 or 8.12 percent and 5 or 2.54 percent, respectively. The least group belongs to 21 years to 25 years with only 1 respondent or 0.51 percent.

From the findings it was revealed that majority of the public secondary school teachers were 1year to 5 years in teaching service. This implies that they are in their early ages which can be able to use modern method of teaching to make it more interesting and attractive to student and also teachers who are energetic, with vigor to utilize modern approaches of teaching.

Table 1.2
Profile of the Secondary School Teachers in Terms of Educational Attainment.

Educational Attainment	Frequency	%
Bachelor's Degree	64	32.49
Currently Pursuing Graduate Studies (Master's Degree)	42	21.32
Master's Degree	79	40.10
Currently Pursuing Graduate Studies (Doctoral Degree)	3	1.52
Doctoral Degree	9	4.57
Total:	197	100

Majority of the teachers are masters' degree as denoted by the frequency count 79 or 40.10 percent, followed by the bachelor's degree with 64 or 32.49 percent next is currently pursuing master's degree with 42 or 21.32 percent and the teachers reached doctoral degree with 9 or 4.57 percent. The least group of teachers are currently pursuing doctoral degree with 3 or 1.52 percent.

The teachers who attained master's degree obtained **40.10 %** on rank number **1**. This implies that many teachers choose to return school and obtain master's degree that allows honing their abilities and becoming expert educators.

Table 1.3
Profile of the Secondary School Teachers in Terms of Numbers of In Service Training Attended.

Educational Attainment	Frequency	%
National	59	10.35
Regional	84	14.74
Division	131	22.98
District	97	17.02
School	198	34.91
Total	569	100

Majority of the teachers attended in service training's in school as indicated with a frequency count of 198 or 34.91 percent, followed by the division level with 131 or 22.98 percent next is district and regional level with a frequency count of 97 or 17.02 and 84 or 14.74. The least indicator is national level with 59 or 10.35.

This implies that teachers were well updated with better ways of undertaking their subjects. But more attendance in higher level is required to enable them undertake the same at least one a year.

2. The factors affecting teacher's job performance as perceived by school principals and by the teachers themselves in terms of Career Related factors and Non Career Related Factors.

2.1 The factors affecting teacher's job performance as perceived by school principals and by teachers themselves under Career Related Factors.

Table 2.1.1
Career Related
Factors
(Deadlines / Time Pressures)

Indicators	School Heads			Teachers			Total		
Deadlines/Time Pressures	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Lack of time in preparing lesson plans, related instructional	3.00	Moderately Stressful	3	4.20	Highly Stressful	1	3.60	Highly Stressful	1

devices, testing materials and other school forms.									
2. Lack of time in checking tests, exercises, activities and other written output.	3.31	Moderately Stressful	1	3.63	Highly Stressful	3	3.47	Moderately Stressful	2
3. Coping up with lesson/activities which are behind schedule.	3.15	Moderately Stressful	2	3.75	Highly Stressful	2	3.45	Moderately Stressful	3
Average Weighted Mean	3.15	Moderately Stressful		3.86	Highly Stressful		3.51	Highly Stressful	

This table shows the factors affecting teachers' job performance under career related factors in terms of deadlines and time pressures. School Heads and Teachers perceived that they are lack in time in preparing lesson plans, related instructional devices, testing materials and other school forms which obtained the weighted mean of **3.60** with verbal interpretation of highly stressful on rank number **1**. This implies that that teacher must boost their competency or their potential in handling their jobs and producing the best results. It is the ability in executing duties which are related to necessary activities.

Moreover, they are lack of time in checking tests, exercises, activities and other written output which obtained the weighted mean score of **3.47** with moderately stressful verbal interpretation on rank number **2**. This implies that teachers must learn the proper time management and prioritizing works to promote less stress and panic in working.

Furthermore, they are coping up with lesson/activities which are behind schedule was the least indicator which obtained the weighted mean score **3.45** with verbal interpretation of moderately stressful on rank number **3**. This implies that the teacher must be prepared and benefited by the desired changes through improvement.

Teachers perceived higher weighted mean score with **3.86** compare to the school heads perception with **3.15** weighted score mean. The composite mean of **2.51** implies that the school heads and teachers career related factors in deadlines and a time pressure is highly stressful. This implies that the teacher needs to enhance their competency which is a criterion possessed by an individual to be able to present excellent results.

Table 2.1.2
Career Related
Factors
(Workloads/Extra-Curricular Activities)

Indicators	School Heads			Teachers			Total		
Workloads/Extra Curricular Activities	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Too heavy workloads or teaching loads.	3.23	Moderately Stressful	2	3.94	Highly Stressful	1	3.59	Highly Stressful	2
2. Too many school responsibilities	3.69	Highly Stressful	1	3.55	Highly Stressful	3	3.62	Highly Stressful	1
3. Teaching non- major subjects	2.23	Less Stressful	3	3.70	Highly Stressful	2	2.97	Moderately Stressful	3
Average Weighted Mean	3.05	Moderately Stressful		3.73	Highly Stressful		3.39	Moderately Stressful	

This table shows the factors affecting teachers' job performance under career related factors in terms of workloads and extra - curricular activities. School Heads and Teachers perceived that they have too many school responsibilities which obtained the weighted mean of **3.62** with verbal interpretation of highly stressful on rank number **1**. This implies that the teachers should be well oriented that their professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities.

Moreover, they find their workloads or teaching loads too heavy which obtained the weighted mean score of **3.59** with highly stressful verbal interpretation on rank number **2**.

Furthermore, teaching non- major subjects was the least indicator which obtained the weighted mean score **2.97** with verbal interpretation of moderately stressful on rank number **3**.

Teachers perceived higher weighted mean score with **3.73** compare to the school heads perception with **3.05** weighted score mean. The composite mean of **3.39** implies that the school heads and teachers career related factors in workloads and extra -curricular activities are moderately stressful. This implies that a high positive relation between professional commitment has a direct effect to the job satisfaction.

Table 2.1.3
Career Related
Factors (School
Management)

Indicators	School Heads			Teachers			Total		
School Management	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Inconsistency in rules/policies	3.77	Highly Stressful	1	3.70	Highly Stressful	2	3.74	Highly Stressful	1
2. Too much or poor supervision	2.92	Moderately Stressful	3	3.76	Highly Stressful	1	3.34	Moderately Stressful	3

3. Lack of consultation/communication in decision making	3.31	Moderately Stressful	2	3.69	Highly Stressful	3	3.50	Highly Stressful	2
Average Weighted Mean	3.33	Moderately Stressful		3.72	Highly Stressful		3.53	Highly Stressful	

This table shows the factors affecting teachers' job performance under career related factors in terms of school management. School Heads and Teachers perceived that there is an inconsistency in rules and policies which obtained the weighted mean of **3.74** with verbal interpretation of highly stressful on rank number **1**.

Moreover, there is a lack of consultation and communication in decision making which obtained the weighted mean score of **3.50** with highly stressful verbal interpretation on rank number **2**.

Furthermore, too much or poor supervision was the least indicator which obtained the weighted mean score **3.34** with verbal interpretation of moderately stressful on rank number **3**.

Teachers perceived higher weighted mean score with **3.72** compare to the school heads perception with **3.33** weighted score mean. The composite mean of **3.53** implies that the school heads and teachers career related factors in school management are highly stressful. This implies that the school leader influences teachers and their staffs for successful operations of teaching and learning in the school.

Table 2.1.4
Career Related
Factors
(Management of Student's Behavior)

Indicators	School Heads			Teachers			Total		
School Management	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Classroom discipline	3.23	Moderately Stressful	4	3.78	Highly Stressful	4	3.51	Highly Stressful	4
2. Counseling misbehaved students	3.38	Moderately Stressful	2.5	3.87	Highly Stressful	3	3.63	Highly Stressful	3
3. Checking student's poor study habits	3.54	Highly Stressful	1	3.88	Highly Stressful	2	3.71	Highly Stressful	2
4. Upgrading students' poor performance through remedial teaching	3.38	Moderately Stressful	2.5	4.05	Highly Stressful	1	3.72	Highly Stressful	1
Average Weighted Mean	3.38	Moderately Stressful		3.89	Highly Stressful		3.64	Highly Stressful	

This table shows the factors affecting teachers' job performance under career related factors in terms of management of student's behavior. School Heads and Teachers perceived that there upgrading student's poor performance through remedial teaching which obtained the weighted mean of **3.72** with verbal interpretation of highly stressful on rank number **1**.

Moreover, the checking of student's poor study habits which obtained the weighted mean score of **3.71** with highly stressful verbal interpretation on rank number **2**. The counseling of misbehaved students obtained a weighted mean score of **3.63** with verbal interpretation of highly stressful on rank number **3**.

Furthermore, classroom discipline was the least indicator which obtained the weighted mean score **3.51** with verbal interpretation of highly stressful on rank number **4**.

Teachers perceived higher weighted mean score with **3.89** compare to the school heads perception with **3.38** weighted score mean. The composite mean of **3.64** implies that the school heads and teachers career related factors in management of student's behavior are highly stressful. This implies that a teacher should make use of personality and personal influence and maintain a personal attitude in maintaining excellent discipline in the classroom. 2.1.5. The factors affecting teacher's job performance as perceived by school principals and by teachers themselves under career related factors in terms of physical environment and school facilities.

Table 2.1.5
Career Related
Factors
(Physical Environment/Facilities)

Indicators	School Heads			Teachers			Total		
School Management	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Oversized classes	3.38	Moderately Stressful	1	3.97	Highly Stressful	3	3.68	Highly Stressful	1
2. Poor classroom conditions	3.15	Moderately Stressful	2	4.10	Highly Stressful	2	3.63	Highly Stressful	2
3. Unavailability of some facilities for basic needs of students/teachers like comfort rooms, drinking faucets, etc.	2.77	Moderately Stressful	3	4.13	Highly Stressful	1	3.45	Moderately Stressful	3
Average weighted mean	3.10	Moderately Stressful		4.07	Highly Stressful		3.59	Highly Stressful	

This table shows the factors affecting teachers' job performance under career related factors in terms of physical environment/school facilities. School Heads and Teachers perceived that

oversized classes is a factor that affecting teacher's job performance which obtained the weighted mean of **3.68** with verbal interpretation of highly stressful on rank number **1**.

Moreover, a poor classroom conditions is also a factor which obtained the weighted mean score of **3.63** with highly stressful verbal interpretation on rank number **2**.

Furthermore, unavailability of some facilities for basic needs of students and teachers like comfort rooms, drinking faucets and etc. was the least indicator which obtained the weighted mean score **3.45** with verbal interpretation of moderately stressful on rank number **3**.

Teachers perceived higher weighted mean score with **4.07** compare to the school heads perception with **3.10** weighted score mean. The composite mean of **3.59** implies that the school heads and teachers career related factors in physical environment and school facilities are highly stressful. This implies that teachers and students work best in a comfortable and inviting environment, it can make the teacher easily accessible and approachable or create and additional barrier between the teacher and the students.

2. 1. 6. The factors affecting teacher's job performance as perceived by school principals and by teachers themselves under career related factors in terms of work relationship.

Table 2.1.6
Career Related
Factors
(Work Relationship)

Indicators	School Heads			Teachers			Total		
Work Relationship	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Relationship with superiors.	2.69	Moderately Stressful	1	3.97	Highly Stressful	4	3.33	Moderately Stressful	1
2. Relationship with other teachers.	1.92	Less Stressful	4	4.10	Highly Stressful	3	3.01	Moderately Stressful	4
3. Relationship with the students.	2.38	Less Stressful	2	4.13	Highly Stressful	1.5	3.26	Moderately Stressful	2
4. Relationship with the community.	2.00	Less Stressful	3	4.13	Highly Stressful	1.5	3.07	Moderately Stressful	3
Average Weighted Mean	2.25	Less Stressful		4.08	Highly Stressful		3.17	Moderately Stressful	

This table shows the factors affecting teachers' job performance under career related factors in terms of work relationship. School Heads and Teachers perceived that the relationship with superiors affect their job performance which obtained the weighted mean of **3.33** with verbal interpretation of moderately stressful on rank number **1**.

Moreover, the relationship with the students which obtained the weighted mean score of **3.26** with moderately stressful verbal interpretation on rank number **2**. The relationship with the

community obtained a weighted mean score of **3.07** with verbal interpretation of moderately stressful on rank number **3**.

Furthermore, relationship with the other teachers was the least indicator which obtained the weighted mean score **3.01** with verbal interpretation of moderately stressful on rank number **4**.

Teachers perceived higher weighted mean score with **4.08** compare to the school heads perception with **2.25** weighted score mean. The composite mean of **3.17** implies that the school heads and teachers career related factors in work relationship are moderately stressful. This implies that teachers working condition affect their ability to provide quality education.

2.2 The factors affecting teacher's job performance as perceived by school principals and by teachers themselves under Non- Career Related Factors.

Table 2.2.1.
Non Career Related Factors
(Financial Problems)

Indicators	School Heads			Teachers			Total		
Financial Problems	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Low Salary/ income to support the basic needs of the family.	3.92	Highly Stressful	1	3.68	Highly Stressful	1	3.80	Highly Stressful	1
2. Non-payment of some financial obligations/debts.	3.85	Highly Stressful	2	3.28	Moderately Stressful	4	3.57	Highly Stressful	2
3. Lack of money to pursue graduate studies.	2.85	Moderately Stressful	4	3.43	Moderately Stressful	3	3.14	Moderately Stressful	4
4. Lack of money to attend seminars/training for professional growth.	3.31	Moderately Stressful	3	3.52	Highly Stressful	2	3.42	Moderately Stressful	3
Average Weighted Mean	3.48	Moderately Stressful		3.61	Highly Stressful		3.48	Moderately Stressful	

This table shows the factors affecting teachers' job performance under non- career related factors in terms of financial problems. School Heads and Teachers perceived that low salary/income to support the basic need to the family is a factor that affects the teacher's job performance which obtained the weighted mean of **3.80** with verbal interpretation of highly stressful on rank number **1**.

Moreover, the non-payment of some financial obligations and debts which obtained the weighted mean score of **3.57** with highly stressful verbal interpretation on rank number **2**. The lack of money to attend seminars and training for professional growth obtained a weighted mean score of **3.42** with verbal interpretation of highly stressful on rank number **3**.

Furthermore, lack of money to pursue graduate studies was the least indicator which obtained the weighted mean score **3.14** with verbal interpretation of moderately stressful on rank number **4**.

Teachers perceived higher weighted mean score with **3.61** compare to the school heads perception with **3.48** weighted score mean. The composite mean of **3.48** implies that the school heads and teachers non career related factors in financial problems are moderately stressful. This implies that motivation of teachers helps to retain at their work places and it includes” materials and psychological needs” as pay on its own increase motivation among teachers.

Table 2.2.2.
Non Career Related Factors
(Conflicts at Home)

Indicators	School Heads			Teachers			Total		
Conflicts at Home	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Conflicts among the members of the family.	2.85	Moderately Stressful	3	3.68	Highly Stressful	1	3.23	Moderately Stressful	3
2. Separation/distance from the family	2.46	Less Stressful	5	3.28	Moderately Stressful	5	2.87	Moderately Stressful	5
3. Conflicts with neighbors or some people in the community.	3.31	Moderately Stressful	2	3.43	Moderately Stressful	4	3.37	Moderately Stressful	2
4. Failure to attend to some gathering due to conflicts at work.	2.77	Moderately Stressful	4	3.52	Highly Stressful	3	3.15	Moderately Stressful	4
5. Failure to attend to some family gatherings due to conflicts at work.	3.38	Moderately Stressful	1	3.61	Highly Stressful	2	3.50	Highly Stressful	1
Average Weighted Mean	2.95	Moderately Stressful		3.50	Highly Stressful		3.22	Moderately Stressful	

This table shows the factors affecting teachers’ job performance under non- career related factors in terms of conflicts at home. School Heads and Teachers perceived that failure to attend some family gatherings due to conflicts at work is a factor that affects the teacher’s job performance which obtained the weighted mean of **3.50** with verbal interpretation of highly stressful on rank number **1**.

Moreover, the conflicts with neighbors or some people in the community which obtained the weighted mean score of **3.37** with moderately stressful verbal interpretation on rank number **2**. The conflicts among the members of the family obtained a weighted mean score of **3.23** with verbal interpretation of moderately stressful on rank number **3**. The failure to attend some gathering due

to conflicts at work obtained a weighted mean score of **3.15** with verbal interpretation of moderately stressful.

Furthermore, the separation or distance from the family was the least indicator which obtained the weighted mean score **2.87** with verbal interpretation of moderately stressful on rank number **5**.

Teachers perceived higher weighted mean score with **3.50** compare to the school heads perception with **2.95** weighted score mean. The composite mean of **3.22** implies that the school heads and teachers non career related factors in conflicts at home are moderately stressful.

Table 2.2.3
Non Career Related Factors
(Health Disorders)

Indicators	School Heads			Teachers			Total		
Health Disorders	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Psychological disorders such as heightened emotions, anxiety and forgetfulness.	2.69	Moderately Stressful	1	3.80	Highly Stressful	1	3.25	Moderately Stressful	1
2. Physiological disorders such as illnesses and deformities.	2.62	Moderately Stressful	2	3.72	Highly Stressful	2	3.17	Moderately Stressful	2
3. Behavioral disorders such as bad habits and vices.	1.85	Less Stressful	3	3.48	Moderately Stressful	3	2.67	Moderately Stressful	3
Average Weighted Mean	2.38	Less Stressful		3.67	Highly Stressful		3.03	Moderately Stressful	

This table shows the factors affecting teachers' job performance under non- career related factors in terms of health disorders. School Heads and Teachers perceived that psychological disorders such as heightened emotions, anxiety and forgetfulness is factor that affects the teacher's job performance which obtained the weighted mean of **3.25** with verbal interpretation of moderately stressful on rank number **1**.

Moreover, physiological disorders such as illnesses and deformities which obtained the weighted mean score of **3.17** with moderately stressful verbal interpretation on rank number **2**.

Furthermore, the behavioral disorders such as bad habits and vices was the least indicator which obtained the weighted mean score **2.67** with verbal interpretation of moderately stressful on rank number **3**.

Teachers perceived higher weighted mean score with **3.67** compare to the school heads perception with **2.38** weighted score mean. The composite mean of **3.03** implies that the school heads and teachers non career related factors in health disorders are moderately stressful.

3. The level of effectiveness of teacher's as perceived by school heads and by the teachers themselves in terms of Teaching Methodology, Current Status of Teacher's Job Performance, The Improvement of Teacher's Job Performance, and Teacher's Subject Matter Mastery.

Table 3.1
Teaching
Methodology

Indicators	School Heads			Teachers			Total		
	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Teachers' teaching methodology is good.	3.62	Agree	4	4.19	Agree	1	3.91	Agree	2
2. Teachers have integrating subject content with daily activities make teaching learning process easy.	3.69	Agree	2	4.08	Agree	5	3.89	Agree	4
3. They use different techniques to teach.	3.69	Agree	2	4.11	Agree	4	3.90	Agree	3
4. They make easy their teaching by integrating subject matter with daily examples.	3.69	Agree	2	4.14	Agree	3	3.92	Agree	1
5. They identify the student learning as their primary responsibility.	3.46	Neutral	5	4.15	Agree	2	3.81	Agree	5
Average weighted mean	3.63	Agree		4.13	Agree		3.89	Agree	

This table shows the level of effectiveness of teacher's in terms of teaching methodology. School Heads and Teachers perceived that teachers make easy their teaching by integrating subject matter with daily examples which obtained the weighted mean of **3.92** with verbal interpretation of agree on rank number **1**.

Moreover, a teachers' teaching methodology is good which obtained the weighted mean score of **3.91** with agree verbal interpretation on rank number **2**. The use of different techniques to

teach obtained weighted mean score of 3.90 with verbal interpretation of agree on rank number **3**. Teachers have integrating subject content with daily activities make teaching learning process easy obtained a weighted mean of **3.89** with verbal interpretation of agree on rank number **4**.

Furthermore, they identify the students learning as their primary responsibility was the least indicator which obtained the weighted mean score **3.81** with verbal interpretation of agree on rank number **5**.

Teachers perceived higher weighted mean score with **4.13** compare to the school heads perception with **3.63** weighted score mean. The composite mean of **3.89** implies that the schools heads and teachers level of effectiveness in terms of teaching methodology are agreeable.

Table 3.2
Current Status of Teachers' Job Performance

Indicators	School Heads			Teachers			Total		
Current Status of Teachers' Job Performance	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. The status of teachers' participation in school teachers' development program.	3.85	Agree	2	4.31	Agree	1	4.08	Agree	1
2. Participation in collaboration research has enhanced their teachers development program	3.15	Neutral	5	4.23	Agree	3.5	3.69	Agree	3
3. Residential problems of teachers affect their performance.	3.46	Neutral	4	4.26	Agree	2	3.86	Agree	2
4. Language of instruction affects teachers' performance.	3.77	Agree	3	4.23	Agree	3.5	3.64	Agree	4
5. They try to maintain a careful and clean personal appearance.	4.08	Agree	1	1.01	Strongly Disagree	5	2.55	Neutral	5
Average weighted mean	3.66	Agree		3.61	Agree		3.56	Agree	

This table shows the level of effectiveness of teacher's in terms current status of teachers job performance. School Heads and Teachers perceived that status of teacher's participation in

school teachers development program makes them effective which obtained the weighted mean of **4.08** with verbal interpretation of agree on rank number **1**.

Moreover, residential problems of teachers affect their performance which obtained the weighted mean score of **3.86** with agree verbal interpretation on rank number **2**. The participation in collaboration research has enhanced their teachers development program which obtained weighted mean score of 3.69 with verbal interpretation of agree on rank number **3**. Language of instruction affects teachers' performance obtained a weighted mean of **3.64** with verbal interpretation of agree on rank number **4**.

Furthermore, they try to maintain a careful and clean personal appearance was the least indicator which obtained the weighted mean score **2.55** with verbal interpretation of agree on rank number **5**.

School heads perceived higher weighted mean score with **3.66** compare to the teachers perception with **3.33** weighted score mean. The composite mean of **3.56** implies that the schools heads and teachers level of effectiveness in terms of current status of teachers' job performance is agreeable.

Table 3.3
The Improvement of teachers Job Performance

Indicators	School Heads			Teachers			Total		
	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. They encourage class discussion of the students during every stage of instruction.	4.23	Agree	2	4.31	Agree	2	4.27	Agree	1
2. Their teaching efforts are directed toward motivating the thoughts of their students.	4.23	Agree	2	4.23	Agree	3.5	4.23	Agree	3
3. They try to satisfy their students when they ask questions in the classroom.	4.23	Agree	2	4.26	Agree	1	4.25	Agree	2
4. Motivated teachers have high performance that has low motivation.	3.31	Neutral	5	4.23	Agree	3.5	3.77	Agree	4

5. Motivated teachers create happy, relaxed but business like atmosphere in class	4.08	Agree	4	1.01	Strongly Disagree	5	2.55	Neutral	5
Average weighted mean	4.02	Agree		3.61	Agree		3.81	Agree	

This table shows the level of effectiveness of teacher's in terms of improvement of teachers' job performance. School Heads and Teachers perceived that an effective teacher encourage the class discussion of the students during every stage of the instruction which obtained the weighted mean of **4.27** with verbal interpretation of agree on rank number **1**.

Moreover, they try to satisfy their students when they ask questions in the classroom which obtained the weighted mean score of **4.25** with agree verbal interpretation on rank number **2**. Their teaching efforts are directed toward motivating the thoughts of their students which obtained weighted mean score of **4.23** with verbal interpretation of agree on rank number **3**. Motivated teachers have high performance that has a low motivation obtained a weighted mean of **3.64** with verbal interpretation of agree on rank number **4**.

Furthermore, they motivated teachers create happy, relaxed but business like atmosphere in class was the least indicator which obtained the weighted mean score **2.55** with verbal interpretation of agree on rank number **5**.

School heads perceived higher weighted mean score with **4.02** compare to the teachers perception with **3.61** weighted score mean. The composite mean of **3.81** implies that the schools heads and teachers level of effectiveness in terms improvement of teachers job performance is agreeable.

Table 3.4
Teachers' Subject
Mastery

Indicators	School Heads			Teachers			Total		
Teacher's Subject Mastery	WM	V.I	Rank	WM	V.I	Rank	WM	V.I	Rank
1. Knowledge of subject matter affects teachers' job performance	4.23	Agree	5	4.30	Agree	2	4.27	Agree	5
2. They respect the ideas of others and express a willingness to learn from them.	4.38	Agree	2	4.35	Agree	3	4.37	Agree	2
3. They provide guidance in their support time to the students.	4.38	Agree	2	4.29	Agree	4.5	4.34	Agree	3

4. They consider teaching as an opportunity of service for students.	4.31	Agree	4	4.29	Agree	4.5	4.30	Agree	4
5. They have adequate knowledge of subject matter in the courses they teach.	4.38	Agree	2	4.76	Strongly Agree	1	4.57	Strongly Agree	1
Average weighted mean	4.34	Agree		4.40	Agree		4.37	Agree	

This table shows the level of effectiveness of teacher's in terms of teacher's subject mastery. School Heads and Teachers perceived that an effective teacher have an adequate knowledge of subject matter in the courses they teach which obtained the weighted mean of **4.57** with verbal interpretation of strongly agree on rank number **1**.

Moreover, they respect the ideas of others and express a willingness to learn from them which obtained the weighted mean score of **4.37** with agree verbal interpretation on rank number

2. They provide guidance and support time to the students which obtained weighted mean score of

4.34 with verbal interpretation of agree on rank number **3**. They consider teaching as an opportunity of service for students which obtained a weighted mean of **4.30** with verbal interpretation of agree on rank number **4**.

Furthermore, the knowledge of subject matter affects teachers' job performance was the least indicator which obtained the weighted mean score **4.27** with verbal interpretation of agree on rank number **5**.

Teachers perceived higher weighted mean score with **4.40** compare to the school heads perception with **4.34** weighted score mean. The composite mean of **4.37** implies that the schools heads and teachers level of effectiveness in terms improvement of teachers job performance is agreeable.

4. The significant difference between the perceptions of two sets of respondents on teachers' performance in teaching.

Table 4
Differences between the Perception of the School Heads and teachers on Teacher's Performance in Teaching.

Variable	Critical Value	Computed Value	Remarks	Decision
				(HO)
Deadlines/ Time Pressure	4.303	0.073	No Significant	Accept
Workloads/Extra	4.303	0.285	No	Accept
Curricular Activities			Significant	

School Management	4.303	0.302	No Significant	Accept
Management of Student's Behavior	3.182	0.005	No Significant	Accept
Physical Environment/ Facilities	4.303	0.049	No Significant	Accept
Work relationship	3.182	0.003	No Significant	Accept

It can be observed from the table of the differences on the perceptions of the school heads and teachers on teacher's performance in teaching.

On deadlines and time pressures, the computed value are **0.073** is less than the critical value of **4.303** at 5% level of significance. Therefore, the null hypothesis is accepted thus, there are no significant differences on the perceptions of the school heads and the teachers on the teachers' performance in teaching.

On the workloads and extra- curricular activities, the computed value of **0.285** is less than the critical value of **4.303** at 5% level of significance. Therefore, the null hypothesis is accepted, thus; there are no significant differences on the perception of the school heads and the teachers on the teachers' performance in teaching.

On the school management, the computed value of **0.302** is less than the critical value of **4.303** at 5% level of significance. Therefore, the null hypothesis is accepted, thus; there are no significant differences on the perception of the school heads and the teachers on the teachers' performance in teaching.

On the management of student's behavior, the computed value of **0.005** is less than the critical value of **3.182** at 5% level of significance. Therefore, the null hypothesis is accepted, thus; there are no significant differences on the perception of the school heads and the teachers on the teachers' performance in teaching.

On the physical environment and school facilities, the computed value of **0.049** is less than the critical value of **4.303** at 5% level of significance. Therefore, the null hypothesis is accepted, thus; there are no significant differences on the perception of the school heads and the teachers on the teachers' performance in teaching.

On the work relationship, the computed value of **0.003** is less than the critical value of **3.182** at 5% level of significance. Therefore, the null hypothesis is accepted, thus; there are no significant differences on the perception of the school heads and the teachers on the teachers' performance in teaching.

Teachers Effectiveness Enhancement Program

TRAINING PROPOSAL	
I. Title of the Training:	
"Enhancement Program for Secondary Teachers on Ways of Improving Teaching and Identifying Areas of Development"	
II. Target Participants and Number of Participants:	
10 Secondary Teachers per school	
III. Proposed Date and Venue	
Venue: Assigned by the Division Office Date: January, 2023 onwards	
IV. Funding Source:	MOOE/ Canteen Fund
V. Proposed Budget:	Php. 10,000.00
VI. Registration Fee:	Php.300.00
VII. Proponent:	Tanauan City Division
VIII. Rationale:	
The Division Enhancement Program for Secondary Teachers on Ways of Improving Teaching and Identifying Areas of Development" aims to enhance the teachers' ability to become effective in teaching. It also aims to provide an appropriate and well- planned program for teachers which includes giving them opportunities to grow and is designed to meet the diverse needs of all learners. This enhancement program is the key in meeting today's educational demand.	
IX. Objectives	
At the end of the three day training, the participants are expected to:	
1. Reinforced and enhanced teaching practices that will continue to improve student learning. 2. Provide meaningful feedback and direction to teachers that have a profound effect on the learning that occurs in the classroom. 3. Teachers should be equipped with an understanding and in depth knowledge to nurture their enthusiasm in teaching.	
X. Training Content and Methodologies	Assigned by the Division Office

XI. Expected Output

Teachers Instructional Strategy Plan/Report: Accomplishment\ Coaching and Mentoring Form

DISCUSSION

The researcher created the teachers effectiveness enhancement program in accordance with the data collected. It has an expected output that the teachers will generate a teachers instructional strategy plan/report: accomplishment\ coaching and mentoring form which aim to reinforce and enhance teaching practices that will continue to improve student learning, provide meaningful feedback and direction to teachers that have a profound effect on the learning that occurs in the classroom and teachers should be equipped with an understanding and in depth knowledge to nurture their enthusiasm in teaching. As said by Panda and Mohanty, good teachers are essential for the effective functioning of the education system and for improving the quality of learning process by proper development design to measure the necessary factors among skills and attitude to develop by teachers with the support of more activity oriented programs provided by the division office.

Conclusions

With reference to the body's of data collected, the following conclusions were drawn by the researcher:

1. That the results of this research in length of teaching experience is one year to five years as revealed as rank number 1, this implies that they are in their early ages which can be able to use modern method of teaching to make it more interesting and attractive to student and also teachers who are energetic, with vigour to utilize modern approaches of teaching. The educational attainment revealed that most of the secondary teachers are masters' degrees; this implies that many teachers choose to return to school and obtain a master's degree that allows honing their abilities and becoming expert educators. Majority of the teachers are attending in service training this implies that teachers were well updated with better ways of undertaking their subjects. But more attendance in higher levels is required to enable them to undertake the same at least once a year.
2. The public secondary teachers perceived that the factors affecting teacher's job performance in terms of career related factors and non-career related factors were highly stressful.
3. The public secondary teachers generally agree in terms of the level of effectiveness of teachers in terms of teaching methodology, current status of teachers' job performance and teachers' subject mastery.
4. Since the perceptions of two groups of respondents with regard to the cited variables related to the factors affecting teachers' job performance are generally showing no significant difference, it could be concluded that the school heads and secondary teachers possess common and similar

factors that affect their job performance. In one way or another a teacher's performance is propped up when he or she is feeling comfortable in an environment that avoids oppression analysis results.

Recommendations

The insights that resulted from the research and the conclusions drawn from the body's of data collected, led in the formulation of the following recommendations and suggestions.

1. A similar study like this one could be also done using secondary school heads and teachers in the private schools of the district or division. Also, a study like this could be made using the secondary public school teachers of the division giving focus on the different items of evaluation.
2. It could also be recommended that the particular division conduct more quality circles intended for school teachers to regularly evaluate or assess the job performance of the teachers that could improve the division's educational system.
3. The present teacher writer also recommends another set of variables or categories to be used in identifying the factors that affect the teachers' job performance in the area.
4. It could also be suggested that continuous enrichment program activities, quality circles and intensive programs be given to explore the minds of the teachers in the different modern ways of effective teaching and be more motivated to do their job.
5. The teachers should be physically and emotionally ready to teach to promote quality education to the learners.
6. Secondary teachers should attend an Enhancement program, specifically an Enhancement program on nurturing their enthusiasm in teaching.
7. The researchers recommended to the future researchers to use references from national libraries to grasp more resources about factors that affect teacher's job performance.
8. Future researchers must provide more useful information about the study by using other types of methodology in data gathering procedure.
9. Future researchers must also conduct the study at the private schools to have at least different areas of knowledge and open up to different opinions and new ideas to the respondents.
10. The researcher recommended to the future researchers to widen the respondents to gather more ideas, opinions, perceptions and insights for the betterment of the study.

Compliance with Ethical Standards

All procedures performed by the researcher in this study were formally informed and asked the permission of the school and the author to use the collected data of teachers job performance to create the enhancement program for the public secondary teachers. The proponents also ensure that the respondents are willingly participating in gathering the data and

the respondents had given

the right to withdraw their participation at any time. The respondents' participation in the study and responses to the questions are confidential. Data used in reports will be presented in a manner that prevents identifications of individuals and protects the respondents individual identity. The references used in this study were provided by the researchers to prevent plagiarism, and the study's findings were only utilized for research.

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FILIPINO READING COMPREHENSION LEVEL OF GRADE 3 LEARNERS: BASIS FOR READING INTERVENTION PLAN

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ABSTRACT

The ability of a reader to comprehend and analyze written texts is measured by their reading comprehension level. It is divided into three levels: analytical, inferential, and literal. The reader must use a different set of abilities and techniques for each level. It is an essential ability for both lifetime learning and academic success. The purpose of this study is to seek the reading comprehension level of Filipino Grade 3 learners using the three levels of comprehension questions: analysis/*pagsusuri*, inferential/*paghinuha*, and literal/*literal*. The three levels of comprehension questions were utilized to determine the learners' level using a convenience sampling method. The method is often used when the researcher is unable to access a random or representative sample due to time, budget, or logistic constraints. The data collected indicated that, with a score of 77.78%, the learners' comprehension level in literal questions is at the instructional level. With a score of 33.33%, the learners' comprehension level for inferential questions was frustration. Furthermore, with a score of 33.33% on analysis questions, the learners' comprehension level was frustration. With a mean score of 48.15, it was further determined that Filipino Grade 3 learners' overall reading comprehension level is frustration.

Keywords: *Comprehension Level; Academic Success; Literal; Inferential; Analytical*

INTRODUCTION

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning

from isolated words or sentences. In understanding read text information, children develop mental models, or representations of the meaning of the text ideas during the reading process (Wooley, 2011). It is a skill that is critical to the educational success of all individuals. Without adequate reading comprehension, students can struggle in many subject areas. Reading comprehension is an important skill needed for all areas of school (Baier, 2005).

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van den Broek & Espin, 2012). Comprehension depends not only on the characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they can progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

Pardo (2004) elucidated that the process of comprehension begins before we start to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. By dividing instruction into pre-reading, during-reading, and post-reading, teachers can design activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage.

However, reading, specifically comprehension, has been seen as a perennial problem in literacy. In Ambacan Elementary School, specifically in Grade 3, the learners' performance in subject areas is affected by their reading ability as seen in the results of their quizzes and tests. Based on initial observations during reading classes, learners have difficulty answering questions posed after reading the texts.

This problem provoked the researcher, the class adviser, to investigate Grade 3 learners' reading comprehension levels and eventually design an intervention plan to improve the reading comprehension level of the learners.

Research Questions

This study aimed to determine the level of reading comprehension skills of Grade 3 learners in Ambacan Elementary School as the basis for designing a reading intervention plan. Specifically, the study sought to answer the following questions:

A. What is the reading comprehension level of Grade 3 learners in terms of:

1. Literal/*Literal* questions;
2. Inferential/*Paghinuha* questions; and
3. Analysis/*Pagsusuri* questions?

B. What reading intervention plan can be designed to improve the reading comprehension of Grades 3 learners?

METHODOLOGY

This research utilized the descriptive design. It aimed to describe the reading comprehension level of Grade 3 learners. Specifically, it investigated the learners' level in the three levels of comprehension questions: literal, inferential, and analysis.

a. Sampling

The study employed the descriptive case design using the convenience sampling method. Convenience sampling is a type of non-probability sampling method that relies on data collection from the population members who are conveniently available to participate in the study. The method is often used when the researcher is unable to access a random or representative sample due to time, budget, or logistical constraints.

In this study, the researcher used a convenience sampling method to conduct a study on the reading comprehension level of Grade 3 learners in terms of literal, inferential, and analysis questions.

b. Data Collection

For the gathering of data, I followed the necessary protocols for the conduct of a research study. First, I submitted a letter to the school head of Ambacan Elementary School asking for full consent for the conduct of the study. After securing the necessary permission from my school head, I sent letters to the parents of my learners asking for their consent to the inclusion of their children in the study.

The data used in this research were taken through testing using the Phil-IRI Pretest. The test was administered in the first quarter of the month specifically in September 2022. After the assessment, the researcher consolidated the results of the Phil-IRI test and recorded the data for analysis.

RESULTS

This research utilized the Phil-IRI Pretest in Filipino, specifically Pretest Set D to assess the reading comprehension level of Grade 3 learners. Table 1 shows the Reading Comprehension Level of the Grade 3 learners. The results showed that the learner participants got the highest percentage score in literal questions. Based on the Phil-IRI Oral Reading Profile, the learners' comprehension level of literal questions is Instructional. This means that the Grade 3 learners are more likely to answer approximately 77.78% of the literal questions without the teacher's guidance. This further implies that they are proficient in answering questions in which the answers are explicitly stated in the text.

In terms of the learners' comprehension level of inferential questions, the assessment showed that their level is Frustration. This connotes that, if asked inferential questions from the text they have read, they are more likely to get 33.33% correct answers. This also means that Grade 3 learners can answer questions in which answers are implied by the text with the guidance of the teacher.

Moreover, it can be manifested in the Phil-IRI result that the learners' comprehension level in analysis questions is at the Frustration Level. This means that, if given questions that pertain to using evidence in the text to come up with an answer, the learners are more likely to get approximately 33.33% correct answers only. This also means that they find difficulty answering high-order thinking questions.

Table 1. Reading Comprehension Level of Grade 3
Three Levels of Comprehension Questions

Comprehension Question	Percentage Score	Level
Literal/Literal	77.78%	Instructional
Inferential/Paghinuha	33.33%	Frustration
Analysis/Pagsusuri	33.33%	Frustration

To get the overall reading comprehension level of Grade 3 learners, the researcher took the mean score and percentage of the 9 learners in the six comprehension questions.

Table 2. Overall reading Comprehension Level of Grade 3

Mean Score	Percentage	Reading Comprehension Level
2.89	48.17%	Frustration

Based on Table 2, it can be gleaned that Grade 3 learners' overall reading comprehension level is Frustration. If asked questions from the text, the respondents are more likely to get 48.17% correct answers only. This means that they are not reading at their expected level or the Grade 3 level and they need immediate intervention.

DISCUSSION

These results imply that the teacher should be aware of the different types of questions that can assess different levels of reading comprehension of the learners, and use a variety of questions to challenge and support their learners' reading development. Teachers should also provide appropriate intervention plans and resources to develop learners' reading comprehension levels in terms of literal, inferential, and analysis questions. By doing so, the teacher can help their learners improve their reading comprehension skills and achieve academic success.

The results also suggest that reading intervention strategies can help improve the reading skills of learners who are struggling with reading comprehension. Reading intervention strategies are interventions put into place to help learners who have difficulties in decoding words, poor comprehension skills, and low reading fluency. The results also indicate that different types of reading interventions may be more effective for different learners, depending on their specific

needs and strengths. Therefore, the proposed reading intervention plan should be based on a data-based which involves identifying the learners' reading comprehension problems, selecting appropriate interventions, implementing them with fidelity, and monitoring their progress. The goal of the reading intervention plan is to help the learners achieve reading comprehension levels in terms of literal, inferential, and analytical. By using effective reading intervention strategies, teachers can help these learners overcome their reading challenges and enjoy the benefits of reading.

The intervention plan is designed for students who need to improve their reading comprehension skills in different types of questions the plan is composed of objectives, strategies, assessments, time frames, and performance indicators.

Reading Intervention Plan

Objectives	Strategies	Assessment	Time Frame	Performance Indicator
To improve the learners' reading comprehension level in terms of literal, inferential, and analysis based on the text they read.	● Pre-teach vocabulary and background knowledge that are relevant to the text. ● Use graphic organizers to help students organize the main ideas and details of the text. ● Model and teach different types of questions and how to answer them using evidence from the text. ● Provide guided practice and feedback on answering literal, inferential, and analysis questions. ● Use cooperative learning strategies to	quizzes, tests, and oral reports based on the texts read written responses, projects, and presentations based on the texts essays, debates, and portfolios based on the texts read	November 2022 to May 2023	Learner will ● increase their accuracy and fluency in answering literal, inferential, and analysis questions from pre-test to post-test ● demonstrate their understanding of the text by writing a summary or a response that includes the main idea, supporting details, and personal connections or opinions ● to show improvement in their reading comprehension skills on standardized tests or curriculum-

	encourage peer discussion and collaboration in answering questions. ● Monitor and assess students' progress and adjust instruction accordingly.			based measures.

Conclusions

This study was made to determine the reading comprehension level Filipino of Grade 3 learners in Ambacan Elementary Schools. The assessment of the learners' reading comprehension level investigated the learners' ability in the three types of comprehension questions namely literal/literal, inferential/pagina, and analysis/pagsusuri.

After the collection and analysis of data, it was found that the learners' comprehension of literal questions is at the Instructional level since it gained a percentage score of 77.78%, while their level in inferential questions is at the Frustration level with a 33.33% score. Moreover, the learners' comprehension level in analysis questions is at a Frustration level since they garnered an overall percentage score of 33.33%.

With the aforementioned data, it can be concluded that the learners can answer literal questions correctly without any assistance from the teacher, while they can answer inferential questions with the assistance of the teacher. On the other hand, the results show that the learners have difficulty answering analysis questions.

The study also discovered that the overall reading comprehension level in Filipino Grade 3 learners is at a Frustration level since they gained an overall percentage score of 48.17%. Thus, it can be concluded that the learners' reading comprehension level in Filipino is below their expected standard.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. A reading intervention plan will be made giving weight to developing the learners' ability to answer inferential questions and analysis questions. Part of the intervention should be focused on the enrichment of the learners' ability to answer literal questions.
2. A follow-up research to test the effectiveness of the intervention plan shall be made.
3. Regular monitoring of the learners' reading progress shall be done to ensure proper implementation of the reading program and activities.

4. Other researchers should conduct the same study in their schools to find out the reading status of their learners and eventually craft an intervention program out of it.

Compliance with Ethical Standards

In social studies, this set of principles should always be taken into consideration to protect the rights of the participants, ensure the validity of results, and maintain integrity (Scribbr, n.d.). The participants are reminded that they have the right to refuse to participate and that participation is voluntary if they choose to do so, and/or remain anonymous. This is in line with the principle of protecting the participant's identity. Lastly, in the informed consent, the participants would be briefed about the potential risks and benefits.

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**INDUSTRY-ACADEME PARTNERSHIP AND PERFORMANCE LEVEL IN WORK
IMMERSION OF SENIOR HIGH SCHOOL LEARNERS IN CALABARZON: BASIS FOR
PROPOSED SHS WORK IMMERSION FRAMEWORK**

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ABSTRACT

This study entitled the *Industry-Academe Partnership and Performance Level in Work Immersion of Senior High School Learners in CALABARZON: Basis for Proposed SHS Work Immersion Framework* was conducted to determine the industry-academe partnership and performance level in work immersion of senior high school learners in CALABARZON. Specifically, it sought to answer the subsequent questions such as; the level of the industry-academe partnership of SHS work immersion in CALABARZON in terms of industry to academe (market aligned courses, develop skilled manpower, solutions for concerns and operational approach) academe to industry (funding and Infrastructure, equal partnership, placements and feasible goals); the performance level of senior high school learners in work immersion in CALABARZON in terms of teamwork, communication, attendance and punctuality, productivity and resilience, initiative and proactivity, judgment and decision making, dependability and reliability, attitude and professionalism; the significant relationship between industry-academe partnership and the performance level of senior high school learners in work immersion in CALABARZON; and SHS work immersion framework related to industry-academe partnership and performance of senior high school learners can be proposed based on the result of the study.

The study employed the descriptive-correlational method of research and used purposive sampling techniques to select respondents, which included industry partners, work immersion teachers and SHS learners in CALABARZON. Data were analyzed using frequency and percentage distributions, weighted arithmetic mean, one-way ANOVA, and Pearson correlation coefficient. The study results indicated no significant differences in partnership aspects among

industry organizations or academe institutions, except for the impact of duration of operation on setting feasible goals. The relationship between Industry-Academe Partnership and SHS learner performance uncovers nuanced correlations, with placement quality linked to specific performance aspects.

The result of the research study paved the way for the emergence of the FSB Work Immersion Framework. This framework aims to better prepare students for their future careers and create a more enriching educational experience.

Keywords: *Industry-Academe Partnership, SHS Performance Level, Work Immersion, CALABARZON Region*

INTRODUCTION

One of the most important and efficient methods of transforming an individual into an asset for industry is education. In today's world, where technical advancements play a vital role in society, educational enhancement is crucial. This is because knowledge cannot be replaced by any other means when it comes to keeping pace with modern civilization.

The Senior High School (SHS) Work Immersion program is a crucial component of the K to 12 Basic Education Program in the Philippines. The program aims to prepare SHS graduates for higher education, employment, middle-level skills development, and entrepreneurship. The Technical-Vocational-Livelihood (TVL) track with strands that include Home Economics, among others, provides learners with the necessary skills and competences to prepare them to face the challenges of the 21st Century. After the program, SHS graduates are expected to have fully acquired the following 21st century skills: (a) learning and innovation skills, (b) effective communication skills, information, media, and technology skills, and (d) life and career skills. In SY 2017-2018, the first batch of approximately 1.2 million SHS students graduated in April 2018. A majority of 82.67% of the graduates pursued higher education while 10.22% got employed. Only a small percentage engaged in entrepreneurship (1.30%) and middle-level skills development (0.42%). 5.39 % of the graduates did not pursue any of the exits after SHS graduation. The Work Immersion program provides learners with access to industry partners' facilities and employment simulation, where they are given opportunities to apply their competencies, gain practical industrial skills, and develop good work ethics and values relevant to pursuing further education and/or joining the world of work. The Technical Education and Skills Development Authority (TESDA) also provides certification for learners who have completed the Work Immersion program.

The Department of Education (DepEd) has issued guidelines for the Career Guidance Program for S.Y. 2020 – 2021. The program aims to guide secondary level students in choosing career tracks that they intend to pursue through informed career choices towards becoming productive and contributing individuals as stated in RA 10533 otherwise known as the Basic Education Act of 2013. The guidelines and procedures shall guide all stakeholders in planning, implementation, monitoring, and evaluation of the Career Guidance Program for S.Y. 2020 -2021. The K to 12 curriculum is designed to holistically prepare learners to become effective in helping address the needs of the nation, by pursuing either higher education, employment, entrepreneurship, or middle-level skills development. Competence in work immersion is crucial for students' seamless entry into professional settings. Academic knowledge forms the foundation, helping students grasp industry-specific concepts, while hands-on skills acquired during work immersion facilitate

the practical application of knowledge, fostering adaptability and problem-solving. Attitude is paramount, shaping students' approaches to tasks, collaboration, and challenges.

Order No. 30 of the DepEd, s. According to the 2017 Guidelines for Work Immersion, one of the objectives of the K–12 Basic Education Program is to help learners develop the skills, work ethics, and values necessary for continuing their education and, or entering the workforce. To better align the nation's development goals with the primary education system. Work Immersion has been added as a mandatory subject to the curriculum. This course gives students a chance to practice applying their competencies in their areas of specialization and applicable disciplines in real-world professional settings, as well as to become familiar with the workplace. Additionally, according to DepEd Order 30, students must complete the work immersion program to graduate from Senior High School.

The researcher, who serves as the work-immersion focal person, identified several concerns that need to be addressed, particularly in the TVL Home Economics strand/specialization, throughout the program's four-year implementation in the local area. Three issues were discovered through informal interviews and observation. First off, due to their busy schedules with teaching assignments, work commitments, and other community obligations, teachers are unable to observe their students regularly throughout the work immersion. According to the researcher's formal interviews, some students have a poor work orientation, which lowers their productivity on the tasks they are given. Lastly, the observation instrument employed lacks sufficient job specificity to address all the competencies listed in the Curriculum Guide.

With this, the researcher would like to determine the industry-academe partnership and performance level in work immersion of Senior High School learners in CALABARZON as the basis for the proposed SHS work immersion framework.

Research Questions

This study aimed to determine the industry-academe partnership and performance level in work immersion of Senior High School learners in CALABARZON as the basis for the proposed SHS work immersion framework. Specifically, this study sought to answer the following problems:

1. What is the level of the industry-academe partnership of SHS work immersion in CALABARZON in terms of the following aspects:

- 1.1 industry to academe
 - 1.1.1 market aligned courses
 - 1.1.2 develop skilled manpower
 - 1.1.3 solutions for concerns
 - 1.1.4 operational approach
- 1.2 academe to industry
 - 1.2.1 funding and infrastructure
 - 1.2.2 equal partnership
 - 1.2.3 placements
 - 1.2.4 feasible goals?

2. What is the performance level of senior high school learners in work immersion in CALABARZON in terms of the following competencies:

- 2.1 teamwork
- 2.2 communication
- 2.3 attendance and punctuality

- 2.4 productivity and resilience
- 2.5 initiative and proactivity
- 2.6 judgment and decision making
- 2.7 dependability and reliability
- 2.8 attitude
- 2.9 professionalism?

3. Is there a significant relationship between industry-academe partnership and the performance level of senior high school learners in work immersion in CALABARZON?

4. What SHS work immersion framework could be proposed by the researcher relative to industry-academe partnership and performance level of senior high school learners in CALABARZON?

METHODOLOGY

The descriptive-correlational research method was utilized in the conduct of the study. Descriptive research methodology is a fundamental research technique that analyzes the situation as it is in the present, according to Leedy & Ormrod in 2019. In descriptive research, characteristics of a specific event are identified based on observation, or correlations between two or more phenomena are investigated.

Participants

Sampling or purposive was used to determine the public senior high schools that offer Technical Vocational Track with Home Economics as its strand/specialization, requiring students to complete their work immersion. To determine the number of samples representing the population, the students enrolled in each School offering Technical Vocational Livelihood Track with Home Economics as its strand/specialization, selected alumni of the same track and strand, industry partners, and work immersion teachers were taken as samples of the study.

Instruments of the Study

A self-made survey-questionnaire was the main instrument used in this study by the researcher. The questionnaire was divided into four parts. The survey questionnaire employed in the conduct of research the study enables to gather a reliable needed data, the researcher formulated the questions based on several articles in the related concepts, literatures and studies that are similar with the present study. Part I is the elicited information about the level of the industry-academe partnership of senior high school learners regarding market aligned courses, develop skilled manpower, solutions for concerns, operational approach, funding and infrastructure, equal partnership, placements, and feasible goals. Part II, students in senior high school were asked to rate their level of performance in a variety of areas, including teamwork, communication, attendance and punctuality, productivity and resilience, initiative and proactivity, judgment and decision-making, dependability and reliability, attitude, and professionalism.

Procedure

To facilitate access to respondents' institutions, the researcher-initiated correspondence with the Department of Education (DepEd) CALABARZON Region, headed by Regional Director Atty. Alberto T. Escobarte. Additionally, letters of request were obtained from the Schools Division Superintendents of seven Schools Division Offices (SDOs) across the region. Upon approval, the researcher presented the permit to District Supervisors, who endorsed it to principals and work immersion teachers for cooperation in conducting the survey. Seeking guidance, the researcher involved their dissertation adviser and field experts to evaluate the survey instrument. Professional feedback formed the basis for refining the questionnaire through amendments, exclusions, deletions, and revisions. All communication and the finalized Google form link were documented. Respondents were then requested to complete the survey questionnaire, with collected data subsequently tallied, coded, collated, and tabulated. The researcher employed appropriate statistical tools to analyze and interpret the gathered information.

RESULTS

This section provides the presentation, analysis, and interpretation of data relative to the industry-academe partnership and performance level of senior high school work immersion learners in the CALABARZON Region.

Level of Industry-Academe Partnership of SHS Work Immersion in CALABARZON in terms of Industry to Academe Partnership

Table 1.1

Mean Scores of the Level of Industry-Academe Partnership of SHS Work Immersion in CALABARZON in terms of Industry to Academe Partnership

The industry-academe partnership...	Weighted Mean	Verbal Interpretation
1.1.1 Market Aligned Courses	3.67	High Level of Partnership
1.1.2 Develop Skilled Courses	3.45	High Level of Partnership
1.1.3 Solutions for Concerns	2.99	Medium Level of Partnership
1..1.4 Operational Approach	3.53	High Level of Partnership

Partnership Level of Industry-Academe Partnership of SHS Work Immersion in CALABARZON in terms of Academe to Industry Partnership

Table No. 1.2

Mean Scores of the Partnership Level of Industry-Academe Partnership of SHS Work Immersion in CALABARZON in terms of Academe to Industry Partnership

The academe-industry partnership...	Weighted Mean	Verbal Interpretation
1.2.1 Funding and Infrastructure	2.63	Medium Level of Partnership

1.2.2 Equal Partnership	4.03	High Level of Partnership
1.2.3 Placements	3.43	Medium Level of Partnership
1.2.4 Feasible Goals	3.67	High Level of Partnership

Performance Level of Senior High School Learners in Work Immersion in CALABARZON

Table 2

Mean Scores of the Level of Performance of Senior High School Learners in Work Immersion

The learners...	Industry Partners	Work Immersion Teachers	Work Immersion Learners	Overall Mean	Verbal Interpretation
2.1 Teamwork	4.07	4.11	4.13	4.11	Very Satisfactory
2.2 Communication	4.00	3.99	3.63	3.87	Very Satisfactory
2.3 Attendance and Punctuality	3.90	3.60	3.86	3.79	Very Satisfactory
2.4 Productivity and Resilience	3.70	3.37	3.54	3.54	Very Satisfactory
2.5 Initiative and Proactivity	3.57	3.47	3.72	3.59	Very Satisfactory
2.6 Judgement and Decision Making	3.50	3.57	3.57	3.55	Very Satisfactory
2.7 Dependability and Reliability	3.61	3.69	3.70	3.67	Very Satisfactory
2.8 Attitude	3.61	3.66	4.06	3.78	Very Satisfactory
2.9 Professionalism	3.74	3.77	3.63	3.71	Very Satisfactory

DISCUSSION

The mean score, standing at 3.67 and categorized as a "High Level of Partnership," highlights the overall strength of the Industry-Academe Partnership in CALABARZON when it comes to aligning industry to academe with market-aligned courses. The table revealed that it agrees with the notion that the Work-Immersion Program, known as the Work-Based Learning (WBL) opportunity, is a program implemented for job simulation wherein the students can apply what they have learned and gives them the idea of the competencies on their future college plans (Alfeld, 2018). In terms of skilled manpower, the mean of 3.53 and labeled as a "High Level of Partnership" implies that the partnership is effective in focusing on essential employability skills, instilling a positive attitude toward continuous learning, and promoting a strong commitment to work and quality results. The expectations of the employer nowadays have changed with the new emerging trends of industries. Today, newly hired are not judged on their academic performance or technical and behavioral skills but on a new set of non-cognitive skills which have taken precedence. The way of looking at these skills has changed, but the concept still exists (Chakrabarty, 2018). With regards to solutions for concerns, the industry to academe is seldom partnership as resulted by the grand mean of 2.99 and categorized as a "Medium Level of Partnership". This suggests that the partnership is moderately effective in approaching concerns with practical strategies, embracing open-mindedness, and actively engaging in coordinated efforts to implement solutions. As the Oxford University Press ELT (2018) supported, students' independence will be developed when they are provided an opportunity to lead their learning through self-learning practice that allows students to perform independently. The grand mean score, standing at 3.53 and falling within the "High Level of Partnership" range, concerns the operational approach. This suggests that the partnership is highly effective in promoting an environment of continuous development, ensuring efficient daily operations, and

prioritizing familiarity with the company's organizational structure. Because operation management is a management task, it involves managing people, equipment, technology, information, and all other resources required in the production of goods and services. Operational management is the central main task of each company. Regardless of the size of the company, whether it is in the industry, whether it is manufacturing or service, or for profit or not for profit. (Sanders, 2018).

The mean score, standing at 2.63 and falling within the "High Level of Partnership" range, reflects funding and infrastructure support. The partnership is highly effective in ensuring comprehensive infrastructure and prioritizing student well-being through safe and clean workplace facilities. Facilities and infrastructure have a significant influence on the internship program because the implementation of the apprenticeship program is only about three months for university entrants and even much less for immersion programs. The mean score of 4.03 and falling within the "High Level of Partnership" range concerns equal partnership. This suggests that the partnership is highly effective in providing valuable learning opportunities and fostering engagement outside the traditional classroom setting. Partnerships are essential for educational institutions to minimize their dependence on physical resources, facilitate training and employment for its students, match their curricular offerings to the needs of the industry, and maintaining a reputable image. The mean, which is 3.43, reflects a medium level of partnership for the entirety of the evaluated aspects. This suggests that the partnership level between academe and industry in CALABARZON, concerning Placements, is moderate. While there are areas of strength, there are also areas where enhancements could be made to elevate the overall partnership level. Students gain valuable real-world experience, and this reduces the adjustment period, which is required when starting employment. The mean, which is 3.67, reflects a high level of partnership for the entirety of the evaluated aspects related to Feasible Goals. Tracey et. al (2018) assert the relationship between the business and the local school system involves multiple stakeholders operating in a reciprocal relationship that accomplishes mutual goals. That stated business leaders want to partner with schools in a way that is more meaningful than surface-level sponsorship.

SHS work immersion learners demonstrated a very satisfactory level of teamwork, as indicated by the cumulative mean score of 4.11. They exhibited respect and consideration for their team members, actively engaged in tasks, and consistently worked together to fulfill their responsibilities and achieve goals. According to Graft (2021), when trainees begin to work together, the different groups and skill sets will unavoidably spark new ideas. These fresh viewpoints and talks that result from cooperation can generate original concepts that can easily accomplish the goals of the team and lead your company to higher overall success. The learners in work immersion demonstrated strong communication skills, with a mean of 3.87. They excelled in attentive listening, consistently providing accurate verbal and written information, crafting grammatical sounds and logically structured written communication. Ratunil (2017) said that there is a need to be skilled in interpersonal communication among the SHS students and stresses the crucial role of the partnership in the implementation and achievement of the goal of the SHS Program. The mean for all aspects of attendance and punctuality was 3.79, indicating a very satisfactory overall performance. Learners demonstrated consistent punctuality, maintained good attendance records, arrived at work on time, and completed assignments within deadlines. O'Neill (2020) highlights that a trainee should pay attention to timeliness and attendance to be able to increase work performance. To increase performance and productivity, senior high school training is primarily driven by this goal. The SHS work immersion learners achieved a very satisfactory score in terms of productivity and resilience, with a mean of 3.54. They were able to manage time efficiently, multitask, and incorporate an optimistic mindset; but

there is a need for improvement in delivering high-quality outcomes, achieving desired results under pressure, and showing consistent resilience in the face of difficulties or obstacles. The importance of strengthening the behavior of resiliency students to achieve high productivity is to prepare them to operate effectively in the volatile, uncertain, and complex world of work (Marinova, 2017). With a mean of 3.59, the capability to autonomously complete their responsibilities, paid close attention to supervisor instructions, and were proactive in identifying and addressing opportunities and challenges. These results lend credence to Kolb's experiential learning theory, which holds that learning happens most effectively when a person moves through a cycle of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984, Cherry, 2018). The computed mean was 3.59 described as 'Very Satisfactory'. In terms of judgment and decision-making, SHS work immersion learners with a mean of 3.55. They demonstrated the ability to critically analyze essential information, take responsibility for mistakes and deficiencies, and consider personal experiences and others' opinions when making decisions. Many studies show that decision-making skills must start at an early age if they want to enhance their chance of a good job in the future. And the emergence of employability skills is attributed to different skills learned inside the classroom such as communication skills, problem-solving skills, and decision-making skills (Asonitou, 2018). SHS work immersion learners achieved a very satisfactory performance in dependability and reliability, with a mean of 3.67. They showcased commitment to their responsibilities, adaptability to changes in the workplace, and proficiently completed tasks in a timely manner. The objectives of the WIP are to hone the skills and immerse the students in their chosen curriculum exits. For the attainment of their lifelong skills, being reliable and dependable is among the most sought characteristics in a workplace (Shannon Staffing Working Together, 2018). The learners achieved a very satisfactory score in terms of attitude, with an overall mean of 3.78. They possessed a positive attitude towards work, demonstrated regard and sensitivity to the feelings of others, took pride in their work, and offered help voluntarily. Attitude is important in the realization of the goals for the different curriculum exits, for those who are planning to enroll in college it was found that attitudes share a relationship with the success of the composition of First Year *Kolehiyo* students (Russo, 2018). The learners used tools, equipment, and all facilities properly, followed all rules and guidelines when conflicts arose and considered physical characteristics that met placement and work needs. Professionalism is not only limited to the culture in one workplace but also entails values that require one trainee or employee to advance in terms of career by enhancing a high degree of ethical behavior (San Luis, 2018).

The only significant relationship found in this analysis is between placements and teamwork performance, indicating that placements have a significant negative impact on teamwork performance. It is important to note that teamwork provides opportunities for employees to achieve both personal and professional growth. This is because working in teams often requires cooperation and interaction among learners from different departments and with different personalities or skill sets. Over time, teamwork can help all employees of an organization work better together and become more adaptable when common or shared goals are involved (Graft, 2021). There is no correlation (r value of 0.000) between industry-academe partnership indicators and communication. Ratunil (2017) said that there is a need to be skilled in interpersonal communication among SHS students and stresses the crucial role of the partnership in the implementation and achievement of the goal of the SHS Program. For this reason, education aims to equip every learner with the necessary knowledge and skills needed to conquer the world (Lintag – Ilgan, 2018). A significant relationship is found between placements and attendance and punctuality, indicating that placements have a significant positive impact on these aspects. Other factors do not show significant relationships with attendance and punctuality. Students gain valuable real-world experience, and this reduces the

adjustment period, which is required when starting employment. For example, interns do not need as much socialization, training, and time for adjustment as new recruits (Maertz et al., 2018).

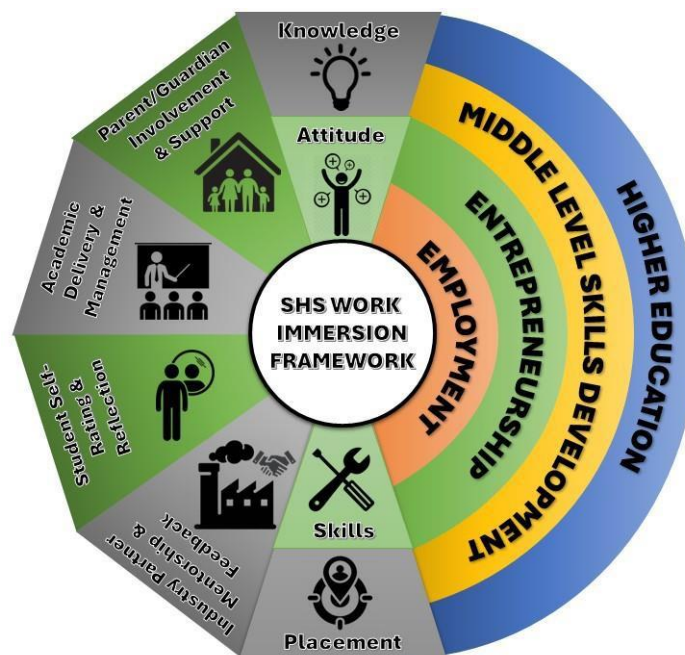
Caraig (2018) that attendance like all work ethics affects every aspect of the workplace and the business. Being on time has a positive impact on learning. In a study conducted by Calderella et. al 2011 as cited by Vukovic (2019), being late or absent can disrupt learning. There is no significant relationship between the industry-academe partnership indicators and productivity and resilience. In a study by the Frontiers in Psychology, it was found that when good behavior and resilience are not well controlled, it can result in high levels of stress and ultimately cause negative results (Rees et.al, 2015). The importance of strengthening the behavior of resiliency students to achieve high productivity is to prepare them to operate effectively in the volatile, uncertain, and complex world of work (Marinova, 2017). There is no statistically significant relationship with the initiative and proactivity of senior high school learners during their work immersion. According to Geertshuis et al. (2017), "Proactivity is important to individual success" in addition, the Institute of Progressive Education & Learning (2018), further explained that the Curriculum Standards of the K-12 is to develop the societal soft skills of students, to be more pro-active response in the task and activities given to the 21st Century Learners. A strong positive correlation is found between student placements and their judgment and decision-making skills. This suggests that student placements significantly influence how well they make judgments and decisions during work immersion. The main aim of the internship is to provide an opportunity for undergraduate students to learn from practical experience and solve real-world problems in the workplace, as well as to foster mutually beneficial relationships between the industry and the university (Staehr et al., 2019). There is no significant relationship between the academe-industry partnership indicators and students' dependability and reliability. The objectives of the WIP are to hone the skills and immerse the students in their chosen curriculum exits. For the attainment of their lifelong skills, being reliable and dependable is among the most sought characteristics in a workplace (Shannon Staffing Working Together, 2018). Academe-industry partnership doesn't strongly impact students' attitude. In any business establishments on their marketability of those interns' ethical behavior such as accepting criticism constructively is important (Gault 2018), a life skill essential for the curriculum exit of *Trabaho*. This implies that work attitude is relative to their overall performance in a workplace, thus, if one has the right attitude, communicating regarding concerns or ideas will be much easier and more open. The operational approach only has a statistically significant relationship with the professionalism of senior high school learners during their work immersion. This factor significantly influences how professional students are perceived to be. Success in the workplace work culture and professionalism is crucial since professionalism integrates all aspects of professional appearances and workplace culture (Coker, 2018).

Conclusions

The study indicates a strong partnership on market-aligned practices, practical learning, and fostering a positive attitude toward continuous learning. In the partnership between academe and industry, areas such as funding, infrastructure, attendance, and learner engagement showcase a high level of collaboration. There is a significant partnership in providing students with real-world work experiences for their personal and professional growth. However, there are challenges, notably in providing transportation allowances for work immersion learners, indicating a need for improvement in this specific area.

The performance evaluation of Senior High School learners in work immersion in CALABARZON reveals overall very satisfactory performance in various aspects of teamwork, communication, punctuality, task execution, decision-making, task completion, and willingness to help. These findings provide valuable insights into the strengths and areas for growth of SHS learners in work immersion, offering opportunities for targeted improvement strategies.

There is a significant positive correlation between placements and teamwork, communication, attendance and punctuality, and judgment and decision-making, indicating that the quality of placements is linked to these aspects of learner performance. Additionally, a moderate positive correlation is found between industry-academe partnership and communication, attendance and punctuality, and productivity and resilience, suggesting that a stronger partnership is associated with better performance in these areas. However, no significant relationships were found in terms of initiative and proactivity, dependability and reliability, and attitude, except for a moderate negative correlation between skilled manpower development and attitude. These findings highlight the nuanced relationship between industry-academe partnership and SHS learner performance, with specific areas showing stronger connections than others, providing valuable insights for improving work immersion programs.



The proposed SHS Work Immersion Framework, encapsulated in the FSB SHS Work Immersion Framework, emerges as a comprehensive and well-rounded program designed to cultivate the holistic development of students. The core components of knowledge, attitude, skills, and placement synergistically contribute to a robust experiential learning experience. Parental and guardian involvement and support play a crucial role in providing a strong foundation for students, fostering a supportive ecosystem that extends beyond the educational institution. Academic delivery and management are paramount in aligning theoretical knowledge with practical applications. Furthermore, the incorporation of student self-rating and reflection encourages learners to introspect and gauge their personal growth throughout the immersion process. This self-awareness is instrumental in shaping their career aspirations and refining their skill sets. The industry monitoring and feedback mechanisms serve as a bridge between

academia and industry to offer valuable insights into the relevance of the curriculum. The framework anticipates diverse career paths for the learners' post-work immersion, including avenues in employment, entrepreneurship, middle-level skills development, and higher education. This forward-looking approach aligns with the ever-changing landscape of the workforce, preparing students to navigate and contribute meaningfully to their chosen fields.

Recommendations

Based on the findings, the researcher recommends the following:

1. Academic institutions may focus on enhancing market-aligned practices, practical learning, and fostering a positive attitude. Develop programs exploring business concepts, expanding learning opportunities, and boosting confidence. Nurture thoughtful conflict resolution, understanding of company structures, and active student engagement. Address funding, infrastructure, attendance, and learner engagement urgently. Immediate strategies for transportation allowances are crucial. These measures will ensure comprehensive partnership, enhancing student growth and preparing them for the future.
2. Regional Director in CALABARZON and Schools Division Superintendent in the entire region may consider using the results of the study (FSB Work Immersion Framework) as basis of designing targeted interventions focusing on specific areas for improvement identified in the performance evaluation. Implement effective partnership through training programs emphasizing effective problem-solving and constructive feedback acceptance. Incorporate regular reflection exercises and mentorship programs to enhance performance and skills.
3. Work immersion teachers may strengthen quality placements, ensuring they align closely with the curriculum to enhance learner teamwork and communication skills. Foster stronger industry-academe partnerships, focusing on communication, attendance, punctuality, and resilience skills. Address the negative correlation between skilled manpower development and attitude through targeted training programs.
4. Parents, academe, students, and industry partners may foster a supportive learning environment by actively involving in the work immersion program. Enhance curriculum alignment with industry needs, focusing on teacher training and real-world integration. Encourage self-assessment and reflection among students, promoting personal growth. Strengthen industry partner mentorship through clear expectations and feedback loops, enriching students' real-world insights.
5. Future researchers may consider the same instrument used in this study to assess work immersion's performance level in public senior high schools in other regions of the country. Evaluate the curriculum for alignment with industry needs and assess programs in public schools with the aim of enhancing the work immersion program.

Compliance with Ethical Standards

The researcher prioritized ethical considerations throughout the study. To ensure transparency and obtain necessary permissions, formal letters were sent to the Department of Education (DepEd) CALABARZON Region and Schools Division Superintendents, seeking approval to

conduct the survey. Subsequently, the researcher obtained further ethical guidance by involving the dissertation adviser and experts for instrument evaluation. Feedback from these professionals guided amendments to the questionnaire, ensuring its reliability and relevance. All communications, including the finalized instrument presented through a Google form link, were documented for transparency. In respecting participants' rights, respondents were fully informed and voluntarily participated in the survey. The collected data underwent meticulous handling, including tallying, coding, collating, and tabulating, with analysis carried out using appropriate statistical tools. This comprehensive approach to ethical considerations reinforces the integrity and credibility of the research process.

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LIVED EXPERIENCES OF CHILDREN FROM SOLO PARENT FAMILIES IN A SUBURBAN VILLAGE

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ABSTRACT

In the Philippines, the family is regarded as the cornerstone of social life. It is the basic unit of society and a very essential component of the country. Just like how atoms work to hold together the integrity of a matter, the family also functions as the most integral part of a country; for, without healthy Filipino families, expectations of a healthy Philippines can be hard to attain. The Child and Youth Welfare Code (P.D. 603) provides that every Filipino child has the right to a wholesome family life that will provide him with love, care and understanding, guidance and counseling, and moral and material security (Aliliran, 2022) However, this provision is being challenged incessantly as Filipino families today are beset with problems especially in keeping all provisions in the code together in a home to sustain their children's growth and development. These myriad challenges redound to fears for the future of the country's youth. The hope of the motherland is being challenged and bombarded with problems as they battle for existence and acceptance in today's world. Their homes, as well as their custodians, are beleaguered with problems of staying together to nurture their children and keep them safe so that they may become productive citizens in the community where they live in. This study explored the lived experiences of children in a solo-parent household and described how the children experienced the phenomenon. Moreover, it utilized the phenomenological research design – developed by Husserl, Heidegger, Sartre, Ponty; with origins dating back to Kant

and Hegel. It shed light and paved the way to an understanding of the plight of the children who experienced emotional wounds and disrupted goals and who ultimately become casualties when parents decide to end or digress from their marital vows. The family plays a crucial role in the holistic development of children. The home is where children are molded and honed in regards to psychological, social, and holistic development. Further, the role of parents who exemplifies love, respect, and sheer guidance to children cannot be relegated to the sides. Both parents play a crucial role in the growth and development of their children and cannot be over-emphasized. When done with utmost love, guidance, and concern, we can ascertain children who can be great leaders and ultimately, who can steer the wheel of success and who can be the hope of our nation in the near future.

Keywords: *Solo parent 1; Solo-parent families 2; phenomenological study 3*

INTRODUCTION

In the Philippines, the family is regarded as the cornerstone of social life. It is the basic unit of society and a very essential component of the country. Just like how atoms work to hold together the integrity of a matter, the family also functions as the most integral part of a country; for without healthy Filipino families, expectations of a healthy Philippines can be hard to attain. To Filipinos, the word “family” can take on a variety of meanings, foremost is the presence of both parents taking care of their home, of each other, and battling the perils of everyday challenges that beset humankind. The family is also synonymous with “haven” to Filipinos, a place where members feel safe, comfortable and happy. Similarly, the family is where children learn from their parents that they have to act in a polite manner, to mingle with others and treat individuals with respect, courtesy and others (Kahur, 2018).

Essentially, the place where a family resides is referred to as a home. This is where its members, particularly the children can assimilate values as they work their way to become productive citizens of the country. The house, as opposed to the family, is where values are instilled that provide its members a perspective on life, a feeling of self, as well as a lens through which to see the world and their situations. Similarly, the home creates the basis of being: where parents play critical roles in molding the minds of young people who are capable of dealing with the problems of the times, and who are honed with good values, personality, and character that they can uphold throughout their lives.

The obstacles and hazards that families confront are an inevitable part of developing relationships within them. It is only natural that no one wants to lose the sense of security that comes with having a family. Difficulties and misunderstandings in any family is inherent no matter how perfect their connection is; it will be forever present as it is part of any relationship.

A child's life might be disrupted and confused by a broken home

(<https://www.allresearchjournal.com/archives/2017/vol3issue2/PartG/3-2-106-798.pdf>). Their once-upon-a-time family that consists of both parents is now broken. The child is forced to grow up with a solo parent, battling unimaginable wars (poverty, crimes, etc.) the Philippine society today face --- alone, and perhaps hurting and bewildered.

According to Cabato (2018), the Philippine Statistics Authority (PSA) estimates that 3 million Filipino families have only one parent, with two million of those being led by single women, who face severe shame and pressure. Furthermore, according to the Department of Social Welfare and Development (DSWD), 14 million Single parents are one of the poorest and most vulnerable groups in Philippine society (De Vera, 2016).

The problem with solo parents has been a major challenge in the society that ought to be given enough attention as its effect to the children, the hope of the fatherland so to speak, is not short-lived. The wound inflicted by the separation and the circumstances that surround it can be so deep that it scars the child/children for the rest of their lives. Thus, this study explored on the lived experiences of children from solo parent families in a suburban village. It sought perspectives from participants as regards solo parenting and delved into their experiences in the hope that understanding these can provide a foundation for strengthening family relationships and perhaps provide a scheme to support children of solo parents thereby extenuating the challenges they face.

Theoretical Framework

This study is strongly hinged on Colaizzi's Phenomenological Framework for the specified research goals described by Morrow et al. (2015) which explored on the lived experiences of children of solo parent families as well as the Family Systems Theory developed by Murray Bowen (1960).

Colaizzi's phenomenological method for qualitative data analysis is a rigorous and sharp analysis process; it follows a distinct seven-step process that closely follows the gathered data. In this study, Colaizzi's method was employed, ruminating on the experiences of the children with solo parents.

The Family Systems Theory (Bowen, 1960) is another theory that this study is based on. In contrast to most child development and parenting theories, which focus on the individual or even the dyadic, systems theory regards the family as the primary emotional unit. This theory aims to explain social behavior and patterns of social interactions by gaining a better understanding of these interconnected systems. Patterns of intergenerational family interactions, given roles within the family, social triangulations, and the desire for all emotional systems to achieve and maintain balance influences behavior and emotional health.

In addition, the Family Systems Theory provides a number of concepts that are valuable in understanding triadic family relationships involving a mother, a father, and a child. The family is also seen as the primary emotional unit in the theory. Any change in one family member's emotional functioning is compensated for immediately and predictably by changes in other family members' emotional functioning. Understanding these interacting systems is the goal of family systems theory, which aims to explain social patterns and behavior. Patterns of intergenerational family interactions, given responsibilities within the family, social triangulations, and the desire to achieve and sustain equilibrium --- all emotional systems must work together and, are all said to have an impact on behavior and emotional health (McHale & Lindahl, 2011).

METHODOLOGY

The study utilized the phenomenological research design – developed by Husserl, Heidegger, Sartre, Ponty; with origins dating back to Kant and Hegel.

In phenomenological research, which is a design of inquiry rooted from philosophy and psychology, the researcher describes the lived experiences of people regarding a phenomenon as told by participants. The core of various people's experiences who have all undergone the phenomenon lends substance to the study. This design has significant philosophical underpinnings (Giorgi, 2009 and Moustakas, 1994). As referred by Creswell (2014), this design often entails conducting interviews as well to delve into the participants' experiences so as concrete understanding of the phenomena is gained. This study conducted the interviews utilizing an interview guide and the data was analyzed using Colaizzi's qualitative data analysis method. The data were transcribed and the same were shown to the participants for verification if what were contained in the transcription were authentic and true.

RESULTS AND DISCUSSION

The participants of the study were children from solo parent families in a suburban village. From the in-depth interview (IDI) conducted the discussion below encapsulates the themes that emerged.

According to the responses, of children raised by a single parent, the researchers discovered that being a single parent has detrimental consequences on youngsters. In general, children confront the same problems or challenges as adults do. The difficulties they experience, on the other hand, are proportional to their age. Social issues, psychological issues, educational issues, behavioral issues are all examples of these problems. Children raised by a single parent, on the other hand, have substantially greater problems than children reared by two parents (Smith, 2017). This matches the findings of Sigle-Rushton and McLanahan (2004), who conducted a similar study on the child's well-being when one parent is absent.

The outcomes of the study show that children raised by only one biological parent perform poorly than children raised by both biological parents on a range of social and economic parameters. Boys from single-parent households have more problems than girls, according to data. Furthermore, the intensity of problems faced by children in single- parent families is dictated by the age of the child at the time of their parents' divorce. The study's findings demonstrate that the trauma of single parenthood has a greater impact on younger children. Nancy's findings in 2001, as well as Price and McKenry's (1998) investigation, back up the previous findings. According to their study, the consequences of divorce or being a single parent are more severe for boys than for girls.

In addition to economic problems, single parenthood has a negative impact on children's psychological wellbeing which somehow created in them emotional wounds in the statements from the interviews:

Nasulub-on gihapon maam kay bagan nakikita mo man
nga hi mama bagan nagkukuri na [I feel sad when I see my
mother's hardship) (R5, Line 459-460)

Nakukuan gad ako. . . **na sa sad ako kay diri na kami kompleto kay hi mama na manla iton amon kaupod.** [I feel sad that we are not complete, we only have our mother with us] (R6, Line **735-736**)

Masakit ko ha dughan nga nasusugad hi mama...kami nasugad hini ba..nakakatuok ako kay nabalik adto ngan masakit para ha akon in inga kabutang [It pains me that mama experienced this...we got into this... I feel like crying because I am reminded of the pain for what we got into] (R4, L 308-311)

Also, the social wellbeing of the children is affected as well inasmuch as children inherently would aspire for the warmth and companionship of their family on special occasions and have a sense of belongingness and be “like the rest of the gang.” These were manifested in the participants’ narrative as exemplified below:

“Iton nag expect kasi ton .. Iton pag graduation ko .. Or iton pag birthday ko.. Ngan akon debut wray hira kumada.. Amo adto **mamingaw tak birthday** amo kumada nala tak mga classmates..amo adto .”[I was expecting that during my graduation or birthday they will be around, sadly they weren’t there, so I just went to my classmates] (R7, Line **878-880**)

A study on the family’s role on the development of positive behavior on children show that positive behavior of parents in their daily routines and social support are important in their child’s social development. Since children mostly learn by example, the mere experience of how their parents show affection in their day-to-day dealings at home and the parents’ support on the child’s social activities also manifests in how their children interact with others outside of their families (Roy and Giraldo-Garcia, School Community Journal, 2018, Vol. 28, No. 2). On the other hand, some children from solo- parent families, through own need to find answers to life’s perplexing questions, can find solace in religion; and from their develop positive values through their own volition as shown in the responses narrated by one of the participants: “Kuan po .. Nakadto po ako ha simabahan, nag aampo [I just go to church and pray] (R7, Line 957). This was when she feels alone and lonely and in need of comfort.

The study of Roy and Giraldo-Garcia (2018) on the role of parental involvement and social/ emotional skills in academic achievement found that both parents and the school community need to make a conscious and intentional effort to facilitate the development of academic and social/emotional skills in children Educational well-being. On the contrary, children with solo parent manifested otherwise as manifested in the lines below. This was expressed by one of the participants who narrated this heart-wrenching explanation when asked about how having a solo parent affected his studies:

“Han during han ano namon, elementary days hi mama perme ito hiya waray ngada ha balay , **gin-babaya**an kami axa waray ako pagtuhay.” [During my elementary days, my mother is always not around which is the reason that I didn’t do well in school] (R5, Line 494-495)

Conclusions

The family plays a crucial role in the holistic development of children. The home is where children are molded and honed as regards psychological, social and holistic development. Further, the role of parents who exemplifies love, respect and sheer guidance to children cannot be relegated to the sides. Both parents play crucial role in the growth and development of their children and cannot be over-emphasized. When done with utmost love, guidance and concern, we can ascertain children who can be great leaders and ultimately, who can steer the wheel of success and who can be the hope of our nation in the near future.

Compliance with ethical standards

The respondents voluntarily participated to the research study conducted by the researchers from Eastern Visayas State University. The respondents understand that the research is designed to gather the data for the study. They were allowed to ask questions about the project and their participation. Moreover, the use of the data in research, publication, sharing and archiving has been explained thoroughly. They further agreed that taking part in the project would include being interviewed and recorded (Audio or Video) provided that their identity are kept confidential and they have the freedom to withdraw anytime. After the data were transcribed and confirmed by the respondents, the recordings were destroyed.

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LIVED EXPERIENCES OF COUPLES WHO ATTENDED THE MARRIAGE ENCOUNTER WEEKEND PROGRAM: A PHENOMENOLOGICAL STUDY

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ABSTRACT

The Marriage Encounter Week-end Seminar was developed in response to a need for better knowledge and appreciation of God's design for marriage and family life, and it is now a part of the Catholic Church. Couples must spend time in an atmosphere where God's word can be read, understood, and meditated on; where couples can come before the Lord and present themselves as a live oblation to understand God's purpose more clearly and personally. A period of reflection is required for couples to evaluate themselves, their relationship, their family life, and their roles in the framework of God's plan. Couples require time to understand God's vision and to make real efforts to achieve it. With these, this research was made to investigate the lived experiences of couples who attended the Marriage Encounter Week-End Seminar. The research is based on James Fowler's Faith stage theory, which was produced after he examined and developed a stage theory for religious faith formation. The study employed phenomenology as a qualitative research method. Furthermore, the study found that the couple's experiences opened the road for them to bring their entire family to church every Sunday and couples who participated in this study revealed that it is a helpful tool

for encouraging couples to join the Family Life Apostolate (FALA) or the Basic Ecclesial Community (BEC).

Keywords: *Marriage Encounter, Week-end Seminar, Marriage, Family, FALA, BEC*

INTRODUCTION

The first "Encuentro Conjugal" was organized in 1962 by Father Gabriel Calvo, who gathered together 28 couples from factory workers in Spain. The movement came out of the Christian Family Movement's structure (CFM). In 1966, the Marriage Encounter (ME) was introduced to Latin America, and in 1967, it was introduced to Miami, Florida, USA, and Mexico. Luisito and Asuncion Sison attended the International Confederation of the Christian Family Movement (CFM) congress in Southern Indiana in the summer of 1969. A week later, they went to a Marriage Encounter weekend. That same year, the three of them organized a team and brought the Christian Family Movement's apostolic program to the Philippines (CFM). On October 3-5, 1969, the Loyola Retreat House in Angono, Rizal hosted the inaugural ME Weekend in the Philippines, which was led by Fr. Ruben Tanseco, S.J. is a Jesuit priest who is a member of the Society of Jesus. as a Team Priest and as a Team Couple, Sison-Sony Sison. The class Number 1 MEWS was comprised of eleven (11) couples and four (4) priests. Adaptations have been made to meet our people's and our culture's demands (Marriage Encounter Foundation of the Philippines-MEFP).

The first MEW was held in Tacloban in 1973, on the initiative of the Christian Family Movement, which was just getting started in the city. This was done again in 1977 as a way to bring in new members to the CFM. Finally, in 1988, Toting Solis, the president of Our Lady of Lourdes Parish, stepped down.

Only when an organization's vision statement is established can it gain a feeling of direction. The ultimate reason for an organization's existence is its vision. It is an ideal state of being that every member should aspire towards, even if it is unlikely to be achieved in one's lifetime. "We, the people of the Archdiocese of Palo, foresee being a people of God, a community of disciples, fed by God's word and sacraments, proclaiming to gospel principles and celebrating the Christ event of liberation for the fulfillment of His kingdom in the Archdiocese," the vision states (The 1995 Archdiocesan Pastoral Plan).

The 1995 Archdiocesan Pastoral Plan states that one of the mission statements is to "build, strengthen, and sustain Christian community life and share in diverse forms of service, especially for the poor." The project leader for this study is the coordinator of the Family and Life Apostolate (FALA) of Saint Vincent Ferrer Parish, Babatngon, Leyte. The Archdiocese's Family and Life Apostolate is the implementing arm of the Catholic Bishops Conference of the Philippines' (CBCP) Episcopal Commission on Family and Life (ECFL), and operates following the First Archdiocese Pastoral Assembly Decree. It follows the thrust of the Local and Universal Church, guided by the teaching of the Church's Magisterium.

The said commission was established in the parish of Babatngon on July 25, 2016. One of the major activities undertaken by the recruited couples was to attend the Marriage Encounter Weekend Seminar (MEWS), where the project leader had previously served as Team Speaker of the said seminar in various towns throughout Leyte and Samar before serving as couple coordinator of the FALA in Babatngon, Leyte.

Our encountering families are invited to establish themselves in the places where they truly belong—their parishes, dioceses, and countries. Their ME group or class, their ME sector, or foundation is just a way for them to reach out, a "refilling station" for spiritual formation and growth. As a result, the ME apostolate as a whole is a means to serve the local church rather than an end in itself (Fr. Tanseco, 1982).

The preceding paragraphs, along with the project proponent's observation, cleared the path for the study's completion. The findings of this research will be provided to the appropriate Catholic sector, specifically at the parish level, for referral to the proper authority for policy redirection, augmentation, and amendment.

Domains of Inquiry

This study aimed to answer the following questions:

1. What are the lived experiences of couples who attended the two-day Marriage Encounter Week-end Seminar (MEWS)?
2. What is the essence of their experiences on relationship satisfaction?

Theoretical Framework of the Study

The study is based on Sadia Mehmod's book *Narrative Theory*, which came out on July 11, 2013. Narrative is a sort of discourse that weaves together a variety of events, occurrences, and human acts (Polkinghorne, 1995). It is defined by Creswell as "a study of experiences" as "individuals' lived and reported stories" (Creswell, 2010).

Narrative researchers gather stories, documentation, and group discussions concerning one or two people's lived and recounted experiences. They capture the stories through interviews, observations, records, and photos, then report on the events and order the meaning of those events chronologically. Narrative research methodology is described as "casual data collecting" rather than a strict process.

METHODOLOGY

The study employed phenomenology as a qualitative research method. The phenomenological approach highlights the specific, identifying phenomena based on how the actors in a situation perceive them. In the human realm, this typically entails acquiring "deep" knowledge and perspectives through inductive qualitative methods such as interviews, discussions, and participant observation, and then expressing it from the perspective of the study participant (s). Phenomenology is the study of

experience from the individual's perspective, "bracketing" commonly held beliefs and ways of viewing reality (Neubauer BE, Witkop CT, Varpio L.. 2019).

The study was participated by seven (7) couples who attended the Marriage Encounter Weekend Seminar held in Saint Vincent Ferrer Parish, Babatngon, Leyte on September 16-17, 2016. These couples were the first to be identified as belonging to Class 1 of the eight (8) MEWS classes that had previously been held in the town. Class I was chosen as the study's responders since they were the first to attend the seminar. Similarly, the researchers want to know if the seminar had an impact on their relationship as a pair and what changes they experienced from that time to now.

To collect the data for this study, the researchers obtained permission from the couples, made them sign the informed consent forms prepared by the researchers and were oriented of the research objectives and purpose of the study. They were invited to the project leader's home, where the interview was conducted to obtain the data needed using the prepared questionnaire. Each pair was allocated to a specific interviewer, who conducted the interview using a set of pre-written questions as a guide. Each pair was asked six (6) different questions. Before each the interview starts, the interviewer informs the research participants that the interview will be recorded. They were given the assurance that everything will be treated with utmost confidentiality and the transcripts shall be shown to them for their validation before they are treated for analysis and discussion. The recorded responses of the participants were transcribed, assigned code and themes, and analyzed, following the specific procedures as described by Moustakas.

RESULTS AND DISCUSSION

The researchers used the coding procedure to find the themes of the individuals' lived experiences, considering the diverse and hidden meanings underlying their lived experiences. Coding is the process of identifying concepts or ideas that interest couples' lived experiences following their participation in the two-day Marriage Encounter Weekend Seminar.

The following themes arose from the participants' accounts of their experiences: (1) a refreshed person, (2) closeness in their relationship as a couple, (3) intimacy of the couple with their children and other family members, and (4) connection of the complete family to God.

A Renewed Person. One of the experiences revealed by the participants after attending the two-day Marriage Encounter Weekend Seminar is becoming a renewed person as revealed in the following lines:

Waray hinihipos ngadi, nga kon bisan masakit ha kuan dire mo na ma- aalangan ha iya kay nabaruan namon dida han MEWS na mas maupay it pagsusurat hin love letter, nga diin mas maupay hiya, epektibo kaysa magyayakan ka hin verbal.[No hidden grudges from each other though truth hurts, in this way we become more comfortable, and as we have learned from

Marriage Encounter Weekend Seminar it is better to write a love letter because it is more effective than verbal].

Dire na gihap madali maaringit. [Not easily irritated.] (Transcript 3, page 3 , Line 132)

Dire ko na ginbibiling iton nga pag-iinom. [Not longing for alcoholic drinks] (Transcript 3, page 4, Line 138)

Nakikigsocialize. [Learn how to mingle with others] (Transcript 4, page 5, Line 96)

Natutong magrespeto sa aking asawa [Learned how to respect my husband/wife] (Transcript 1, page 2, Lines 203-204)

Nautod na an akon mga bisyo. [I stopped my vices.] (Transcript 5, page 6, Lines 223)

Nalipay na kami nga duwa kay humalawig na amon pasensya ha kada tagsa . [We became happier and have more patience with each other] (Transcript 5, page 6 Line 247)

Communication as a vital facet of the family processes has been receiving increasing prominence in the field of family relations (Bienvenu, 2014). Many authorities believe that good communication is the key to sound family interaction and the lifeblood of all marital relationships. A study entitled, Measurement of Marital Communication revealed significant contrasts in patterns and degrees of communication. Elements differentiating between good and poor communication in couples are the handling of anger and of differences, tone of voice, understanding, good listening habits, and self-disclosure. It was found that understanding components of healthy communication in marital interaction are indeed paramount to marital success. The experiences shared by the participants show that marriage in the truest sense of the word, is possible. The couples' testimonies strengthen the prime reason why the organization was founded in 1962 by Father Gabriel Calvo. Indeed, when two people decide to live as one and enter into married life, a considerable adjustment in all aspects of their lives need to be changed. As changes are meant to be unpleasant, any manifestation of these are deserving of appreciation. Everyone understands that changing a person is a difficult task. To become a better or rejuvenated person, it requires a lot of time, work, and courage. As a result, Marriage Encounter can be deduced as a potent tool for changing a person's attitude and behavior.

Closeness in their Relationship as a Couple. Another experience revealed by the participants were their closeness as a couple, revealed on the preceding lines :

Damo ini nga nabag-o, kon paano kami magkuan yana hit amon kamag- asawa kon бага paano kami magkaintindihay hit tagsa-tagsa nga mga sayop ha mag-asawa . [There are many changes in our lives as couple, as to how we understand our weaknesses as a couple] (Transcript 1, page 1, Line 28-29).

Mas lalo namon naintindihan ko nano gud it dapat o angay himuon ht mag-asawa nga diri magkaada hin samok hit pamilya. [We became more understanding as to how we manage our family feud] (Transcript 1, page 2, Lines 203-204)

Higugmaon ko hin duro an akon asawa[I love my wife very much] (Transcript 1, page 5, Lines 223)

Sugad man liwat higugmaon ko gihapon an akon bana [Likewise, I love my husband very much] (Transcript 1, page 5, Line 224)

Awdanon kami nga tipo pero nawara an amon kaawdanon tungod nga kinahanglanon kada miting maatender manggud kon namimiembro ka na hit ME. [Timid and hesitant first but in the long run we manage to face people since we are required to attend meetings every now and then once you became a member of ME]

(Transcript 5, page 6, Lines 239-241) [

Mas nagin close kami ngan mas naging open na kami para pag-iro-storyahan an mga bagay-bagay [We became closer and open to each other on many things and other issues] (Transcript 6, page 6, Lines 271-272).

These findings are in consonance with the study, Effects of Relationship Education on Couple Communication and Satisfaction. Although the participants in the cited study were not members of any religious organization for married couples, the findings clearly show that couples who become members of organizations and whose objectives are to strengthen a married couple's relationship can enhance and strengthen it and intervention, in the form of counselling through communication and dialogues, has profound positive effects on relationship satisfaction (Williamson, H. C., Altman, N., Hsueh, J., & Bradbury, T. N. 2016)

Closeness of the couple with their children and other Members of the Family. Another theme that was identified was the closeness of the couple with their children and the other members in the family. This can be observed in the following lines:

Tapos an ira relasyon naiba ha ira mga anak. Maaram na hira magaram- aram, maaram na hira umintindi hit ira mga anak, dako it nabulig hit nga ME, dako it nabag-o [The relationship with their children changed. With the help of Marriage Encounter, they learned how to care and understand them better] (Transcript 2, page 3, Lines 94-95)

Ahhh... naalagaan ang mga anak, naakay nai-min sa mabuting landas patungo sa panginoon. Sabay-sabay kaming nagsisimba. [Ahhh... we were able to take care and guide our chilgren closer to God. We go to church together.] (Transcript 4, page 4, lines 163-164)

Sa akin naging maupay ako hindi lang sa aking pamilya, sa mga anak ko at pati mga taong nakapaligid sa amin Malaki ang naging respeto ko dati na hindi ko ginagawa [I became a better person not only to my family, my children and to the people who surrounds us, I became respectful unlike before.] (Transcript 4, page 5, lines 191-192)

The above-mentioned responses from the participants provided a clear picture of how attendance to the Marriage Encounter influenced the parent's interactions with their children and other family members. It cannot be denied that a considerable effort is needed to keep relationships within a family smooth. Even more effort is required to enhance and affirm the strengths in a family. Certain contributions each family member can make to help create a stronger and more satisfying family life which include factors like a satisfying marriage relationship, sharing family power, open family communications, acceptance and appreciation of each other, quality time together, conflict management; and a good family spirit. With the participants' regular attendance to Marriage Encounter, they (participants) were somehow reoriented to the importance of fostering better family relationships and took more effort in satisfying the factors needed to strengthen their respective families. These, were evidenced by their unwavering concern and devotion to their children. Respect was gained, meaningful time with the family was spent, and most importantly, faith and love of God were implanted in their children's minds (Combs, C. W., Bufford, R. K., Campbell, C. D., & Halter, L. L. (2000).

Closeness of the couple and the Whole Family to God. One of the most noteworthy testimonies shared by the participants after attendance to the two-day weekend seminars is the apparent strengthening and development of their relationship with God. The participants felt drawn to more to God, which, were exhibited more in their affection towards their entire family, that in turn drew them to God. These were expressed in the preceding lines:

Ito na ME nakapadugang-dugang ito hiya ha amon. May power it Ginoo. [ME strengthened more our faith in God. God is powerful] (Transcript 1, page2, line 55)

Naabat ko opportunity na tumubo ang ano ko sa Panginoon dahil magaan ang pakiramdam ko hindi na ako yung taong mainitin ang ulo natuto akong mag respeto sa aking asawa ko sa mga anak ko kasama ko sa bahay lalo na sa Panginoon na araw-araw hindi ko malimutan ang magsimba sa Sto.Niño Church.

[I felt that God grew in our lives us we felt in a positive change in our dealing with each other as to my children and the rest of my family member often attend mass at Sto.Niño Church (Transcript 4,Page 5,Lines 202-205).

So kuan ko na ada hi Lord ha amon nagin close kami kasi nagbuburubligay kami. [God has been the center of our lives, we became closer we help each other](Transcript 4 ,page 5,Lines 208-209)

Nahipasa ha amon mga anak an oryentasyon nga kada Domingo masimba pero an akon asawa diri gud nasimba. Maupay nala kay nalamragan gihapon hiya han Ginoo. [We were able to pass on to our children the practice of going to church every Sunday and so with my husband who was enlightened by God] (Trascript 5,page 6, Line 239)

It can be surmised that the Marriage Encounter Weekend Seminars had an influence not only on the participants but also on the couples' children as well when it comes to fostering better relationships with God. These are evidenced by their testimonies as one of the activities and experiences shared in the MEWS is the teachings of God. After all, the organization was founded by a priest, anchored on the teachings of the Holy Bible and Christianity. The experience gave the participants insight on the importance of spending time to bond with their families which could bring them closer to God. Further, many couples believe they have gained considerably much from the Marriage Encounter experience.

Conclusions

It cannot be overemphasized how the role of families is paramount to nation-building. Strengthening the family, the most basic unit of the society is where the country's hope for progress and development is hinged on. It is thus imperative for couples to acknowledge their roles as husband and wife to each other, as well as their responsibility to their respective families and communities such as church-related activities like the MEW to provide substantial contribution in the upbringing of the youth. As couples become more aware of their responsibilities as a husband/wife and parents to their children, their bond become stronger, and their respective families become better. Further, as the couple's children witness the love and respect shared by their parents to each other manifest, their children too become more loving, caring, and understanding as well.

Recommendations

From the testimonies of the participants, it can thus be claimed that participation to the Marriage Encounter Week-end Seminar (MEWS) is an effective tool for encouraging couples to join the Family and Life Apostolate (FALA) or the Basic Ecclesial Community (BEC). It is believed that when couples are rejuvenated as what the MEW is meant to achieve, couples are turned into better people/parents, thus, that it will be easier for them to bring their children and other family members to church.

Compliance With Ethical Standards

The respondents voluntarily participated to the research study conducted by the researchers from Eastern Visayas State University. The respondents understand that the research is designed to gather the data for the study. They were allowed to ask questions about the project and their participation. Moreover, the use of the data in

research, publication, sharing and archiving has been explained thoroughly. They further agreed that taking part in the project would include being interviewed and recorded (Audio or Video) provided that their identity are kept confidential and they have the freedom to withdraw anytime. After the data were transcribed and confirmed by the respondents, the recordings were destroyed.

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OPERATIONAL EFFICIENCY IN THE TRUCKING SERVICE BUSINESSES IN LUCENA CITY: A FOUNDATION FOR EFFECTIVE LOGISTICS MANAGEMENT

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ABSTRACT

Aim: This study explores the intricate connections between operational efficiency and customer satisfaction in the logistics and transportation sectors of Lucena.

Methodology: The researcher collected direct responses from the participants using a descriptive design. Descriptive statistics, such as frequency distributions, percentages, and Pearson correlations, were used to analyze and interpret the data.

Results: The satisfaction assessment revealed positive evaluations across various dimensions, highlighting the significance of aesthetics, technological integration, reliability, assurance, empathy, and responsiveness. Furthermore, a strong positive correlation ($r = .755$, $p < .001$) is found, highlighting the connection between improved operational efficiency and higher levels of customer satisfaction.

Conclusion: This study concludes with practical recommendations for optimizing operational efficiency and improving customer satisfaction. These recommendations include strategies for facility maintenance, reliable delivery, staff training, and technology integration. It also suggests avenues for future research such as investigating the impact of emerging technologies and sustainability practices on operational efficiency.

Keywords: *Trucking Services, Operational Efficiency, Logistics Management, Lucena City*

INTRODUCTION

The US trucking industry is indispensable, as it transported 71.6% of goods valued at \$10.4 trillion in 2017. Essential for transporting 70% of all US freight, the transportation industry plays a vital role in numerous sectors, ensuring the delivery of everyday goods. Without it, critical industries would be impacted within 24 hours, which could have a significant effect on the nation. Employing around 800,000 truck drivers, the industry contributes to the health and strength of the economy. Launching a truck logistics business holds promise but requires dedication and hard work due to its crucial role in sustaining the US economy (ustKAL, June 28, 2019).

Zooming out to a broader perspective, the freight and logistics market in the Philippines is poised for significant growth. It is estimated to be worth \$18.03 billion in 2023, with projections indicating that it will reach \$25.38 billion by 2028, driven by a compelling compound annual growth rate (CAGR) of 7.08% during the forecast period. The ongoing pandemic has led to a surge in e-commerce activities within the country. This shift is driven by changes in consumer behavior, as an increasing number of people choose to shop online to minimize their potential exposure to health risks. This trend is expected to continue, especially because of the growing number of online retailers entering the market.

The demand for warehouse facilities in the Philippines remains robust, primarily fueled by the thriving e-commerce sector. This trend bodes well for the industrial and logistics real estate sector, which is projected to experience substantial growth in 2022. Projections point to increased activities in manufacturing, logistics, and e-commerce, further underlining the sector's importance. Furthermore, the industrial vacancy rate in the Cavite-Laguna-Batangas (CALABA) corridor has decreased due to rising demand for warehouse and storage space, particularly from fast-moving consumer goods (FMCG) companies, reflecting the ongoing expansion of the online retail market.

The e-commerce sector is set to make a significant contribution to the country's economy, with an anticipated value of around PHP 1.2 trillion (USD 25 billion) by 2022, according to the Department of Trade and Industry (DTI)'s e-commerce roadmap. Additionally, the growing need for cold storage facilities is expected to boost demand for industrial assets in the coming 12 to 36 months. By 2023, the Board of Investments (BOI) foresees that the country's cold chain sector will generate PHP 20 billion (USD 417 million) in income.

This shift towards digital operations within the logistics sector is primarily led by major e-commerce players, including Lazada, Zalora, and Shopee, who collaborate with tech-driven logistics firms like Ninja Van and Lalamove. This digital transformation promises increased transparency in order tracking, reduced lead times, and expedited customs clearance processes, potentially reducing processing times to just 3-5 business days (Mordor Intelligence - Philippines Freight and Logistics Market).

A growing logistics and transportation industry is seen in Lucena City, a bustling industrial hub in the center of the Philippines, and it is vital to the local economy. The foundation of this region's

effective transportation of resources and goods, which promotes economic development, is provided by trucking service companies. Though the industry is significant, there are several obstacles that it must overcome to improve operational effectiveness and, by extension, the state of logistics management as a whole. Lucena City transportation service companies are the target of this study's efforts to increase operational effectiveness. Building a strong basis for effective logistics management in this dynamic environment is the primary goal.

Despite the undeniable economic importance of the trucking services industry in Lucena City, there exists a noticeable research gap. Limited in-depth studies have been conducted to comprehensively address the operational challenges and opportunities specific to this region. Issues such as traffic congestion, road conditions, regulatory hurdles, and the need for streamlined logistics processes pose substantial hurdles to operational efficiency. These problems not only affect the performance of individual businesses but also have broader implications for the regional economy. Moreover, in an era where logistics management is becoming increasingly sophisticated and technology-driven, the trucking services businesses in Lucena City must adapt and innovate to remain competitive. The absence of recent, data-driven research leaves local businesses and service providers without a well-informed foundation to optimize their operations, ultimately affecting the growth and competitiveness of Lucena City in the larger regional context.

The rationale for this research stems from the compelling need to address these challenges and provide a strong foundation for enhancing operational efficiency, customer satisfaction, and logistics management in Lucena City's trucking service businesses. By shedding light on these operational issues and offering evidence-based solutions, this study aspires to make a meaningful contribution to both academic and practical domains. A comprehensive understanding of the challenges faced by the industry, the identification of best practices for logistics management, and the enhancement of customer satisfaction can collectively bolster the competitiveness of Lucena City's businesses, attract further investment, and contribute to the overall economic development of the region. This research aligns with a broader vision of fostering a more efficient, sustainable, and economically vibrant Lucena City through improved logistics and trucking services.

Research Questions

This study addressed the following key questions:

1. How does operational efficiency influence Lucena City's trucking industry across the SERVQUAL dimensions in terms of:
 - 1.1 Tangibles
 - 1.2 Reliability
 - 1.3 Responsiveness
 - 1.4 Assurance
 - 1.5 Empathy?
2. How do the respondents rate the level of satisfaction with the operational efficiency of trucking service businesses in Lucena City, specifically in terms of:
 - 2.1 Tangibles
 - 2.2 Reliability
 - 2.3 Responsiveness
 - 2.4 Assurance
 - 2.5 Empathy

3. Is there a significant correlation between SERVQUAL dimensions and customer satisfaction in Lucena City's trucking sector?
4. How does operational efficiency in Lucena City's trucking services support the foundation of effective logistics management?

METHODOLOGY

Locale of the Study

The research on "Operational Efficiency in the Trucking Service Businesses in Lucena City: A Foundation for Effective Logistics Management" is centered around Lucena City, a vibrant industrial hub situated in the heart of the Philippines. Lucena City serves as the specific locale for this study, focusing on the local trucking service businesses operating within the region. The goal is to explore operational challenges, identify opportunities, and assess the overall landscape of logistics management within the Lucena City trucking industry.

Population and Sampling

Lucena City, a hub for trucking services, was home to five prominent companies, including NLT Trucking Services, Phil-Nippon Kyoei Corporation, NLT Trucking Services Inc., JRS Express, and Sto Domingo Lines. These businesses served a substantial monthly customer base of 30 to 40 clients each. The research focused on these valued customers, with 150 respondents selected through purposive sampling for their crucial insights and experiences relevant to the present investigation. The selection of respondents was determined using the sample proportion method, and the Raosoft calculator was utilized for sample size calculation.

Data Gathering Procedure

In this research, a carefully designed questionnaire, informed by relevant literature, underwent rigorous validation, including expert reviews and pilot testing. The target population, Lucena City's trucking business services, was selected using a suitable sample size and method. Participants were contacted, assured of confidentiality, and requested to participate. Data collection involved systematic entry, reliability, and validity testing, and subsequent analysis using descriptive and inferential statistics to interpret relationships between variables.

Findings were reported, interpreted, and conclusions drawn, with recommendations for Lucena City's trucking business services improvement. The process adhered to ethical guidelines, ensuring informed consent, confidentiality, and participant rights. The research findings were disseminated through reports or presentations, maximizing impact on relevant stakeholders.

Instruments

The research instrument employed in this study comprised a custom-designed questionnaire, featuring statements crafted based on the insights garnered from the reviewed literature. This instrument underwent a meticulous sequence of procedures, including instrument validation, pilot testing, and the assessment of reliability and validity. The instrument was structured in alignment with the research problem, with three distinct parts:

1. The initial section was dedicated to the operational efficiency of trucking business services in Lucena City.

2. The second section addressed customer satisfaction with the trucking services they had experienced.
 3. The last section was focused on operational efficiency as the foundation of effective logistic management.
- Ethical considerations were addressed by obtaining necessary approvals, ensuring participant confidentiality, and obtaining informed consent.

Process of Analysis

The study's data treatment was rigorous, starting with a self-made questionnaire undergoing expert validation and a pilot test. Using purposive sampling and the Raosoft calculator, a representative sample from Lucena City's trucking services was selected, with participants contacted for clarity and confidentiality. Data entry followed a systematic approach, and rigorous reliability and validity testing included the Pearson correlation coefficient. The analysis involved descriptive and inferential statistics, with findings presented using data visualization techniques. Throughout, ethical considerations were prioritized, ensuring informed consent and participant confidentiality. Research findings were disseminated through reports or presentations, contributing to informed decision-making and potential improvements in Lucena City's trucking business services.

Statistical Treatment

The study "Operational Efficiency in the Trucking Service Businesses in Lucena City: A Foundation for Effective Logistics Management" utilized two main statistical techniques. Firstly, it employed Pearson's R correlation analysis to assess the strength and direction of relationships between different factors affecting operational efficiency and logistics management in the trucking sector of Lucena City. This analysis revealed the level of connection between key variables such as technology adoption, regulatory compliance, and overall operational effectiveness. Moreover, the research employed weighted mean analysis to gain a thorough understanding of the significance and impact of various variables on operational efficiency. By assigning appropriate weights based on their relative importance, the weighted mean approach ensured a comprehensive evaluation of the contributing factors. These statistical methods were chosen to provide correlation insights and detailed assessments, allowing for a comprehensive examination of operational dynamics in the trucking service industry in Lucena City.

Scope and Limitations

The research titled "Operational Efficiency in the Trucking Service Businesses in Lucena City: A Foundation for Effective Logistics Management" focused on the operational intricacies of the local trucking industry in Lucena City, Philippines. The study comprehensively explored factors such as traffic congestion, road conditions, regulatory compliance, and technology adoption within the specified geographical area. The research aimed to provide valuable insights into current trends, challenges, and opportunities to offer practical recommendations for enhancing operational efficiency and logistics management for trucking service businesses in Lucena City. However, it is important to note that the findings were subject to temporal constraints, sample size limitations, external factors, resource constraints, and the need for cautious generalization beyond the specific locale. Despite these limitations, the study aimed to provide a valuable basis for enhancing the overall efficiency of trucking operations and logistics management in Lucena City.

RESULTS

The results below align with the research's statement of the problem.

1. Operational Efficiency of Trucking Service Businesses in Lucena City

The findings from various dimensions of operational efficiency in Lucena City's Trucking Service Business revealed crucial factors that significantly contributed to the industry's overall efficiency and customer satisfaction. In terms of tangibles, the well-kept facilities, with a dominant weighted mean of 3.9, underscored the pivotal role of facility maintenance and investment in enhancing the business image and operational efficiency. Reliability, marked by a consistently high weighted mean of 3.8, highlighted the importance of factors such as delivery schedules, commitment adherence, and staff training in shaping the trucking service's reliability. Assurance-related dimensions emphasized staff training, quality control, clear information, and transparent communication as highly efficient factors, collectively enhancing operational efficiency. In the realm of empathy, tailoring services to customer needs was identified as the most efficient factor, alongside other contributors like effective communication and customer-centric policies. The paramount factor in responsiveness was the swift resolution of customer inquiries, emphasizing the industry's dedication to prompt and effective responsiveness, significantly enhancing operational efficiency.

2. Level of Satisfaction with the Operational Efficiency of Trucking Service Businesses

In assessing the operational efficiency of trucking service businesses in Lucena City, respondents expressed a high level of satisfaction across various dimensions. In terms of tangibles, aesthetics, integration of modern technology, and professional information presentation were highlighted as crucial elements. Regarding reliability, safety, and secure handling practices, they received notably high satisfaction, with a weighted mean of 3.77. In terms of assurance, employee training, transparent communication, and implemented policies, they all significantly contributed to exceptionally high satisfaction. The weighted means for assurance, employee training, and implemented policies were 3.86, 3.41, and 3.73, respectively. The empathy dimension reflected exceptionally high satisfaction, emphasizing the influence of personalized services, employee performance, and anticipation and response to customer needs. In terms of responsiveness, Lucena City's trucking service businesses received overwhelmingly positive ratings of "Highly Satisfied." Prompt responses, timely communication, and quick adaptation were identified as key factors, each obtaining significantly higher weighted means of 3.01, 2.85, and 3.07, respectively.

3. Relationship Between Efficiency and Customer Satisfaction in Lucena City's Trucking Services

Regarding the connection between operational efficiency and customer satisfaction in the trucking services industry of Lucena City, the Pearson correlation coefficient of .755 ($p < .001$) suggested a strong positive relationship. This indicated that an improvement in operational efficiency was generally associated with increased customer satisfaction, whereas a decrease in efficiency was connected to a decrease in satisfaction.

4. Operational Efficiency as Foundation and Sustainability of Effective Logistics Management

In terms of operational efficiency, which served as the foundation of effective logistics management, communication, coordination, customer satisfaction, and adaptability to market

changes all received unanimous "Strongly Agree" ratings. The weighted means for these factors were 3.91, 3.94, and 3.94, respectively, highlighting their crucial importance. However, continuous improvement strategies, which were categorized as "Agree" with a weighted mean of 2.68, suggested that there was room for improvement in sustaining operational efficiency and effective logistics management. The findings underscored the critical importance of specific factors in establishing a strong foundation for logistics management, despite the potential for improvement through continuous improvement strategies. According to participant responses, the following elements could serve as the foundation of effective logistics management: operational practices, technological integration, timeliness of deliveries, communication and coordination, customer satisfaction, training and skill development, adaptability to market changes, sustainability practices, and continuous improvement strategies

DISCUSSION

Operational Efficiency of Trucking Services Businesses Using SERVQUAL Dimensions

Table 1: Distribution of Responses on Operational Efficiency in Lucena City's Trucking Service Business in Terms of Tangibles

Operational Efficiency: Tangibles	(4) Highly Efficient	(3) Efficient	(2) Moderately Efficient	(1) Highly Inefficient	WM	QD
The state of our trucks and equipment significantly affects our service reliability and meeting customer expectations.	127	19	4		3.8	Highly Efficient
Truck and equipment condition crucially shapes how our customers perceive our service quality.	115	31	1		3.7	Highly Efficient
Well-kept facilities boost our professionalism and reliability in the eyes of our customers.	132	17	1		3.9	Highly Efficient
Modern technology investments directly impact our service's tangibility, affecting customer satisfaction.	130	20			3.9	Highly Efficient
Adequate maintenance of our tangible assets, like vehicles and facilities, instills customer confidence in our trucking services' reliability.	130	14	6		3.8	Highly Efficient

Table 1 presents a comprehensive analysis of the distribution of responses on operational efficiency in terms of tangibles within Lucena City's trucking service business. The data is arranged in descending order of Weighted Mean scores. The impact of well-maintained facilities on professionalism and reliability resulted in a weighted mean of 3.9, emphasizing its effectiveness and positive impact on the overall business image. The direct impact of investments in modern technology is closely followed, with a weighted mean of 3.9, emphasizing its significant contribution to the tangibility of services and customer satisfaction. The state of trucks and equipment, which is recognized for its significant impact on service reliability, maintained a weighted mean of 3.8. Adequate maintenance of tangible assets, such as vehicles and facilities, also received praise with a weighted mean of 3.8, instilling customer confidence in the reliability of trucking services. Lastly, the condition of the truck and equipment, which is crucial in shaping customer perceptions of service quality, was deemed "highly efficient" with a weighted mean of 3.7.

The results emphasized the significant weighted mean of 3.9 in the impact of well-maintained facilities on professionalism and reliability, highlighting the crucial role of maintaining and investing in facilities. This underscored the significance of enhancing the overall business image and operational efficiency within the trucking service industry in Lucena City.

The results emphasized the significant weighted mean of 3.9 in the Impact of Well-Kept Facilities on Professionalism and Reliability, highlighting the crucial role of maintaining and investing in facilities (Table 1). This underscored the significance of enhancing the overall business image and operational efficiency within the trucking service industry in Lucena City. This finding resonates with insights from a related study that focuses on educational facilities. The study emphasizes the importance of a well-maintained school environment for academic excellence (Texas Association of School Boards, 2023). The educational study reveals a clear link between the quality of the learning environment and student achievement. This aligns with the impact that well-maintained facilities have on professionalism and reliability in the trucking service industry. Educational leaders, such as Jeff Clemmons, emphasize the importance of conducting honest assessments and making improvements to address disparities in learning environments. This mirrors the emphasis placed on the crucial role of maintenance and investment in trucking service facilities (Texas Association of School Boards, 2023). High-performing boards and school districts recognize the positive impact of investing in facilities on various aspects, including student health, attendance, behavior, and academic performance. This reflects the broader influence on the overall business image and operational efficiency, as seen in Lucena City (Texas Association of School Boards, 2023). The benefits extend to teachers, who experience improved morale and instructional environments, mirroring the positive cycle created by well-maintained facilities in the trucking service industry. The focus on healthy facilities in education, as highlighted by Karen Shwind, parallels the emphasis on the impact of well-kept facilities on professionalism and reliability in Lucena City's trucking service industry (Texas Association of School Boards, 2023).

Table 2: Distribution of Responses on Operational Efficiency in Lucena City's Trucking Service Business
In terms of Reliability

Operational Efficiency: Reliability	(4) Highly Efficient	(3) Efficient	(2) Moderately Efficient	(1) Highly Inefficient	WM	QD
Consistent delivery schedules and commitment adherence shape our reliability.	130	14	6	0	3.8	Highly Efficient
Timely customer inquiry responses drive reliability in meeting expectations.	130	14	6	0	3.8	Highly Efficient
Safety and secure handling practices are paramount for service reliability.	130	14	6	0	3.8	Highly Efficient
Dependable vehicle maintenance and quality control are crucial for reliability.	130	14	6	0	3.8	Highly Efficient
Well-trained staff significantly contribute to our reliability and customer satisfaction.	130	14	6	0	3.8	Highly Efficient

In Table 2, the distribution of responses on operational efficiency in Lucena City's trucking service business, specifically focusing on reliability, was presented. The highest weighted mean of 3.8 was consistently attributed to various aspects, including consistent delivery schedules,

commitment adherence, timely customer inquiry responses, safety practices, secure handling, dependable vehicle maintenance, quality control, and well-trained staff. This consistency in the weighted means highlighted the crucial role of these factors in influencing the reliability of the trucking service. The qualitative description classified all of these criteria as "highly efficient," emphasizing their utmost significance in contributing to the overall reliability and customer satisfaction in the trucking industry of Lucena City.

In Table 2, the distribution of responses on operational efficiency in Lucena City's trucking service business, with a specific focus on reliability, was presented. The highest weighted mean of 3.8 was consistently attributed to various aspects, including consistent delivery schedules, commitment adherence, timely customer inquiry responses, safety practices, secure handling, dependable vehicle maintenance, quality control, and well-trained staff. This uniformity in the weighted means emphasized the critical role of these factors in shaping the reliability of the trucking service, categorizing them as "Highly Efficient" in the qualitative description. This concept of reliability and operational efficiency aligned with the broader understanding that operational efficiency is crucial in ensuring consistent and reliable delivery of high-quality services or products.

By minimizing waste in time, effort, and materials, organizations can improve their ability to meet customer expectations. The financial aspect, expressed through the ratio between input and output, encompasses key elements such as rapid development times, quality, and customer retention, all of which contribute to the overall reliability of the organization. Streamlining core operations, eliminating redundancies, and focusing on resource utilization, production organization, and distribution efficiency are integral steps in achieving operational efficiency. These steps directly influence the reliability of the processes. Continuous improvement strategies, such as monitoring performance, minimizing waste, and measuring indicators like automation accuracy and customer satisfaction, not only contribute to operational efficiency but also strengthen the reliability of the organization in delivering consistent and high-quality outcomes (Gillis, 2023). This holistic perspective emphasizes the interconnected nature of operational efficiency and reliability. The principles observed in Lucena City's trucking industry findings resonate with broader organizational contexts.

Table 3: Distribution of Responses on Operational Efficiency in Lucena City's Trucking Service Business
In terms of Assurance

Operational Efficiency: Assurance	(4) Highly Efficient	(3) Efficient	(2) Moderately Efficient	(1) Highly Inefficient	WM	QD
Staff training enhances service quality and operational efficiency.	130	14	6	0	3.8	Highly Efficient
Clear and accurate information assures customers and streamlines efficiency.	0	144	6	0	3	Highly Efficient
Quality control measures and audits positively impact assurance and efficiency.	130	14	6	0	3.8	Highly Efficient
Transparent customer communication ensures both assurance and efficiency.	0	144	6	0	3	Highly Efficient
Feedback and continuous improvement enhance assurance and operational efficiency.	130	14	6	0	3.8	Highly Efficient

The findings from Table 3 revealed a comprehensive assessment of the operational efficiency in Lucena City's trucking service business, with a specific emphasis on assurance. Notably, staff training emerged as the most highly effective factor, achieving a weighted mean of 3.8. This underscored the pivotal role of well-trained staff in not only enhancing service quality but also contributing significantly to the overall operational efficiency within the trucking service industry. Similarly, quality control measures and audits demonstrated significant efficiency, achieving a weighted mean of 3.8. This highlighted their substantial impact on both assurance and operational efficiency. The effectiveness of clear and accurate information, as indicated by its weighted mean of 3, highlighted its importance in ensuring customer satisfaction and optimizing operational processes. Additionally, transparent customer communication and feedback initiatives for continuous improvement were also highly effective, each receiving a weighted mean score of 3.8. The qualitative description categorized all criteria as "Highly Efficient," highlighting the industry's steadfast dedication to excellence in assurance-related aspects. This, in turn, greatly enhanced the overall efficiency of trucking services in Lucena City.

Based on the results, Table 3 highlighted the significant importance of well-trained staff in improving service quality and overall operational efficiency within Lucena City's Trucking Service Business. This was evident from the highest efficiency factor, which had a weighted mean of 3.8. Additionally, quality control measures, clear and accurate information, transparent customer communication, and continuous improvement initiatives, each secured a weighted mean of 3.8, further emphasizing the industry's commitment to excellence in assurance-related dimensions. These collective findings significantly contributed to the overall operational efficiency of trucking services in Lucena City, categorizing all criteria as "highly efficient."

Operational efficiency, in terms of assurance, refers to an organization's capacity to ensure the reliability, security, and compliance of its operations with applicable regulations and standards. This involves implementing measures to proactively prevent errors, minimize risks, and maintain strict quality control standards. Best practices for enhancing operational efficiency in terms of assurance include regularly conducting audits and risk assessments, as well as identifying potential issues and areas for improvement. The implementation of robust security measures is imperative to shield against cyber threats and data breaches, while also ensuring compliance with pivotal regulations and standards such as ISO 9001 or SOC 2. Furthermore, the provision of ongoing training and education to employees plays a critical role in fostering a culture of quality and continuous improvement within the organization (Hayes, 2022). In the context of Lucena City's trucking service industry, the highlighted findings in Table 3 align with and reinforce these best practices, demonstrating the industry's commitment to maintaining high levels of operational efficiency related to assurance.

Table 4: Distribution of Responses on Operational Efficiency in Lucena City's Trucking Service Business
In terms of Empathy

Operational Efficiency: Empathy	(4) Highly Efficient	(3) Efficient	(2) Moderately Efficient	(1) Highly Inefficient	WM	QD
Tailoring services to customer needs enhances empathy and operational efficiency.	130	20	0	0	3.9	Highly Efficient
Effective customer communication positively impacts both empathy and efficiency.	0	150	0	0	3	Highly Efficient
Customer-centric policies foster empathy and efficient issue resolution.	130	20	0	0	3.9	Highly Efficient
Empowering employees enhances empathy and boosts service efficiency.	130	20	0	0	3.9	Highly Efficient
A proactive approach in responding to customer needs improves empathy and overall service efficiency.	0	150	0	0	3	Highly Efficient

Table 4 presented the distribution of responses on operational efficiency in Lucena City's trucking service business, with a focus on empathy. Notably, tailoring services to customer needs emerged as the most highly efficient factor, achieving a weighted mean of 3.9. This highlighted the crucial role of customization in improving both empathy and overall operational efficiency within the trucking service industry. Similarly, effective customer communication achieved a highly efficient weighted mean of 3, highlighting its positive impact on both empathy and efficiency. Customer-centric policies and empowering employees also contributed significantly to empathy and service efficiency, both of which resulted in a highly efficient weighted mean of 3.9. A proactive approach in responding to customer needs, with a weighted mean of 3, demonstrated its effectiveness in enhancing empathy and overall service efficiency. The qualitative description categorized all criteria as "Highly Efficient," emphasizing the industry's dedication to providing excellent and empathetic customer service, which significantly contributed to the overall efficiency of trucking services in Lucena City.

Table 4 revealed that, in Lucena City's Trucking Service Business, tailoring services to customer needs was the most highly efficient factor (weighted mean of 3.9). This emphasized the crucial role of customization in enhancing both empathy and overall operational efficiency within the industry. Effective customer communication, customer-centric policies, empowering employees, and a proactive approach to responding to customer needs also significantly contributed to empathy and service efficiency. Each of these factors secured a highly efficient weighted mean of 3.9. These results underscored the industry's commitment to providing excellent and empathetic customer service, which significantly contributed to the overall efficiency of trucking services in Lucena City.

Operational efficiency, in terms of empathy, encompasses an organization's ability to balance efficiency and productivity while fostering emotional connections and understanding among team members and customers. While empathy may be perceived as a potential impediment to efficiency, it is instrumental in cultivating improved communication, collaboration, innovation, and creativity within teams. Moreover, empathy contributes to enhanced customer service and the development of products and services that align more closely with customer needs. Striking the right balance between empathy and productivity poses a challenge, especially in fast-paced and

high-pressure work environments. Best practices for achieving operational efficiency in terms of empathy involve providing ongoing training and education to employees to cultivate a culture of empathy and emotional intelligence. This includes paying attention to employee emotions and offering support when needed. Integrating empathy-focused services and tools, such as Empathy, into existing systems is recommended to enhance the overall customer experience (Pluralsight, 2023). In Lucena City's trucking service industry, the highlighted findings in Table 4 align with best practices, demonstrating the industry's dedication to operational efficiency based on empathy and customer-centric practices.

Table 5: Distribution of Responses on Operational Efficiency in Lucena City's Trucking Service Business
In terms of Responsiveness

Operational Efficiency: Responsiveness	(4) Highly Efficient	(3) Efficient	(2) Moderately Efficient	(1) Highly Inefficient	WM	QD
Quick resolution of customer inquiries enhances efficiency in Lucena City's trucking, showing responsiveness.	130	20	0	0	3.9	Highly Efficient
Timely communication of service changes contributes to efficiency in Lucena City's trucking, reflecting responsiveness.	126	20	4	0	3.9	Highly Efficient
Swift adaptation to changing customer needs improves operational efficiency in Lucena City's trucking.	125	20	5	0	3.9	Highly Efficient
Efficient handling of challenges demonstrates high responsiveness in Lucena City's trucking.	130	20	0	0	3.9	Highly Efficient
Prompt adjustment to demand variations positively influences Lucena City's trucking efficiency, indicating responsiveness.	110	25	5	0	3.9	Highly Efficient

Table 5 presented the Distribution of Responses on Operational Efficiency in Lucena City's Trucking Service Business, with a specific focus on Responsiveness. Notably, the quick resolution of customer inquiries stood out as the most highly efficient factor. However, the weighted mean was not provided in the data. Following closely, timely communication of service changes, swift adaptation to changing customer needs, efficient handling of challenges, and prompt adjustment to demand variations all contributed to achieving a highly efficient weighted mean of 3.9. These findings underscored the industry's commitment to quick and adaptive responsiveness, enhancing overall operational efficiency in Lucena City's trucking services. The qualitative description categorized all criteria as "Highly Efficient," emphasizing the industry's commitment to prompt and effective responsiveness, which was crucial in meeting the dynamic demands of the trucking service business in Lucena City.

The results from Table 5 highlighted that the swift resolution of customer inquiries stood out as the most efficient factor in Lucena City's Trucking Service Business. This underscored the industry's commitment to prompt and effective responsiveness, which contributed significantly to improving overall operational efficiency.

Operational efficiency, in terms of responsiveness, refers to an organization's ability to quickly and effectively adapt to changes in the market, customer needs, and internal processes. This involves implementing measures to enhance agility, flexibility, and adaptability, such as reducing lead times, optimizing processes, and embracing automation and digital transformation initiatives. Enhancing operational efficiency and responsiveness is crucial for organizations aiming to remain competitive and meet customer demands within a dynamic and rapidly changing business environment. Best practices for achieving operational efficiency in responsiveness encompass the implementation of agile methodologies to enhance project

management and collaboration, utilizing data analytics and business intelligence tools for insights into customer behavior and market trends, and making strategic investments in technology and automation to streamline processes and reduce lead times (MacGowan, 2022). Satisfaction Level of Customers on the Operational Efficiency of Trucking Service Businesses in Lucena City

Table 6: Distribution of Responses on the Level of Satisfaction with the Operational Efficiency of Trucking Service Businesses in Lucena City Regarding Tangibles

Operational Efficiency: Tangibles	(4) Highly Satisfied	(3) Satisfied	(2) Moderately Satisfied	(1) Not Satisfied	WM	QD
Truck and facility aesthetics boost my satisfaction.	88	61	1	0	3.58	Highly Satisfied
Modern technology enhances the tangible aspects.	105	35	10	0	3.63	Highly Satisfied
Professional presentation of information adds to overall satisfaction.	105	37	8	0	3.65	Highly Satisfied
Clean and organized facilities contribute to service quality satisfaction.	51	89	9	0	3.26	Satisfied
Staff appearance positively influences my satisfaction.	0	149	1	0	2.99	Satisfied

Table 6 presented the distribution of responses on the level of satisfaction with the operational efficiency of trucking service businesses in Lucena City, with a specific focus on tangibles. Notably, respondents expressed a high level of satisfaction with the aesthetics of the trucks and facilities, attributing a weighted mean of 3.58 and categorizing it as "Highly Satisfied." Similarly, the integration of modern technology to enhance tangible aspects and the professional presentation of information both received a weighted mean of 3.63 and 3.65, respectively, categorizing them as "highly satisfied." Clean and organized facilities contributed to customer satisfaction with service quality, although at a slightly lower level. The weighted mean for this aspect was 3.26, which qualified as "Satisfied." On the other hand, staff appearance received a weighted mean of 2.99, categorizing it as "Satisfied."

Based on the results, Table 6 indicated that respondents expressed a high level of satisfaction, categorizing it as 'Highly Satisfied,' with the tangible aspects of trucking service businesses in Lucena City. This included aesthetics, modern technology integration, and professional presentation of information.

The synthesis of research findings clarifies the significant influence of service quality dimensions, particularly tangibles, on customer satisfaction in the logistics and transportation industry. Notable scholarly inquiries, such as the investigation into port logistics service quality and the comprehensive analysis of overall logistics service quality, consistently highlight the significant impact of tangible factors on the development of customer satisfaction. Furthermore, scholarly discourse emphasizes the importance of providing exceptional customer service within the logistics sector to cultivate satisfied customers, fostering long-lasting and mutually beneficial partnerships that are essential for supply chain success (Le, D. N., Nguyen, H. T., & Truong, P. H., 2020).

Despite lack absence clear definition of context shaping customer satisfaction in the trucking industry, the combined evidence highlights the crucial role of tangible factors as a key dimension of service quality that significantly influences customer satisfaction in the wider field landscape of logistics and transportation services. In the trucking service industry of Lucena City, the highlighted findings in Table 6 support these scholarly perspectives, which emphasize the importance of tangible factors in improving customer satisfaction and fostering long-term relationships within the logistics and transportation sector.

Table 7: Distribution of Responses on the Level of Satisfaction with the Operational Efficiency of Trucking Service Businesses in Lucena City Regarding Reliability

Operational Efficiency: Reliability	(4) Highly Satisfied	(3) Satisfied	(2) Moderately Satisfied	(1) Not Satisfied	WM	QD
Consistent delivery schedules and commitment adherence shape our reliability.	77	32	41	0	3.24	Highly Satisfied
Timely customer inquiry responses drive reliability in meeting expectations.	0	150	0	0	3.00	Highly Satisfied
Safety and secure handling practices are paramount for service reliability.	115	35	0	0	3.77	Highly Satisfied
Dependable vehicle maintenance and quality control are crucial for reliability.	3	118	29	0	2.83	Satisfied
Well-trained staff significantly contribute to our reliability and customer satisfaction.	130	20	0	0	3.87	Satisfied

Table 7 illustrated the distribution of responses regarding the level of satisfaction with the operational efficiency of trucking service businesses in Lucena City, with a specific focus on the dimension of reliability. The respondents expressed a high level of satisfaction, categorizing it as "Highly Satisfied," with several key factors. Notably, consistent delivery schedules and adherence to commitments were considered highly satisfactory, with a weighted mean of 3.24. Equally noteworthy was the emphasis on safety and secure handling practices, with a significantly higher weighted mean of 3.77. This indicated a prevalent sentiment of high satisfaction. Timely customer inquiry responses also contributed to a high level of satisfaction, with a weighted mean of 3.00. However, vehicle maintenance and quality control, although considered satisfactory, had a lower weighted mean of 2.83. The qualitative description affirmed that the respondents generally perceived reliability positively. They categorized both consistent delivery schedules and safety practices as "Highly Satisfied," while vehicle maintenance and quality control, though satisfactory, were labeled as "Satisfied."

Table 7 indicated that respondents overwhelmingly expressed high satisfaction with safety and secure handling practices in Lucena City's trucking service businesses. This was evidenced by the significantly higher weighted mean of 3.77.

According to Lin et al. (2023), the research findings underscore the paramount importance of reliability as a key determinant of customer satisfaction in logistics and transportation services. A study focusing on the quality of logistics services identified reliability as a crucial factor that significantly contributes to overall customer satisfaction. Likewise, an examination of public transport indicated that the reliability of services had a significant impact on user satisfaction. The broader importance of customer service in logistics is emphasized in an article that highlights

the role of reliable and resilient logistics management systems in enhancing customer satisfaction and fostering enduring customer loyalty. Taken together, these results collectively indicate that reliability is a critical dimension of service quality that significantly impacts customer satisfaction in the field of logistics and transportation services. In Lucena City's trucking service industry, the findings highlighted in Table 7 align with scholarly perspectives, emphasizing the crucial role of safety and secure handling practices in contributing to overall customer satisfaction and loyalty.

Table 8: Distribution of Responses on the Level of Satisfaction with the Operational Efficiency of Trucking Service Businesses in Lucena City Regarding Assurance

Operational Efficiency: Assurance	(4) Highly Satisfied	(3) Satisfied	(2) Moderately Satisfied	(1) Not Satisfied	WM	QD
Transparent communication builds trust, positively impacting my satisfaction.	79	54	17	0	3.41	Highly Satisfied
Employee training contributes to assurance, influencing satisfaction.	129	21	0	0	3.86	Highly Satisfied
Implemented policies instill confidence in the service's reliability, contributing to my satisfaction.	115	29	6	0	3.73	Highly Satisfied
Accurate information about services and pricing impacts my satisfaction.	106	31	13	0	3.62	Satisfied
Continuous improvement initiatives positively influence my overall assurance, influencing satisfaction.	109	37	4	0	3.7	Satisfied

Table 8 illustrated the distribution of responses regarding the level of satisfaction with the operational efficiency of trucking service businesses in Lucena City, specifically in terms of assurance. Respondents overwhelmingly expressed high satisfaction, categorizing it as "Highly Satisfied," with employee training, transparent communication that fostered trust and implemented policies that instilled confidence in the service's reliability. These factors obtained significantly higher weighted means of 3.86, 3.41, and 3.73, respectively, underscoring their substantial influence on overall satisfaction. Also, respondents expressed satisfaction, categorizing it as "Satisfied," with accurate information about services and pricing, which achieved a weighted mean of 3.62. Continuous improvement initiatives, while still positively influencing overall assurance, achieved a slightly lower satisfaction level, with a weighted mean of 3.7.

Based on the findings, Table 8 indicated that respondents expressed exceptionally high satisfaction, categorizing as 'Highly Satisfied,' with employee training, transparent communication fostering trust, and implemented policies instilling confidence in the service's reliability. This was reflected by their significantly higher weighted means of 3.86, 3.41, and 3.73, respectively, emphasizing their paramount influence on overall satisfaction in Lucena City's trucking service businesses.

A study on customer satisfaction with the quality of logistics services specifically highlights the impact of the assurance factor on overall satisfaction. Moreover, an article underscores the importance of customer service in logistics and transportation, emphasizing its potential to yield long-term cost savings, on-time delivery, customer satisfaction, and the generation of happy customers (Lin et al., 2023). Furthermore, the provision of reliable and resilient logistics

management systems is identified as a key element in enhancing customer satisfaction and fostering customer loyalty (Lin et al., 2023).

In the trucking service industry of Lucena City, the findings from Table 8 are consistent with these academic viewpoints, demonstrating that factors related to assurance, such as employee training, transparent communication, and reliable policies, make a substantial contribution to the overall satisfaction of customers. The highlighted findings support the existing literature that emphasizes the significance of assurance in logistics services and its positive influence on long-term customer satisfaction and loyalty.

Table 9: Distribution of Responses on the Level of Satisfaction with the Operational Efficiency of Trucking Service Businesses in Lucena City Regarding Empathy

Operational Efficiency: Empathy	(4) Highly Satisfied	(3) Satisfied	(2) Moderately Satisfied	(1) Not Satisfied	WM	QD
Customized services boost my satisfaction.	124	19	7	0	3.78	Highly Satisfied
Employees exceeding expectations significantly enhance my satisfaction.	116	33	1	0	3.77	Highly Satisfied
Anticipation and response to customer needs positively influence my satisfaction	123	19	0	8	3.71	Highly Satisfied
Proactive approaches to customer need significantly improve my satisfaction with the service.	110	36	4	0	3.71	Satisfied
Empowering employees to provide personalized assistance contributes to my satisfaction.	104	20	0	26	3.35	Satisfied

Table 9 revealed that respondents expressed exceptionally high satisfaction, categorizing it as "Highly Satisfied," with the empathetic aspects of trucking service businesses in Lucena City. Customized services emerged as the most influential factor, garnering a highly satisfied weighted mean of 3.78. This indicated a strong positive impact on overall satisfaction. Additionally, employees who exceeded expectations and anticipated and responded to customer needs significantly contributed to customer satisfaction, with weighted means of 3.77 and 3.71, respectively. Proactive approaches to customer needs were also identified as a satisfactory factor, achieving a weighted mean of 3.71. While the empowerment of employees to provide personalized assistance was considered satisfactory, with a weighted mean of 3.35, it was noteworthy that it held a lower position compared to other factors in the empathetic dimension.

Based on the findings, Table 9 indicated that respondents expressed exceptionally high satisfaction with the empathetic aspects of trucking service businesses in Lucena City, particularly emphasizing the influence of customized services, employees exceeding expectations, and anticipation and response to customer needs as crucial factors in shaping overall satisfaction.

According to Mathis (2021), incorporating empathy into customer service practices can result in lasting transportation savings, punctual deliveries, and the development of content and satisfied customers. Another source underscores the importance of empathy in customer experience, emphasizing that organizations displaying understanding and empathy towards their customers can foster a stronger emotional connection with the brand, consequently enhancing customer satisfaction and cultivating loyalty. In this context, the research findings in Lucena City's trucking

service industry substantiate these assertions, highlighting the substantial impact of empathetic practices on customer satisfaction and loyalty within the logistics and transportation domain.

Table 10: Distribution of Responses on the Level of Satisfaction with the Operational Efficiency of Trucking Service Businesses in Lucena City Regarding Responsiveness

Operational Efficiency: Responsiveness	(4) Highly Satisfied	(3) Satisfied	(2) Moderately Satisfied	(1) Not Satisfied	WM	QD
Prompt responses to inquiries positively affect my satisfaction...	14	124	12	0	3.01	Highly Satisfied
Timely communication of delivery schedule changes enhances my satisfaction	0	127	23	0	2.85	Highly Satisfied
Quick adaptation to changing customer needs positively impacts my satisfaction.	10	140	0	0	3.07	Highly Satisfied
Easily accessible communication channels contribute to my satisfaction	6	144	0	0	3.04	Satisfied
Efficient resolution of issues impacts my satisfaction.	6	144	0	0	3.04	Satisfied

Table 10 revealed that respondents expressed a high level of satisfaction, categorizing it as 'Highly Satisfied,' with the responsiveness of trucking service businesses in Lucena City. Specifically, prompt responses to inquiries, timely communication of delivery schedule changes, and quick adaptation to changing customer needs were identified as highly influential factors, indicated by their significantly higher weighted means of 3.01, 2.85, and 3.07, respectively. The findings emphasized the paramount importance of these responsive practices in shaping positive customer experiences. Additionally, easily accessible communication channels and efficient issue resolution contributed to overall satisfaction, achieving a satisfactory weighted mean of 3.04.

Based on Table 10, respondents overwhelmingly expressed 'Highly Satisfied' ratings for the responsiveness of Lucena City's trucking service businesses, with prompt responses to inquiries, timely communication of delivery schedule changes, and quick adaptation to changing customer needs identified as highly influential factors, each obtaining significantly higher weighted means of 3.01, 2.85, and 3.07, respectively.

According to Lin (2023), the influence of responsiveness, a key service quality dimension, significantly shapes customer satisfaction in logistics and transportation services. A comprehensive study examining the impact of logistics service quality on customer satisfaction highlights responsiveness as a pivotal dimension crucial for overall satisfaction. Additionally, an article emphasizes the strategic importance of direct communication in the transportation and logistics sector, underscoring the necessity of responsiveness to meet customer needs and expectations. While specific insights on customer satisfaction within the trucking business are lacking, the amalgamated search results strongly suggest that responsiveness plays a fundamental role as a service quality dimension influencing customer satisfaction across the broader spectrum of logistics and transportation services.

In Lucena City's trucking service industry, the results from Table 10 align with these scholarly perspectives, indicating that responsiveness-related factors significantly contribute to overall customer satisfaction. The findings reinforce the broader literature's emphasis on the importance

of responsiveness in logistics services and its positive impact on customer satisfaction in the dynamic and evolving landscape of the transportation sector.

Relationship Between Operational Efficiency (SERVQUAL Dimensions) And Customer Satisfaction

Table 11: Distribution of Responses on the Relationship Between Efficiency and Customer Satisfaction Regarding Trucking Services Businesses in Lucena City

		Operational Efficiency	Customer Satisfaction
Operational Efficiency	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	150	150
Customer Satisfaction	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 illustrated the correlation between operational efficiency and customer satisfaction within the trucking services industry in Lucena City. The Pearson correlation coefficient for operational efficiency and customer satisfaction was determined to be .755 ($p < .001$), signifying a strong positive correlation. This suggested that an increase in operational efficiency was associated with a corresponding increase in customer satisfaction, and conversely, a decline in efficiency was linked to a decrease in satisfaction.

The TRUX Team (2023) highlighted the profound correlation between efficient operations and heightened customer satisfaction across diverse industries, particularly in the trucking services sector. The attainment of real-time visibility for vehicles and cargo emerges as a pivotal factor in augmenting both operational efficiency and customer contentment. This visibility provides businesses with the capability to monitor the precise location and status of their assets, thereby fostering a seamless operational process.

A critical contributor to this correlation is efficient dispatching. The positive outcomes of effective dispatching include timely deliveries, optimal resource utilization, and reduced operational costs, ultimately resulting in an elevated level of customer satisfaction. Operational process optimization, encompassing a comprehensive assessment of workflows, scheduling, dispatching, and data-driven decision-making, proved to be instrumental in fortifying operational efficiency. This optimization not only curtailed fuel consumption but also enhanced the quality of customer service.

The importance of effective logistics management cannot be overstated within this context. The incorporation of automation, real-time data utilization, and streamlined processes serves to optimize supply chain and warehouse management. This optimization, in a cascading effect, leads to cost-effective and efficient logistics operations, thereby positively influencing customer satisfaction.

The translation of increased operational efficiency within trucking companies directly manifests in improved customer satisfaction. The ability to meet project schedules, minimize delays, and

reduce costs emerges as a direct outcome of enhanced operational efficiency. This collective evidence underscores the inherent interdependence of efficient operations and customer satisfaction within the trucking services industry.

Operational Efficiency as The Foundation of Effective Logistics Management

Table 12: Distribution of Responses on Operational Efficiency as Foundation of Effective Logistics Management

Operational Efficiency: Foundation of Effective Logistic Management	(4) Strongly Agree	(3) Agree	(2) Disagree	(1) Strongly Disagree	WM	QD
Operational Practices: (Lucena City's trucking prioritizes efficient practices for logistics management.)	6	142	1	1	3.02	Agree
Technological Integration: (Technology is integrated to enhance logistics efficiency in Lucena City's trucking services.)	8	140	2	0	3.04	Agree
Resource Allocation: (Lucena City's trucking services use effective strategies for logistics resource allocation.)	5	144	1	0	3.03	Agree
Timeliness of Deliveries: (Lucena City's trucking services' operational efficiency impacts timely deliveries and contributes to effective logistics management.)	4	143	3	0	3.01	Agree
Communication and Coordination: (Effective communication and coordination in Lucena City's trucking services contribute to logistics management.)	136	14	0	0	3.91	Strongly Agree
Customer Satisfaction: (Operational efficiency in Lucena City's trucking services influences customer satisfaction and contributes to effective logistics management.)	141	9	0	0	3.94	Strongly Agree
Training and Skill Development: (Lucena City's trucking services initiate training for operational efficiency and logistics management support.)	11	139	0	0	3.07	Agree
Adaptability to Market Changes: (Lucena City's trucking services adapt to market changes, contributing to effective logistics management.)	141	9	0	0	3.94	Strongly Agree
Sustainability Practices: (Lucena City's trucking services embrace sustainable practices, contributing to an effective logistics management foundation.)	11	130	9	0	3.01	Agree
Continuous Improvement Strategies: (Lucena City's trucking services implement continuous improvement strategies for enhanced operational efficiency and sustained effective logistics management.)	51	0	99	0	2.68	Agree

Table 12 illustrated the distribution of responses regarding the perception of operational efficiency as the foundation of effective logistics management in Lucena City's trucking services. The results revealed a strong consensus among respondents, with the qualitative description categorized as "Agree" to "Strongly Agree." Notably, communication and coordination, customer satisfaction, and adaptability to market changes emerged as the highest-rated factors, all receiving a weighted mean of 3.91, 3.94, and 3.94, respectively, indicating a unanimous "Strongly Agree" response. These findings underscored the pivotal role of these aspects in shaping an effective logistics management foundation. On the other hand, continuous improvement strategies, while still receiving an "Agree" categorization with a weighted mean of 2.68, suggested room for enhancement in implementing strategies for sustained operational efficiency and effective logistics management.

According to the results depicted in Table 12, respondents exhibited a robust consensus, firmly aligning with the designation of "Strongly Agree," affirming the pivotal role played by operational efficiency in shaping the bedrock of effective logistics management within Lucena City's trucking services. This resounding agreement was underpinned by key factors, notably the resolute endorsements for effective communication and coordination, customer satisfaction, adaptability to market changes, and commitment to sustainability practices. These aspects were collectively recognized as indispensable components for laying the groundwork for a successful logistics management system. While the degree of agreement was somewhat diminished for continuous improvement strategies, it is noteworthy that these strategies still commanded a favorable perception among the surveyed participants.

According to Omoush (2022), operational efficiency serves as a foundational pillar in the realm of effective logistics management, exerting a pivotal influence on the enhancement of customer satisfaction. This symbiotic relationship is notably apparent in the optimization of logistics operations, where the convergence of cost reduction and heightened efficiency works synergistically to elevate overall profitability. The spectrum of effective logistics management incorporates strategic elements, including automation, real-time data utilization, and streamlined processes, creating a harmonious environment for optimizing supply chain and warehouse management. A well-orchestrated logistics framework not only assists companies in meeting customer expectations, minimizing delays, and controlling costs but also contributes to an enriched customer satisfaction paradigm. These benefits extend beyond satisfaction to encompass increased revenue generation and an improved bottom line for businesses. Consequently, strategic investments in technology, prudent partnerships with suppliers, and an unwavering commitment to continuous improvement emerge as imperative for businesses aspiring to attain operational efficiency and, thereby, enhance customer satisfaction.

Conclusions

In light of the summarized findings, this research draws the following conclusions:

1. In conclusion, the analysis of operational efficiency in Lucena City's Trucking Service Business reveals critical factors contributing to industry efficiency and customer satisfaction. Well-kept facilities highlight the importance of maintenance, reliability emphasizes factors like delivery schedules and staff training, and assurance-related dimensions contribute to overall operational efficiency. Ensuring services meet customer needs showcases empathy, while responsiveness is marked by the swift resolution of inquiries, showcasing the industry's commitment to prompt and effective customer service. These findings offer valuable insights for optimizing business practices and enhancing customer satisfaction in Lucena City's trucking service industry.
2. Regarding the satisfaction level with the operational efficiency of trucking service businesses in Lucena City, the assessment highlights elevated satisfaction across diverse dimensions. Noteworthy aspects encompass aesthetics, technology integration, and information presentation in tangible aspects. Additionally, high satisfaction is observed in reliability, assurance-related factors, empathy, and responsiveness, indicating a comprehensive positive evaluation.
3. In conclusion, the analysis of the relationship between operational efficiency and customer satisfaction in Lucena City's trucking businesses reveals a robust positive connection, supported by a Pearson correlation coefficient of .755 ($p < .001$). This implies that heightened operational efficiency correlates with increased customer satisfaction, underscoring the significance of efficiency in shaping positive customer perceptions, while a decline in efficiency is associated with reduced satisfaction levels.
4. The study concludes that communication, coordination, customer satisfaction, and adaptability to market changes are unanimously recognized as essential foundations for effective logistics management. While continuous improvement strategies are acknowledged, indicating room for enhancement, the findings emphasize the critical importance of these specific factors in establishing a robust logistics management foundation. According to participant responses, key elements include Operational Practices, Technological Integration, Timeliness of Deliveries,

Customer Satisfaction, Training and Skill Development, Adaptability to Market Changes, Sustainability Practices, and Continuous Improvement Strategies.

Recommendations

Drawing from the study's summary, findings, and conclusions, the following recommendations are proposed:

1. Optimize operational efficiency and customer satisfaction in Lucena City's Trucking Service Business by prioritizing facility maintenance, ensuring reliable delivery schedules, investing in staff training, and enhancing assurance-related dimensions. Emphasize customer needs in service provision and maintain swift responses to inquiries for overall business success and customer satisfaction.
2. Optimize operational efficiency in Lucena City's Trucking Service Business, consider implementing predictive maintenance systems for reliable equipment performance and minimizing disruptions. Establishing customer feedback loops ensures tailored services and improved satisfaction. Invest in sustainable practices, such as eco-friendly technologies, and integrate technology into staff training programs. Embrace agile logistics strategies, utilize customer relationship management systems, foster a continuous improvement culture, and collaborate with technology partners for overall efficiency and enhanced customer satisfaction.
3. In light of the study's findings, real-life recommendations for enhancing logistics management effectiveness include fostering transparent communication channels among team members, implementing customer-centric policies to boost satisfaction, staying agile in response to market fluctuations, and investing in advanced technologies for seamless operations. Prioritize continuous improvement initiatives to refine existing processes and ensure sustainability practices are embedded in day-to-day operations. Additionally, focus on staff training programs to enhance skills and adaptability, and integrate cutting-edge technologies to streamline operational practices.
4. Further studies could explore the impact of emerging technologies, sustainability practices, and government policies on operational efficiency in Lucena City's trucking service businesses.

Compliance with Ethical Standards

As authors, we affirm our unwavering commitment to upholding ethical standards in the execution of our research, titled "Operational Efficiency in the Trucking Service Businesses in Lucena City: A Foundation for Effective Logistics Management." We have diligently obtained explicit informed consent from all respondents, emphasizing their absolute right to withdraw from the study at any point. Stringent measures have been implemented to ensure the anonymity of respondents, meticulously preserving their privacy and confidentiality throughout the research process. Our dedication to data protection aligns with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) in the Philippines. It is crucial to highlight that participants were shielded from any potential harm throughout the entire duration of the research. This study adheres comprehensively to the requirements and principles outlined in the Data Privacy Act of 2012, emphasizing the paramount importance of safeguarding individuals' data. For any

concerns or inquiries related to the handling of personal data in this research, please feel free to contact the authors at efigenio092169@gmail.com

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PROPOSED TEACHING GUIDE FOR PATTERNS AND ALGEBRA IN GRADE 10: ITS ACCEPTABILITY

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ABSTRACT

The lack of reference materials for Mathematics in Grade 10 paved the way for creating and designing the proposed teaching guide for Patterns and Algebra in Grade 10. This study evaluated the acceptability of the proposed teaching guide. The respondents and jurors were the 30 mathematics teachers from the Pili District and Baao District of the Division of Camarines Sur. Each respondent was randomly selected through the purposive random sampling method. Each was given an evaluation checklist that aimed to measure the acceptability of the proposed teaching guide based on the different attributes and criteria formulated by the researcher. It adopted the ADDIE model in the design, development, and evaluation of the teaching guide.

Keywords: *Teaching Guide in Mathematics 10, Acceptability of Teaching Guide, Patterns and Algebra*

INTRODUCTION

During his stay in the department of education as a Mathematics teacher, the researcher of this study realized that there is no available teaching guide for Mathematics 10. It urges him to initiate the development of a teaching guide that covers Patterns and Algebra lessons for

Grade 10. In this study, he measured the acceptability of the proposed teaching guide. Specifically, the following are the objectives of this study:

- (1) Identify and measure the validity of the content of the teaching guide for patterns and algebra in terms of; Lesson Objectives, Lesson Inputs, Lesson Learning Activities, and Lesson Enrichments;
- (2) Measure the acceptability of the teaching guide for Patterns and Algebra in Grade 10 in terms of: Clarity, Usefulness, Suitability, Adequacy, Timeliness, Language, Style and Format, Illustrations, and Presentations
- (3) Assess the significant agreement on the rank – orders of the respondent's assessment of the acceptability of the proposed teaching guide for Patterns and Algebra in Grade10
- (4) Generate pointers based from the findings of the study.

Several related literature and studies were reviewed by the researcher of this study to be guided accordingly on the design and development of the teaching guide and on the process of measuring the acceptability of the proposed teaching guide. The review was focused on the following areas of study: Curriculum materials, Acceptability of Teaching Guide and Instructional Materials, Teaching Guide, Strategic Intervention Materials, and Pointers.

Curriculum Materials

Yu (2011) led the formulation of the Mathematics Framework for Philippine Basic Education (MFPBE) through the concerted effort of the Philippine Council of Mathematics Educators (MATHTED) and the Science Education Institute of the Department of Science and Technology. The framework was a product of intense discussions with the best minds in mathematics education. They emphasized the importance of Mathematics in the lives of learners and the world as a whole. They imparted that Mathematics has the following roles in Philippine education: facilitating participation in productive life activities, providing a way of making sense of the world, serving as a means of communication, and operating as a gateway to national progress.

On the basis of the reviewed studies and literature, the present study is a modest attempt to fill the gap noted in the previous studies. Although there had been a number of studies presented that tackled the acceptability and validity of instructional materials in mathematics, it was noticeable that no research has been made that focused on the acceptability of teaching guide for Patterns and Algebra in Grade 10 in the Mathematics curriculum of the Department of Education in the public secondary schools. This was the gap the researcher bridged in this study.

Mahajan (2014) stated that understanding mathematics is essential for full participation in society. Yet mathematics is learned mostly by rote, with little understanding or possibility for transfer. Thus, PISA 2012 Assessment and Analytical Framework: Mathematics, Reading, Science, Problem Solving and Financial Literacy can provoke revolution in mathematics education worldwide — by focusing the mathematics assessment on distinguishing rote learning from true understanding. Assessment drives teaching and learning: What PISA measures, the mathematics curriculum worldwide will deliver.

Andaya (2014) identified the factors that affect the mathematics achievements of students of the Philippine Normal University – Isabela Campus. She attempted to determine the mathematics achievement of college students in fundamental mathematics and contemporary mathematics and the factors that affect their achievement. She found out that the poor achievement of students in mathematics is caused by four factors: individual (student), instructional (teacher), classroom management, and evaluation.

Ganal and Guia (2014) determined and analyzed the problems and difficulties encountered by Bachelor of Elementary Education sophomore students of the Philippine Normal University Isabela campus towards mastering learning competencies in mathematics. The problems and difficulties are categorized into personal problems, emotional problems, problems with the teacher's instruction, problems with school adjustment, problems in adjusting to classmates and boardmates, and problems arising from over-extended schedules/workloads for practice in different competitions.

Pascual (2014) attempted to determine if the curriculum and instructional practices employed by a school that serves as a clinical experience and practice site for pre - service teachers and experimental teaching activities, known as a laboratory school, affect the career choice of laboratory school graduates and its senior students' course preference. The findings revealed that instructional practices that engage students to actively participate in their own learning, teaching practices that enhance the development of complex cognitive skills, and processes used by the teachers together with a school curriculum that emphasizes the development of Science and Mathematics, affect the career choice of its graduates who mostly took Scientific and Professional courses.

De Filippis (2015) said that one of the causes for failing to meet proficiency levels on mathematics assessments could be the inconsistent use of teaching practices targeted at supporting lower-achieving students; according to such reasoning, a consistent use of research-supported practices could result in improved student performance. Research questions examined teachers' perceptions regarding implementing best instructional practices and regarding number sense, computational, problem-solving, working memory, and self-efficacy needs of lower-level basic skills of students.

Acceptability of Teaching Guide and Instructional Materials

Torre Franca (2017) developed and validated instructional modules on rational expressions and variations. Her modules attempted to individualize learning by allowing a student to achieve mastery of one unit of content before moving on to another. She developed instructional modules on two content areas of Algebra taught to second-year high school. Module 1 consisted of 11 lessons on Rational Expressions and Module 2 consisted of nine lessons on Variations. She utilized the ADDIE (Analysis, Design, Development, Implement, Evaluate) model in developing the instructional modules on Rational Expressions and Variations. In validating the modules, she employed the following instruments: (1) Expert's Evaluation Checklist of the Instructional Modules; (2) Pre-test and Post-test for each instructional module; and (3) Student's Evaluation Checklist of the Instructional Modules. She utilized descriptive statistics such as percentages, measures of central tendency, and standard deviation in analyzing the evaluation ratings of experts and student respondents.

Espinar and Ballado (2016) developed a Worktext in Basic Mathematics 2 utilized by their students at the University of Eastern Philippines. They tested the content validity and level of

acceptability of the developed work text. They also found a significant difference between the respondent's evaluations. The study utilized the descriptive comparative method in determining the validity and acceptability of the developed work text and the difference between the evaluation of experts/teachers and the student-respondents. The content validity of the work text was evaluated in terms of the following criteria: (1) Lesson Objectives; (2) Lesson Inputs; (3) Lesson Application; and (4) Lesson Enrichments. Meanwhile, the acceptability was evaluated in terms of its (1) Clarity, (2) Usefulness, (3) Suitability, (4) Adequacy, (5) Timeliness, (6) Language, (7) Style and Format, (8) Illustrations and (9) Presentations.

Birnie, et.al. (2015) focused their project on building and piloting models that can increase teacher and district capacity to adapt instructional materials with the intent of improving their alignment with the expectations of College and Career Ready Standards (CCRS). A team from Illustrative Mathematics worked with two pilot districts in order to develop teachers' content knowledge so they could adapt, build, and pilot test materials, with the end goal of creating a widely shareable process that can be used by teachers and districts across the country.

Teaching Guide

Piper et. al. (2018) reported the results of the Research Triangle Institute (RTI) International Education's study on teacher's guides across 10 countries and 19 projects. They used quantitative and qualitative methods to examine how teacher guides across the projects differ and find substantial variations in the design and structure of the documents. They developed a scripting index so that the scripting levels of the guides can be compared across projects. The impact results of the programs that use teacher's guides show significant impacts on learning outcomes, associated with approximately an additional half year of learning, showing that structured teacher's guides contribute to improving learning outcomes. During their observations, they found that teachers make a variety of changes in their classroom instruction from how the guides are written, showing that the utilization of structured teacher's guides does not create robotic teachers unable to use their own professional skills to teach children.

Lomibao (2016) said that lesson planning in the Philippines' teaching practice has been an isolated work. It is an individual teacher's responsibility to decide how the lesson will be delivered, what materials to use, and how students be evaluated. This indicates that the efficiency and effectiveness of the learning experience are dependent on the teacher's ability and quality. She further stated that enhancing teacher's quality is vital in improving the student's learning outcomes. And to realize this, she said there should be an intensive, ongoing professional development model provided to teachers. A development model that is connected to teaching practices focused on students learning and addresses the teaching of specific curriculum content aligned to school improvement priorities and goals, and which also build strong working relationship among teachers.

Laguador (2014) in his article discussed the option of utilizing the cooperative learning approach as a teaching and learning strategy in the classroom to encourage learners' active participation. Academic performance as an important measure of a student's learning experience should require evidence as output of the teaching and learning process. Students are guided with clear objectives on how to accomplish group goals and everyone is encouraged to take part in bringing about the required output of the assigned task.

Cooperation is an important aspect of unity, collaboration, and social obligation that creates an environment for a better learning experience.

The active participation of the students in classroom discussions is always being encouraged to strengthen not only the cognitive ability of the learners but also the affective and psychomotor domains. Students are involved in solving problems, brainstorming, formulating questions on their own, discussing ideas, and expressing opinions on debates. Giving them the chance to take part in team exercises enhances their capacity to become leaders and be responsible in performing their assigned tasks. Therefore, a cooperative learning approach may provide a better opportunity for learners to grow and achieve the course objectives as well as the student - outcomes.

Magayon and Tan (2016) found Differentiated Instruction (DI) to be effective in catering to the individuality of students and at the same time helping students to have positive attitudes about school, increased engagement in learning, and improved achievement. In the Philippines, 16 Focused Groups of Grade 7 students were interviewed regarding their experiences on the differentiation of instruction provided by their Mathematics teachers, in this study the most observed differentiations by the respondents are relating real - life situations to the lessons, modified learning activities, learning activities according to students' preference, teachers' assistance during learning activities, and grouping students based on projects and choice of students. Their verbalized experiences were transcribed as is with no restatement to conform with Marton's Phenomenological principles in characterizing the variations of experiences. Using thematic analysis, a dendrogram is used to cluster the conceptions of the experiences of the respondents in this study. A frequency table and a bar graph present the similarities and variations of the Grade 7 Filipino students' conceptions of their experiences on DI. Hence, this study argued that DI motivates students' interest, makes learning mathematics easier, and challenges students to learn and do more. However, the study also argued that students have difficulties in learning and doing mathematical tasks. The findings suggest that considering activities based on student's preferences, modified learning activities, variety of assistance provided to students during activities, and variety of relating real-life situations, and creating different groupings are not enough to ensure that differentiation results in effective instruction.

Bhatt (2017) surveyed the attitude of lower secondary and secondary level teachers of community and institutional schools and compared the attitude between community and institutional schools mathematics teachers towards the use of teachers' guide. He concluded that there is a positive attitude using the teacher's guide and no significant difference between the attitudes of mathematics teachers at lower secondary and secondary level community and institutional schools of Lalitpur district.

Strategic Intervention Materials

Torio (2015) determined the effectiveness of a developed instructional material on fractions with the use of Algebra as a tool in problem-solving. She utilized three instruments to achieve the objectives of her study. The instruments are (1) pre-test, (2) post-test, and (3) pre – pre-experimental design. No control group was used since there is only one section to participate in the study.

Her theoretical framework is based on the Adaptive Character of Thought (ACT) developed by John Anderson which focuses on memory processes. This theory made a distinction among three types of memory structures: declarative, procedural, and working memory. According to

ACT, all knowledge begins as declarative information; procedural knowledge is learned by making inferences from already existing factual knowledge and working memory is that part of long-term memory that is most highly activated.

Dacumos (2016) identified Strategic Intervention Materials (SIM) as one of the suggested various intervention form that can bridge learning gaps. SIM is a remediation aid for the students at the level of their understanding and thereby increasing their academic achievement.

SIM increases and deepens students' skills in manipulation, knowledge or thinking, understanding, and representation. SIM is an instructional material that is prescribed by the Department of Education (DepEd) to increase the level of proficiency of students in science subjects. Strategic Intervention Materials are aimed at helping teachers provide students with the needed reinforcement to make progress in their respective subjects. Various studies have particularly pointed out the effectiveness in the utilization of SIMs in their respective science lessons.

Dio and Diaz (2017) determined the effectiveness of the developed Tri – in - 1 Strategic Intervention Material (SIM) for Grade 9 Mathematics through Solomon Four - Group Design using a total of 60 subject participants that underwent matching under the quasi -experimental method of research. The SIM is incorporated with two - dimensional manipulatives and is composed of different activity cards about the parts of a right triangle, proportions of the corresponding parts of similar triangles, geometric mean in a right triangle, and word problems involving the right triangle similarity theorem. The study revealed that when students are exposed to Tri-in-1 SIM, their Mathematics achievements are better and higher.

The quasi-experimental method with matched subjects was used in identifying the respondents of their study. In a quasi-experimental design, pairs of individuals may be matched on certain variables to ensure group equivalence and to avoid its possible effect on the study. This is when random assignment is impossible because subjects are in intact groups. Solomon Four - Group Design, one of the most rigorous and prestigious designs that can be utilized in both true experimental and quasi-experimental studies, was likewise adopted in their study. This design is a combination of the pre-test - post-test control group design and the post-test-only control group design.

Saclao (2016) investigated the impact of Strategic Intervention Materials and Modules Combined (SIM – MOD) for Algebraic Rational Expressions in Grade 8. A descriptive method of research was employed for the development and evaluation of the SIM-MOD. To investigate the impact of these learning materials, a mixed method was used to provide more depth to the study by implementing more than one research method such as a quasi-experimental design (quantitative) along with an interview with open-ended questions (qualitative).

Kontas (2016) investigated the effect of manipulatives (concrete learning materials) both on the academic achievement of secondary school students in mathematics and on their attitudes towards mathematics. The pre-test – post-test control group experimental model, which is one of the quasi-experimental research designs, was used in his study.

Kratofil (2013) discovered and described the components of a “double-dose” math intervention that resulted in increased mathematics achievement for high school Algebra I intervention

participants in an effort to inform local decisions regarding program improvements and to provide insight to other educators investigating mathematics interventions.

During the 2011 - 2012 school year, a suburban, Midwestern school district implemented a math intervention called Math Lab for students with a history of failure in mathematics who were enrolled in grades six through eight and in Algebra I. The students selected for the intervention had been unable to master grade-level mathematics concepts and skills, as measured by state and local assessments, despite exhibiting positive attitudes and significant effort. Intervention participants were assigned to a heterogeneous ability-grouped math class on one day and assigned to a homogeneous ability-grouped math class on an opposite day. This approach referred to as “double-dosing”, placed students in heterogeneous classrooms for regular math instruction and in a homogeneously grouped math class for additional instruction and support.

Mercado and Tandog (2018) determined the efficacy of integrating MALMATH and DESMOS in Conversational Strategic Intervention Material (CSIM) on students achievement of Grade 9 students of Pedro “Oloy” N. Roa Sr. High School, Cagayan de Oro City. They employed a combination of pre-test – post test quasi - experimental control group and qualitative research design using a 17 - item teacher - made test to assess students achievement and retention in mathematics and structured interview questionnaire to determine their perception in using CSIM. Their study was set to collaborate the inclination of students in the use of mobile phones and their comfort to use their own language in learning mathematics into an instructional material that will capture their interests. This study was designed to determine the effectiveness of CSIM as a medium of instruction, to help improve retention and to alleviate students’ mathematics achievement.

The Theoretical Framework of this study is based on the following:

Metacognitive Theory (Flavell, 1976) described learning as a Cyclical process of metacognition. Metacognition is an intertwined network of knowing about and regulating our thinking. To engage in metacognitive regulation, metacognitive knowledge is accessed, applied, and refined.

Theory on Constructivism (Bruner, 1960) encompasses the idea of learning as an active process wherein those learning are able to form new ideas based on what their current knowledge is as well as their past knowledge. A cognitive structure is the mental process that offers the learner the ability to organize experiences and derive meaning from them. These cognitive structures allow the learner to push past the given information in constructing their new concepts.

Theory of Instruction (Bruner, 1915) described the key instructional components of the curriculum; and its sequence of activities in which learners become self-sufficient problem – solvers. Bruner (1915) stated the principles of instruction as; (1) Readiness - Instruction must be concerned with the experiences and context that makes the student willing and able to learn; (2) Spiral Organization - Instruction must be structured so that it can be easily grasped by the student; (3) Going Beyond the Information Given – Instruction should be designed to facilitate extrapolation and or fill in the gaps.

Theory of Three Modes of Learning (Rumelhart and Norman, 1978) stated that there are three modes of learning: accretion, structuring, and tuning. Accretion is the addition of new knowledge to existing memory. Structuring involves the formation of new conceptual structures or schema. Tuning is the adjustment of knowledge to a specific task usually through practice.

Elaboration Theory (Reigeluth, 1992) declared that instruction should be organized in increasing order of complexity for optimal learning. For example, when teaching a procedural task, the simplest version of the task is presented first; subsequent lessons present additional versions until the full range of tasks is taught. A key idea of elaboration theory is that the learner needs to develop a meaningful context into which subsequent ideas and skills can be assimilated. This theory proposes seven major strategy components: (1) an elaborative sequence, (2) learning prerequisite sequences, (3) summary, (4) synthesis, (5) analogies, (6) cognitive strategies, and (7) learner control.

With the insights gained from the above-mentioned theories, the researcher was able to theorize that analyzing the acceptability of the proposed teaching guide for Patterns and Algebra will lead to the formulation of pointers for quality education.

Research Questions

This study assessed the acceptability of the proposed teaching guide for Patterns and Algebra in the grade 10 school year 2019 – 2020.

It answered the following specific questions:

1. What is the content of the teaching guide for Patterns and Algebra in terms of:
 - 1.1. Lesson Objectives,
 - 1.2. Lesson Inputs,
 - 1.3. Lesson Learning Activities, and
 - 1.4. Lesson Enrichment?
2. How acceptable is the teaching guide for Patterns and Algebra in Grade 10 in terms of:
 - 2.1. Clarity,
 - 2.2. Usefulness,
 - 2.3. Suitability,
 - 2.4. Adequacy,
 - 2.5. Timeliness,
 - 2.6. Language,
 - 2.7. Style and Format,
 - 2.8. Illustrations, and
 - 2.9. Presentations?
3. How significant is the agreement on the rank-orders of the respondent's assessment of the acceptability of the proposed teaching guide for Patterns and Algebra in Grade 10?
4. What pointers can be generated based on the findings of the study?

METHODOLOGY

Locale of the study

The chosen locale of the study are Pili and Baao Districts. These two districts are within the Division of Camarines Sur. It is one of the biggest divisions in the Bicol Region.

Pili District covers 12 secondary public schools, four of which are national high schools. The district is divided into two clusters, Pili West and Pili East. Each cluster is headed by a Public Schools District Supervisor.

There were 63 Mathematics Teachers in Pili District. Twenty of them were assigned to teach Mathematics 10.

Baao District has five secondary public schools within its area. The district is also headed by a Public Schools District Supervisor. Three of the public schools are national high schools.

The total number of Mathematics teachers in Baao was 25. Seven of them are handling Mathematics 10 classes.

Within the chosen locale of the study, the juror-respondents of the present study were chosen randomly.

Research Design

The study utilized the developmental-correlational research method. Developmental research is defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness. Correlational Research is a type of non – non-experimental research that assesses relationships between two or more variables.

The researcher adopted the ADDIE Model in developing the teaching guide for Patterns and Algebra in Grade 10.

The present study is likewise quantitative since it systematically investigates the acceptability of the proposed teaching guide for Patterns and Algebra in Grade 10 by employing statistical instruments and tools.

Sampling Technique

In choosing the samples and respondents of the study, purposive random sampling was used. All respondents were selected within the chosen locale of the study which are the Pili and Baao Districts of the Division of Camarines Sur. The further classification of the sample is discussed below.

Respondents of the Study

There were a total of 63 mathematics teachers in Pili District. Twenty (20) of them handle Mathematics 10. In Baao, there were 25 Mathematics teachers actively teaching within the

district. Seven (7) of them were assigned to teach Mathematics 10. There were nineteen (19) school heads considered as respondents of the study.

The respondents of the study were composed of; (1) Three School heads who were previously mathematics teachers, (2) Twelve Master teachers or Department Heads or Coordinators in Mathematics, and (3) Twenty Mathematics teachers.

Juror – respondents	Number	%
School Heads	3	10.00
Master Teachers/ Department Heads/ Coordinators	12	40.00
Mathematics Teachers	15	50.00
TOTAL	30	100.00

Research Instruments

An evaluation checklist is created by the researcher to determine the acceptability of the proposed teaching guide for Patterns and Algebra in Grade 10.

Table of Specifications of Evaluation Checklist

Content	Number of Items	Placement of Items	Percentage
Part I: Validity of the Content of the Proposed Teaching Guide for Patterns and Algebra in Grade 10			
A.1. Lesson Objectives	10	Part A :1 – 10	25
B.2. Lesson Inputs	10	Part B:11 - 20	25
C.3. Lesson Learning Activities	10	Part C:21 - 30	25
D.4. Lesson Enrichments	10	Part D:31 - 40	25
TOTAL	40		100
Part II: Acceptability of the Proposed Teaching Guide for Patterns and Algebra in Grade 10			
A.1. Clarity	10	Part A : 1 - 10	11.11
B.2. Usefulness	10	Part B: 11 - 20	11.11
C.3. Suitability	10	Part C: 21 - 30	11.11

D.4. Adequacy	10	Part D: 31 - 40	11.11
E.5. Timeliness	10	Part E: 41 – 50	11.11
F.6. Language	10	Part F: 51 – 60	11.12
G.7. Style and Format	10	Part G: 61 – 70	11.11
H.8. Illustrations	10	Part H: 71 - 80	11.11
I.9. Presentations	10	Part I: 81 - 90	11.11
TOTAL	90		100

Rating Scale

The researcher constructed a rating scale that was used in the evaluation checklist to interpret the level of acceptability of the proposed teaching guide within the specified criteria. It is shown below.

Adjectival Scale	Numerical Scale	Scale Code
Very Much Acceptable	4.20 – 5.00	VMA
Much Acceptable	3.40 – 4.19	MA
Acceptable	2.60 – 3.39	A
Fairly Acceptable	1.80 – 2.59	FA
Not Acceptable	1.00 – 1.79	NA

Validation of Instruments

The research instruments used in this study underwent four stages of validation. They were first submitted to a set of jurors: the Education Program Supervisor, School Head, and Department Head. The Dean of Graduate Studies of the University of North Eastern Philippines then revalidated them.

Statistical Treatment of the Data

The following statistical tools were used in interpreting the data gathered in this study:

Weighted Mean($\bar{x}$). Weighted Mean is an average computed by giving different weights to the individual values. If all the weights are equal, then the weighted mean is the same as the arithmetic mean.

Frequency counts (f). A frequency count is a measure of the number of times that a data or score occurs in a given distribution.

Percentage. Percentage is calculated by taking the frequency in the category divided by the total number of participants and multiplying by 100.

Rank. In a Rank-Order scale, the respondents are given a set of items and asked to put the items in some form of order. The measure of order can include such as preference, importance, liking, effectiveness, and so on.

Kendall's Coefficient of Concordance (W). Kendall's coefficient of concordance is a non-parametric statistic. It was used for assessing agreement among jurors. Kendall's W ranges from 0 (no agreement) to 1 (complete agreement). It is shown by the formula

$$W = \frac{12S}{M^2(N^3 - N)}$$

Chi-Square Test. The significance of W is tested through the critical values in the chi-squared distribution. The Chi-square test is intended to test how likely it is that an observed distribution is due to chance. It is also called a "goodness of fit" statistic because it measures how well the observed distribution of data fits with the distribution that is expected if the variables are independent. The chi-square number (χ^2) can be found by using the formula

$$\chi^2 = M(N - 1)W$$

Scope and Delimitation

The study is focused on the assessment of the acceptability of the proposed teaching guide for Patterns and Algebra in Grade 10. It also identified and validated the content of the proposed teaching guide; The significant agreement among raters was also included in the scope of the study; and the generation of pointers to improve the instructional material was notably taken into account.

The sample size is delimited to 30 jurors, divided into three groups; (1) School Heads, (2) Department Heads/ Master Teachers/ Coordinators, and (3) Mathematics Teachers in different secondary public schools in Pili and Baao Districts in the Division of Camarines Sur during the school year 2019 to 2020. The measurement of the effectiveness of the utilization of the proposed teaching guide for Patterns and Algebra in Grade 10 was not a part of the present study. Thus, it does not include student – respondents.

RESULTS AND DISCUSSION

The findings of this study are summarized and presented based on the problems raised by the researcher.

1. On the content of the proposed teaching guide for Patterns and Algebra in Grade 10. The content of the proposed teaching guide is strongly acceptable to all the respondents. The assessment in all categories scored excellently. The rank orders of the weighted mean of the

four categories are as follows;(1) Lesson Enrichments (4.572), (2) Lesson Objectives (4.560), (3) Lesson Learning Activities (4.499), and (4) Lesson Inputs (4.461).

Overall, the four criteria assessed by the jurors are very strongly acceptable.

The lesson objectives are based solely on the curriculum guide prepared by the Department of Education. It was presented at the beginning of every lesson.

The content is in congruence with the curriculum designed by the Department of Education for Patterns and Algebra in Grade 10.

The parts of the teaching guide can be summarized as follows:

Chapter 1: SEQUENCES AND SERIES

Pre–Assessment

Lesson 1: Patterns and Sequences

Lesson 2: Arithmetic Sequences

Lesson 3: Arithmetic Means

Lesson 4: Sum of an Arithmetic Sequence

Lesson 5: Geometric Sequence

Lesson 6: The n th term of Geometric Sequence

Lesson 7: Geometric Means

Lesson 8: Sum of Geometric Sequence

Lesson 9: Harmonic and Fibonacci Sequence

Lesson 10: Solving Problems in Real-life Applications

Chapter 2: DIVISION OF POLYNOMIALS AND POLYNOMIAL EQUATIONS

Pre–Assessment

Lesson 1: Division of Polynomials (Long Division)

Lesson 2: Division of Polynomials (Synthetic Division)

Lesson 3: Remainder Theorem and Factor Theorem

Lesson 4: Factoring Polynomials

Lesson 5: Polynomial Equations

Lesson 6: Rational Root Theorem

Lesson 7: Polynomial Equations

Lesson 8: Real–Life Problems on Polynomials and Polynomial Equations

Chapter 3: POLYNOMIAL FUNCTIONS

Pre–Assessment

Lesson 1: Polynomial Functions

Lesson 2: Graph of Polynomial Functions

Lesson 3: Real–life Models of Polynomial Functions

At the end of every lesson, there are suggested learning activities that can be used as a tool to develop mastery of the concept.

Answer keys to all the suggested learning activities were provided in the last part of the teaching guide. Solutions were presented in detail.

A pre–assessment is included at the beginning of every chapter to serve as a baseline for measuring the proficiency level of the students at the end of every chapter.

Real-life applications are also essential features of the teaching guide. Part of each chapter is solved problems that have real-life connections. It is intended to connect the concepts to everyday activities and in turn provide a better understanding.

A glossary of terms is included in the last part of the teaching guide. Technical terms that were used and are often mentioned in mathematics were defined in it.

2. On the acceptability of the proposed teaching guide for Patterns and Algebra in grade 10. All the attributes of the teaching guide are very strongly acceptable to the groups of respondents. The weighted means of each attribute are arranged in rank-orders as follows: (1) Suitability ($\bar{x} = 4.605$) ; (2) Illustrations ($\bar{x} = 4.578$) ; (3) Presentations ($\bar{x} = 4.564$) ; (4) Timeliness ($\bar{x} = 4.542$) ; (5) Usefulness ($\bar{x} = 4.539$) ; (6) Style and Format ($\bar{x} = 4.527$) ; (7) Language ($\bar{x} = 4.502$); (8) Clarity ($\bar{x} = 4.477$); and (9) Adequacy ($\bar{x} = 4.446$).

3. On the significant agreement of the rank-orders of the respondent's assessment of the proposed teaching guide. The significant agreement on the rank-orders of the respondents' assessments were measured using Kendall's coefficient (W) of concordance and its corresponding chi-square (λ^2). The computed W on the rank-orders assessment of the content and acceptability of the proposed teaching guide in terms of the different attributes rated by jurors are as follows; (1) Clarity, $W = 0.6229$ and $\lambda^2 = 16.818$; (2) Usefulness, $W = 0.4650$ and $\lambda^2 = 12.555$; (3) Suitability, $W = 0.7653$ and $\lambda^2 = 20.664$; (4) Adequacy, $W = 1.00$ and $\lambda^2 = 27.755$; (5) Timeliness, $W = 0.4956$ and $\lambda^2 = 13.382$; (6) Language, $W = 0.5737$ and $\lambda^2 = 15.491$; (7) Style and Format, $W = 0.4936$ and $\lambda^2 = 13.327$; (8) Illustrations, $W = 0.7017$ and $\lambda^2 = 18.945$; and (9) Presentations $W = 0.6579$ and $\lambda^2 = 17.764$;

Four of the nine attributes of the proposed teaching guide rated by jurors have a strong agreement on their rank-order assessments. They are namely; (1) Suitability; (2) Illustrations; (3) Presentations; and (4) Clarity. The significance of the agreement is 0.025, 0.050, 0.050, and 0.10 respectively.

Four of them have a moderate agreement on their rank-orders assessment. They are as follows; (1) Language; (2) Timeliness; (3) Style and Format; and (4) Usefulness. Respectively, they have a significance of agreement of; 0.100, 0.200, 0.200, and 0.250.

Only one attribute has a perfect agreement on its rank-orders assessment and that is Adequacy.

4. On the pointers generated based on the findings of the study. There are fifteen pointers and suggestions that are generated based on the findings of this study. In the attempt to improve the final form of the teaching guide, all of them were considered.

The fifteen pointers were; (1) Make use of pictures depicting real-life situations to improve illustrations; (2) Provide answer keys for learning activities; (3) Add real-life applications of each topic; (4) Add a glossary of terms; (5) Use simple terms for better understanding; (6) Assess the reliability of the pre-assessments in each chapter; (7) Make sure that examples and learning activities are adaptable to actual classes; (8) Keep the delivery of instructions simple, direct and appropriate; (9) Provide visual clues to problems discussed and presented; (10) Make sure that the concepts are arranged logically in each lesson, examples or activities presented; (11) Use varied strategies in presenting the teaching guide; (12) Improve the cover of the book; (13) Allow rooms for differentiated instructions; (14) Incorporate the use of modern applications and technologies; and (15) Consult other experts to further improve the content of the teaching guide

Conclusions

The following conclusions were drawn:

1. The content of the proposed teaching guide for Patterns and Algebra in Grade 10 are very much acceptable
2. The proposed teaching guide for Patterns and Algebra in Grade 10 are very much acceptable
3. There are significant agreement on the rank orders of the respondents' assessment on the acceptability of the proposed teaching guide for Patterns and Algebra in grade 10 in all aspects considered in the study
4. There are pointers generated based on the findings of the study in improving the proposed teaching guide for Patterns and Algebra in Grade 10.

Recommendations

Based on the conclusions of the study, the following recommendations were offered:

1. The development of a teaching guide for Mathematics 10 should be encouraged.
2. Schools should be reminded and encouraged to apply the said guidelines of the teaching guide
3. There should be a training in conducting research for teachers.
4. The proposed teaching guide should be used by teachers in actual classes to further validate the effectiveness of the teaching guide.

Recommendations for Further Research

The following are recommendations for further research:

1. A study that will evaluate the effectiveness of the utilization of the proposed teaching guide is highly recommended. Since it was very strongly acceptable mathematics teachers, the next best part is to utilize it in actual classes.
2. Development of similar learning materials is also being suggested. There are a lot of areas in Mathematics that can be a topic for the development of new learning materials such as Statistics and Probability, Geometry and General Mathematics.
3. A feasibility study on the cost of developing and publishing teaching guide and other learning materials can also be a beneficial undertaking.
4. Profiles of all Mathematics Teachers in each districts of the division of Camarines Sur is an important data needed by researchers. A study that will collate such data is of great help to future researchers.
5. A study that will proof read the learning materials in Mathematics being utilized by secondary public schools is another research study that will greatly improve Mathematics education in the country.

6. One of the burden in designing learning materials is the design of the aesthetic components of the material. Research on how to creatively design the presentation, style and format of an instructional material is also recommended.

Compliance with Ethical Standards

I, Pablo Virgilio B. Bravo, hereby declared that all information gathered and made available in this study was obtained from the respondents with their consent. They were properly informed and was given the freedom to withdraw from the study anytime. Anonymity of the respondents were maintained, the respondents were not exposed to any form of harm, no conflict of interest exists in the conduct of the study, plagiarism was strictly avoided, and there was no bias in the interpretation of the findings and that the results was used purely for research.

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To Mathematics, the language of science and the universe. May this ample effort you become better and well – accepted.

To fellow mathematics teachers, my companion and colleagues. May this work be able to help you ease up a portion of your burden.

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This is for YOU!

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SOCIAL MEDIA UTILIZATION IN SUPPORTING ACADEMIC WRITING SKILLS AMONG COLLEGE STUDENTS

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ABSTRACT

This study examined the utilization of social media in supporting the academic writing skills of the selected college students enrolled in Purposive Communication SY 2022- 2023 at Metro Dumaguete College. It utilized the descriptive-correlational research design and employed the random sampling technique in identifying the 140 respondents. It also utilized a validated questionnaire and used weighted mean and Spearman's Rank Order Correlation Coefficient for the treatment of the data. The salient findings revealed that the extent of utilization of Facebook and YouTube in supporting students' academic writing skills are both "high". In contrast, the extent of utilization of TikTok is "moderate". Moreover, the findings also revealed that the students perceived Facebook to have a "high" valuable support in their academic writing skills regarding grammar, spelling, vocabulary, and cohesion. On the other hand, students perceived YouTube to have a "very high" valuable support in their academic writing skills regarding grammar, spelling, vocabulary, and cohesion. In contrast, students perceived TikTok to have "moderate" valuable support in their academic writing skills in terms of grammar and cohesion, "high" in spelling, and "very high" in vocabulary. Furthermore, it was found that there is a significant and strong relationship between the utilization of the aforementioned social media platforms and their perceived support of the aforementioned students' academic writing skills. Lastly, it was found that there is no significant relationship between the sex, age, and location of the students and their extent of utilization of social media platforms.

Keywords: *academic writing skills; social media utilization; value of support*

INTRODUCTION

The exponential growth of digital technology facilitates education through the utilization of various social media platforms. In the world of academia, social media provides authentic teaching-learning experiences beyond the classroom setting (Al-Jarrah et al., 2019), providing students with more exposure to socializing among peers, friends, teachers, families, and even English native speakers (Yunus et al., 2019). Moreover, social media allows students to explore and practice the English language through virtual discussions of relevant issues. Hence, it supports the development of students' English writing skills, such as grammar, spelling, vocabulary, and abbreviation (Al-Jarrah et al., 2019). Although social media have played a vital role in students' academic success (Bond & Bedenlier, 2019), it is also undoubtedly becoming the means of spreading peculiar languages known as Gen Z slang, especially for Gen Zs who are known as "digital natives". Consequently, communication barriers and confusions among older generations occur (Alruthaya et al., 2021).

In the Philippine educational setting, the English language is the primary medium of instruction at the tertiary levels, both in public and private learning institutions, as mandated by the Commission on Higher Education (CHED). Although English is taught as early as the primary level in the Philippines, English proficiency among Filipino learners is continuously declining. An international company, Education First (EF), reports the country's consecutive drop in the English Proficiency Index (EF EPI), ranking from the top 15 in previous years to 20th, 27th, 18th, and 22nd, respectively, from 2019 through 2022. While the country's English Proficiency continuously declines, it has remained the top active social media user globally in the latest digital 2022 report by We Are Social.

Undoubtedly, social media is a venue for English language learners to improve their writing skills through academic research and social interaction with people from different backgrounds globally (Tomas & Dulin, 2021). It is a vital skill to master, requiring a set of lexical and grammatical rules (Rao, 2019). While the effects of social media utilization on students' English language proficiency have been widely examined (Ariantini et al., 2021; Tomas & Dulin, 2021; Aziz et al., 2019), this study highlights the students' value of support provided by social media for their academic writing skills, especially considering the drastic growth of TikTok users. As social media provide easy access to communication (Page et al., 2022), the spread of Gen Z's peculiar languages has become unstoppable (Jeresano & Carretero, 2022). Hence, the question of whether social media support writing skills among students or is a hindrance remains.

After more than two years of teaching at the college level, the researcher has observed college students' poor academic writing performance. The researcher also observed students' integration of Gen Z slang into their academic writing. For these reasons, the researcher conducted this study to determine whether or not social media provide support students' academic writing skills.

Research Questions

The study aimed to examine the utilization of social media in supporting academic writing skills among students. It specifically sought to answer the following questions:

1. To what extent do students utilize the following social media platforms as support in their

academic writing:

1.1 Facebook;

1.2 YouTube; and

1.3 TikTok?

2. What is the perceived value of support provided by social media platforms on students' academic writing skills in the following areas:

2.1 grammar;

2.2 spelling;

2.3 vocabulary; and

2.4 cohesion?

3. Is there a significant relationship between the extent to which students utilize social media platforms and its perceived value of support on students' academic writing?

4. Is there a significant relationship between the extent to which students utilize social media

platforms as support in their academic writing and the following profile items:

4.1 sex;

4.2 age; and

4.3 location?

METHODOLOGY

Data and Respondents

The respondents of the study were the college students of Metro Dumaguete College enrolled in Purposive Communication subject for the Academic Year 2022-2023. Of the 215 total populations, there were 140 sampled students. These students were chosen through random sampling, wherein every second person in the student list was selected.

In gathering the data, the researcher utilized a researcher-made questionnaire based on the researcher's readings from different scholarly articles related to the study. The items were checked by the three experts in the field of English for content validity. One of these experts holds a doctorate degree, while the other two have a master's degree specializing in English. All these experts are currently teaching in their respective schools in Negros Oriental.

To ensure item reliability, a dry run was conducted on the 30 college students of Metro Dumaguete College. The items were tested for their reliability using Cronbach's alpha test. This test is regarded as the most suitable type for survey research where items are not scored right or wrong, and each item could have different answers (McMillan &

Schumacher, 2001). This was calculated to verify the internal consistency and reliability of the items. It measures the extent to which all the variables in the scale are positively related to each other, and its theoretical value varies from 0 to 1. Higher values of alpha are more desirable, and a value of 0.70 is considered acceptable. The following are the results of Cronbach's Alpha Test: 0.902 for social media utilization, 0.887 for grammar, 0.904 for spelling, 0.901 for vocabulary, and 0.908 for cohesion. All values are greater than 0.70; hence, all items are reliable.

The researcher implemented all the necessary ethical considerations in the entire duration of this study. Since humans were chosen as the study's respondents, the confidentiality of information was observed and dignity was upheld. Furthermore, minimizing potential risks to the respondents was always observed.

Statistical Treatment of the Data

The researcher utilized the following tools in analyzing and interpreting the study's data:

Weighted Mean. This was used to get the (a) extent of social media utilization and (b) value of support provided by social media platforms to students' writing skills.

Spearman rank correlation coefficient. This was utilized to identify the degree of relationship between the students' extent of social media utilization and the perceived value of support for students' academic writing and the following variables: students' profile.

Measures

Dependent variable. The dependent variable considers the perceived extent of the value of support provided by social media platforms to students' writing skills. It was measured using the weighted mean with the following options: never (5 scores), seldom (4 scores), sometimes (3 scores), often (2 scores), and always (1 score).

Independent variable. The secondary independent variable includes the sex, age, and location of the students and the primary independent variable is the utilization of social media. The researcher had the presumption that the secondary independent variable might be related to the extent of social media utilization. She also hypothesized that the student's utilization of social media has something to do with their perceived extent of social media support on their academic writing skills.

RESULTS

Table 1.1
Extent to which Students Utilize Social Media Platforms as Support in Their Academic Writing (n = 140)

I use social media...	Platform	w $\bar{x}$	VD	EoU
1. To study when I write a formal document.	Facebook	3.54	O	H
	YouTube	3.44	O	H
	Tiktok	2.79	S	M
2. To disseminate information.	Facebook	3.92	O	H
	Youtube	2.98	S	M

3. To research unfamiliar topics.	TikTok	2.69	S	M
	Facebook	3.31	S	M
	YouTube	4.03	O	H
4. To broaden my knowledge of the current lesson before completing any assignment.	TikTok	2.99	S	M
	Facebook	3.16	S	M
	YouTube	3.84	O	H
5. To verify facts or information I am not sure of.	TikTok	2.59	S	L
	Facebook	3.41	O	H
	YouTube	3.86	O	H
6. To engage in discussions on social media which helps me develop my writing skills.	TikTok	2.78	S	M
	Facebook	3.51	O	H
	YouTube	3.88	O	H
7. To improve my understanding of terms I use from videos or written materials on social media.	TikTok	2.81	S	M
	Facebook	3.75	O	H
	YouTube	4.27	O	H
8. To extend my learning beyond classroom instruction.	TikTok	3.26	S	M
	Facebook	3.33	S	M
	YouTube	3.79	O	H
9. To overcome my fear of communicating with others.	TikTok	2.81	S	M
	Facebook	4.13	O	H
	YouTube	3.36	S	M
10. To clear my confusion, which may hinder my academic writing skills.	TikTok	3.18	S	M
	Facebook	3.60	O	H
	YouTube	3.90	O	H
Composite	TikTok	2.94	S	M
	Facebook	3.57	O	H
	YouTube	3.74	O	H
	TikTok	2.88	S	M
	Facebook	3.57	O	H
	YouTube	3.74	O	H
Legend:	Scale	Verbal Description	(VD)	Extent of Manifestation (EoE)
	4.21 – 5.00	Always (A)		Very High (VH)
	3.41 – 4.20	Often (O)		High (H)
	2.61 – 3.40	Sometimes (S)		Moderate (M)
	1.81 – 2.60	Seldom (S)		Low (L)
	1.00 – 1.80	Never (N)		Very Low (VL)

Table 1.1 presents the data on the extent of students' social media utilization on their academic writing skills. As shown in the table, students utilized Facebook and YouTube at a "high" extent with a composite weighted mean of 3.57 and 3.74, respectively, while students utilized TikTok at a "moderate" extent with a composite weighted mean of 2.88 in supporting their academic writing skills.

Table 2.1
Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Grammar (n = 140)

The following social media...	w $\bar{x}$	VD	EVoS
1. Help me check whether my composition is grammatically correct or wrong.			
• Facebook	3.61	A	H

• YouTube	4.24	SA	VH
• TikTok	3.07	MA	M
2. Provide videos about rules in grammar including proper punctuation which I can apply in my academic writing.			
• Facebook	3.79	A	H
• YouTube	4.52	SA	VH
• TikTok	3.46	A	H
3. Provide opportunities to practice my writing skills.			
• Facebook	3.69	A	H
• YouTube	4.21	SA	VH
• TikTok	3.24	MA	M
4. Motivate me to improve my composition with correct grammar by engaging in real-life discussions.			
• Facebook	3.86	A	H
• YouTube	4.34	SA	VH
• TikTok	3.44	A	H
5. Boost my confidence in writing with correct grammar.			
• Facebook	3.81	A	H
• YouTube	4.26	SA	VH
• TikTok	3.46	A	H
Composite			
• Facebook	3.75	A	H
• YouTube	4.32	SA	VH
• TikTok	3.34	MA	M
Legend:	Scale	Verbal Description (VD)	Extent Value of Support (EVoS)
	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
	3.41 – 4.20	Agree (A)	High (H)
	2.61 – 3.40	Moderately Agree (MA)	Moderate (M)
	1.81 – 2.60	Disagree (D)	Low (L)
	1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Table 2.1 unveils the perceived value of support provided by social media platforms on students' academic writing skills in terms of grammar. It can be drawn from the data that students have varying perceptions of the value of support provided by social media in terms of grammar. Of the three social media, students perceive YouTube to have a "very high" value of support on their academic writing skills in terms of grammar, with a composite weighted mean of 4.32. On the other hand, students perceive Facebook to have a "high" value of support on their academic writing skills in terms of grammar, with a composite mean of 3.75. Lastly, students perceive TikTok to have a "moderate" value of support on their academic writing, with a composite mean of 3.34. As reflected in the weighted mean, the values range from 3.07 to 4.52. These data infer that students are aware of the educational value of social media in supporting their writing skills in terms of grammar, particularly on YouTube.

Table 2.2

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Spelling (n = 140)

<i>The following social media...</i>	<i>w$\bar{x}$</i>	<i>VD</i>	<i>EVoS</i>
1. Help me check the correct spelling of unfamiliar words.			
2.			
• Facebook	3.76	A	H
• YouTube	4.31	SA	VH
• TikTok	3.51	A	H
3. Help me identify the different homophonic words that are commonly misused.			
• Facebook	3.64	A	H
• YouTube	4.14	A	H
• TikTok	3.36	MA	M
4. Help me review the most commonly misspelled words.			
• Facebook	3.71	A	H
• YouTube	4.32	SA	VH
• TikTok	3.34	MA	M
5. Help me study the correct spelling of words to avoid miscommunication.			
• Facebook	3.86	A	H
• YouTube	4.38	SA	VH
• TikTok	3.46	A	H
6. Provide possible alternative words whenever I do not know the correct spelling of certain words.			
• Facebook	3.84	A	H
• YouTube	4.43	SA	VH
• TikTok	3.45	A	H
Composite			
• Facebook	3.76	A	H
• YouTube	4.32	SA	VH
• TikTok	3.42	A	H
Legend:	Scale	Verbal Description (VD)	Extent Value of Support (EVoS)
	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
	3.41 – 4.20	Agree (A)	High (H)
	2.61 – 3.40	Moderately Agree (MA)	Moderate (M)
	1.81 – 2.60	Disagree (D)	Low (L)
	1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Table 2.2 presents the perceived value of support provided by social media platforms on students' academic writing skills in terms of spelling. As shown in the table, students perceived YouTube to have a "very high" value of support for their academic writing in terms of spelling, with a composite weighted mean of 4.32. On the other hand, students perceived both Facebook and TikTok to have a "high" value of support for their academic writing in terms of spelling, with a composite weighted mean of 3.76 and 3.42, respectively.

Table 2.3

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Vocabulary (n = 140)

<i>The following social media...</i>	<i>w$\bar{x}$</i>	<i>VD</i>	<i>EVoS</i>
1. Allow me to search the definition of an unfamiliar word.			
• Facebook	3.59	A	H
• YouTube	4.40	SA	VH
• TikTok	3.34	MA	M
2. Allow me to search for similar words or synonyms of a word.			
• Facebook	3.67	A	H
• YouTube	4.45	SA	VH
• TikTok	3.38	MA	M
3. Enrich my vocabulary in order to avoid redundancy of words.			
• Facebook	3.65	A	H
• YouTube	4.39	SA	VH
• TikTok	3.38	MA	M
4. Increase my exposure to familiar and unfamiliar words.			
• Facebook	3.82	A	H
• YouTube	4.44	SA	VH
• TikTok	3.54	A	H
Broaden and provide references when reading difficult terminologies.			
• Facebook	3.72	A	H
• YouTube	4.26	SA	VH
• TikTok	3.43	A	H
Composite			
• Facebook	3.69	A	H
• YouTube	4.39	SA	VH
• TikTok	3.41	A	H
Legend:	Scale	Verbal Description (VD)	Extent Value of Support (EVoS)
	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
	3.41 – 4.20	Agree (A)	High (H)
	2.61 – 3.40	Moderately Agree (MA)	Moderate (M)
	1.81 – 2.60	Disagree (D)	Low (L)
	1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Table 2.3 reflects the perceived value of support provided by social media platforms on students' academic writing skills in terms of vocabulary. As shown in the table, students perceived YouTube to have a "very high" value of support for their academic writing in terms of vocabulary, with a composite weighted mean of 4.39. On the other hand, students perceived both Facebook and TikTok to have a "high" value of support on students' academic writing skills in terms of vocabulary, with a composite weighted mean of 3.69 and 3.41, respectively.

Table 2.4

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Cohesion (n = 140)

<i>The following social media...</i>	<i>w$\bar{x}$</i>	<i>VD</i>	<i>EVoS</i>
1. Help me find adverbial words or phrases to link ideas within sentences, other parts of sentences, or paragraphs			
• Facebook	3.75	A	H

• YouTube	4.30	SA	VH
• TikTok	3.40	MA	M
2. Help me find conjunctions to link ideas within sentence/s, other parts of sentences, or paragraphs			
• Facebook	3.67	A	H
• YouTube	4.24	SA	VH
• TikTok	3.30	MA	M
3. Provide information on how to write concise sentences to avoid redundancy and repetition of words or phrases, which may confuse the reader.			
• Facebook	3.59	A	H
• YouTube	4.36	SA	VH
• TikTok	3.36	MA	M
4. Provide written materials on the correct usage of transitions or signals to link the sequence of an idea to the next.			
• Facebook	3.56	A	H
• YouTube	4.33	SA	VH
• TikTok	3.31	MA	M
5. Provide video presentations on how to logically organize and appropriately sequence ideas in a composition.			
• Facebook	3.79	A	H
• YouTube	4.46	SA	VH
• TikTok	3.51	A	H
Composite			
• Facebook	3.67	A	H
• YouTube	4.34	SA	VH
• TikTok	3.38	MA	M

Legend:	Scale	Verbal Description (VD)	Extent Value of Support (EVoS)
	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)
	3.41 – 4.20	Agree (A)	High (H)
	2.61 – 3.40	Moderately Agree (MA)	Moderate (M)
	1.81 – 2.60	Disagree (D)	Low (L)
	1.00 – 1.80	Strongly Disagree (SD)	Very Low (VL)

Table 2.4 depicts the perceived value of support provided by social media platforms on students' academic writing skills in terms of cohesion. As shown in the table, students perceived YouTube to have a "very high" value of support for their academic writing in terms of cohesion, with a composite weighted mean of 4.34. On the other hand, students perceived Facebook to have a "high" value of support for their academic writing in terms of cohesion, with a composite weighted mean of 3.67. Lastly, students perceived TikTok to have a "moderate" value of support for their academic writing in terms of cohesion, with a composite weighted mean of 3.38. It can be drawn that students have varying perceptions of the value of support provided by social media on their academic writing in terms of cohesion. These findings imply the crucial role of social media in developing students' cohesive writing.

Table 3

Relationship between the Extent to which Students Utilize Social Media Platforms and Its Perceived Value of Support on Students' Academic Writing (n = 140)

Variables	r_s	p-value	Decision	Remark
Facebook Utilization and Perceived Value of Support in Students'...				
Grammar	0.646	0.000	Reject H_{01}	Significant
Spelling	0.598	0.000	Reject H_{01}	Significant
Vocabulary	0.618	0.000	Reject H_{01}	Significant
Cohesion	0.637	0.000	Reject H_{01}	Significant
YouTube Utilization and Perceived Value of Support in Students'...				
Grammar	0.514	0.000	Reject H_{01}	Significant
Spelling	0.572	0.000	Reject H_{01}	Significant
Vocabulary	0.774	0.000	Reject H_{01}	Significant
Cohesion	0.710	0.000	Reject H_{01}	Significant
TikTok Utilization and Perceived Value of Support in Students'...				
Grammar	0.747	0.000	Reject H_{01}	Significant
Spelling	0.666	0.000	Reject H_{01}	Significant
Vocabulary	0.653	0.000	Reject H_{01}	Significant
Cohesion	0.653	0.000	Reject H_{01}	Significant

Level of significance = 0.05

Legend:

Value of r

2009) Between ± 0.50 to ± 1.00

Between ± 0.30 to ± 0.49 $\pm$ moderate

relationship Between ± 0.10 to ± 0.29 $\pm$

weak relationship Between ± 0.01 to ± 0.09 $\pm$

very weak relationship

Strength of Relationship (Statistical Correlation,

$\pm$ strong relationship

Table 3 reveals the data in identifying the relationship between the extent to which students utilize social media in terms of Facebook, YouTube, and TikTok and its perceived value of support on students' academic writing. Using the Spearman Rank Order Correlation (r_s), it is shown that all p-values (0.000) are less than the level of significance (0.05). In addition, all r_s -values are within the range of 0.50 to 1.0. These findings allow the rejection of the null hypothesis. This means there is a significant and strong relationship between the utilization of the aforementioned social media platforms

and their perceived support on students' academic writing in terms of grammar, spelling, vocabulary, and cohesion. This further implies that the greater the utilization of the three social media platforms, the higher the perceived value of support in students' grammar, spelling, vocabulary, and cohesion.

Table 4

Relationship between the Profile of the Students and the Extent to which They Utilize Social Media Platforms as Support in Their Academic Writing (n = 140)

Variables	Comp. Value	p-value	Decision	Remark
Sex and Extent of Utilization of Social Media Platform	$\chi^2 = 0.44$	0.802	Fail to reject H_{02}	Not significant
Age and Extent of Utilization of Social Media Platform	$r_s = 0.045$	0.597	Fail to reject H_{02}	Not significant
Location and Extent of Utilization of Social Media Platform	$\chi^2 = 2.66$	0.264	Fail to reject H_{02}	Not significant

Level of significance = 0.05

Table 4 exposes the data in identifying the relationship between the profile of the students and the extent to which they utilize social media platforms as support in their academic writing. Employing the Chi-Square Test (χ^2) for sex and location and Spearman's Rank Order Correlation (r_s) for age, the data show that all p-values are greater than the level of significance (0.05). This finding will not warrant the rejection of the null hypothesis. This means there is no significant relationship between the sex, age, and location of the students and their extent of utilization of the social media platform. This connotes that the enumerated profile cannot account for their extent of utilization.

DISCUSSION

The study mainly focused on examining students' extent utilization of social media such as Facebook, YouTube, and TikTok; the perceived value of support provided by social media platforms on students' academic writing skills in grammar spelling, vocabulary, and cohesion; the significant relationship between students' extent utilization of social media platforms and its perceived value of support on their academic writing; and the significant relationship between students' extent utilization of social media platforms as support in their academic writing and the following profile items: sex, age, and location.

Students' Social Media Utilization in Supporting Their Academic Writing Skills

It can be inferred that students find social media flexible and offer a wide range of fun and interesting educational videos. As stated by Novawan et al. (2020), students enjoy the flexibility of watching videos and producing their videos for educational activities such as the submission of assignments. In line with this, McKinsey (as cited in Yunus et al., 2019), Gen Zs favor YouTube as it gives them a platform for creative expression and sharing. Moreover, it ensures permanence and reinforcement learning as students can watch and re-watch the videos may, they be lectures uploaded by the teachers or credible content creators (Nacak, 2020).

This idea aligns with David's technology acceptance model, explaining that individuals utilize technology based on its perceived usefulness. In the case of the students, their awareness of the value of support offered by the technology influenced their utilization.

Although Facebook is the top-used social media platform among Filipinos in 2022, as reported by Meltwater (2022), it placed second as the most utilized social media platform among students in terms of academic writing. It is slightly under YouTube, as shown in the table. This implies that students are still intensively utilizing Facebook as means of communication, probably because of their familiarity. To support this statement, Yunus et al. (2019) revealed that students utilized Facebook for communication as well as for learning English. Given their familiarity with Facebook, social interaction with peers, followed international artists, or content creators becomes easy; hence, it gauges their writing skills.

On the other hand, it is worth noting the considerable perceived value of support TikTok has provided to students as a learning resource for their academic writing. As the table shows, TikTok is "moderately" used by students to support their academic writing. This implies the realization of the government's effort to reinforce learning beyond the classroom through collaboration with TikTok Company (Lanuza et al., 2021).

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Grammar

As shown in the table, students "strongly agree" with the efficacy of YouTube: (a) in checking their composition, (b) in watching tutorial videos about grammar rules, (c) in writing practice (d) in engaging in real-life discussions, and (e) in boosting confidence. These findings affirmed the statement of Yunus et al. (2019) that students write consciously of the correct language use prior to commenting, replying, and posting on social media. Likewise, Azlan and Yunus (2020) stressed that students' global exposure and exchange of information on social media allow students to monitor their own composition, hence improving their English grammatical accuracy. Social media undeniably support students' academic writing in terms of grammar, especially through videos with English grammar content, latest news written in English, shared journals, and others (Nanquil, 2020; Revesencio et al. (2022).

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Spelling

The findings reveal that students are highly aware of the value of support social media have provided in terms of spelling. However, several studies (Sreeparvathy et al., 2022; Yap & Saludez, 2022; Gagalang, 2020) had argued the potential contribution of social media on students' linguistic proficiency. With the emergence of Send Message Short (SMS), the delivery of messages has become quick and easy. This prompts individuals to send messages on social media as quickly as possible, hence the emergence of internet language. Instead of writing the correct and proper spelling of the words, students altered the words by using acronyms or other abbreviations (Sreeparvathy et al., 2022). For instance, students would write "btw" instead of writing "by the way" (Sreeparvathy et al., 2022) and "slay" instead of writing "do your best" (Yap & Saludez, 2022). These findings imply that the habitual and persistent usage of these altered words could deteriorate English writing skills, particularly in spelling (Osman, 2021) as it could lead to fossilization (Ghouali & Benmoussat, 2019).

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Vocabulary

Table 2.3 reflects the perceived value of support provided by social media platforms on students' academic writing skills in terms of vocabulary. As shown in the table, students perceived YouTube to have a "very high" value of support for their academic writing in terms of vocabulary, with a composite weighted mean of 4.39. This is probably because of the plentiful videos uploaded on YouTube, such as vlogs, music videos, movies, documentaries, and among others. A study by Anwas et al. (2020) affirmed that students utilized YouTube to enjoy watching music videos and movies with English vocabulary. Gradually, students believed that they naturally acquired English vocabulary. Because students often use social media due to its usefulness and ease of use, as Davis (1989) theorized, writing in English has become easier for them as they have naturally acquired English vocabulary (Novawan, 2020; Anwas et al., 2020).

On the other hand, students perceived both Facebook and TikTok to have a "high" value of support on students' academic writing skills in terms of vocabulary, with a composite weighted mean of 3.69 and 3.41, respectively. Recently, Facebook added reels to its features, which aim to widen social engagement through posting short videos, reacting, and commenting. This explains the findings by Nanquil (2020) that students gather ideas and information through vlogs, shared posts, articles, and the latest news on Facebook in English. Consequently, students have claimed that these social activities on social media broadened and improved their English vocabulary.

Moreover, these findings support the emergence of several content creators as TikTok continues to grow into a global community for people of all ages, particularly as a consequence of the pandemic (Omar & Dequan, 2020). Teachers had to use TikTok to ensure continuous instruction delivery to students (Ramakarsinin et al., 2022). TikTok is one of their found avenues, hence the rise of teachers as content creators (Paskevicius,

2021). Thus, the finding of the study also implies that students utilized social media due to its educational content, which they believed would support their English vocabulary skills.

Perceived Value of Support provided by Social Media Platforms on Students' Academic Writing Skills in Terms of Cohesion

Although the findings show that students find value of social media platforms in supporting their academic writing skills, particularly in cohesion, intensive use of shortened texts or exposure to informal writing often due to social interactions on social media might affect their composition, specifically in terms of organizing their ideas (Ghouali & Benmoussat, 2019). This is affirmed by Vygotsky's socio-cultural theory that students use language to understand and be part of the world they live in as well. Gen Z slang emerged due to the proliferating spread of reinvented and altered language on social media. Thus, students who freely embrace informal writing might potentially integrate it into their academic writing, violating the rules of Standard English (Sreeparvathy, 2022). In line with this, Gagalang (2020) revealed that the most common errors in students' academic writing are their sentence structure, the flow of ideas, redundancy, and substitution, which all fall under cohesive writing. Contrarily, Yunus et al. (2019) revealed that most students believed social media to have supported their written skills, particularly in organizing their thoughts before posting, commenting, or exchanging chats.

Overall, the findings reveal a positive awareness of students on social media utilization supporting academic writing skills; as reflected in the findings can be assumed that students utilize social media responsibly.

Relationship between the Extent to which Students Utilize Social Media Platforms and Its Perceived Value of Support on Students' Academic Writing

It can be drawn from the finding that the greater the utilization of the three social media platforms, the higher the perceived value of support in students' grammar, spelling, vocabulary, and cohesion. The study of Yunus et al. (2019) supported the current findings that social media utilization as a supplementary avenue for teaching and learning breaks the barriers to learning, thus, creating a positive learning environment. Similar findings were also manifested in the study of Novawan (2020), which claimed that YouTube provides flexibility in learning resources that support effective learning among students for both synchronous and asynchronous learning. Moreover, Putri and Aminatun (2021) asserted that social media such as Facebook allow students the exposure to practice writing. Students' grammar, spelling, vocabulary, and cohesion improve through watching videos, reading online posts, articles, and comments, as well as posting their own pieces, writing comments, and replying to chats on social media.

Relationship between the Profile of the Students and the Extent to which They Utilize Social Media Platforms as Support in Their Academic Writing Skills

As shown in the finding, there is no significant relationship between the sex, age, and location of the students and their extent of utilization of the social media platform. This connotes that the enumerated profile cannot account for their extent of utilization.

As the data shows, the extent of social media utilization is more or less the same regardless of students' sex, age, and location. These findings warranted the further improvement of the country's internet speed which becomes accessible even in rural areas. As released by Speedtest Global Index as of March 2023, the Philippine mobile median download speed is 25.63, a little faster than a couple of years, with the mobile median download speed of 25.12 in 2022 and 19.2 in 2021. As social media produce a wide range of animated tutorials and lectures about improving English writing skills, particularly in grammar, spelling, vocabulary, and cohesion, these platforms become an integral part not only for students but also for individuals who desire to learn the English language (Revesencio et al., 2022; Tus et al., 2021). Furthermore, as social media become more accessible and friendly to different ages, their influence on students learning, specifically in English proficiency, is notable.

Conclusions

Since the onset of the pandemic, individuals have realized that learning can be done beyond the classroom, especially through various digital platforms. It has then transformed the world's educational system and will continue to influence students' learning. It is apparent that college students, regardless of their background, utilize social media such as Facebook, YouTube, and TikTok due to their awareness of its educational contents which support their academic writing skills in grammar, spelling, vocabulary, and cohesion. However, social media utilization comes with greater responsibility as excessive use of these platforms can prove to be disastrous considering the proliferation of misinformation and fake news. Hence, close monitoring and guidance from teachers are necessary. Teachers should always inculcate in students the responsible use of social media.

Recommendations

Based on the findings and conclusions presented, the following are hereby recommended:

Teachers:

1. Incorporate social media as educational tools into students' learning activities, such as assigning a task to read or watch in certain parameters and constructing a critique adhering to the standard academic writing.
2. Expose students to networking, which allows them to socialize, particularly the English-speaking individuals and those who play significant roles in society.

3. Create a "Classroom Publishing Portal," where students could publish their written piece or entry, giving them the opportunity to practice their written skills at the same time be known among their classmates. The teacher holds control of the portal, provides students access, and accepts or declines students' entries. Students' entries could be used as one of their academic requirements quarterly or schedules determined by the teacher.

4. Design a policy for students that mandates their writings to be in essay format and free from informal language.

Administrators:

5. Foster both teachers' and students' academic digital literacy by conducting a quarterly seminar.

Parents:

6. Regulate access to the internet for the students' reinforcement learning at home.

Compliance with Ethical Standards

The researcher implemented all the necessary ethical standards for the entire duration of this study. Since humans were chosen as the study's respondents, the confidentiality of information was observed and dignity was upheld. Furthermore, minimizing potential risks to the respondents was always observed.

Throughout this study, the researcher adhered to the ethical protocols stipulated by the Ethics Committee of Foundation University to ensure that the research topic is evidently sound, significant, and ethically correct. Furthermore, the respondents of this study were requested to sign the consent form and fully understand the risks and benefits of the study being conducted.

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TEACHING EFFECTIVENESS OF COLLEGE MICROBIOLOGY AND PARASITOLOGY CONSTRUCTIVIST-BASED MODULE IN A LEARNING MANAGEMENT SYSTEM PLATFORM

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ABSTRACT

Learner's acquisition of knowledge is constantly evolving and currently inclined to technology. Thus, this study was conducted to determine the effectiveness of a Constructivist-based Module in College Microbiology and Parasitology utilizing learning management system platform. The researcher employed quasi-experimental research, specifically the non-equivalent group pretest and posttest design. The study accounted for the college science students with Microbiology and Parasitology subject at the Institute of Education. Further, the study utilized a teacher-made parallel test and the developed constructivist-based module to gather data. The mean percentage score was used to describe the performance of students' mastery levels. Moreover, the quality of data was assured through the employment of KR20 in the treatment of pretest and posttest results. Subsequently, the study also used the t-test that determined whether the significant difference between the control and experimental groups' pretest and posttest scores was evident. The study's findings revealed an increase in the performance level of students in the control group that utilized the printed constructivist-based module and in the experimental group that used the constructivist-based module introduced in a learning management system platform concerning cognitive skills. Further results indicated no significant difference in the control and experimental groups' posttest scores in cognitive skills. The study's findings suggest that students can engage their learning efficiently by utilizing the constructivist-based module in college Microbiology and Parasitology both in printed and in learning management system platform. Further recommendations for future researches that entails other biological subjects, and pure experimental research design be conducted.

Keywords: *constructivist-based module; microbiology and parasitology; learning management system platform*

INTRODUCTION

The consideration of technological advancements through online learning is seen as among the demanding components of education nowadays; the 21st-century schooling conditions require that educators be dynamic in connecting teaching and learning undertakings to the digital network age. Thus, educators of the present day must possess the traits of being positive in utilizing an explorative approach, user design, and actively constructing knowledge rather than receiving it passively, promoting learning, and constructively and appropriately incorporating technology to enhance learning. Included in the direction of Higher Education Programs need educators to be equipped in their professional expertise to employ updated content understanding and teaching methodology. Included in the objectives for professional upliftment is teaching transformation, like implementing up-to-date approaches in the learning process, utilizing 21st-century skills, and promoting the ideas of constructivism (Buenvinida et al., 2020).

Additionally, learning through the constructivist module effectively improves concept reconstruction and students' learning outcomes (Ramadhani et al., 2020). Duyilemi and Bolajoko (2014), also inspected the effects of the constructivist learning method on students' achievement and retention in Biology, and they found the pretest and posttest scores of the learners were with significant difference. As also described by Sudarwati (2013) and Salve and Opina (2014) in their study, the online module is intended to be designed to bridge any issues of difficulty in learning and help augment learning outcomes.

The mentioned claims are strengthened by Cannarelli (2016) in his study that the utilization of technology is becoming substantial and can be of great significance to the academic arena. Thus, online learning can be a means of the future. His study also described the review on the premise of backing up constructivism and its connection to an online learning module. The learners can count on constructivism to grasp a new set of knowledge based on their own experiences, and this can be achieved through the adoption of learning modules. This will occur when a teacher uses the potentialities of the learning conditions since technology is always in its advancing state. The researcher considered the utilization of constructivism as connected to an online learning module through the use of a learning management system.

Thus, the advent of a worldwide trend in creating a novel design for acquiring knowledge for the 21st-century era has asserted that classroom-based learning should be modified into a type that can give students a chance to overcome worldwide issues. However, the consideration of instruction for the twenty-first century is as critical as recognizing the present efficacy in ways of learning that are significant for the students to flourish in their studies (Scott, 2015).

Parasitology with Laboratory are biological fields that are known to be challenging major subjects for college students under the Bachelor of Secondary Education primary in Sciences. Biological subjects that include Microbiology and Parasitology have been identified with arising difficulties in the teaching facet. Thus, educators have to traverse and possibly take positive actions in engaging in an innovative endeavor to achieve a quality learning process. Based on the cited circumstances, the researcher is urged to assess the effectiveness of a Constructivist-based Module in college Microbiology and Parasitology using the learning management system to allow the learners to discover, organize their understanding, and appropriately promote interaction between themselves and the environment.

Research Questions

The primary purpose of the research was to determine the effectiveness of a Constructivist-based Module in College Microbiology and Parasitology. Specifically, it answered the following questions:

1. What is the performance level of the college students in Microbiology and Parasitology in terms of the cognitive skills in the control and experimental group before and after the use of the Constructivist-based Module in terms of:
 - 1.1 Knowledge;
 - 1.2 Comprehension;
 - 1.3 Application; and
 - 1.4 Analysis?
2. Is there a significant difference in the pretest and posttest scores of the control group in terms of cognitive skills?
3. Is there a significant difference in the pretest and posttest scores of the experimental group in terms of cognitive skills?
4. Is there a significant difference in the posttest scores of the control and experimental group in terms of cognitive skills?

METHODOLOGY

The study made use of quasi-experimental research, specifically the non-equivalent group pretest and posttest design. Thomas (2020) stressed that a quasi-experimental method could cater to the establishment of the relationship between the dependent and independent variables. The dependent variable, which includes cognitive skills, was measured once before the treatment was implemented through the pretest design and after it was implemented through the post-test design. This was conducted to evaluate the effectiveness of a constructivist-based online module in a class setting. The experimental group was taught with the developed and evaluated constructivist module in College Microbiology and Parasitology using the Learning Management System (LMS) platform. At the same time, the control group was given a printed copy of the constructivist module in College Microbiology and Parasitology. The study accounted for the college students enrolled in Microbiology and Parasitology subjects under the Bachelor of Secondary Education major in Sciences of the Institute of Education. The analysis was employed in one section only, where all the respondents were involved in the quasi-experimental research since the study was conducted during the height of the pandemic, and the researcher was restricted to conducting the study in other higher learning institutions. An experimental group composed of 17 respondents received the treatment, while the control group that did not receive the treatment was formed of 17 respondents. The study utilized a teacher-made test, a constructivist-based module, and the descriptive equivalent for the taxonomy of domains. The researcher used a parallel validated teacher-made test as one of the research instruments that is composed of the learning competencies as prescribed in the content standard of Microbiology and Parasitology subject, patterned from CHED's Policy, Standard, and Guidelines. Activities that commenced during the instrument development included the preparation of the test, preliminary field testing, revision, and final field testing. The use of a constructivist-based online module was also very significant for the accomplishment of the study. The instructional material was developed with learning qualities, namely interactive, collaborative, integrative, and inquiry-based.

The researchers also used the four-step constructivist model, which was adapted from the Learning Generative Model of Cosgrove and Osborne (1985) that constituted the students' activities, such as: Eliciting student's pre-existing ideas; Focusing on the target concept; Challenging students' ideas; and Applying newly constructed ideas to a similar situation. The constructivist-based online module underwent validation using the guidelines set by the Davao del Norte State College Guidelines and Procedures for Selecting, Evaluating, and Adopting Instructional Materials. The mean percentage score was used to describe the performance of students' mastery levels. Moreover, the quality of the data was assured using pretest, and post-test through the employment of KR20. This enabled the researcher to craft tests that took account of both validity and reliability. Aside from the first two statistical tools, the study also used the t-test to determine whether the control and experimental pretest and posttest scores were significant or not.

RESULTS

The data gathered were presented, analyzed, interpreted, and presented through the use of tables.

Table 1. Performance Level of the Control Group in terms of Cognitive Skills

Content Areas	Pretest		Posttest	
	MPS	Descriptive Equivalent	MPS	Descriptive Equivalent
Knowledge	85.00	Good	98.06	Excellent
Comprehension	69.50	Failed	93.13	Very Good
Application	75.19	Passed	95.31	Excellent
Analysis	76.50	Satisfactory	88.13	Good
Overall	76.55	Satisfactory	93.66	Very Good

Table 2. Performance Level of the Experimental Group in terms of Cognitive Skills

Content Areas	Pretest		Posttest	
	MPS	Descriptive Equivalent	MPS	Descriptive Equivalent
Knowledge	76.25	Passed	97.50	Excellent
Comprehension	66.06	Failed	90.81	Very Good
Application	68.94	Failed	100.00	Excellent
Analysis	68.69	Failed	88.19	Good
Overall	69.99	Failed	94.13	Very Good

Table 3. Summary Table for t-Test in the Pretest and Posttest of the Control Group for Cognitive Skills

Content Areas	Test	Mean Score	SD	t-value	p-value	Decision @ $\alpha = 0.05$
Knowledge	Pretest	85.00	7.30	-6.79	0.000*	Significant
	Posttest	98.06	3.91			

Comprehension	Pretest	69.50	8.52	-8.57	0.000*	Significant
	Posttest	93.13	7.80			
Application	Pretest	75.19	10.29	-5.10	0.000*	Significant
	Posttest	95.31	10.08			
Analysis	Pretest	76.50	11.17	-3.48	0.003*	Significant
	Posttest	88.13	8.11			

Table 4. Summary Table for *t*-Test in the Pretest and Posttest of the Experimental Group for Cognitive Skills

Content Areas	Test	Mean Score	SD	<i>t</i> -value	<i>p</i> -value	Decision @ $\alpha = 0.05$
Knowledge	Pretest	76.25	9.75	-7.76	0.000*	Significant
	Posttest	97.50	3.22			
Comprehension	Pretest	66.06	7.94	-9.06	0.000*	Significant
	Posttest	90.81	6.85			
Application	Pretest	68.94	10.17	-12.22	0.000*	Significant
	Posttest	100.00	0.00			
Analysis	Pretest	68.69	10.67	-6.65	0.000*	Significant
	Posttest	88.19	6.11			

Table 5. Summary Table for *t*-Test in the Posttest of the Control and Experimental Group for Cognitive Skills

Variables	Control Group	Experimental Group	<i>t</i> -value	<i>p</i> -value	Decision @ $\alpha = 0.05$
Knowledge	98.06	97.50	-0.13	0.898	Not Significant
Comprehension	93.13	90.81			
Application	95.31	100.00			
Analysis	88.13	88.19			

DISCUSSION

Based on the presented results, table 1 depicts the overall pretest results on the performance level of the control group with a mean grade of 76.55 described as Satisfactory, while their level of performance significantly increased after the administration of the posttest, as evidenced by a mean grade of 93.66 described as Very Good. As Ramadhani, et al. (2020) in their study concluded, that learning through the constructivist module effectively improves concept reconstruction and students' learning outcomes. Moreover, table 2 reveals a failed pretest descriptive equivalent of the mean percentage scores of the experimental group in terms of cognitive skills. However, there was a significant increase in the level of performance of the experimental group in their posttest that marked as 94.13 and described as Very Good. The

results further imply that the utilization of the constructivist online learning module significantly supports the experimental group improved their level of performance. This is further supported by Salve and Opina (2014), as they explained that when functional online modules are utilized in the educational system, students will find them highly fulfilling.

Moreover, table 3 exhibits all content areas under the cognitive skills of the control group and were found to have significant differences based on their pretest and posttest results. This denotes that the embedded level of cognitive skill tests that includes knowledge, comprehension, application, and analysis in the constructivist-based module impacted the improved performance of students in the control group. Further, table 4 shows the results of pretest and posttest scores of students under the experimental group, where all the content areas of cognitive skills as investigated were with significant differences. This signifies that the utilization of a constructivist-based module in a learning management system platform by the experimental group supports their performance in College Microbiology and Parasitology. As cited in the study of Cannarelli (2016), the utilization of technology is becoming substantial and can be of great significance to the academic arena. Thus, online learning can be a means of the future. His study also described the review on the premise of backing up constructivism and its connection to an online learning module.

Moreover, the exhibited results of the posttest of the control and experimental group for cognitive skills in Table 5 with all the content areas investigated were with no significant differences. This denotes that the utilization of the constructivist-based module in a learning management system platform embedded with cognitive skills improved the performance of students in College Microbiology and Parasitology subject. The results can be tailored to the study of Duyilemi and Bolajoko (2014), when they inspected the effects of constructivist learning method on students' achievement and retention in Biology. They found out a significant difference between the pretest and posttest scores of the students.

Conclusions

The performance level of students of the control and experimental groups in terms of the cognitive skills exceeded the achievement standard and demonstrated progress toward mastery of the knowledge and skills needed in the content area tested. In addition, the control group's pretest and posttest scores using the constructivist-based printed module in terms of cognitive skills showed a significant difference. Therefore, it can be concluded that the utilization of the instructional material enhanced the performance level of college students. Further, a significant difference in the experimental group's pretest and posttest scores using the module in a learning management system in terms of cognitive skills was observed, thus it can be established that the use of the instructional material effectively improves the performance level of students. However, there was no significant difference in the pretest and posttest scores of the control and experimental groups in terms of content mastery and cognitive skills, which can be concluded that both the printed constructivist-based module and the one that was introduced in the learning management system were of equal efficacy in the learner's knowledge acquisition.

Recommendations

Based on the results of the gathered data and the conclusions, the researchers suggest the utilization of a constructivist-based module in college Microbiology and Parasitology in both printed and in the learning management system platform of teaching since it significantly improves the performance level of the control and experimental groups. Moreover, the use of constructivist-based modules in a learning management system is highly recommended to cater to the 21st-century learner's skills. The researchers also suggest that further study may be conducted on other biological subjects to assess students' performance in learning using the constructivist-based module. In addition, the researchers further stress that the same study using pure experimental design may be conducted in the future.

Compliance with Ethical Standards

The researchers observed the confidentiality of the gathered data, and was remained private. The study underwent a plagiarism check. The researchers also observed no bias in the interpretation of the findings, and the results were used purely for research done by the researchers.

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TECHNOLOGY INTEGRATION IN CONTENT AND PEDAGOGY IN CLASSROOMS AS EFFECTING STUDENT ENGAGEMENT

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Abstract

This study described the technology integration in content and pedagogy and students' affective, behavioral, and cognitive engagement. This study also examined the impact of integrating technology into content and pedagogy on student engagement. Both descriptive and correlational designs were utilized, with a questionnaire serving as a primary instrument for data collection. The research sample was taken from the Grade VI teachers and Grade VI pupils of Ponot District. A total of 26 teachers and 171 students took part in this study. It was revealed that the teachers extensively integrated technology into their teaching methods and subject matter and the students were actively engaged in classrooms. The teachers were knowledgeable in communicating the lessons to students through technologies that supported their learning and deployed technological tools alongside pedagogy in ways that were appropriate to the development of the lesson. Additionally, the study found a notable correlation between the degree of technology integration in the classroom and the level of student engagement. Moreover, the utilization of technology by teachers in delivering lessons and their expertise in establishing an effective learning environment positively influenced student engagement.

Keywords: *Technology Integration in Content and Pedagogy; Student Affective, Behavioral, and Cognitive Engagement*

INTRODUCTION

In recent years, the use of technology in classrooms has become more widespread as educators acknowledge its potential to improve the delivery of subject matter and pedagogical practices. This research aims to explore the impact of technology integration on student engagement in the classroom. Student engagement is a critical factor in promoting effective learning outcomes, as it encompasses students' active participation, motivation, and interest in the learning process. By examining the relationship between technology integration, content, pedagogy, and student engagement, this study seeks to provide valuable insights for educators and policymakers in designing effective instructional strategies.

Ranosa (2020) asserts that the Department of Education (DepEd) introduced the Enhanced Basic Education Act of 2013, which incorporates the use of technology in the curriculum. Subsequently, the DepEd has implemented various initiatives to promote the integration of technology in classrooms to get the students engaged and improve learning outcomes. According to a study conducted by Puentedura (2006), technology integration can be categorized into four levels: substitution, augmentation, modification, and redefinition. Each level represents a different degree of technology's impact on teaching and learning. The study found that higher levels of technology integration, such as modification and redefinition, were associated with increased student engagement and improved learning outcomes.

Furthermore, research by Means et al. (2010) suggests that technology integration in content and pedagogy can enhance student engagement by providing interactive and personalized learning experiences. The study found that technology-enabled instructional practices, such as multimedia presentations, online discussions, and virtual simulations, fostered higher levels of student engagement compared to traditional teaching methods. However, it is important to note that the effectiveness of technology integration in promoting student engagement may vary depending on various factors, including the quality of instructional design, teacher training, and the availability of resources. Therefore, this research will also explore the challenges and barriers faced by educators in effectively integrating technology into their classrooms.

While there has been a growing body of research on the impact of technology integration on student engagement, there is still a significant research gap regarding the specific effects of technology integration in content and pedagogy on student engagement in classrooms. Existing studies have primarily focused on the general benefits of technology integration or have examined specific technologies in isolation. However, there is a lack of comprehensive research that investigates the combined effects of technology integration in content and pedagogy on student engagement. Additionally, there is a need for more empirical studies that explore the potential challenges and limitations of technology integration in relation to student engagement. By addressing this research gap, this study aims to provide a more nuanced understanding of how technology integration in content and pedagogy can effectively enhance student engagement in classrooms.

In conclusion, this research aims to investigate the impact of technology integration in content and pedagogy on student engagement in classrooms. By examining the relationship between these variables, this study seeks to provide valuable insights for

educators and policymakers in promoting effective instructional practices that enhance student engagement and improve learning outcomes.

Research Questions

The main purpose of this study was to determine the technology integration in content and pedagogy in classrooms as effecting student engagement.

This study answers the following questions:

1. What is the extent of technology integration in classrooms as effecting student engagement along:
 - 1.2 content; and
 - 1.2 pedagogy?
2. What is the level of students' engagement along;
 - 2.1 behavioral;
 - 2.2 cognitive; and
 - 2.3 affective?
3. Is there a significant relationship between the extent of technology integration in classrooms as effecting student engagement and the level of students' engagement?

METHODOLOGY

Both descriptive and correlational research design with a questionnaire as the primary tool for data collection. Descriptive analysis was used to describe the extent of teachers' technology integration in content and pedagogy and the level of students' engagement. Correlational analysis was used to establish the relationships between the teachers' technology integration and the pupils' engagement in the classroom. This study used twenty-six (26) classroom teachers who were randomly selected from the ten (10) schools of Ponot district, schools division of Zamboanga del Norte.

The researcher utilized the questionnaire for computer literacy adapted from the study of Hosseini (2012) which determined the teachers' technology integration in content and pedagogy in classrooms. This used the Likert scale rating from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire for students' engagement in terms of affective, behavioral and cognitive domains was adapted from the study of Defino (2019). This used the Likert scale rating from 1 (Rarely) to 4 (Always). The questionnaires were pre-tested to non-respondents to get the reliability and validity. The reliability and validity of the instruments were found high.

The following statistical tools were used to analyze the data collected for this study:

Weighted mean and standard deviation were used to describe the extent of teachers' technology integration in content and pedagogy and students' engagement.

Spearman-Rank Correlation Coefficient was used to test the relationship between the teachers' technology integration in content and pedagogy and students' engagement.

The data were analyzed using MS Excel and Jamovi v. 2.3.19. The relationship was tested using a .05 level of significance.

RESULTS

The Extent of Technology Integration in Classrooms along Content is shown in Table 1.

Table 1

The Extent of Technology Integration in Classrooms along Content

Items	Weighted Mean	Standard Deviation	Interpretation
1. I know about technologies that I can use for understanding (the particular content)	3.46	.508	High
2. I know how to use specific software and Web sites about (the particular content).	3.15	.613	Moderate
3. I can find and evaluate the resources that I need for (the particular content)	3.12	.326	Moderate
4. I can use technology for presenting (the particular content).	3.19	.491	Moderate
5. I can use technology tools and resources for managing and communicating information of (the particular content).	3.35	.629	High
6. I can teach lessons that appropriately using (the particular content) technologies.	3.19	.491	Moderate
7. I can select technologies to use in my classroom that enhance what I teach.	3.46	.508	High
8. I can choose technologies that enhance the learning of (the particular content) for a lesson.	3.54	.508	High
9. I can evaluate and select new information resources and technological innovations based on their appropriateness to specific tasks in (the particular content).	3.19	.402	Moderate
10. I can use (the particular content)-specific tools (e.g., software, simulation, environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.	3.23	.430	Moderate
Grand Weighted Mean	3.29	.510	High
1.00 – 1.75 Strongly Disagree/Very Low	1.76 – 2.50 Disagree/Low		
2.51 – 3.25 Agree/Moderate	3.26 – 4.00 Strongly Agree/High		

The Extent of Technology Integration in Classrooms along Pedagogy is shown in Table 2.

Table 2

The Extent of Technology Integration in Classrooms along Pedagogy

Items	Weighted Mean	Standard Deviation	Interpretation
1. I can choose technologies that enhance the teaching approaches for a lesson.	3.38	.496	High
2. I can choose technologies that enhance students' learning for a lesson.	3.35	.485	High
3. I am thinking critically about how to use technology in my classroom.	3.46	.508	High
4. I can adapt the use of the technologies that I am learning about to different teaching activities.	3.42	.504	High
5. My teacher education program has caused me to think more deeply about how technology could influence the teaching approaches I use in my classroom	3.42	.504	High
6. I can use technology resources to facilitate higher order thinking skills, including problem solving critical thinking, decision-making, knowledge and creative thinking.	3.31	.471	High
7. I can use technology tools and information resources to increase productivity.	3.46	.508	High
8. I can infuse technology to strategies of teaching.	3.42	.504	High
9. I can use technology for more collaboration and communication among students and with teacher too.	3.54	.508	High
10. I know how to use technology to facilitate academic learning.	3.27	.452	High
Grand Weighted Mean	3.40	.492	High
1.00 – 1.75 Strongly Disagree/Very Low	1.76 – 2.50 Disagree/Low		
2.51 – 3.25 Agree/Moderate	3.26 – 4.00 Strongly Agree/High		

The Summary of the Extent of Technology Integration in Classrooms is shown in Table 3.

Table 3

The Summary of the Extent of Technology Integration in Classrooms

Indicator	Mean	Standard Deviation	Interpretation
Content	3.29	.510	High
Pedagogy	3.40	.492	High
Grand Mean	3.35	.504	High
1.00 – 1.75 Strongly Disagree/Very Low		1.76 – 2.50 Disagree/Low	
2.51 – 3.25 Agree/Moderate		3.26 – 4.00 Strongly Agree/High	

The Level of Students' Behavioral Engagement is shown in Table 4.

Table 4

The Level of Students' Behavioral Engagement

Indicators	Weighted Mean	Standard Deviation	Interpretation
1. Asked questions in class or contributed to class discussion.	3.25	.742	Engaged
2. Raising my hand in class.	3.05	.863	Engaged
3. Participating in or small group discussions.	3.23	.712	Engaged
4. Doing all the homework problems.	3.36	.794	Engaged
5. Coming to class every day.	3.63	.633	Highly Engaged
6. Taking good notes in class.	3.37	.743	Engaged
7. Getting a good grade.	3.10	.809	Engaged
8. Staying up on the readings.	3.29	.795	Engaged
9. Received timely written or oral feedback from teachers on your academic performance.	3.12	.900	Engaged
10. Come to class with completing readings or assignments	2.66	1.138	Engaged
11. Making sure to study on a regular basis.	3.22	.788	Engaged
12. Doing well on a test.	3.14	.785	Engaged
Grand Weighted Mean	3.20	.866	Engaged
1.00 – 1.50 Rarely/Less Engaged		1.51 – 2.50 Sometimes/Moderately Engaged	
2.51 – 3.50 Often/Engaged		3.51 – 4.00 Almost Always/Highly Engaged	

The Level of Students' Cognitive Engagement is shown in Table 5.

Table 5*The Level of Students' Cognitive Engagement*

Indicators	Weighted Mean	Standard Deviation	Interpretation
1. Made a class presentation	3.04	.821	Engaged
2. Prepared assignment ahead of time and checked it before submitting it.	2.95	.880	Engaged
3. Worked on a paper or project that required integrating ideas or information from previous sources.	2.92	.819	Engaged
4. Put together ideas or concepts from different courses when completing assignments or during class discussion.	2.95	.792	Engaged
5. Used an electronic medium (Facebook, group chat, Internet, instant messaging, etc.) to discuss or complete an assignment.	2.80	1.068	Engaged
6. Discussed ideas from your readings or classes with faculty members outside the class.	2.65	.930	Engaged
7. Putting forth effort.	3.08	.847	Engaged
8. Used messenger or text message to communicate with an instructor.	2.44	1.107	Moderately Engaged
9. Discussed grades or assignments with teachers.	2.76	1.009	Engaged
10. Work harder than you thought you could do to meet a teacher's standards or expectations.	3.10	.824	Engaged
11. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc)	2.89	.843	Engaged
12. Going to the teacher's office hours to review assignments of tests, or to ask questions.	2.39	1.002	Moderately Engaged
13. Thinking about the lesson between class meetings.	2.78	.878	Engaged
14. Finding ways to make the lesson interesting to me.	2.95	.990	Engaged
15. Looking over class notes between classes to make sure I understand the materials.	2.91	.975	Engaged
16. Applying the lessons I've learned to my life.	3.06	.899	Engaged
17. Trying to find ways to apply the lessons and knowledge to my life.	2.99	.927	Engaged
Grand Weighted Mean	2.86	.942	Engaged

1.00 – 1.50 Rarely/Less Engaged
2.51 – 3.50 Often/Engaged

1.51 – 2.50 Sometimes/Moderately Engaged
3.51 – 4.00 Almost Always/Highly Engaged

The Level of Students' Affective Engagement is shown in Table 6.

Table 6

The Level of Students' Cognitive Engagement

Indicators	Weighted Mean	Standard Deviation	Interpretation
1. Included diverse perspective in class discussions or writing assignments.	3.15	.764	Engaged
2. Worked with other students on projects during class.	2.75	1.073	Engaged
3. Worked with classmates outside or class to prepare class assignments.	3.01	.894	Engaged
4. Tutored or taught other students paid or voluntary.	2.60	1.054	Engaged
5. Participated in a community-based project as part of a regular course.	2.82	1.020	Engaged
6. Had serious conversations with students who are very different from you in terms of their religious, political opinions, or personal values.	2.89	.961	Engaged
7. Really desiring to learn the materials.	3.26	.801	Engaged
8. Being confident that I can learn and do well in the class.	3.27	.726	Engaged
9. Having fun in class.	3.48	.754	Engaged
10. Worked with faculty members on activities other than course work.	2.92	.864	Engaged
11. Talked about career plans with a faculty member or adviser	2.98	1.003	Engaged
Grand Weighted Mean	3.01	.937	Engaged
1.00 – 1.50 Rarely/Less Engaged 2.51 – 3.50 Often/Engaged	1.51 – 2.50 Sometimes/Moderately Engaged 3.51 – 4.00 Almost Always/Highly Engaged		

The Summary of the Level of Students' Engagement is shown in Table 7.

Table 7

The Summary of the Level of Students' Engagement

Domains	Mean	Standard Deviation	Interpretation
Behavioral	3.20	.866	Engaged
Cognitive	2.86	.942	Engaged
Affective	3.01	.937	Engaged
Grand Mean	3.02	.927	Engaged
1.00 – 1.75 Very Rarely/Less Engaged	1.76 – 2.50 Sometimes/Moderately Engaged		
2.51 – 3.25 Often/Engaged	3.26 – 4.00 Almost Always/Highly Engaged		

The Relationship Between the Extent of Technology Integration in Classrooms and the Level of Students' Engagement is shown in Table 8.

Table 8

The Relationship Between the Extent of Technology Integration in Classrooms and the Level of Students' Engagement

Variables	Computed ρ	P-Value	Interpretation
Content and Students' Engagement	.801	.000	High Positive Correlation/Significant
Pedagogy and Students' Engagement	.322	.000	Moderate Positive Correlation/ Significant

DISCUSSION

Table 1 presents the extent of technology integration along content. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of agreement, and interpretation. The summarized responses of teachers got a grand weighted mean 3.29 and standard deviation .510 that described the extent of technology integration along content as high. The teachers highly integrated technology into the lesson to enhance the students' learning experience. They selected and utilized technology tools that are relevant and appropriate for the subject matter being taught. Through technology, the teachers create a more engaging and interactive learning experience for students. The result above is consistent to the study of Mishra, et al. (2009) who argued that effective technology integration in education should focus on the content being taught rather than solely on the technology itself. They propose the Technological

Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technology, pedagogy, and content knowledge.

Table 2 presents the extent of technology integration along pedagogy. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of agreement, and interpretation. The summed-up data about technology integration along pedagogy produced a grand weighted mean 3.40 and standard deviation .492 depicted that the teachers were knowledgeable on how to appropriately use technology in the teaching-learning process to benefit students across diverse subject matter. The teachers effectively use technology-based teaching and learning tools that improved learning outcomes. They intentionally selected and utilized technology tools that support and enhance their chosen pedagogical approaches. The above result corroborated to the study of Ertmer and Ottenbreit-Leftwich (2013) as it emphasizes the importance of aligning technology integration with pedagogical goals and strategies. It suggests that technology should be used as a tool to enhance and transform teaching and learning, rather than simply substituting traditional methods.

Table 3 presents the summary of the extent of technology integration. The table shows the indicator, mean, standard deviation, grand mean, level of agreement, and interpretation. The collective ratings of teachers revealed that the extent of technology integration as effecting student engagement were high with a grand mean 3.35 and standard deviation .504. This entailed that teachers were knowledgeable in communicating the lessons to students through technologies that supported their learning and deployed technological tools alongside pedagogy in ways that were appropriate to the development of the lesson. The teachers were intentional and strategic in using technology tools and resources to enhance both the delivery of educational content and the pedagogical approaches employed in teaching and learning. The result above corroborated the study of Voogt et al. (2018). The study highlights the need for technology integration to go beyond simply using digital tools and resources. It suggests that technology should be integrated in a way that promotes active learning, collaboration, critical thinking, and problem-solving skills. The authors argue that effective technology integration involves designing learning environments that leverage technology to create authentic and meaningful learning experiences.

Table 4 presents the level of students' behavioral engagement. The table shows the indicator, weighted mean, standard deviation, grand weighted mean, and implication. According to the findings, the level of students' behavioral engagement was described as "engaged" with a grand weighted mean 3.20 and standard deviation .866. The students' believed that technologies in classroom somehow stimulate their interest to get engaged. Through integrating technology in classrooms by their teachers, the students' learning experience were enhanced as these technologies provide more learning opportunities to them. The extent to which students actively participate, interact, and remain focused during the learning process when technology tools and resources are incorporated into their educational experiences is deemed necessary. The above result corroborated the study of Kay and Lauricella (2020) titled "Examining the Effects of Classroom Technology Use on Students' Behavioral Engagement: A Systematic Review." The study found that

technology integration in the classroom can have positive effects on students' behavioral engagement. It highlighted that interactive and collaborative technology tools, such as educational apps, online platforms, and multimedia resources, can enhance students' active participation and motivation.

Table 5 presents the level of students' cognitive engagement. The table shows the indicator, weighted mean, standard deviation, grand weighted mean, and implication. The students' rating along this dimension lead to a grand weighted mean 2.86 and standard deviation .942 which pointed out the level of students' cognitive engagement were "engaged". This suggested that the students were willing to exert effort necessary to comprehend the concepts and master difficult skills to improve their performance. The extent to which students actively and intellectually participate in the learning process when technology tools and resources are incorporated into their educational experiences is essential to their learning. The above result corroborated with the findings of Schmid et al. (2020) titled "Effects of Technology-Enhanced Learning Environments on Students' Cognitive Engagement: A Systematic Literature Review." The study found that technology integration in the classroom can have positive effects on students' cognitive engagement. It highlighted that technology tools, such as simulations, virtual reality, multimedia resources, and online platforms, can enhance students' critical thinking skills, promote active information processing, and facilitate knowledge construction.

Table 6 presents the level of students' affective engagement. The table shows the indicator, weighted mean, standard deviation, grand weighted mean, and implication. The students' rating in this dimension found a grand weighted mean 3.01 and standard deviation .937 which described the level of students' affective engagement as "engaged". Through the teachers' use of technology to support learning, the students were willing to do the work and even learn to collaborate with their peers. The use of learning technologies lead to effective instructional practices that made students to positively react to learning environment and peers. The emotional and motivational aspects of student involvement and investment in the learning process when technology tools and resources are incorporated into their educational experiences must be considered.

The above result is consistent with the findings of Banitt, et al. (2013) as it revealed that there is an increase in student engagement as well as improved student enjoyment and enthusiasm for lessons involving technology when compared to traditional, parallel lessons.

Table 7 presents the summary of the level of students' engagement. The table shows the dimension, mean, standard deviation, grand mean, and interpretation. The overall assessment of students indicated that they were actively engaged across all three dimensions of engagement. Furthermore, the grand mean 3.02 and standard deviation .927 indicated that the students were actively engaged when technologies were integrated in classrooms. Technology integration in classrooms enhanced creativity and critical thinking skills of students, fosters collaboration, and helped the students to connect with their teachers and peers. The level of active participation, motivation, and focus that students exhibit during the learning process when technology tools and resources are

incorporated into their educational experiences was improved. This corroborated with the findings of Schindler et al. (2017) in the study “Computer-based technology and student engagement: a critical review of the literature”. It revealed that computer-based technology influences student engagement and has far-reaching effects across multiple types and indicators of student engagement, suggesting that technology should be considered a factor that influences student engagement in existing models.

Table 8 presents the relationship between the extent of technology integration in classroom and the level of students’ engagement. The table shows the variables, computed ρ , P-value, and interpretation. The computed ρ -values .801 for Content and Students’ Engagement and .122 for Pedagogy and Students’ Engagement got P-values that were less than .05 level of significance. This means that there was a significant relationship between the extent of technology integration in classroom and the level of students’ engagement. This entailed that the teachers’ use of technology in the lesson delivery and knowledge in creating an effective learning environment enhanced students’ engagement. In the context of the TPACK theory, this suggests that when teachers have a strong understanding of the subject matter, utilize effective pedagogical strategies, and possess knowledge about standard technologies, they are able to enhance the teaching and learning process, resulting in increased student engagement and participation in the classroom.

The above result corroborated the findings of Dublar (2023) to identify the impact of emerging technology integration on the knowledge and skills acquisition of K-12 students in the Philippines. It was found that technology integration has resulted in improved student engagement, motivation, and learning outcomes.

Conclusions

The teachers highly integrated technology in content and pedagogy in classrooms. They were knowledgeable in communicating the lessons to students through technologies that supported their learning and deployed technological tools alongside pedagogy in ways that were appropriate to the development of the lesson. The students were actively engaged in classrooms. When technology was integrated in the delivery of instruction, it enhanced creativity and critical thinking skills of students, fosters collaboration, and helped the students to connect with their teachers and peers. Furthermore, the teachers’ use of technology in the lesson delivery and knowledge in creating an effective learning environment enhanced students’ engagement.

Recommendations

Through the findings of this study, the following recommendations were made:

1. Teachers should communicate the learning objectives to students and demonstrate how technology integration supports those objectives.
2. Teachers should incorporate interactive and collaborative technology tools that promote active participation and collaboration among students.

3. Teachers should provide clear instructions and scaffolding to support students in effectively using technology tools.
4. Teachers should create a supportive and inclusive learning environment where students feel comfortable and encouraged to explore and experiment with technology.
5. Further research could explore the specific factors that contribute to moderate positive correlation between integration of technology in pedagogy and student engagement despite high technology integration in pedagogy and active student engagement.

Compliance with Ethical Standards

The author(s) have declared that they do not have any conflicts of interest related to the research, authorship, or publication of this article. The authors conducted the study in accordance with the research ethics protocol. The participants were provided with informed consent before receiving the research questionnaire. The data were handled with the highest level of confidentiality.

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THE EXTENT OF PARTICIPATION OF LGBTQIA+ STUDENTS IN ACADEMIC PROGRAMS AND NON-ACADEMIC ACTIVITIES OF THE UNIVERSITIES IN BUTUAN CITY

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ABSTRACT

This study aimed to investigate the extent of participation of LGBTQIA+ students in academic programs and non-academic activities of the universities in Butuan City during the school year 2022-2023. It further looked into the differences in gender preferences, age, sex, year level, and course. The quantitative research design was utilized, employing the researcher-made questionnaire for data gathering. A total of 74 respondents from Father Saturnino Urios University and Caraga State University were chosen through snowball sampling. The ANOVA was employed to determine the significant difference in participation in academic programs and non-academic activities when respondents were grouped according to profile. The study found that in academic programs, LGBTQIA+ students were highly participative in group work activities, while in non-academic activities, LGBTQIA+ students were just merely for enjoyment as part of the university. The findings also revealed that there is no significant difference in participation in academic programs and non-academic activities across different ages and gender preferences. In terms of year level, there is a significant difference in participation in academic programs while there is no significant difference in participation in non-academic activities. From the findings, the researcher proposes an action plan-related activity recommend to Gender and Development Program to educate and elevate awareness of LGBTQIA+ existence and gender preference in the context of sexual orientation, gender identity, and expression.

Keywords: *LGBTQIA+ students, Student Participation, Academic, Non-academic*

INTRODUCTION

In the Philippine setting, lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) students are now visible at any state universities and colleges. Students' involvement in academic programs and non-academic activities is crucial. As defined by Holdsworth (2000), student participation is involvement in the classroom and extracurricular activities on the school campus. However, one of the challenges for LGBTQIA+ students to succeed in academics is gender bias and bullying experiences inside the premises Kay (2022).

In CHED Memorandum Order No. 1, Series of 2015, there were several clauses on gender equality and mainstreaming, but LGBTQIA+ students are still vulnerable to

different challenges and hesitate to participate in activities due to possible ramifications such as bullying and discrimination on the university campus (Burnes & Singh, 2016). Thus, LGBTQIA+ students' participation in academic programs and non-academic activities is the most challenging part because their gender preferences do not conform to the hetero-normative standard that has been usually practiced in education.

According to Flores (2019), revealed that the Philippines ranked 28th in a year from 2004 to 2017 on social acceptance of (LGBT) people using the Global Acceptance Index (GAI) score out of 174 countries. But still, some predicaments of LGBTQIA+ students may be happening continuously inside and outside school and remain visible, which personally causes people's anxiety about achieving gender equality (Schwartz & Sinicrope, 2013).

The United Nations Development Program and United States Agency for International Development (UNDP and USAID, 2014) state that academic freedom includes the right of the school to decide the rules and policies. However, academic freedom affected the negative experiences of many lesbians, gays, bisexuals, and transgender (LGBT) Filipinos in educational institutions. In addition, McElhill, (2006) states that Filipino people in schools sadly remained gender-insensitive to the new curriculum, such as the culture of bullying and the existence of anti-LGBT policies, e.g., one of the policies required haircuts and masculinity tests conducted by some higher education institutions.

Notwithstanding, numerous studies have emerged to provide rich information about LGBTQIA+ individuals, but the particular challenges and experiences of their participation in academic programs and non-academic activities were not targeted. Mainly, the purpose of this research study is to determine the extent of participation in academic programs and non-academic activities and the challenges encountered by LGBTQIA+ students in their participation in academic programs and non-academic activities in the school learning environment. This study provides a better understanding with its informative facts that will serve as an educational context to shed some light on what policies and activities can be proposed for the GAD program in the universities.

Theoretical and Conceptual Framework of the Study

This study was anchored on two theoretical frameworks, namely, Queer Theory by Judith Butler (1988) and Theory of Involvement by Alexander Astin (1999). The first theory underpinning a research study was called Queer theory, which states that it is an academic discipline that concentrates on non-normative sexuality and gender identity in a normative way of thinking among individuals through influential factors of power in order to stabilize certain norms in society. As simplified by Creswell (2010), Queer theory focused on individuals calling themselves lesbians, gays, or transgendered people, or more specifically, those individuals who are on the LGBTQIA+ spectrum. This approach did not objectify individuals; however, it concerned the impacts of cultural and political means and the conveyed voices and experiences of individuals who have been suppressed in general. The author's concept has more significance in understanding the existing LGBTQIA+ preferences as far as participating and learning in academic programs and non-academic activities are concerned at the tertiary level of education.

To get the gist of Judith Butler's ideology, the Queer theory perspective emphasizes gender beyond the usual definition of gender as a noun but rather as a verb that portrays specific actions to determine a certain individual's gender. According to Butler (1988), our understanding of gender is based on the performative concept of Gender-performativity. The concept of gender performative explained that there was no real authentic performance of gender but rather all gender was imitation and copy. In other words, gender was performative through masculinity and femininity in order to determine individuals' gender preferences. The essential meaning of the performative concept of gender is not about what a person is but what a person can do. Another key to Queer theory was dismantling the hetero-nominative perception that our natural form of attraction was only between a man and a woman.

According to the collaborative study of Barker & Scheele (2016) and Jagose (1996), as cited by Foreman (2018), Queer theory rethinks the misconceptions and perceptions about gender, sex, and sexuality that are defined as socially constructed. This would simply mean that sex was a biological distinction and all genders existing were fluids, a misconception targeted by Queer theory to debunk, such as that sex was fixed, static, and unchanging throughout their lives, whereas gender was a behavioral component, observable, and learned from the social environment.

Moreover, to support the idea that gender is socially constructed, Butler's perspective pointed out a certain idea that helped define the distinction between sex and gender in a certain context. To simplify the definition of how these two words, such as sex and gender, differ from each other. According to Rubin (1984), as cited by Kang et al. (2017), the two distinctive categories of sex and gender are defined through the set of arrangements by which a society converts biological sexuality into the products of human activity. From Rubin's perspective, sex referred to male and female, but the determinant was linked to biology, and gender referred to masculine and feminine, but the social construct was totally based in culture.

The second theory that underpinned the study was the Theory of Involvement. According to Astin (1984), for student growth to take place, students need to actively engage in their environment. This involvement requires the amount of physical and psychological energy that students devote to the academic experience. The Astin model consists of inputs, environment, and outcomes (IEO) models. Inputs categorized the student's demographics, background, and any previous experiences. Environment unfolded experiences that the LGBTQIA+ students would have been experiencing in their college journey. The outcome would be based on the number of LGBTQIA+ students who will be promoted to the next level and the number of graduates in spite of the challenges they have encountered.

The following theories can be related by looking at the different focused variables of the study. By the lens of Queer theory, the true identity of respondents are determine which spectrum in an acronym of LGBTQIA they belong and to recognize as they are members of the LGBTQIA+ community. In detailed information, this theory relates to these variables such as Sex Assigned At Birth (SAAB): Male and Female, and Gender Preferences: Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA) spectrum which can be noted in the demographic profile of the respondents. On the other hand, Theory of Involvement relates to these variables such as the extent of participation of the LGBTQIA+ students in academic programs and non-academic activities and the challenges encountered by the respondents in participation in academic programs and non-academic activities in the universities.

To simplify, the two variables are categorized as dependent and independent variables. In dependent variables, these variables are refer to the extent of participation of the LGBTQIA+ students activities under the academic programs and extracurricular activities in the non-academic. However, students' involvements are classified into academic programs and non-academic activities. In addition, the challenges experienced by LGBTQIA+ students can be determined by their participation in academic programs and non-academic activities in the school's learning environment.

The independent variables are focused on the following: sex assigned by birth: male and female; present gender preference: lesbian, gay, bisexual, transgender, queer, intersex, and asexual; year level: first year, second year, third year, and fourth year; and pursued academic program. The process that represents how these independent variables bring effects to the dependent variables in order to draw the findings of what policy and activity can be proposed to the existing GAD Program at the two universities is shown in Figure 1.

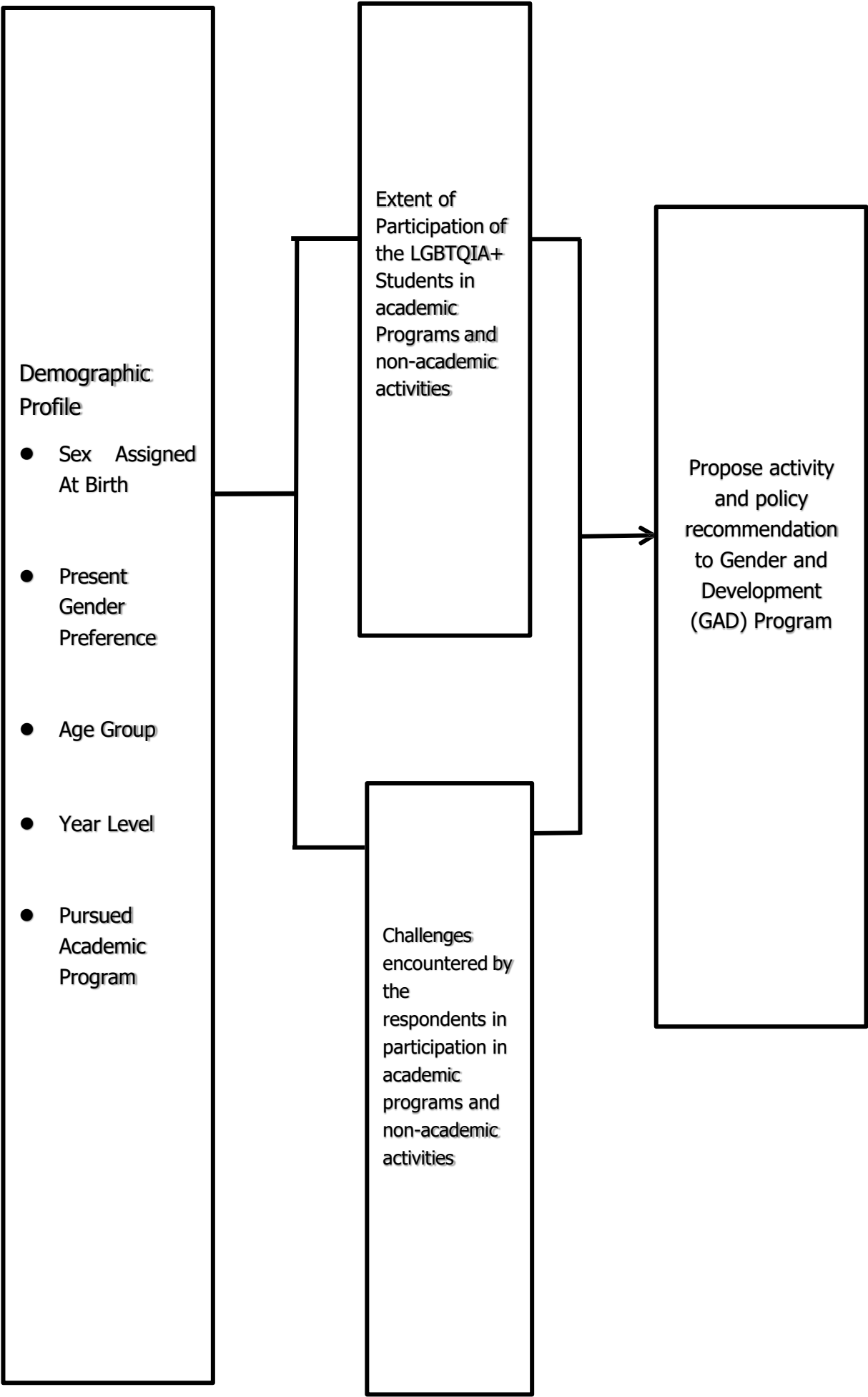


Figure 1. The Research Paradigm of the Study

Research Questions

This study assessed the extent of participation of the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual or LGBTQIA+ students in academic programs and non-academic activities of the universities in Butuan City in the School Year 2022-2023.

Specifically, it sought answers to the following questions.

1. What is the demographic profile of respondents in terms of:
 - 1.1 Sex Assigned At Birth;
 - 1.2 Present Gender Preference;
 - 1.3 Age Group;
 - 1.4 Year level;
 - 1.5 Pursued Academic Program?
2. What is the extent of participation of the students in terms of the following?
 - 2.1 Academic Program; and
 - 2.2 Non-academic activities?
3. What is the extent of manifestation of the challenges encountered by the respondents in their participation in the academic program and non-academic activities of the universities?
4. Is there a significant difference in the extent of participation of the students in the academic program and non-academic activities when they are grouped according to profile?
5. On the basis of findings of the study, what activities and policy recommendation can be proposed to Gender and Development Program?

Hypothesis

H₀: There is no significant difference in the extent of participation of the LGBTQIA+ students in the academic program and non-academic activities when grouped according to profile.

METHODOLOGY

Research Design

This study utilized a descriptive-quantitative research design. According to Creswell (2013), quantitative design emphasizes objective measurements, statistical, mathematical, and numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques. Consequently, it was appropriate for the study, as it concentrates on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon. Given that descriptive research's primary goal was to determine the traits, frequencies, patterns, and categories of the variables, it was chosen as an appropriate approach for the research study.

This research design conducted through online survey. According to Narayanaswamy & Harinarayana (2016), concluded that online surveys or web-based surveys have become convenient because of the lesser cost of administering questionnaires, the ability to reach out to a large population, geographical and temporal advantages, reaching a unique individual, and other benefits. By doing this, the researcher ensured ethical consideration, trust, confidentiality, and privacy for the details and information provided by the respondents.

The researcher utilized the method of a survey questionnaire. According to Gay (1987), the survey method is the most frequently used type of self-research report. It provided an opportunity for the researcher to collect data from a population and determine the current status of the population, especially if there were one or more needed variables. The survey method used was a scale survey, as it required less time and was less expensive. The questionnaire was personally administered by the researcher and given

to the respondents to the study. But in some other way, this could be usually mailed, and there are some options to direct the respondents using the digital platforms.

Research Locale

The following research locales are presented: Father Saturnino Urios University (FSUU) and Caraga State University (CSU). These two universities were known and popular tertiary schools in Butuan City. The Father Saturnino Urios University, or FSUU, was located at JC Aquino Avenue Street, while, the Caraga State University-Main Campus, or CSU, was located at Brgy. Ampayon in Butuan City, Province of Agusan Del Norte, Caraga Region.

The building structures of these universities were both separately located in Butuan City, Caraga Region, Agusan Del Norte. However, these two universities, particularly; the Father Saturnino Urios University (FSUU) and Caraga State University-Main Campus (CSU), both have passable roads as their locations are along the National Highway that has 12 minutes of travel time from the main city where the Father Saturnino Urios University (FSUU) is located to Caraga State University-Main Campus (CSU). When it comes to the distance area, from the starting point at Father Saturnino Urios University (FSUU), which is located at San Francisco Street, Butuan City, travel to Caraga State University (CSU), which is located at Brgy. Ampayon along the National Highway, KM 7, NH1, has a distance of exactly 6.7 km.

The following are the research locales' presented in an organize Map of the two universities in Butuan City: the Father Saturnino Urios University (FSUU) and the Caraga State University (CSU) are shown in Figure 2 and Figure 3.



Figure 2. Map of Father Saturnino Urios University (FSUU) in Butuan City
Legend:

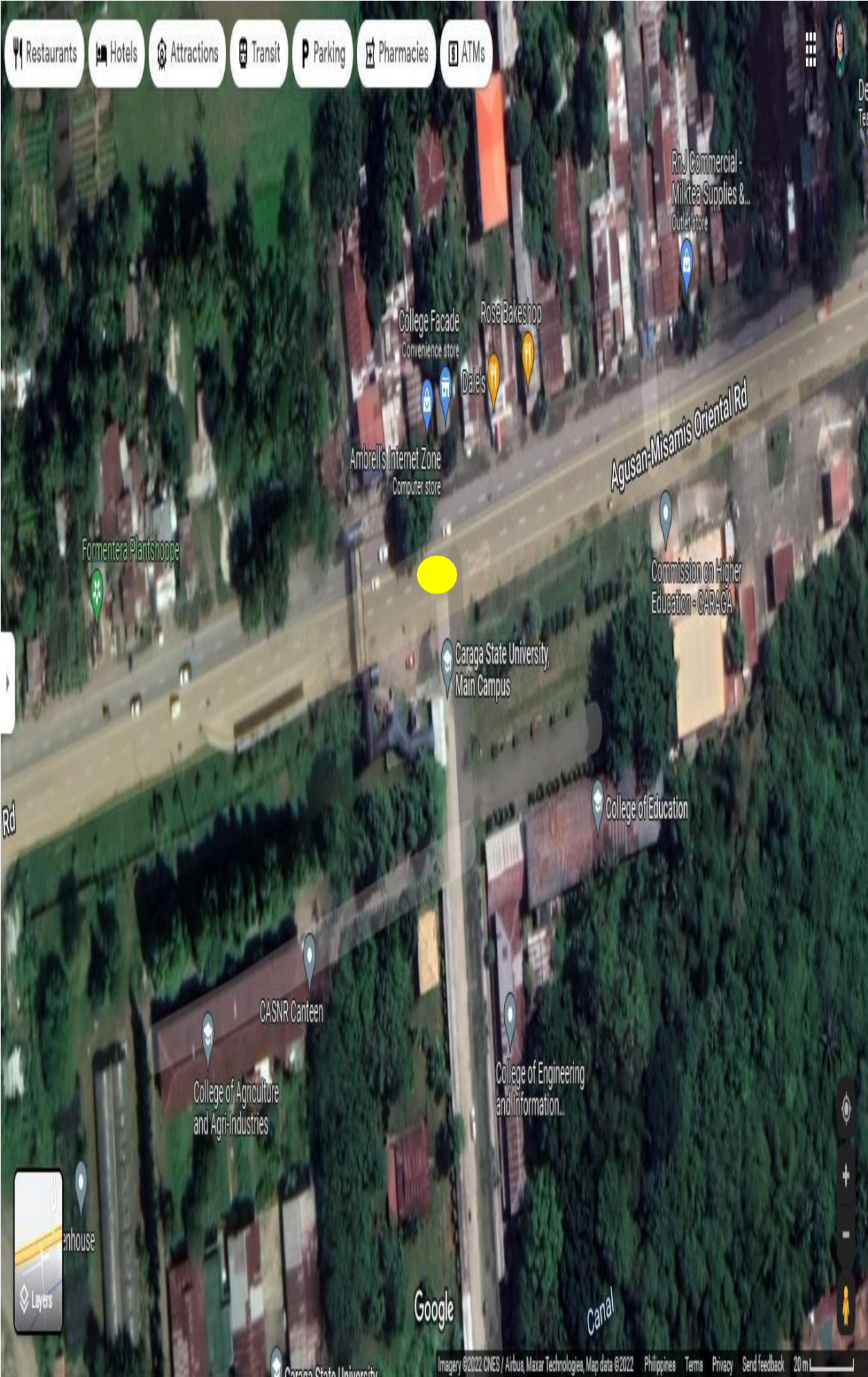


Figure 3. Map of Caraga State University (CSU)-Main Campus in Butuan City

Legend: 

Population and Respondents of the Study

The respondents of the study comprised lesbian, gay, bisexual, transgender, queer, intersex, and asexual or LGBTQIA+ students from two universities in Butuan City. The 74 respondents were determined through their characteristics of present gender preferences and categorized by sex assigned at birth, year level, pursued academic program, LGBTQIA+ student participation in academic programs and nonacademic activities, and challenges encountered in participating in academic programs and non-academic activities as part of the survey questionnaire administered by the researcher. As to the distribution of the respondents, 85.1% or 63 out of 74 respondents, were from the Caraga State University, or CSU, and 14.9% or 11 out of 74 respondents, were from the Father Saturnino Urios University, or FSUU. The majority of the respondents were LGBTQIA+ students at Caraga State University.

Sample Design

The researcher for the study utilized snowball sampling, a non-probability sampling technique that was appropriate to the study. According to Glen (2022), snowball sampling was a research technique for gathering data where participants in the research recruited other participants to participate in a test survey. It was a more applicable design for the study since respondents such as lesbian, gay, bisexual, transgender, queer, intersex, and asexual students were limited in these particular areas. In fact, no demographic or statistical record can be found at present, not even for the two universities. Theoretically, the process of using snowball sampling was that once the ball started rolling, it picked up more snow along the way and became larger. There were two steps to be applied during the survey: identify the potential subjects in the population; one or two subjects can be initially found and asked to recruit other respondents. These steps were repeated until the needed sample size was reached.

The researcher has used own judgment to choose the respondents who answered the survey questionnaire. The sample size population was categorized through their characteristics: sex assigned at birth, age, present gender preference, year level (first year, second year, third year, and fourth year), and their pursued academic program. In these variables, the inclusion criteria in selecting respondents were taken through the design of snowball sampling, and the target population was a maximum of seventy-four (74) LGBTQIA+ students from the two selected universities in Butuan City.

Research Instrument

The researcher made questionnaire was composed of two parts, specifically Part I (demographic profile) and Part II (survey questionnaire), to ensure the richness of the data. Part I was the demographic profile with checklists and blanks to be filled out by the respondents in terms of sex assigned at birth, present gender preference, year level, and pursued academic program. Next, in Part II, was the survey questionnaire, which comprised a five-point Likert scale for the respondents' answers with the use of a checklist. However, all answers from the respondents as a set of observations can be measured through the statistical tool used by the researcher in the study.

Validation of Research Instrument

In this part, the researcher used a research instrument to conduct a survey of the subject respondents at the two universities. Prior to the formal steps in conducting a survey with the subject respondents, the researcher would follow ethical considerations to ensure the safety and confidentiality of the respondents. In doing so, the researcher prepared important tools for the survey, such as a letter of request, a letter of consent, a letter of approval, and a content validation of the research instrument to be approved by the three experts.

For the survey questionnaire, two parts were used, such as a Google Form link for the virtual survey and a hard copy of the survey questionnaire for the physical survey. With regards to the validation of the research instrument, the researcher wrote a letter of request to be sent to the three experts knowledgeable of the topic. Since the study was related to gender studies, specifically LGBTQIA+ students' participation in academic programs and non-academic activities, However, the researcher decided to choose three experts: one expert can relate to the topic of language and culture; another expert has an extensive background on gender and development as a former Head Coordinator of the Gender and Development Program at Bukidnon State University-Main Campus; and one expert has been taught gender and society as a current Professor IV at Central Mindanao University.

This research instrument was validated at first before proceeding to conduct a digital survey of the subject respondents in the two universities, particularly at Father Saturnino Urios University and Caraga State University in Butuan City. In terms of the reliability and validity of the research instrument, the researcher has successfully conducted a try-out test for thirty (33) LGBTQIA+ individuals who are not students to answer the survey questionnaire completely.

Data Gathering Procedure

The researcher of the study ensured ethical consideration for the implementation of the data gathering procedure. The researcher obtained the approval of the research committee of Agusan Colleges Incorporated (ACI) before conducting the survey. Upon approval of the request for a survey, the researcher prepared the informed consent for the respondents to the study. This study focused on the extent of participation of LGBTQIA+ students in academic programs and non-academic activities at the two universities. The selection of respondents was limited since there were no groups of LGBTQIA+ students formally recognized at the two universities.

In data gathering, the researcher integrated a digital platform as the most convenient way to connect with and contact LGBTQIA+ students as subject respondents of the study. For instance, the researcher used digital platforms such as Facebook and Google Forms to send links to the respondents from these two universities, particularly Father Saturnino Urios University and Caraga State University in Butuan City. In this alternative, social media sites such as Facebook and Google Form links were utilized by the researcher. According to Franz et al. (2019), social media platforms provided an information-rich opportunity to reach diverse populations that would otherwise be difficult to identify. In that case, Facebook was the most dominant player in the social media landscape.

The survey was conducted virtually at the most convenient time for the respondents, using their Facebook accounts and group chats. The researcher was created a private Google Form link to explain the overview and the primary purpose of the survey to the respondents.

The Google Form link comprised two parts: Part 1. Demographic Profile and Part 2 Survey Questionnaire. After answering the demographic profile and survey questionnaire, the respondents completely submitted their respective responses. Once completed, respondents received duplicate answers with the certificate of participation in their respective emails.

Scoring and Quantification of Data

Part I, the Demographic Profile of the Respondents: Sex Assigned At Birth; Male and Female, Present Gender Preference; Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual. Institutions: Father Saturnino Urios University, or FSUU, and Caraga State University, Main Campus, or CSU. Age range: 18 to 21, 23 to 26, 27 to 30, 31 to 35, and 36 and up. Year level: first year, second year, third year, and fourth year.

In Part II, the researcher utilized a 5-point Likert scale that ranges from 1.0–1.49 strongly disagree, which was interpreted as very low; 1.5–2.49 disagree, which was

interpreted as low; 2.50–3.49 undecided, which was interpreted as uncertain; 3.50–4.49 agree, which was interpreted as high; and 4.5–5.00 strongly agree, which was interpreted as very high. The results are added in order to get the total weight scores.

Statistical Treatment

The data was tabulated, organized, and presented through tables. However, all variables, such as nominal, ordinal, and categorical, in quantitative data were statistically treated, analyzed, and interpreted using the statistical tools that fit the study. The following statistical tools were employed:

The frequency and percentage were used to measure the distribution of variables such as sex assigned at birth, present gender preference, age group, year level, and pursued academic program. The mean and standard deviation were utilized in order to measure the distribution of the set of variables. The mean is the sum of the set of observations divided by the number of that particular set of observations. The weighted mean is the formula that can be used in order to measure the set of particular observations. This is important in order to get the total average of a particular set of observations. The standard deviation is one of the measures of variations to find out how spread-out the numbers are from the given variables, and this can be taken through the square root of the variance.

The ANOVA was employed in order to find out if there is a significant difference between LGBTQIA+ students in the extent of participation in academic and non-academic activities when they are grouped according to their profile.

RESULTS

As to the frequency distribution of sex assigned at birth. It showed that 59 out of 74 respondents were male (79.7%), and 15 out of 74 respondents were female (20.3%). The data supported the fact that the majority of the respondents were male from Caraga State University, or CSU, and Father Saturnino Urios University, or FSUU. This means that male students were more dominant than female students. This can be implied that, in relation to their gender preferences, the majority of the respondents were gays, bisexuals, and transgender women.

The frequency distribution of respondents as to their present gender preferences. On the spectrum of LGBTQIA+, it was shown that the highest percentage in terms of gender preference was gay, with 23 frequency counts, which represents 31.1%. Followed by 21 transgender and 21 lesbian, which represent the same percentage value of 28.4%; and 4 bisexual, which represents 5.4%. The respondents whose present gender preferences are asexual and queer have the same percentage value of 2.7% with two frequency counts. Pansexual preference has the lowest percentage with 1.4%, which is 1 out of 74 LGBTQIA+ students.

The frequency distribution of respondents in terms of age. It is shown that aging 18–22 years old has the highest percentage with 67.7%, which is 50 out of 74 LGBTQIA+ students, and aging 36 years old and above has the lowest percentage with 2.7%, which is 2 out of 74 LGBTQIA+ students when they are grouped according to the age that they presently claim.

The frequency distribution of respondents according to their year level. It showed that 26 out of 74 respondents were in their fourth year, which has the highest percentage of 35.1%, and 13 out of 74 respondents were in their second year, which has the lowest percentage of 17.6%. This can be inferred from the fact that the majority of the respondents were graduating students.

The frequency distribution in terms of pursued academic programs at Caraga State University. It showed that the highest percentage value was 27.7%, in which 19 out of 74 respondents were taking a Bachelor of Science in Forestry. 1 out of 74 respondents, representing 1.4%, took a Bachelor of Science in Applied Mathematics or a Bachelor of Science in Philippine Literature.

On other hand, at Father Saturnino Urios University, it showed that the highest percentage value was 2.7%, in which 2 out of 74 respondents were taking the following courses: Bachelor of Science in Education and Bachelor of Arts in Political Science, respectively. The lowest percentage value was 1.4%, in which 1 out of 74 respondents was taking the following courses: Bachelor of Science in Engineering, Bachelor of Science in Business Administration, Bachelor of Science in Nursing, Bachelor of Arts in Communication, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Accountancy, and Bachelor of Science in Information Technology.

Based on the data, this can be observed that in the Caraga State University (CSU) and the Father Saturnino Urios University (FSUU), LGBTQIA+ individuals are visibly existing at this present school year. This means that their existence is inevitable and there is more probability that their population will increase from these two universities. Thus, this can be inferred from the fact that there is a great possibility that LGBTQIA+ individuals will encounter alienation of social isolation.

DISCUSSION

Table 1
Mean Distribution of the Extent of Participation of LGBTQIA+ students in Academic Programs

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
Q1. I am always present in my attendance in the class.	4.77	.424	Strongly Agree	Very High
Q2. I participate in the group work activity.	4.80	.405	Strongly Agree	Very High
Q3. I initiate the conversation with other classmates.	4.54	.601	Strongly Agree	Very High
Q4. I answer questions from the teacher during the class activity.	4.54	.591	Strongly Agree	Very High
Q5. I interact with my classmates within the classroom.	4.49	.801	Agree	High
Q6. I contribute my idea during the class discussions.	4.58	.641	Strongly Agree	Very High
Q7. I cooperate with my classmates in the class activity.	4.70	.460	Strongly Agree	Very High
Q8. I ask my class instructor for permission when it is needed.	4.68	.471	Strongly Agree	Very High
Q9. I assist my classmates when they ask for help.	4.65	.508	Strongly Agree	Very High
Q10. I enjoy being a part of the class.	4.68	.499	Strongly Agree	Very High
Q11. I build friendships with my classmates.	4.59	.618	Strongly Agree	Very High
Q12. I perform my roles and function in the classroom.	4.65	.508	Strongly Agree	Very High
Overall Weighted Mean	4.64	.382	Strongly Agree	Very High

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49 Undecided/Uncertain;3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

Table 1 shows the mean distribution of the extent of participation of LGBTQIA+ students in academic programs. The analysis yielded the highest weighted mean of 4.80 and.405 standard deviation, respectively. It can be observed that the majority of LGBTQIA+ students strongly agreed, which was interpreted as very high. Thus, it can be inferred that in the academic programs, the LGBTQIA+ students highly participated in the group work activity inside the classroom.

On the other hand, one indicator represents the lowest value of a 4.49 weighted mean and an 8.01 standard deviation, respectively. It can be observed that some of the LGBTQIA+ students agreed, which is interpreted as high. This means some LGBTQIA+

students are not interacting with their classmates during their participation in academic activities. Thus, it can be inferred that some LGBTQIA+ students hesitated to communicate with their classmates when participating in academic activities within the classroom.

This holds true to Burnes & Singh (2016), stated that the LGBTQIA+ students were hesitated to participate in the activity due to the possible ramifications of bullying and discrimination. McElhill (2006), believed that there were Filipino people who sadly remained gender-insensitive to the present curriculum, such as the culture of bullying and the existence of anti-LGBT policies in schools, and Rankin et al. (2010), mentioned that LGBTQ students will be negatively labeled because of their different gender preferences, and also, according to Munyuki & Vincent (2018), some other way of invulnerability as their coping mechanism to lessen communication in order to have a lack of personal connection to their classmates just to hide their present gender preferences.

Table 2
Mean Distribution of the Extent of Participation of the LGBTQIA+ students in Non-academic Activities

Indicators	Wtd	Mean	SD	Verbal Description	Interpretation
Q1.I perform my roles and function within the school campus.	4.49	.798		Strongly Agree	Very High
Q2. I communicate with other teachers,students, and non-teaching personnel when it is needed.	4.54	.554		Strongly Agree	Very High
Q3. I initiate conversations with other students on the school campus.	4.32	.813		Agree	High
Q4. I answer questions from the teachers, students, and non-teaching personnel when someone asks me within the school.	4.58	.524		Strongly Agree	Very High
Q5. I interact with other students on the campus.	4.42	.722		Agree	High
Q6. I participate in school activities and events inside the campus.	4.53	.646		Strongly Agree	Very High
Q7. I contribute the idea to other students during a group discussion with different courses.	4.49	.667		Agree	High
Q8. I cooperate with other student organizations in the university.	4.53	.602		Strongly Agree	Very High
Q9. I enjoy being a part of the university.	4.77	.424		Strongly Agree	Very High
Q10. I build friendships with other students from different courses.	4.55	.665		Strongly Agree	Very High
Q11.The school activities develop my confidence, talents, and social and communication skills.	4.54	.554		Strongly Agree	Very High
Overall Weighted Mean	4.53	.463		Strongly Agree	Very High

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Undecided/Uncertain; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

Table 2 displays the results of the mean and standard deviation, which were employed to find out if there was any participation of LGBTQIA+ students when they asked according to their participation in extracurricular activities. The analysis yielded a statistical value of 4.53 overall weighted mean with a standard deviation of .463 for the non-academic activities, which was interpreted as very high. This can be inferred from the fact that the LGBTQIA+ students participated in non-academic activities.

As indicated in the data, the analysis yielded the highest value of 4.77 weighted mean and .424 standard deviation, respectively. This means that the LGBTQIA+ students have enjoyed being a part of the university. On the other hand, three indicators have the lowest value, such as; I initiate conversations with other students on the school campus, I interact with other students on the campus, and I contribute the idea to other students during a group discussion with different courses, where students agreed, which represents a high interpretation. This implied that, in the aspect of non-academic

activities, some of them are not initiating conversations with others, interacting with other students on campus, or contributing ideas to other students during a group discussion.

According to Munyuki & Vincent (2018), LGBTQIA+ students find alternatives to face the alienation of social isolation, such as acquiescence, invulnerability, verbal action, and resistance. Acquiescence: the LGBTQIA+ learner should find ways to fit into the strict gender binary of male and female so that cisgender people do not identify LGBTQIA+ students as other individuals. Invulnerability, simply means to lessen your communication with classmates or roommates to make a lack of personal connection. Verbal action, let LGBTQIA+ students stand for themselves and repulse any negative behavior that may be felt by them. Resistance means that there was a need to adapt to the neutral space and vast diversity in spite of the existence of different cultures inside the school campus. All of these alternatives could be seen on campus, where students must find ways to overcome challenges in the school.

Table 3
Extent of Manifestation of the Challenges encountered by the LGBTQIA+ students in their participation in academic programs and non-academic activities in the Caraga State universities

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
#1 I'm not free to come out with my present Preference publicly in the classroom and school activities participation.	2.92	1.248	Strongly Disagree	Very Low
#2. I hesitate to discuss my gender preference when my classmates, fellow students, instructors, counselors, non-teaching personnel and staff ask me publicly or privately.	3.03	1.307	Strongly Disagree	Very Low
#3. I can't speak up when my classmates, fellow students, instructors, non-teaching personnel and staff automatically decline the students' participation in class and school activities.	2.84	1.260	Strongly Disagree	Very Low
#4. I hear disparaging remarks from my classmates, fellow students, instructors, non-teaching personnel, and staff, whether the comments are innocently, jokingly, or maliciously.	3.05	1.084	Strongly Disagree	Very Low
#5. I doubt participating in some activities related to academic and non-academic programs in the school campus.	2.94	1.216	Strongly Disagree	Very Low
#6. My present preference hinders to participate in academic and non-academic activities in school.	2.89	1.246	Strongly Disagree	
#7. I choose to hide my present preference during my participation in academic and non-academic activities.	2.62	1.325	Strongly Disagree	Very Low
#8. I'm not experiencing humiliation, rejection, Ostracism in participating the school activities.	3.43	1.187	Strongly Disagree	Very Low
Overall weighted Mean	2.75	.925	Strongly Disagree	Very Low

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Undecided/Uncertain; 3.50-4.49 Agree/High; 4.50-5.00-Strongly Agree/Very High

Table 3 displays the results of the mean and standard deviation, which were statistically used to determine the extent of manifestation of challenges encountered by the LGBTQIA+ students in their participation when they were asked according to their participation in academic programs and non-academic activities. The analysis yielded an overall weighted mean of 2.75 and a standard deviation of .925 for academic programs and non-academic activities, respectively. This can be shown by the fact that the majority of LGBTQIA+ students strongly disagreed, which interpreted a very low on the extent of

manifestation of challenges encountered during their participation in academic and non-academic activities.

This very low interpretation means that there are no instances of manifestations of challenges encountered by LGBTQIA+ students in their participation in academic programs and non-academic activities at the university. However, this interpretation profoundly implies that Caraga State University is open to LGBTQIA+ students and that their different gender preferences are not a hindrance to participating in academic programs and non-academic activities. This can be inferred from the fact that, in aspects of academic programs and non-academic activities, LGBTQIA+ students participation is highly observed.

Participating in academic programs and non-academic activities is an essential part of college life for college students in order to have a better learning experience. According to Knight & Wood (2005) and Cohen (2008), student participation is a key to better academic learning, and Bekkering & Ward (2020) help students develop their skills and qualities by dealing with logistical issues, building their confidence, and creating a good connection with their instructors, as all these things have a significant impact for them.

Table 4
Extent of Manifestation of the Challenges encountered by the LGBTQIA+ students in their participation in academic programs and non-academic activities in Father Saturnino Urios University

Indicators	Wtd Mean	SD	Verbal Description	Interpretation
#1. I'm not free to come out with my present preference publicly in the classroom and school activities participation	3.18	1.537	Disagree	Low
#2. I hesitate to discuss my gender preference when my classmates, fellow students, instructors, counselors, non-teaching personnel, and staff ask me publicly or privately.	3.18	1.401	Strongly disagree	Very low
#3. I can't speak up when my classmates, fellow students, instructors, non-teaching personnel, and staff automatically decline the students' participation in class and school activities.	3.09	1.446	Strongly disagree	Very low
#4. I hear disparaging remarks from my classmates, fellow students, instructors, non-teaching personnel, and staff, whether the comments are innocently, jokingly, or maliciously.	3.73	1.191	Strongly disagree	Very low
#5. I doubt participating in some activities related to academic and non-academic programs in the school campus.	3.09	1.446	Strongly disagree	Very low
#6. My present preference hinders to participate in academic and non-academic activities in school.	3.00	1.732	Strongly disagree	Very low
#7. I choose to hide my present preference during my participation in academic and non-academic activities.	3.36	1.502	Disagree	Low
#8. I'm not experiencing humiliation, rejection, or ostracism in participating the school activities.	3.27	1.489	Strongly disagree	Very low
Overall weighted Mean	3.10	1.094	Strongly disagree	Very low

Legend: 1.00-1.49-Strongly Disagree/ Very Low; 1.50-2.49-Disagree/Low; 2.50-3.49-Undecided/Uncertain; 3.50-4.49-Agree/High; 4.50-5.00-Strongly Agree/Very High

Table 4 highlights the results of the mean and standard deviation, which were employed to determine if there were manifestations of challenges encountered by the LGBTQIA+ students in their participation in academic programs and non-academic activities when they were asked according to their participation. The analysis yielded an overall weighted mean of 3.10 and a standard deviation of 1.094 in participation for academic programs and non-academic activities, respectively. This means that the

majority of LGBTQIA+ students strongly disagreed, which interpreted a very low manifestation of challenges encountered during participation in academic programs and non-academic activities.

Although the result had a very low interpretation, it does not mean that there are no instances of manifestation of challenges encountered by LGBTQIA+ students. However, there were two indicators yielded values of 3.18 weighted mean with 1.537 standard deviation and 3.36 weighted mean with 1.502 standard deviation represented low interpretation, respectively. This means that some LGBTQIA+ students encountered manifestations of challenges because of their present gender preferences; they were not free to come out with their present gender preferences publicly in the classroom and school activities, and they chose to hide their present preferences during participation in academic and non-academic activities. Thus, it can be inferred that gender preference is one of the manifestation of challenges encountered by LGBTQIA+ students in participation in academic programs and non-academic activities in the university.

In such a situation, hiding their present gender preferences is used as a coping mechanism in order to participate in the activities. According to Munyuki & Vincent (2018), LGBTQIA students applied alternative ways to face alienation and isolation, such as acquiescence, invulnerability, verbal action, and resistance. All of these are the common coping mechanisms used by LGBTQIA+ students in participating in academic programs and non-academic activities, and they are challenged to do their best in order to survive as far as gender preference is concerned.

Table 5
ANOVA on the significant difference in the extent of Academic programs and Non-academic activities when Respondents are grouped according to gender preference

		Sum of Square s	df	Mean Squar e	F	p- value	Decisio n on H _o	Interpretation
ACAD MEAN	Between Groups	1.157	6	.193	1.353	.246	Do not reject H _o	Not significant
	Within Groups	9.545	67	.142				
	Total	10.701	73					
NON-ACAD MEAN	Between Groups	.726	6	.121	.544	.773	Do not reject H _o	Not significant
	Within Groups	14.891	67	.222				
	Total	15.617	73					

Table 5 shows the results of the ANOVA, which was employed to determine if there exists a significant difference in the extent of participation in academic programs and non-academic activities of the respondents when they are grouped according to gender preference. The analysis yielded f-value of 1.353 and 0.544 for academic programs and non-academic activities, respectively. It was shown that the p-value of 0.246 and 0.773, respectively, are beyond the 0.05 level of significance set for analysis. This means that the null hypothesis with respect to these variables is not rejected. Thus, it can be inferred that there is no significant difference in the extent of participation of the respondents in academic programs and non-academic activities across the different gender preferences when grouped according to the present gender preference that they presently claim.

Although there was no significant difference in the extent of participation in academic programs and non-academic activities across the different present gender preferences, the non-academic activities mean score was slightly higher than academic activity. Even if there's a little difference in their mean square value, the result of the ANOVA determined that the p-value was higher than the 0.05 level of significance. This means that present gender preference was not the differentiating factor for an individual's

participation in academic programs and non-academic activities when they were grouped according to their present gender preference.

As indicated in the result, LGBTQIA+ gender preference was not a general basis for participating in classroom and the school campus activities. It holds true to Ebenuwa (2010) that gender including age and financial status are not powerful indicators of academic performance but rather the fundamental and primary factors are the character and behaviors of the student inside and outside the class. Furthermore, the result of the present study contradicted the existing study by Herek (2009), which found that gay individuals are often more probable to experience gender biases than bisexual men and women or lesbians.

Table 6
ANOVA on the significant difference in the extent of academic programs and non-academic activities when respondents are grouped according to Age

		Sum of Squares	df	Mean Square	F	p-value	Decision on H _o	Interpretation
ACAD MEAN	Between Groups	.693	4	.173	1.195	.321	Do not reject H _o	Not significant
	Within Groups	10.008	69	.145				
	Total	10.701	73					
NON-ACAD MEAN	Between Groups	.879	4	.220	1.029	.399	Do not reject H _o	Not significant
	Within Groups	14.738	69	.214				
	Total	15.617	73					

Table 6 presents the result of the ANOVA, which was employed to determine if there exists a significant difference in the extent of participation in academic programs and non-academic activities of the respondents when they are grouped according to age. The analysis yielded an f-value of 1.195 and 1.029 for academic programs and non-academic activities, respectively. It can be shown that the p-value of 0.321 and 0.399, respectively, are beyond the 0.05 level of significance set for analysis. This means that the null hypothesis with respect to these variables is not rejected. Thus, it can be inferred that there is no significant difference in the extent of participation of the respondents in academic programs and non-academic activities when respondents are grouped across different ages, as they presently claim.

The interpretation of the data resulted in no significant difference in the extent of participation in academic programs and non-academic activities across different age groups. However, the non-academic programs mean score is higher than the academic activities mean score. This means that even if there is a little difference in the mean square value, the result of the ANOVA shows that the p-value is higher than the level of significance. This can be inferred from the fact that age was not a differentiating factor for LGBTQIA+ students' participation in academic programs and non-academic activities when grouped according to the age that they presently claimed. It has proven by Ebenuwa (2010) that age including gender and financial status is not a powerful indicator of academic performance but rather the fundamental and primary factors are the character and behaviors of the student.

Table 7
ANOVA on the significant difference in the extent of academic programs and non-academic activities when respondents are grouped according to Year level

		Sum of Squares	df	Mean Square	F	p-value	Decision on H _o	Interpretation
ACAD MEAN	Between Groups	1.630	3	.543	4.193	.009	Reject H _o	Significant
	Within Groups	9.071	70	.130				
	Total	10.701	73					
NON-ACAD MEAN	Between Groups	.945	3	.315	1.503	.221	Do not reject H _o	Not significant
	Within Groups	14.672	70	.210				
	Total	15.617	73					

Table 7 presents the result of the ANOVA, which was employed to determine if there’s a significant difference in the extent of participation in academic programs and non-academic activities of the respondents when they are grouped according to age. The analysis revealed an f-value of 4.193 and 1.503 for academic programs and non-academic activities, respectively. The academic programs has a p-value of 0.009, and the non-academic activities has a p-value of 0.221, respectively. This means that in the aspect of academic programs, the p-value is beyond the level of significance, whereas in non-academic activities, the p-value is above the level of significance. Thus, the analyses are respectively implied that in academic programs, the null hypothesis with respect to these variables is rejected, which means that there is a significant difference in the aspect of year level towards students in academic programs. On the other hand, in non-academic activities, the null hypothesis with respect to these variables is not rejected, which means that there is no significant difference in the extent of participation in non-academic activities when grouped according to the year level.

Although the analysis of these variables yields different numerical values, the level of significance, which is 0.05, can be used to identify the differentiating factors in their participation in academic programs and non-academic activities. In academic programs, when tested between groups, it falls into a 0.543 mean square, which is higher than non-academic activities between groups with a 0.315 mean square. Thus, this profoundly implied that the LGBTQIA+ students were more likely to participate in academic programs rather than non-academic activities across different year levels based on their current scholastic standing.

Despite different year levels, the LGBTQIA+ students have been involved in such activities intended for their personal benefits directed to them in order to have a better academic learning experience as well as a better social relationship with their classmates, friends, and instructors. According to Ullah & Wilson (2007), positive learning and building good connections with faculty and peers are more likely to have significance for students and can improve their academic performance.

Summary of Findings

This research study aimed to investigate the extent of participation of lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) students in academic programs and non-academic activities. It further looked into the differences in gender preference, age, sex, year level, and course. With a total of 74 respondents from the Father Saturnino Urios University and the Caraga State University in Butuan City during the school year 2022-2023, the researcher has drawn the following summary of findings:

In the context of demographic profile, Sex Assigned at Birth found that male respondents were more dominant than females. It also revealed that gay respondents were the majority, followed by transgender women and lesbians. Age Group: The majority of the LGBTQIA+ students were ages 18 to 21, followed by 23 to 26 years old, of the total population size of the respondents. At the year level, the majority of the LGBTQIA+ students are graduating students, followed by the first year, third year, and second year of the total population of the respondents.

In terms of pursued academic programs, it was found that the majority of the LGBTQIA+ respondents were taking a Bachelor of Science in Forestry, followed by a Bachelor of Science in Social Worker at Caraga State University. In addition, the least number of respondents were taking courses in Bachelor of Arts in Political Science and Bachelor of Science in Education, followed by Bachelor of Science in Civil Engineering, Bachelor of Science in Nursing, Bachelor of Science in Accounting, Bachelor of Arts in Communication, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Information Technology, and Bachelor of Science in Business Administration at Father Saturnino Urios University.

The study found that in academic programs, LGBTQIA+ students were highly participative in group work activities, while in non-academic, activities were just enjoyed by LGBTQIA+ students being a part of the university.

The finding also showed that there was no manifestation of challenges encountered by the LGBTQIA+ students in participating the academic programs and non-academic activities in the Caraga State University, while there was a manifestation of challenges encountered by the LGBTQIA+ students in participating the academic programs and non-academic activities concerning LGBTQIA+ gender preferences at Father Saturnino Urios University.

The finding revealed that there is no significant difference in the extent of participation of the respondents in academic programs and non-academic activities across the different gender preference and age that they presently claimed. In relation to their year levels, the analyses are respectively inferred that in academic programs the null hypothesis with respect to these variables is rejected which denoted that there is significant difference. On the other hand, the non-academic activities show that the null hypothesis with respect to these variables is not rejected which means that there is no significant difference in the extent of participation in non-academic activities when grouped according to the year level that they presently claimed.

Through these findings, the researcher would like to recommend an action plan that pertained activities to propose to the Gender and Development Program in response to the needs of addressing gender issue encountered by some of the LGBTQIA+ students.

CONCLUSIONS

After a thorough analysis of the gathered data about the extent of participation of LGBTQIA+ students in academic programs and non-academic activities at FSUU and CSU for the school year 2022-2023, the researcher has drawn the following conclusions:

The existence of LGBTQIA+ people and their gender preferences are inevitable and have a high probability of increasing their population at the two universities at this time. In addition, Gender preferences, age groups, and year levels cannot be the general basis for LGBTQIA+ students' participation in academic programs and non-academic activities.

Also, adequate knowledge about LGBTQIA+ existence is not just a sufficient way of battling the feeling of being alienated and social isolation encountered by some of the LGBTQIA+ students in universities.

The findings also revealed that there is no significant difference in the extent of participation of the respondents in academic programs and non-academic activities when they are grouped according to gender preference and age. When grouped according to year level, there is a significant difference in LGBTQIA+ students' participation in

academic programs, but there is no significant difference in participation in non-academic activities.

On the basis of the findings of the study, the researcher would propose an Action Plan on Gender and Development Program for the Awareness of Sexual Orientation, Gender Identities, and Expression, or SOGIE.

RECOMMENDATIONS

1. Institutions may ensure a safe, gender sensitive, and gender-responsive environment to meet the needs of LGBTQIA+ students.

2. The LGBTQIA+ students may need to be dealt with in a gender-sensitive manner by other students, faculty, non-teaching personnel, and staff at the universities. One step is to educate students, instructors, non-teaching personnel, and staff about the existence of different gender preferences in the context of sexual orientation, gender identity, and expression of the students. This alternative may help students, faculty, non-teaching personnel, and staff to be socially aware and gender sensitive when treating the LGBTQIA+ individuals in the two universities in Butuan City.

3. There could be a collective effort between the school administrators, Gender and Development Program, Local Government, and Non-government organizations in conducting such activities in response to addressing gender issues related to gender preferences in the context of Sexual Orientation Gender Identity and Expression. Adequate knowledge about LGBTQIA+ existence is not just a sufficient way of battling the feeling of being alienated and social isolation encountered by some of the LGBTQIA+ students in universities.

4. Teachers, Non-teaching personnel, and staff may reexamine the existing gender sensitivity training instructional materials and revise them in consultation with members of the LGBTQIA+ community to include the SOGIE concept and LGBTQIA+ issues and concerns.

5. To propose an action plan to the Gender and Development Program to help conduct and spread awareness through lectures on Sexual Orientation, Gender Identity, and Expression, or SOGIE, symposiums, training, and seminars on gender diversity, gender sensitivity, gender mainstreaming, and gender neutrality for all students, faculty, non-teaching personnel, and staff, and hopes to have a better understanding of their existence that may help LGBTQIA+ students boost their confidence in being who they are and what they can do more in the aspects of academic programs and non-academic activities in the universities.

SOGIE AWARENESS ACTION PLAN 2023

Title. Be educated; Adequate knowledge on Sexual Orientation Gender Identity and Expression is a Milestone for having a Safe and Comfortable Zone through Embracing Diversity, Inclusivity, and Gender Sensitivity in the University.

Venue: Father Saturnino Urios University (FSUU) and Caraga State University (CSU)

1. Rationale

The research proposes Sexual Orientation Gender Identity and Expression or SOGIE Awareness Action Plan to propose to Gender and Development Program in the two universities. On the basis of these findings, the (LGBTQIA+) students are inevitably present and visible at Father Saturnino Urios University and Caraga State University Main Campus. However, their existence has been intertwined with different challenges in the face of normality in the concept of hetero-normativity in history. This zero tolerance has not been achieved yet due to the fact that a few students experience discomfort when dealing with people inside the university campus. This somehow hinders and challenges them from pursuing their goals in education. Based on the results of the study, there was a manifestation of challenges encountered by the LGBTQIA+ students in their

participation in academic programs and non-academic activities. Therefore, there is a great possibility of increasing the number of LGBTQIA+ individuals who will encounter alienation and social isolation. In such a situation and probability, the researcher proposes an action plan to ensure a better understanding of the SOGIE-Concept towards students, teachers, non-teaching personnel, and staff for an inclusive change, recognize diversity of gender preferences, and create a supportive learning environment.

Proposed Activities	Major Objectives	Time Frame	Target Participant	Person Involved	Success Indicator
Forum: An LGBTQIA+ Talk Series	To present and discuss Gender, Sex and SOGIE. To encourage young LGBTQIA+ Students to boost their confidence and self esteemed at all time.	1 st Month of the Beginning of the School Year	University Students	School Administrator Gender and Development Program Faculty and Staff	(To be Conducted)
Forums, Lectures, Seminars, Symposium	Endorsing openness and acceptance to breakdown the Culture of Bullying, Discrimination and Stigmatization intertwined into the life of LGBTQIA+ Students.	Whole School Year	University Students	School Administrator Gender and Development Program Faculty and Staff	(To be Reported and Identified)
Conduction of Gender Sensitivity Test will be held in the Classroom level and Faculty Offices By Department.	To encourage Gender Sensitivity Test for all students, faculty and Non-teaching Personnel to be assured that school learning environment is gender sensitive.	Whole School Year	University Students Faculty Non-teaching Personnel and Staff	School Administrator Gender and Development Program Faculty and Staff	(To be Reported and Identified)

Forums, Lectures, Seminars, Symposium	To ensure that the University is an LGBTQIA+ friendly, Gender Responsive to address all gender issues encountered by the LGBTQIA+ Students, Faculty and Non-teaching Personnel	Whole School Year	University Students Faculty Non-teaching Personnel and Staff	School Administrator, Gender and Development Program , Faculty and Staff, Guidance and Counselors	(To be Reported and Identified)

COMPLIANCE WITH ETHICAL STANDARDS

The researcher of the study ensured ethical consideration for the implementation of the data gathering procedure. The researcher obtained the approval of the research committee of Agusan Colleges Incorporated (ACI) before conducting the survey. Upon approval of the request for a survey, the researcher prepared the informed consent for the respondents of the study. This study focused on the extent of participation of LGBTQIA+ students in academic programs and non-academic activities at the two universities. The selection of respondents was limited since there were no groups of LGBTQIA+ students formally recognized at the two universities.

In data gathering, the researcher integrated a digital platform as the most convenient way to connect with and contact LGBTQIA+ students as subject respondents of the study. For instance, the researcher used digital platforms such as Facebook and Google Forms to send links to the respondents from these two universities, particularly Father Saturnino Urios University and Caraga State University in Butuan City. In this alternative, social media sites such as Facebook and Google Form links were utilized by the researcher. According to Franz et al. (2019), social media platforms provided an information-rich opportunity to reach diverse populations that would otherwise be difficult to identify. In that case, Facebook was the most dominant player in the social media landscape.

The survey was conducted virtually at the most convenient time for the respondents, using their Facebook accounts and group chats. The researcher was created a private Google Form link to explain the overview and the primary purpose of the survey to the respondents.

The Google Form link comprised two parts: Part 1. Demographic Profile and Part 2 Survey Questionnaire. After answering the demographic profile and survey questionnaire, the respondents completely submitted their respective responses. Once completed, respondents received duplicate answers with the certificate of participation in their respective emails.

Privacy is very crucial, this simply means that all of the data from the respondents should be kept with utmost confidentiality and be protected at all times for the safety of the respondents. In addition, the researcher ensures to follow the school’s policy and aware about the importance of ethical standards and approval from the school research committee and experts to conduct this research study.

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UNVEILING LEADERSHIP EXPERTISE DURING THE PANDEMIC IN PUBLIC SCHOOLS IN THE DIVISION OF ANGELES

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Abstract

This study explores the complex terrain of leadership competence in the setting of public schools under the extraordinary difficulties brought on by a pandemic in the Division of Angeles, Angeles City, Pampanga. It is critical for educational institutions to have strong leadership to maintain the continuity and resilience of learning environments in the face of challenges to traditional teaching models, resource limitations, and increased social pressures. The research utilizes descriptive-survey method of research, questionnaires were sent to the respondents via email. There were five school principals handpicked as respondents from the Division of Angeles City. Themes that have been examined include community involvement, teacher support, technological integration, and crisis communication. The results are collected to provide insightful information to leadership development programs, school administrators, and educational policymakers that aim to improve the effectiveness and readiness of leaders in public school environments when confronted with unexpected obstacles. This research intends to uncover critical leadership qualities and best practices that have emerged as crucial in managing the difficulties of crisis management in public schools by looking at the adaptive tactics and decision-making processes of leaders. In the end, this study aims to shed light on the various facets of leadership competence that have been crucial in encouraging equity, preserving academic excellence, and building resilience in public schools within the setting of a pandemic.

Keywords: school leadership, leadership expertise, COVID-19 pandemic

Introduction

The Education Department is in the forefront of educational governance and is responsible for reshaping the academic environment to guarantee inclusivity, equity, and quality. The COVID-19 epidemic has had a profound impact on educational institutions worldwide. As a result, leadership in public schools has become increasingly important in minimizing disruptions and navigating unfamiliar ground. The Department of Education in the Division of Angeles is the focal point of this study, which aims to reveal the subtle facets of the leadership skills demonstrated by school administrators in the face of the pandemic's unparalleled obstacles.

The city of Angeles is a microcosm of the greater educational environment. The city's varied socioeconomic makeup presents difficulties that call for adaptable and capable leadership in the public education system. The epidemic widened already-existing gaps, emphasizing the necessity for strong, flexible leadership capable of handling the complex aspects of educational continuity.

With the start of the global pandemic, education entered a new period characterized by rapid shifts to distant and hybrid learning, resource limitations, and increased community anxiety. The officials of the Angeles City Department of Education were forced to take the lead in the face of these difficulties, making decisions that would have a significant impact on the education of many students in the future. Effective leadership was put to the test by the difficult balancing act of preserving educational standards, encouraging community involvement, and guaranteeing safety.

Exposing the leadership skills of the Department of Education in Angeles City throughout the pandemic is important for academic research and real-world implementation. The knowledge gained from this study is intended to advance the field's comprehension of crisis leadership and provide a model for other academic institutions facing comparable difficulties. Furthermore, the results have the potential to guide future efforts for improving resilience and readiness in the event of unanticipated disruptions by informing policy recommendations and leadership development programs within the Department of Education.

Globally, the COVID-19 epidemic has severely disrupted educational systems, posing hitherto unheard-of issues that call for adaptable and capable leadership. As the world grappled with the profound implications of the COVID-19 pandemic on its education system, educational leadership emerged as a critical determinant of resilience and success. This literature review highlights the diverse facets of leadership expertise, emphasizing the need for adaptive styles, technological acumen, effective communication, teacher support, and a commitment to equity. Further research in these areas is essential to inform ongoing leadership development initiatives and shape policies that foster educational resilience in the face of future crises.

Research conducted in the US during the pandemic on leadership emphasizes how important it is for leaders to have flexible approaches to deal with quickly shifting

conditions. It has been shown that transformational leadership—which is typified by vision, empathy, and the capacity to inspire—is especially useful in encouraging commitment and resilience among stakeholders in education (Herman, 2020). Examining how American leaders have modified their approaches to deal with the intricacies of crisis management is essential to comprehending leadership proficiency in this difficult time. Using technology in the classroom proved essential to keeping things running smoothly throughout the pandemic. Studies indicate that leaders who welcomed and supported the integration of technology had greater levels of resilience and readiness resilience (Ertmer & Ottenbreit-Leftwich, 2013). Understanding the importance of technical savvy in leadership expertise is aided by looking at the methods used by American educational leaders to use technology for remote and hybrid learning models. A key component of crisis management leadership success is effective communication. Research highlights the significance of open and compassionate communication in fostering trust amongst those involved (Jacobsen & Jacobsen, 2020).

To assess leadership performance during the pandemic, it becomes imperative to investigate how educational leaders in the USA managed crisis communication, interacted with a variety of stakeholders, and promoted a feeling of community. Supporting the well-being of educators is crucial since they encounter unique difficulties when adjusting to new teaching methodologies. Studies indicate that leaders who gave priority to professional development, mental health programs, and support for teachers had a favorable effect on the results of education (Harris et al., 2021). Analyzing the approaches taken by American leaders to promote the wellbeing of their teachers offers insights into the comprehensive nature of leadership competence. The pandemic made already-existing educational disparities worse, highlighting the role that leadership plays in advancing inclusion and equity. Leaders that showed a dedication to social justice were those who put the concerns of marginalized groups first and carried out focused initiatives (Pitre & Jackson, 2020). Examining the way American leaders handled matters of fairness and inclusivity within the pandemic illuminates the interconnectedness of crisis leadership proficiency.

Research Questions

The foundation of this research is an extensive investigation of the leadership dynamics that existed in the Division of Angeles throughout the pandemic. The principal goals encompass pinpointing essential leadership proficiencies, scrutinizing adaptable tactics utilized by instructional leaders, and evaluating the influence of leadership determinations on academic results. Through dissecting the complex fabric of crisis leadership, this research seeks to offer a comprehensive viewpoint that goes beyond conventional thinking, recognizing the diverse aspects of leadership in the dynamic field of public education. Specifically, this study shall ponder to the following questions:

1. In the context of public education, how did you modify your leadership style to deal with the sudden obstacles and uncertainty caused by the COVID-19 pandemic?

2. Could you name some specific leadership traits or abilities that you felt were especially important for negotiating the challenges of crisis management in the public school system during the pandemic?
3. During the epidemic, what communication techniques did you use to effectively interact with different stakeholders, such as educators, parents, students, and the larger community? In what ways did these tactics foster a feeling of solidarity and support?
4. What obstacles did you face in facilitating the incorporation of technology into administrative and instructional strategies to maintain school continuity during the pandemic?
5. What results and effects do you see from your leadership choices throughout the pandemic in terms of upholding the standard of education, encouraging resiliency, and promoting the general wellbeing of students, staff, and the community you serve?

Methodology

This research offers a question for an interview with the chosen principals and assistant principals of the Division of Angeles in Angeles City, Pampanga.

The researcher developed one thorough research question that my selected interviewee will respond to: How did leadership expertise within the public schools of the Division of Angeles manifest during the pandemic, and what key strategies or competencies did educational leaders employ to navigate the unprecedented challenges and uncertainties posed by the COVID-19 crisis? This query was answered by six school principals responding through interview via email.

Results

The purpose of the qualitative study is to investigate the leadership prowess of school principals during the pandemic in the Division of Angeles.

Respondent's claim on Leadership Expertise During the Pandemic	Researcher's Insight
"As a school principal during the pandemic, I had to adapt quickly to changing circumstances. Decision-making became paramount, and we prioritized the safety of our students and staff while ensuring educational continuity."	Adaptation and Decision-Making
"As a school head I recognize the importance of technology in facilitating remote learning. Aside from printed materials we also employ online platforms, virtual classrooms, thus, providing technology resources became a necessity assuring our students could continue their education."	Technological Integration

"On the onslaught of COVID-19 constant communication was essential. We kept stakeholders (parents, teachers, and students) informed about the direction of the academic year such as developments, changes in learning modalities, and safety measures, in doing so, we build trust and understanding within the school community."	Communication Strategies
"Our instructors' support came first. To assist them in overcoming the difficulties of distant teaching, we put professional development programs into place, provided emotional support, and fostered a collaborative environment."	Teacher Support and Professional Development
"Interacting with the neighborhood was essential. We cultivated relationships with local government agencies, parents, and community groups to guarantee a cooperative strategy in handling the difficulties posed by the pandemic."	Community Engagement
"Given the actuality of resource limitations, strategic management became essential. To guarantee the sustainability of educational projects, we made educated decisions, made the most of the resources that were already available, and looked for extra support when needed."	Strategic Resource Management
"Ensuring the health and safety of everyone in the school community was a top priority. We implemented rigorous health protocols, collaborated with health authorities, and communicated effectively to create a secure learning environment."	Health and Safety Measures
"After seeing that the pandemic was making gaps worse, we took action to address equity concerns. This included making sure that technology was accessible, helping underprivileged students with resources, and attending to the needs of vulnerable groups."	Equity and Inclusion Initiatives
"We have started making plans for future readiness, having learned from the pandemic's experiences. To handle any future emergencies, this entails creating backup plans, improving our technology infrastructure, and honing our leadership techniques."	Future Preparedness Planning

Discussion

The principals showed incredible fortitude and shrewdness in handling the difficulties presented by the COVID-19 pandemic. Regarding adjustment and judgment, their answers demonstrated a quick and adaptable response to the quickly evolving situation.

A dedication to maintaining the uninterrupted delivery of education while guaranteeing the safety of students and staff typified the decisions made. This flexibility demonstrated the principals' crisis abilities.

One of the main themes that arose was technological integration, with principals stressing the importance of strategically integrating technology to support remote learning. Their focus was to close the gap in the adoption of new learning modalities by utilizing digital materials, virtual classrooms, and online platforms. Principals focused on open and frequent communication to keep all stakeholders informed, and communication methods also played a significant role. To foster understanding and trust among the students, these leaders placed a high priority on good communication. Additionally, they demonstrated their dedication to professional development and teacher support by putting initiatives in place to give teachers the resources, emotional support, and collaborative environments they need to meet the challenges of teaching remotely.

Principals forged alliances and relationships with parents, local government agencies, and community organizations as part of a major component of community engagement. Their ability to maximize available resources and make wise decisions in the face of resource limitations was indicative of their strategic resource management. Prioritizing health and safety meant that executives worked with health officials to adopt strict protocols. Initiatives aimed at promoting equity and inclusion emphasized their dedication to mitigating inequalities made worse by the epidemic, providing resources for disadvantaged groups, and guaranteeing technological access. Ultimately, these principles exhibited a forward-looking outlook by devising plans for future readiness, putting technological infrastructure improvements into action, honing leadership techniques, and creating backup plans in case of emergencies.

The school principals in the Angeles Division demonstrated leadership proficiency in a variety of fields. They demonstrated flexibility, technological know-how, good communication, support for educators, community involvement, strategic resource management, dedication to health and safety, initiatives for inclusion and equity, and proactive planning for upcoming difficulties.

Conclusions

The COVID-19 pandemic presented public education with previously unheard-of obstacles. In response, the respondents adopted a leadership style that prioritized adaptability, transparency, and compassionate decision-making. Aware of the unexpected challenges and uncertainties, they adopted a consultative and collaborative approach, incorporating stakeholders in the decision-making procedures. Important leadership qualities that were crucial in crisis management were the capacity for inspiring a common vision of cooperatively overcoming obstacles, for example, and for good communication. They used a multifaceted communication strategy, including virtual town hall meetings, frequent updates via 70 several platforms, and encouraging open lines of

communication, to connect with numerous stakeholders. These strategies attempted to foster a sense of unity and support among educators in addition to spreading important information. Even though technology was necessary to keep things going, there were issues with accessibility and training. Allocating resources and making strategic plans were necessary to overcome these obstacles. The educational community saw a sustained level of instruction, heightened resilience, and an improved sense of overall wellness among students, staff, and the larger community they served because of these leadership decisions.

Amid the COVID-19 pandemic's exceptional obstacles, the Division of Angeles's leadership ability was crucial in directing public education. As pivotal personalities in this context, school principals were entrusted with making decisions that would have a major impact on students' and teachers' well-being as well as the continuity of learning. To successfully navigate the complexity of crisis management, which calls for quick decisions, clear communication, and a strategic future vision, leadership expertise was crucial. In the Division of Angeles, educational leaders played a pivotal role in enabling the adjustment to novel learning modes, guaranteeing the incorporation of technology, and tackling concerns related to equity and inclusion that were intensified by the pandemic. Further emphasized were the benefits of having a strong leadership background for developing resilience, upholding a great school climate, and creating a feeling of community and solidarity. The Division of Angeles encountered hitherto unseen difficulties, and the skill and fortitude exhibited by educators were crucial in determining the course of public education during this trying time.

Recommendations

During these challenging times, the administrators in the division showed amazing tenacity and adaptation. However, the pandemic demands identified areas where leadership proficiency can be strengthened even more to guarantee the school community's well-being and the continuous provision of high-quality instruction. This section presents a series of thoughtful recommendations that aim to enhance and empower the leadership skills of the Division of Angeles City school administrators considering the research findings.

These suggestions are meant to provide useful and doable tactics that tackle the difficulties faced by school administrators. The focus is on developing a culture of proactive and resilient leadership, improving crisis readiness, and creating an atmosphere that meets the emotional and academic requirements of students, faculty, and the community at large. These suggestions are based on best practices and insights from the larger educational landscape in addition to the results of the research. Here are the following recommendations:

1. Boost Programs for Professional Development
2. Encourage a Culture of Collaborative Leadership

3. Incorporate Technology into Administrative Tasks
4. Form a Crisis Management Unit
5. Create an All-Inclusive Communication Plan
6. Make mental health and well-being a priority.
7. Promote Adaptability and Innovation
8. Create an Ongoing Feedback System
9. Work Together with Outside Partners
10. Create a Strategic Long-Term Plan for Crisis Management

The researcher hopes that stakeholders in the Division of Angeles would use these recommendations as a guide to help school administrators develop their leadership skills and become better prepared to deal with the uncertainties of the current and future educational environments.

Compliance with Ethical Standards

The process of conducting email interviews with the six school principals of the Division of Angeles City has been carefully planned to prioritize the concepts of respect, confidentiality, and informed permission in accordance with the ethical norms guiding research. Each school principal received a thorough explanation of the study's goals, methods, and voluntary participation requirements before the email interviews were started. It was made clear to participants during the informed consent process that participation was completely optional and that they might leave the study at any time without facing any consequences. Furthermore, participant confidentiality was strictly upheld, guaranteeing that any information disclosed would be pooled and anonymized for the purpose of the study. The development of interview questions was heavily influenced by ethical considerations, which made sure the inquiries were courteous, non-intrusive, and centered on the goals of the study. Every attempt was made to maintain the highest ethical standards during the email interview process to protect the rights and well-being of the participating school principals and ensure that the research meaningfully advances our understanding of leadership expertise during the pandemic.

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Unveiling the Transformative Influence of Instructional Leadership on Teacher Professional Development: The Case of the Private High School of Buenavista Agusan del Norte

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ABSTRACT

The challenge of instructional leadership persists in schools globally, given its limited definition compared to the diverse roles undertaken by principals and other administrators. Hence, this qualitative study aimed to unpack the role of instructional leadership in teacher professional development. Thirty teachers and three coordinators participated, providing data through semi-structured interviews, subsequently analyzed using thematic analysis. The findings yielded three primary themes. Firstly, instructional leadership practices emerged as crucial in fostering teacher learning and development. Participants stressed the significance of leaders modeling effective teaching practices, offering feedback, and facilitating collaborative learning opportunities. Secondly, the study underscored the importance of the quality of teacher-administrator relationships in promoting professional growth. Trust, open communication, and mutual respect were highlighted as pivotal in building positive relationships. Lastly, the study illuminated that teacher professional development is an ongoing process requiring sustained support from school leaders. Participants emphasized the necessity for continuous professional development opportunities, including workshops, mentoring, and coaching. These findings hold noteworthy implications for educational leaders and policymakers aiming to enhance teacher professional development. School leaders are encouraged to prioritize instructional leadership practices that model effective teaching and promote collaborative learning. Additionally, fostering positive teacher-administrator relationships and providing ongoing professional development opportunities can support teachers in their continuous professional growth, fostering a culture of perpetual learning and development in schools, ultimately leading to enhanced student learning outcomes.

Keywords: *Instructional leadership, Teacher professional development, School administrators, challenges, Effectiveness*

INTRODUCTION

School reforms globally have consistently prioritized enhancing student achievement. As a result, principals, acting as school leaders, and teachers, who bear the responsibility for instruction, are expected to develop strategies that enhance student performance (Zepeda, 2018). This has heightened the accountability of principals to focus on instructional leadership, and for teachers to engage in collaboration, both being fundamental aspects of effective schools (Hallinger, 2018).

Rowe (2018) pointed out that in recent decades, the role of principals has evolved to encompass that of a building manager, politician, instructional leader, and change agent. With the increasing emphasis on accountability worldwide, the role of principal instructional leadership has been highlighted as a key strategy to enhance school organizations. Principals are now expected to oversee teaching and learning quality, curriculum, and staff motivation and development (Mulford and Silins, 2019).

However, instructional leadership remains a significant challenge in nearly all schools globally due to its narrow definition in comparison to the multitude of roles that principals and other school administrators undertake. Prytula et al. (2013) noted that fulfilling instructional leadership becomes difficult as it involves a substantial portion of managerial responsibilities and demands. Many demands placed on school administrators are a result of societal influences and policy matters (Jenkins, 2019). These have given rise to leadership issues, including increased responsibility without corresponding authority, an imbalance between management and leadership despite longer work hours, heightened ambiguity and complexity, and a decline in morale and enthusiasm.

Furthermore, the functions of school principals and administrators have expanded significantly due to diverse expectations from various community sectors (Cohen et al., 2018). Instructional leadership should not solely focus on teaching and learning aspects of school leadership but should also emphasize organizational management for instructional improvement rather than day-to-day teaching and learning. The effectiveness and efficiency of teaching-learning experiences in schools are minimally influenced by school administrators' direct involvement in classroom instruction. This underscores that instructional leaders can profoundly impact teaching quality and student learning through their decisions regarding teacher selection, classroom assignments, teacher retention, and opportunities for teacher improvement. Organizational management for instructional improvement involves staffing schools with high-quality teachers and providing them with the necessary support and resources to succeed in the classroom.

In the Philippines, a significant advancement occurred in the education system when former President Benigno Simeon C. Aquino III enacted the K to 12 Program into law in 2012. This initiative aimed to enhance the quality of education in the country by implementing substantial reforms compared to the previous curriculum. The Department of Education (DepEd) embraced this challenge, focusing on delivering meaningful learning to every citizen to help them reach their maximum potential. The additional two years of senior high school in basic education were designed to equip students with the cognitive and technical competencies necessary to navigate global challenges and maintain competitiveness.

Recent research on school effectiveness has sparked discussions about the importance of integrating the teacher-leader relationship, particularly trust, into conceptual models of school leadership (Hallinger and Walker, 2018). Within this realm of research, "trust," denoting a teacher's willingness to be vulnerable to another based on confidence that the principal is benevolent, open, honest, competent, and reliable (Woolfolk-Hoy 2020), has emerged as a

critical mechanism through which leadership can exert influence (e.g., Bryk and Schneider, 2021; Tschannen-Moran and Gareis, 2018; Wahlstrom and Louis, 2018).

Additionally, the educational system in the country is striving to evaluate the instructional leadership skills of school leaders. Both public and private schools are consistently aiming to enhance their performance. However, they appear to overlook that a school's exceptional performance is significantly influenced by the performance of its teachers. Instructional leaders, such as principals and other school administrators, often find themselves engrossed in their day-to-day responsibilities and duties of leading their communities, leaving them with inadequate time to practice the instructional leadership skills as expected.

To tackle this urgent issue, the Department of Education (DepEd) is dedicated to offering its members opportunities to align their individual accomplishments with the institution's Vision and Mission. This aims to encourage both personal and team growth, active involvement, and commitment, as well as to foster professional and personal development.

Indeed, Republic Act (RA) No. 9155, also recognized as "The Governance of Basic Education Act of 2001," Section 2 emphasizes the state's encouragement of local endeavors to enhance the quality of basic education. It further underscores the state's obligation to ensure that the educational program for children, out-of-school youth, and adult learners reflects the values, needs, and aspirations of the school community. Consequently, the addition of two years in basic education is the agency's initiative to meet the specific needs of Filipino learners and provide them with what truly benefits them. Additionally, Section 7 of this act underscores that, at the school level, the school head, serving as both an instructional leader and administrative manager, oversees the delivery of quality education.

Thus, teachers play a crucial role in imparting essential skills, knowledge, and attitudes to every learner, nurturing them into lifelong learners. Hence, it's imperative that those guiding the learning process possess the requisite skills to deliver high-quality education to the students effectively and efficiently. These skills stem from teachers' sense of self-efficacy in aiding learners in their journey to acquire knowledge, skills, and attitudes.

In recent educational research, several important trends have emerged. Firstly, transformational leadership in education has gained recognition for its ability to inspire and motivate educators, fostering collaboration and innovation that significantly enhance teaching effectiveness and ultimately benefit student outcomes (Bass & Riggio, 2021). Moreover, ongoing professional development for teachers, aligned with evidence-based pedagogical strategies, has shown a strong positive correlation with teaching effectiveness (Ingersoll & Strong, 2022). Additionally, the utilization of data for informed decision-making has become a critical aspect of instructional leadership, promoting tailored instruction and interventions that enhance teaching effectiveness and student achievement (Supovitz & Taylor, 2005). Lastly, the recent shift to remote and hybrid learning environments necessitates a re-evaluation of instructional leadership, emphasizing the need for adaptable approaches to support effective teaching in evolving educational settings (Wang et al., 2023). By addressing these contemporary challenges using a problem-based approach, this study aims to offer actionable recommendations to strengthen instructional leadership and improve teaching effectiveness within the private high school of Buenavista Agusan del Norte educational landscape.

Thus, the study aimed to conduct a thorough evaluation of instructional leadership skills among school administrators and their direct influence on teaching effectiveness within the unique context of the private high school of Buenavista Agusan del Norte. Employing a problem-based approach, the researcher sought to comprehensively understand the intricate relationship between instructional leadership and teaching effectiveness, incorporating the most recent research and ideas in the field. The study was motivated by the need to provide up-to-date,

evidence-based insights that could guide the development of targeted leadership programs tailored for school administrators in this specific region.

Research Questions

This study aimed to conduct a thorough evaluation of instructional leadership skills among school administrators and their direct influence on teaching effectiveness within the unique context of the private high school of Buenavista Agusan del Norte.

Specifically, this qualitative inquiry sought to answer the following questions:

1. What vital role of instructional leadership in teacher professional development?
2. What challenges in enacting effective instructional leadership?
3. What challenges to implementing effective instructional leadership practices for teacher professional development?

METHODOLOGY

This study employed a qualitative research methodology, utilizing a case study approach to delve into the experiences and perspectives of thirty (30) teachers in the Saint James High School, regarding instructional leadership and professional development. Data collection encompassed semi-structured interviews, focus groups, and document analysis. Semi-structured interviews engaged school administrators, including department heads and coordinators, to gather their insights on instructional leadership and its impact on teacher professional development. Focus groups were conducted with teachers to explore their firsthand experiences with instructional leadership and professional development. Additionally, the analysis delved into school improvement plans, professional development plans, and other pertinent school documents to provide further insight into the role of instructional leadership in teacher professional development.

Purposive sampling was employed to select participants with knowledge and relevant experience pertaining to the research questions. Participants were briefed on the study's purpose and their rights, emphasizing voluntary participation with the option to withdraw without consequence. To uphold confidentiality and anonymity, all collected data was safeguarded.

Thematic analysis was the chosen method for analyzing data gathered from interviews, focus groups, and document analysis. Transcription, coding, and analysis were conducted to identify emerging themes and patterns related to the research questions. Ethical considerations adhered to principles such as informed consent, confidentiality, and anonymity. Given the researcher's dual role as the school's principal, precautions were taken to prevent any compromise to participants' rights or privacy. For instance, involving another staff member in the data analysis aimed to ensure objectivity and minimize the risk of bias.

RESULTS

Theme 1: The Vital Role of Instructional Leadership in Teacher Professional Development

"Instructional leadership is indispensable for our professional development as teachers. Our school leaders provide the necessary support and guidance, enabling us to enhance our teaching practices and effectively address the needs of our students." – Teacher 1

"Our school coordinators play a pivotal role in our professional growth. They offer feedback and support that contribute to refining our teaching methods, ultimately making a positive impact on our students." – Teacher 2

"Instructional leadership revolves around fostering a culture of learning and continuous improvement. Our school leaders are instrumental in promoting this culture, cultivating an environment of collaboration and support among teachers." – Coordinator 1

"Instructional leadership serves as the backbone of our professional development. Our school leaders equip us with resources and support, ensuring we stay current on the latest teaching methods, benefiting our students." – Coordinator 2

Findings indicate that instructional leadership is indispensable for teacher professional development, with school leaders playing a critical role in guiding and supporting teachers as they strive to enhance their teaching practices and meet students' needs. Teachers and coordinators alike underscore the significance of instructional leadership in establishing a culture of continuous improvement and emphasize school leaders' crucial role in promoting this culture, providing essential resources, and offering support for teachers' success.

Teachers and coordinators align in recognizing that instructional leadership involves not only providing feedback and support but also setting clear goals and expectations for professional development. According to one coordinator, "We collaborate with teachers to set goals and develop plans for achieving them, helping them identify areas for improvement and strategies for addressing those areas."

Both groups also acknowledge that instructional leadership necessitates ongoing communication and collaboration. As one teacher notes, "Our coordinators are readily available to answer questions and provide support. They make themselves accessible and collaborate with us to find solutions to any challenges we face."

Similarly, a coordinator emphasizes the importance of building strong relationships with teachers, stating, "We strive to understand each teacher individually, recognizing their needs and strengths. This allows us to tailor our support and coaching to their unique requirements."

Finally, teachers and coordinators agree that effective instructional leadership places a strong emphasis on student learning outcomes. As one teacher expresses, "Ultimately, the goal of instructional leadership is to improve student learning. Everything we do as teachers should be focused on that goal."

Coordinators also stress the importance of data-driven decision-making, with one noting, "We use data to guide our instruction and identify areas for improvement. This approach helps us stay focused on our goals and make evidence-based decisions about our professional development."

In summary, these findings underscore the critical role of instructional leadership in supporting teacher professional development. Effective instructional leadership involves setting clear goals, fostering ongoing communication and collaboration, and maintaining a focus on student learning outcomes.

Theme 2: Challenges in Enacting Effective Instructional Leadership

The study revealed that while instructional leadership proves to be a pragmatic approach for supporting teacher professional development, it is not without its set of challenges. Numerous teachers and coordinators pointed out hurdles encountered in implementing effective instructional leadership practices. A prevalent challenge was the scarcity of time and resources dedicated to supporting teacher professional development. As one coordinator remarked, "Our schedules are packed, and finding time for coaching and collaboration can be challenging. Additionally, resource constraints limit the support we can provide."

Another obstacle identified was resistance to change among certain teachers. Participants reported instances of reluctance among teachers to embrace new instructional practices. A teacher highlighted this by stating, *"Some educators have adhered to certain methods for a considerable period, making it difficult to persuade them to explore alternative approaches."*

Lastly, sustaining instructional leadership over time emerged as a notable challenge. A coordinator expressed, *"Instructional leadership demands ongoing effort and commitment; it's not a one-time task. Maintaining energy and focus over the long term can be demanding."* These findings indicate that, despite its practicality, instructional leadership faces challenges such as time and resource constraints, resistance to change, and difficulties in sustaining efforts over time.

The study emphasized the crucial role of school administrators' instructional leadership practices in shaping teacher professional development. All participants recognized that administrators engaging in instructional leadership practices foster a culture of continuous learning and improvement. According to one coordinator, *"The leader's instructional leadership practices influence teacher professional development by setting a tone of prioritizing and modeling learning and improvement. When leaders prioritize and model these values, it becomes contagious, inspiring everyone to strive for improvement."*

Furthermore, the study identified specific instructional leadership practices positively impacting teacher professional development. These practices encompass setting clear expectations for teaching and learning, providing regular feedback and support to teachers, and creating opportunities for teacher collaboration and professional learning. Participants stressed the significance of these practices in shaping teacher learning and growth. As one teacher expressed, *"Administrator feedback on my teaching practice has been invaluable. It has helped me identify areas for growth and develop an improvement plan."*

Additionally, the study unveiled that instructional leadership practices prioritizing teacher autonomy and agency positively influence teacher professional development. When administrators empower teachers to take charge of their learning and growth, it fosters a sense of empowerment and motivation. A coordinator emphasized this by stating, *"When teachers have the autonomy to identify their learning goals and opportunities, they become more motivated and engaged in their professional growth."* These findings underscore the critical role of instructional leadership practices in shaping teacher professional development, creating a culture of continuous learning and improvement.

Theme 3: Challenges to implementing effective instructional leadership practices for teacher professional development

While instructional leadership practices have a positive impact on teacher professional development, the study also brought to light various challenges faced by school administrators in effectively implementing these practices. A significant challenge is the demand for more resources and support for professional development. Participants observed that school administrators often grapple with limited resources and contend with competing demands, making it difficult to prioritize professional development. As expressed by one teacher, *"The school administrator wants to provide opportunities for us to learn, but there are limited resources, and they have to balance competing demands."*

Another challenge highlighted in the study is the scarcity of time for professional development. Participants recognized that teachers, constrained by the demands of teaching and other responsibilities, have limited time to engage in professional development. A coordinator noted, *"Teachers are busy with their classes, grading papers, and other responsibilities, so finding time for professional development can be challenging."*

Furthermore, the study pinpointed a lack of awareness and understanding of effective instructional leadership practices as a hurdle to their implementation. Participants noted that some school administrators may lack the knowledge or training needed to effectively execute instructional leadership practices supporting teacher professional development. A teacher expressed, *"Some administrators may not be aware of the best practices in instructional leadership, which can make it difficult for them to provide effective support for our professional development."*

Overall, the findings underscore that despite the positive influence of instructional leadership practices on teacher professional development, school administrators encounter several challenges in their effective implementation. These challenges encompass a scarcity of resources and support, limited time for professional development, and a lack of awareness and understanding of effective instructional leadership practices.

DISCUSSION

This study explored into the role of instructional leadership in facilitating teacher professional development within a private school setting in the Philippines. The findings underscore the significance of effective instructional leadership practices in fostering teacher professional development, aligning with prior research emphasizing the pivotal role of instructional leadership in enhancing teacher effectiveness and student learning outcomes (Robinson et al., 2018).

The first theme extracted from the study emphasizes the importance of school administrators' support in cultivating a culture of continuous professional development. Participants stressed the value of administrators actively engaging in offering professional development opportunities that are relevant and tailored to teachers' needs. This finding echoes previous research suggesting that administrators prioritizing professional development are more likely to establish a culture of continuous learning and improvement (Lieberman & Miller, 2019).

The second theme highlights the crucial role of school administrators' feedback in teacher professional development. Participants emphasized the value of constructive feedback from administrators in enhancing their teaching practices. This finding aligns with prior research underlining the significance of feedback in improving teacher performance (Hattie & Timperley, 2018). The study suggests that effective feedback practices should be continuous, personalized, and aligned with teachers' professional goals and needs.

The third theme addresses the challenges faced by school administrators in implementing effective instructional leadership practices for teacher professional development. Participants identified several challenges, including a lack of resources and support, limited time for professional development, and a deficiency in awareness and understanding of effective instructional leadership practices. These findings support existing research that has recognized the myriad challenges administrators encounter in implementing effective instructional leadership practices (Robinson et al., 2018; Waters & Marzano, 2018).

The implications of these findings are significant for school administrators, policymakers, and teacher educators. School administrators are urged to prioritize professional development and provide ongoing constructive feedback while addressing challenges in implementing effective instructional leadership practices. Policymakers should allocate sufficient resources and support for professional development initiatives that promote effective instructional leadership practices. Finally, teacher educators must incorporate instructional leadership into their training programs to ensure that aspiring administrators possess the knowledge and skills necessary to effectively support teacher professional development.

CONCLUSIONS

Based on the findings, it is evident that instructional leadership plays a pivotal role in the realm of teacher professional development. The study underscored that school administrators demonstrating qualities of instructional leadership, such as furnishing effective feedback, modeling best practices, and fostering teacher collaboration, exerted a positive influence on the professional growth of teachers. Furthermore, the findings indicated that an approach to professional development characterized by collaboration, wherein teachers were afforded opportunities to share experiences and learn from each other, proved more effective than a top-down approach. This underscores the significance of fostering a supportive school culture that encourages teacher collaboration and communication.

The results of the study align with previous research emphasizing the crucial role of instructional leadership in advancing teacher professional development. Additionally, the findings contribute to the expanding body of literature examining the impact of collaborative professional development on teacher growth. In summary, the study's findings hold significant implications for school leaders and policymakers aiming to enhance teacher professional development programs. By prioritizing instructional leadership and instituting collaborative professional development opportunities, schools can better facilitate the professional growth of their teachers, ultimately leading to improved student outcomes.

RECOMMENDATIONS

Based on the study's findings highlighting the critical role of instructional leadership in teacher professional development, it is recommended that school leaders prioritize and actively cultivate instructional leadership qualities among administrators. Encouraging administrators to provide effective feedback, model best practices, and support teacher collaboration can significantly contribute to the professional growth of educators.

Furthermore, adopting a collaborative approach to professional development, where teachers are given opportunities to share experiences and learn from one another, is recommended. Schools should strive to create a supportive and communicative school culture that fosters teacher collaboration. This collaborative approach has been shown to be more effective than a top-down model, aligning with the study's findings and emphasizing the importance of shared learning experiences.

For policymakers and educational stakeholders, the recommendation is to acknowledge and integrate instructional leadership as a central component in the design and implementation of teacher professional development programs. By recognizing the impact of instructional leadership and investing in collaborative professional development initiatives, policymakers can contribute to the overall improvement of teacher effectiveness and, consequently, student outcomes.

COMPLIANCE WITH ETHICAL STANDARDS

This study subscribed to the principles of voluntary participation in research, implying that the respondents might withdraw from this research at any time. Informed consent, which means

that the respondents must at all times, be well informed about the research process and purposes and should give consent to his/her participation in this research.

In conducting Focus Group Discussion (FGD) the researcher will ask first, permission to the respondent to be interviewed. Secondly, the researcher will ensure that the activity will be in a private and comfortable room to secure confidentiality of their information. Lastly, they will ask by the respondents to have an audio recorded interview to use for the transcription of the data.

Safety, involvement put differently, that the researcher will make sure that respondents should not be placed at risk or harm of any kind. Privacy means that the confidentiality and anonymity of the respondents should be protected at all times. Moreover, trust, which implies that the respondents will not be subjected to any acts of deception or betrayal in this research process or its published outcomes and has the right to know the conclusion of this study.

Likewise, the researcher understand what plagiarism entails and are aware of the school's policy in this regard. The researcher undertake not to make use of another person's previous work without recognition or to submit it as our own. The researcher also manage not to allow anyone to copy our output to use it as their work.

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Utilization of Mother Tongue-Based Multilingual Education (MTB-MLE) in Araling Panlipunan: It's Relationship to the Learning Competencies Development of Pupils

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ABSTRACT

This paper determined the extent of utilization of MTB-MLE in Araling Panlipunan and will answer the following questions (1) What is the extent of utilization of MTB-MLE in Araling Panlipunan as observed by teachers along language development, cognitive development, academic development and socio-cultural development?; (2) What is the level of observed learning competencies development of pupils in Araling Panlipunan?; (3) Is there a significant relationship between the teachers extent of utilization of MTB-MLE in Araling Panlipunan and their observed learning competency development of pupils' most essential learning competencies?; (4) What factors influence the utilization of MTB-MLE in Araling Panlipunan? ; (5) What training design maybe proposed based from the result of the study?

The respondents of the study were 108 teachers in Grade 1- 4 who are handling Araling Panlipunan in 20 schools, at Tinambac South District, considering the distance and geographical location of each school, 70% was the retrieval rate which resulted to 75 teacher respondents, with the following breakdown 20 Grade 1 teachers, 19 Grade 2 teachers ,18 Grade 3 teachers and 18 Grade 4 teachers respectively. Fifty (50) teacher respondents were also interviewed using the interview guide prepared by the researcher. The study used a concurrent mixed method of research. The DepEd Order No. 16, series 2012, was adopted in gathering quantitative data for the extent of utilization and the Most Essential Learning Competency (MELCS) in Araling Panlipunan for the 1st quarter. Interview guide questions were utilized for the factors that influence the utilization of MTB-MLE in Araling Panlipunan.

The following were the conclusions of the study: (1) The utilization of MTB-MLE in Araling Panlipunan obtained all mean rating indicating a "very-high" level of utilization. Academic

development and Language development were found to be a “very-high” level and Socio-cultural development and Cognitive development were given a “high” rating. (2) The learning competencies development in Araling Panlipunan of Grade 1-4 pupils were given a “high” rating.(3) Test of relationship between Mother Based-Multilingual Education (MTB-MLE) showed no significant relationship with the Most Essential Learning Competency (MELCS) of pupils .(4) Qualitative instrument showed that, the factors influencing the utilization of MTB-MLE are Availability of teaching materials, Student confidence and speaking skills, Selection of teaching materials and Transition as medium of instruction. A training design was proposed by the study based on the result of the study.

Keywords: MTB-MLE; Education; Learning Competencies; Teachers; Araling Panlipunan

INTRODUCTION

Effective use of language is vital in developing the learners understanding of the lesson and concepts being thought. With the used language in school, learners can better express their thoughts and ideas, support thorough understanding between and among the teachers and learners using the language which can easily be understand. Moreover, with the changing time and a high for the quality education, effective and efficient teaching strategies should be implemented from the first stage of schooling in order to strengthen the foundation. One of these strategies is multilingual education program with it's goal to help students acquire the necessary cognitive and reasoning abilities so that they can communicate effectively in a variety of languages, beginning with their mother tongue.

Multilingual education based on the mother tongue (MTB-MLE) starts with students' knowledge (UNESCO 2015). Language enables the students to adapt successfully with complete confidence, it helped them build a solid foundation in their first language for listening, reading, writing, and other topics. Academic terms used in school are usually learned with a second language or even in different languages to which students are exposed. Children can create a solid foundation and a solid bridge with mother-based multilingual education (MTB-MLE), which will help their effective learning in school (Malone 2017). Using indigenous languages alongside English as the primary language of instruction in all subjects at any level of education will not only change the long-standing denigration of native language, it will also significantly strengthen the status of indigenous languages by enhancing student achievement. The children can exercise their right to study with their mother tongue (Sumbalan, 2017).

Filipino learners face various barriers in education and one of these barriers is that our learners begin their schooling in a language which they do not comprehend. They do not understand the language being used as a medium of instruction in the classroom. The use of mother tongue enables the young learners to immediately construct and explain without fear of making mistakes, articulate their thoughts and add new concepts to that which they already knew. In turn, the teachers can more accurately assess what has been learned and identify the areas where they need help. Now that mother tongue (first language) has been used as a medium of instruction in Kindergarten to Grade 3 for almost six years, negative and positive effects on the pupils' performances in various learning areas within the use of English alone can be minimized. The performance of the students in English, specifically their reading, speaking, listening, and writing skills, may be greatly improved by way of adapting the mother-tongue-based multilingual education in the acquisition of English learning competencies of the Grade school learners (Tadeo, 2020).

The Department of Education (DepEd) has enacted policies in recent years that are pertinent to the current language-in-education policy. The DepEd Order No. 74 issued in 2009 institutionalized Mother Tongue-Based Multilingual Education (MTB MLE) nationwide and mandated the use of the learners' mother tongue (MT) in improving learning outcomes from Kindergarten to Grade Three (DepEd, 2012). The DepEd Order No. 16 issued in 2012 indicated the starting school year of the implementation, which was the school year 2012-2013 and ordered all public schools to adopt it as part of the K-12 Basic Education Program. This order also included objectives emphasizing the four developments that MTB MLE would greatly influence specifically:

(1) language development, (2) cognitive development, (3) academic development, and (4) sociocultural awareness. With the MTB MLE's implementation, two modes stipulated in the guidelines were expected to be carried out: (1) mother tongue as a subject area, and (2) mother tongue as a medium of instruction in all learning areas excluding Filipino and English, in kindergarten to grade three levels (DepEd, 2018).

In the Philippines, one of the recent changes in Basic Education Curriculum brought about by the new K-12 program is the introduction of Mother Tongue- Based Multilingual Education (MTB-MLE) specifically in Kindergarten, Grades 1, 2 and 3 to support the goal of "Every Child- A- Reader and A –Writer" by Grade 1." Mother Tongue is used as a Medium of Instruction (MOI) for Grades 1, 2 and 3 in teaching Math, Araling Panlipunan (AP), Music, Arts, Physical Education and Health (MAPEH) and Edukasyon sa Pagpapakatao (EsP). Mother tongue is taught as a separate Learning Area in Grades 1 and 2, and since the implementation of this three-year old language policy, it had been coupled by researches justifying its need in the Philippine educational system. One of these researches on the implementation of the MTB-MLE in the Philippines is conducted by Balce(2017) recommending an adoption of the mother tongue (L1) as the language of learning and instruction (LOLI) for Science and Health at the elementary school level for two reasons: (1) The science process skills (or thinking skills) are linguistic: communicating, classifying, inferring, predicting, interpreting data, hypothesizing, defining operationally, and investigating. These skills are best developed and sharpened using the mother tongue. (2) Elementary school children are at a stage in which they are still mastering their mother tongue. They need time to focus and attain the full mastery of their mother tongue to understand complex science concepts.

With the use of mother tongue in classrooms, young learners will be able to understand what the teacher is saying because the medium of instruction is the language that they are familiar with. Hence, the pupils will be comfortable in participating in the classroom discussion and other activities. Young children are eager to learn especially when they have the confidence in themselves for they can communicate freely with the use of mother tongue (Analupa,2019).

The Department of Education has decided to select only the most important and essentials for the School Year 2021-2022 and the most essential learning competencies (MELCS) needed in all subjects that includes Araling Panlipunan. Mother tongue is in its third year of implementation and there are many issues to consider. Teachers are one factor affecting the implementation of the mother tongue teaching. Teachers are an integral part of the Department of Education, the largest agency in the Philippine government with about half a million teachers and support staff. The department administers and supervises both the public and private elementary/primary and secondary schools which are referred to as the two levels in basic education. It is "a complex learning organization that develops, promotes, provides, and ensures basic education responsive to the internal, external, and emerging learning needs" (DepEdClick, 2021)

However, since its implementation, it has been facing several issues and criticisms. For instance, the challenges on how to implement it such that it is aligned with the desired mother- tongue approach (Eslit, 2017) and the challenge implied by Lartec (2017) to the

Department of

Education to initiate a mechanism wherein the teachers' innovative strategies and problems are assessed, monitored, and evaluated. The interpretation and implementation in the classroom define the success of the enactment of the policy; what happens on the ground level will contribute either directly or indirectly to the successful implementation of the language policy. It is in this premise that this study was anchored on.

The past years of implementing MTB- MLE in Tinambac South District, teachers experienced challenges like the availability of teaching materials, orthography, and the suitability of the materials to the students' spoken language and the time allotted to the subject. This study would like then to find out the utilization of the mother tongue in teaching Araling Panlipunan subjects to address the current gaps in MTB-MLE implementation for the nation's fundamental education and its effect on the pupil's performance. Specifically, the preferred research location is Tinambac South District because no studies yet have been conducted with the same problem in the district.

Research Questions

The study determined the relationship between the extent of utilization of Mother Tongue- Based Multilingual Education (MTB-MLE) and the level of observed learning competencies development of pupils in Araling Panlipunan in Tinambac South District.

Specifically, it answered the following questions:

1. What is the extent of utilization of MTB-MLE in Araling Panlipunan?
 - a. Language development
 - b. Cognitive development
 - c. Academic development
 - d. Socio-Cultural development
2. What are the observed level of pupils' learning competencies development in Araling Panlipunan as observed by their teachers?
3. Is there a significant relationship between the extent of utilization of MTB-MLE in Araling Panlipunan and their observed learning competencies development of pupils?
4. What factors influence the utilization of MTB-MLE in Araling Panlipunan?
5. What training design may be proposed based on the result of the study?

METHODOLOGY

Research Design

The study is a descriptive research that used, qualitative and quantitative data. Pearson - r correlations were used for data analysis. The descriptive part of the study was on the extent of utilization of MTB-MLE in Araling Panlipunan and on the learning competencies of pupils along the most essential learning competencies including factors influence that utilization of MTB-MLE. Correlational method was used to determine if there is significant relationship between the extent of utilization of MTB-MLE and the most essential learning competencies of pupils. Qualitative analysis was used to determine the factors influence the utilization of MTB-MLE.

The population of 108 Grade 1 to 4 teachers from 20 schools in Tinambac South District, who used mother tongue as a medium of instruction in the academic year of 2022-2023 constituted as respondents of the study.

Population of the Study

The total population of teacher was 108 but the total retrieval was only 70% which is 75 total population due to the location of the schools and the teachers response towards the survey-

questionnaire. Meanwhile, the population from grade 1 to 4 was 20 Grade 1 teachers, 19 Grade 2 teachers, 18 Grade 3 teachers and 18 Grade 4 teachers respectively.

Instrumentation

For data collection of the study a modified survey questionnaire on the basis or organized according on the given objectives of MTB-MLE in Araling Panlipunan and in this include such areas as (1) language development (2)cognitive development (3) academic development and (4)socio-cultural development. A modified Likert scale was used for measuring responses that would indicate level of utilization of MTB-MLE and extent of competencies development of the learners. The Likert scale ratings will indicate if the respondents Strongly Agree, Agree, Disagree and Strongly Disagree. The second part of the analysis was on the Most Essential Learning Competencies of Grade 1 to 4 students in Araling Panlipunan. The rating scale used will be indicative of being Least Evident, Moderately evident, Much Evident and Very Much Evident.

Reliability test was administered to determine the reliability of the questionnaire. To assess the significance of the reliability, Cronbach's Alpha was used taking 15 respondents who were not part of the target respondents. Reliability tests on Language development with 5 items has mean rating indicative of "excellent", Cognitive development with 5 items has mean rating indicating "good" result, Academic development with 6 items has "excellent" result Socio-cultural development with 5 items has a "excellent" interpretation.

On the other hand, interview guide question were meant to identify the factors influence the utilization of MTB-MLE, it's perceived influence on the students' learning. The learner's development of confidence, problem encountered and suggestions on how the MTB-MLE implementation could be made better.

Prior to the distribution of research instrument, approval letter was sought from the Dean of the Universidad de Sta. Isabel Graduate School and also from the study and to the Schools Divisions Superintendent of Camarines Sur for the conduct of the study. Approved letter was presented to the Public Schools District Supervisor and endorsed to the School Head of Tinambac South District to seek permission for the distribution of research instrument. Upon Approval, research instrument was distributed to the schools of Tinambac South District and retrieval of questionnaire was done after given period of time.

For the individual interviews, this was carried out in a conversational manner in order to secure certain trust and unhesitating responses from the participants.

The data gathered were analyzed using descriptive statistics like frequency and mean in order to find out the normative level of MTB-MLE utilization and the most essential learning developed among the grade school learners.

Correlation analysis was done by using Pearson-r coefficient of correlation to determine the significance of association between MTB-MLE utilization and the most essential learning competencies achieved among the grade school learners.

Hypotheses of the Study

There is a significant relationship between the extent of utilization of MTB-MLE in Araling Panlipunan and most essential learning competencies of pupils.

RESULTS and DISCUSSIONS

Table 1

Extent of Utilization of MTB-MLE in Araling Panlipunan along Language Development

INDICATOR	MEAN	Interpretation
<i>Introduce learners to the basic concept of family, community and the region they are belong to speak and understand</i>	3.39	Very High
<i>Learners are able to speak what they learned in Araling Panlipunan using Mother Tongue by letting them to share to the class.</i>	3.37	Very High
<i>Teaching Araling Panlipunan by using simple words helps the learner easily understand the context.</i>	3.36	Very High
<i>Teaching Araling Panlipunan using the Mother Tongue of instruction helps learner to share his/her own learnings.</i>	3.25	Very High
<i>There is a smooth transition of languages in teaching the concept of family, community and region.</i>	3.04	High
Over-all Mean	3.28	Very High

Table 1 shows the extent utilization of MTB-MLE along language development of grades 1-4 pupils in Tinambac South District is summarized in Table 1. Analyzed data revealed "Very High" (3.78) extent of utilization level of MTB-MLE in Araling Panlipunan and language development. The use of MTB-MLE in the said learning areas was perceived as "very high" particularly in making the pupils learn basic concepts of the family, community and the region they were belong (3.39).It was also perceived as "very high" in the effort of letting the pupils speak

using mother tongue in Araling Panlipunan (3.37). “Very high” utilization was likewise seen in the teachers efforts to use simple and easy-to-understand words and statements (3.35) ; including the use of mother tongue in the said areas of learning competencies (3.25). Only with the efforts of language transition, or in trying to find the somewhat close, if not in the right, equivalent words or description in teaching the concepts of family, community and region that certain inconvenience seems to have been experienced by the teachers in their teaching of Araling Panlipunan. Hence this area of concern is was only seen as “high” (3.04) by the teacher respondents. This particular finding, therefore appears to suggest itself that there is still the used for teachers orientation in the different languages that they use for teaching. A sufficient knowledge of the languages used will be enable them to secure the desired extent of MTB-MLE utilization in teaching Araling Panlipunan in their respective schools.

Table 2

Extent of Utilization of MTB-MLE in Araling Panlipunan along Cognitive Development

INDICATOR	MEAN	Interpretation
<i>The use of mother tongue supports learning of the important features of the community they are residing.</i>	3.33	Very High
<i>Using the Mother Tongue in teaching Araling Panlipunan learners express themselves clearly and develop ideas</i>	3.32	Very High
<i>When teaching Araling Panlipunan, Higher Order Thinking Skills (HOTS) was incorporated by asking questions that will stimulate them to dig into deeper..</i>	3.23	High
<i>Through teaching Araling Panlipunan using the Mother Tongue builds a solid foundation of the concept of family, community and region through fostering cognitive abilities and academic subject understanding.</i>	3.17	High
<i>Learner's developed multilingualism using</i>	3.16	High

*Mother Tongue in teaching
Araling Panlipunan
contributed to cognitive
flexibility and varied
thought.*

Over-all Mean	3.24	High

Table 2 shows is the extent of utilization of MTB-MLE in Araling Panlipunan along cognitive development. Based on the results, the extent of utilization of MTB-MLE in Araling Panlipunan along cognitive development is “high,” with a mean of 3.24. There was “very high” level of usefulness of the MTB-MLE in cognitive development along important features of the community (3.33). Another “very high” level of usefulness of MTB-MLE was in enabling the grade school learners to express themselves clearly and developing ideas (3.22). On the other hand, when it comes to stimulating the learners to Higher Order Thinking Skills (HOTS), a somewhat lower mean (3.23) merely indicating only “high” level of usefulness. The same “high” utility level of (3.17) was also obtained from the MTB-MLE usefulness for building a solid foundation of the concept of family, community and region. And another “high” utility level (3.16) was seen in the MTB-MLE usefulness in developing multilingualism and cognitive flexibility among learners. It appears therefore, that is on these three aforesaid concerns that some kind of reinforcement through teachers retraining are needed for them to be equipped with the needed preparation and skills for stimulating learners using mother tongue towards their cognitive development.

Table 3

Extent of Utilization of MTB-MLE in Araling Panlipunan along Academic Development

INDICATOR	MEAN	Interpretation
<i>Speaking skills is developed by letting the learners share in the discussion about family, community and region where they belong.</i>	3.41	Very High
<i>Reading skills will be developed more by providing contextualized reading material that is grade appropriate and to develop a more engaging strategies in reading.</i>	3.41	Very High

<i>Listening skills improves continually with the help of contextualized materials about family, community and region in listening like audio files.</i>	3.39	Very High
<i>Writing skills must be developed by letting write and draw about their own family, community and region</i>	3.33	Very High
<i>The learners develop mastery of competencies in in Araling Panlipunan when they be able to make outputs about their family, community and region.</i>	3.29	Very High
<i>The use of local language through the mother tongue will facilitate teaching and learning in Araling Panlipunan.</i>	3.28	Very High
Over-all Mean	3.35	Very High

Table 3 shows the extent of utilization of MTB-MLE in Araling Panlipunan along academic development. Based on the results, the extent of utilization of MTB-MLE in teaching Araling Panlipunan along academic development, is “very high,” given it’s mean of 3.35. Analyzed data revealed specifically “very high” level of usefulness in developing speaking skills in Araling Panlipunan through discussion about the family, community and region (3.41)in developing learners reading (3.41) and listening skills (3. 390 through contextualized reading materials that are grade appropriate and using mother tongue. “Very High” utility level of (3.33) of MTB-MLE using mother tongue was observed in the learners writing and drawing skills and subjects that deals with family, community and region. Mastery of learning competencies and also is “very high” utility level (3.29) of MTB-MLE using mother tongue in Araling Panlipunan; and language skills development also relates itself to “ very high” utility level of MTB-MLE with mother tongue used for instruction about the family, community and region.

Findings suggest that teachers in the Tinambac South District who are teaching Araling Panlipunan are quite capable of evaluating student performance and learning with a variety of methods used for adapting their instruction to the needs, abilities, and learning preferences of students.

Table 4

Extent of Utilization of MTB-MLE in Araling Panlipunan along Socio-Cultural Development

INDICATOR	MEAN	Interpretation
<i>The use of Mother Tongue as a medium of instruction in Araling Panlipunan gave a strong sense of identity of the community and region they belong.</i>	3.27	Very High
<i>Teaching Araling Panlipunan in Mother Tongue helps learners know the duties and responsibilities of the members of the community</i>	3.24	High
<i>Speaking one's mother tongue in teaching the Araling Panlipunan, fosters pride in one's origin, language, and culture.</i>	3.24	High
<i>In teaching Araling Panlipunan using Mother Tongue protects and preserve the regional languages and cultures.</i>	3.23	High

<i>Learners learn their own folktales, folk music, and other things in using mother tongue across teaching the academic subjects effectively.</i>	3.20	High
Over-all Mean	3.23	High

Table 4 shows the extent of utilization of MTB-MLE in Araling Panlipunan along socio- cultural development. Based on the results, the extent of utilization of MTB-MLE in teaching Araling Panlipunan along socio-cultural development is “high,” with its over all mean of 3.23. The results also showed that, the use of Mother Tongue as a medium of instruction in Araling Panlipunan gave a strong sense of identity of the community and region they belong (3.27). Teaching Araling Panlipunan in Mother Tongue helps learners know the duties and responsibilities of the members of the community (3.24).It also fosters pride in one's origin, language, and culture (3.24) and this may ensure itself the protection and prewervation of regional languages and cultures (3.23). MTB-MLE with mother tongue used in Araling Panlipunan enables the learners to learn their own folktales, folk music and dance and their cultural elements (3.20)

Among the indicators of the extent of utilization of MTB- MLE in Araling Panlipunan along socio-cultural development, “very high” (3.27 level of utility of MTB-MLE with mother tongue used in teaching Araling Panlipunan was seen in its influence on the learners development of their sense of identity with the community and the region where they belong.

Results revealed that there is pressing issues on why now a days young generation is not aware of what they should have and what they should do to contribute to the betterment of the society. With the advancement in technology we should also return to the basic one and further strengthen it. It is timely that from the grassroots of education the rules, duties and responsibilities and the identity that they have must be will taken into account. The nations stability should begin in the identity that they should know and carried out. Although mother tongue is helpful to the better understanding and learning, but we should take into account that knowing one's nation is the foundation of all and will let you better share of who and what you are. Socio-cultural development should be given emphasis to our young generations so that we could build a strong nation.

Table 5

Summary of the Extent of Utilization of MTB-MLE in Araling Panlipunan

INDICATOR	Mean	VD
Academic Development	3.35	Very High
Language Development	3.28	Very High
Cognitive Development	3.24	High
Socio-Cultural Development	3.23	High
Over-all Mean	3.27	Very High

Presented in Table 5 is the summary of the extent of utilization of MTB-MLE in Araling Panlipunan in Tinambac South District. Base on the results, of extent of utilization of MTB-MLE in Araling Panlipunan has the over-all mean of 3. 27, which indicates a “very high” utility. The extent of utilization of MTB-MLE in Araling Panlipunan along academic development has the highest mean of 3. 35, which also indicates a “very high” utility level. The language development also showed “very high” utility level (328) ,Cognitive development and socio-cultural development with a mean of 3.24 and 3.23 respectively, merely indicated having “high” utility.

The findings show that the teachers used of MTB-MLE in teaching of Araling Panlipunan have its most noticeable on academic development and language development. This would suggests that then teachers in Tinambac South District, regardless of the subject they taught, have integrated native language and used this effectively in their classroom instruction. What appears as needing some improvement are those that have do with cognitive development and socio-cultural development.

Table 6

**Observed Level of Pupil’s Learning Competencies Development in
Araling Panlipunan of Grades 1**

INDICATOR	MEAN	Interpretation
<i>Natutukoy ang mga mahahalagang pangyayari at pagbabago sa buhay simula isilang hanggang sa kasalukuyang edad gamit ang mga larawan at timeline.</i>	3.10	High

<i>Nasasabi ang batayang impormasyon tungkol sa sarili: pangalan, magulang, kaarawan, edad, tirahan, paaralan, iba pang pagkakakilanlan at mga katangian bilang Pilipino.</i>	3.05	High
<i>Naipagmamalaki ang sariling pangarap o ninanais sa pamamagitan ng mga malikhaing pamamamaraan</i>	3.05	High
<i>Nakapaghihinuha ng konsepto ng pagpapatuloy at pagbabago sa pamamagitan ng pagsasaayos ng mgalarawan ayon sa pagkakasunod-sunod</i>	3.05	High
<i>Naihahambing ang sariling kwento o karanasan sa buhay sa kwento at karanasan ng mga kamag-aral at sa ibang miyembro ng pamilya gaya ng mga kapatid, mga magulang (noong sila ay nasa parehong edad), mga pinsan, at iba pa; o mga kapitbahay</i>	3.00	High
<i>Naipagmamalaki ang sariling pangarap na ninanais sa pamamagitan ng mga malikhaing pamamaraan.</i>	2.95	High
Over-all Mean	3.03	High

Analyzed data in Table 6 revealed “high” (3.03) pupils competencies achieved in Araling Panlipunan using Mother Tongue language of instruction in Grade 1 (Table 6). The “high” learning competencies (3.10) was particularly observed in the development of learning ability to know the important changes in life from to present age with the use of pictures and timeline. “High” learning competence (3.05) was also noted in learning the basis of personal information that includes: name, age, parents, birthdate, and other personal of ethnic identification of Filipino as race of people. “High” learning competence was likewise shown in being proud of what could one aspires for and achieve by way of creative and productive works. Learning competence of the learners (3.05) was also seen on the ability to discern the concept of continuity and change by arranging pictures according to their suppose order of relationship. Finally , Grade 1 pupils showed learning

competence to learn the comparative similarity of experiences and life of other individual to one's own (3.00); and also ones similarity of experiences and life to those of the other members of the family , relatives or other persons in the neighborhood (2.95). The preceding findings affirm the basic reason in providing the curriculum guide of the Department of Education.

That the use of simple and easy to understand words facilitate the learning process among the grade school learning. Hence the Department of Education (DepEd) issued Department Order No. 28, s. 2013 that demands from kindergarten through grade three, all subject areas will be taught in the learners' first language, with Filipino and English being taught as separate topics (Department Order No. 74, s. 2009).

Table 7

**Observed Level of Pupil's Learning Competencies
Development in Araling Panlipunan of Grades
2**

INDICATOR	MEAN	Interpretation
<i>Naipaliliwanag ang kahalagahan ng 'komunidad'</i>	3.26	High
<i>Naipaliliwanag ang konsepto ng komunidad</i>	3.21	High
<i>Natutukoy ang mga bumubuo sa komunidad : a. mga taong naninirahan b: mga institusyon c. at iba pang istrukturang panlipunan</i>	3.21	High
<i>Nailalarawan ang panahon at kalamidad na nararanasan sa sariling komunidad</i>	3.21	High
<i>Naisasagawa ang mga wastong Gawain/pagkilos sa tahanan at paaralan sa panahon ng kalamidad</i>	3.16	High
<i>Nailalarawan ang sariling komunidad batay sa pangalan nito, lokasyon, mga namumuno, populasyon, wika, kaugalian, paniniwala, atbp.</i>	3.11	High

<i>Nakaguguhit ng payak na mapa ng komunidad mula sa sariling tahahan o paaralan, na nagpapakita ng mga mahahalagang lugar at istruktura, anyong lupa at tubig, atbp.</i>	3.11	High
<i>Naiuugnay ang tungkulin at gawain ng mga bumubuo ng komunidad sa sarili at sariling pamilya</i>	3.00	High
Over-all Mean	3.16	High

Presented in Table 7 are the learning competencies of grade 2 pupils along Araling Panlipunan. Analyzed data showed the learning competencies of grade 2 pupils along Araling Panlipunan is “high” (3.16). The teacher respondents using MTB-MLE with Mother Tongue as a medium of instruction have also observed noticeable changes in the learning competence of the Grade 2 learners. As indicated by the tabulated data, the learners could fairly explain the importance of a community to the families and people residing in the area (3.26). They could well present that the basic composition of a community, like residing people, institutions and other social structures. They have also learned to illustrate the effects of weather and calamities experienced by their own community (3.21). The needed responses, works and actions at home and the schools in times of calamities can also be cited by the Grade 2 learners (3.16). Other learning competencies observed to have been fairly achieved include: describing their own community based on its name, location, community leaders or officials, population, language, beliefs and others (3.11); observing simple map of the community starting from their home or schools showing important places and structures, land features and water sources (3.11); and lastly, they are also able to compare the works and responsibilities of the community officials to their own selves and their families (3.00).

Preceding the findings are fairly supportive of the DepEd Order that demanded Mother Tongue-Based MTB-MLE to be implemented in all school, institutions especially in the grade schools (DepEd Order No. 28 series 2013). As could be gleaned from tabulated data, the MTB- MLE, has indeed shown working in the development of learning competencies of the grade school learners and this is a condition suggested enough for sustaining the implementation of MTB-MLE.

Table 8

**Observed Level of Pupil's Learning Competencies
Development in Araling Panlipunan of Grades
3**

INDICATOR	MEAN	Interpretation
<i>Naipaliliwanag ang kahulugan ng mga simbolo na ginagamit sa mapa sa tulong ng panuntunan (ei. Katubigan, kabundukan, etc)</i>	3.50	Very High
<i>Naipapaliwanag ang wastong pangangasiwa ng mga pangunahing likas na yaman ng sariling lalawigan at rehiyon</i>	3.50	Very High
<i>Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito.</i>	3.44	Very High
<i>Nasusuri ang kinalalagyan ng mga lalawigan ng sariling rehiyon batay sa mga nakapaligid ito gamit ang pangunahing direksiyon (primary direction)</i>	3.33	Very High
<i>Natutukoy ang pagkakaugnay-ugnay ng mga anyong tubig at lupa sa mga lalawigan ng sariling rehiyon</i>	3.33	Very High
<i>Nakagagawa ng payak na mapa na nagpapakita ng mahahalagang anyong lupa at anyong tubig ng sariling lalawigan at mga karatig na lalawigan nito</i>	3.28	Very High
<i>Natutukoy ang mga lugar na sensitibo sa panganib batay sa lokasyon at topographiya nito.</i>	3.22	Very High
<i>Nakabubuo ng interpretasyon ng kapaligiran ng sariling lalawigan at karatig na mga</i>	3.22	Very High

<i>lalawigan ng rehiyon gamit ang mapa</i>	3.11	High
<i>Nasusuri ang iba't ibang lalawigan sa rehiyon ayon sa mga katangiang pisikal at pagkakakilanlang heograpikal nito gamit ang mapang topograpiya ng rehiyon</i>		
Over-all Mean	3.33	Very High

Presented in Table 8 are the learning competencies as observed by the grade 3 pupils using MTB-MLE in Araling Panlipunan. Based on the obtained data “very high” learning competencies were observed among the Grade 3 pupils in the subject of Araling Panlipunan. “Very high” level of learning competence was shown by the learners in practically almost all areas of learning skills. Their ability to explain the meaning of symbols with the help of symbols with the help of signages was quite noteworthy (3.50). They were also able (3.50) to explain the needed management and protective care over the major resources and natural wealth in one’s own province and region. There was notable learning competence (3.33). Observed among pupils in involving the place of the province in one’s own region based on primary direction from its location. Most notable learning competence (3.44) was likewise observed among Grade 3 pupils in their ability to know the places which have potential risks for disaster in view of its topographic conditions. Similarly, the pupils learning competence were also seen (3.28) in their ability to come up with interpretation of the ecological conditions of one’s own province and also more of the neighboring provinces of the region with given map used. A somewhat lower mean (3.11), but still at “high” level of learning competence was seen in the learner’s ability to know the geographic characteristics and conditions of the different provinces.

Table 9

**Observed Level of Pupil’s Learning Competencies
Development in Araling Panlipunan of Grades 4**

INDICATOR	MEAN	Interpretation
<i>Nakapagmumungkahi ng mga paraan upang mabawasan ang epekto ng kalamidad</i>	3.61	Very High
<i>Natatalakay ang konsepto ng bansa.</i>	3.50	Very High
<i>Natutukoy ang mga hangganan at lawak ng teritoryo ng Pilipinas gamit ang mapa</i>	3.39	Very High

<i>Nakapagbibigay ng konklusyon tungkol sa kahalagahan ng mga katangiang pisikal sa pag-unlad ng bansa</i>	3.39	Very High
<i>Nasusuri ang ugnayan ng lokasyon Pilipinas sa heograpiya nito</i>		
<i>Natutukoy ang relatibong lokasyon (relative location) ng Pilipinas batay sa mga nakapaligid dito gamit ang pangunahin at pangalawang direksyon</i>	3.33	Very High
	3.28	Very High
<i>Nailalarawan ang pagkakakilanlang heograpikal ng Pilipinas:</i> <i>(a) Heograpiyang Pisikal (klima, panahon, at anyong lupa at anyong tubig) (b) Heograpiyang Pantao (populasyon, agrikultura, at industriya)</i>	3.28	Very High
Over-all Mean	3.40	Very High

A “very high” level (3.40) of learning competencies in Araling Panlipunan using MTB-MLE system of instruction have been most notably observed among the Grade 4 pupils in the research area (Table 9). “Very high” learning competence (3.61) among the Grade 4 learners in their ability to suggest or recommend ways in order to reduce the effect of natural calamities due to climate change. They would also understand and explain the concept of a nation (3.50). The ability to identify the boundary and extent of the Philippine territory with the use of a map was also observed (3.39). “Very high level (3.39) of learning competence was likewise seen in the learner’s ability to give their conclusion on the great importance of the country’s physical and geographic features to its own development and progress. Another most noticeable (3.33) pupils learning competence was in their ability to explain the relationship of the country’s geographic location with its neighboring countries. Similarly, Grade 4 learners have also demonstrated their ability (3.28) to identify the country’s relative location based on the surrounding things serving as primary and secondary direction. Finally, the learners are also able (3.28) to show the important geographic features of the Philippines, particularly in terms of: (a) geographic physical concerns, like climate, weather, land and water resources; and (b) human resources, land and other physical establishment and social structures e.g. population, agriculture, industry and other institutional structures.

Table 10

**Summary of the Observed Level of Pupil's Learning Competencies
Development in Araling Panlipunan of Grades 1-4 pupils**

INDICATOR	Mean	VD
Grade 4	3.40	Very High
Grade 3	3.33	Very High
Grade 2	3.16	High
Grade 1	3.03	High
Over-all Mean	3.23	High

Presented in Table 10 is the summary of the observed level of pupils learning competencies development of Grade 1 to Grade 4 pupils in Araling Panlipunan using Mother Tongue-Based Multilingual Education system of instruction. Base on the results, the learning competencies of Grades 1 to Grade 4 pupils in Araling Panlipunan obtained an over-all mean of 3.23, which indicates a "high" learning competence.

The data showed that there was only "high" level of learning competencies observed among the learners from Grade 1 to Grade 4 pupils who have undergone MTB-MLE with Mother tongue used for teaching Araling Panlipunan. In terms of grade level, however, both Grade 3 and Grade 4 obtained mean learning competence level of 3.33 and 3.40 respectively, which are indicative "very high" learning competence on the other hand, Grade 1 and Grade 2 pupils obtained mean competence of 3.03 and 3.16 respectively, which are merely indicative of "high" learning competence level. These findings leave us the question-why the Grade 3 and Grade 4 pupils have shown much better competencies than the learners of Grade 1 and 2?.The answer maybe lying on the their differences of learning experiences , that in terms of acquired concepts, vocabulary and knowledge- the relatively nature upper grade pupils are likely to have much better edge than their younger lower grade level counterparts.

Table 11

**Relationship Between the Extent of Utilization of Mother Tongue-Based Multilingual
Education and the Most Essential Learning Competency**

Aspects	Pearson Correlation	Sig. (2-tailed)	Interpretation
Language Development	.226	.052	Not Significant

Cognitive Development	.129	.269	Not Significant
Academic Development	.224	.053	Not Significant
Socio-Cultural Development	.142	.225	Not Significant

The correlation test, using Pearson r , on the extent of utilization of Mother Tongue-Based Multilingual Education (MTB-MLE) and competency in all areas of essential learning revealed no significant association between the said variables (Table 11). The test of relationship, for instance showed no significant link ($r=0.226$) between MTB-MLE utilization and language development. Cognitive development is not also significantly related ($r=0.129$) with MTB-MLE utilization. Likewise academic development is not statistically significant ($r=0.224$) with MTB-MLE utilization. The same findings off insignificant relationship was obtained between MTB-MLE utilization and socio-cultural development.

The findings suggest is that MTB-MLE has no significant bearing on the learner's learning competency development. Apparently, the learners learning competencies development would have been attributed to factors other than the MTB-MLE utilization. These factors may include the learner's exposure to media, their access to internet via mobile phone, the parents or other family members assistance to their school children, and other factors outside the school. What these findings them imply is that there is still a lot more to be done for MTB-MLE utilization its' to be effective and to be sustained as a system of classroom instruction.

Factors that Influence the Utilization of MTB-MLE

Based on the data obtained from the interview of the teacher respondents regarding the factors influencing the utilization of MTB-MLE resources ($n=50$), the following issues were identified.

Limited Teaching Materials/Resources

For the first core idea, 24 respondents (out of 50) claim that students are confused in using some terminologies. Even the teachers are struggling ($n=13$). Teaching materials are limited ($n=11$). The following are some of the responses:

"Some resource materials are not available and outdated" (TR8, 2023)

"Kulang po ang resources para po sa pagtukdo kan Mother Tongue " (Not enough resources for total integration of technology in the class especially during the pandemic) (TR11, 2023)

"There are words that has no translation in MTB-MLE learners find it hard to understand the thought's" -(TR15, 2023)

“ The problem in using MT as medium of instruction in teaching AP, some pupils don’t understand MTB because their L1 is Filipino, therefore teachers should be flexible at all times” -(TR19, 2023)

These statements affirm that teachers’ resources are limited and might affect the classroom instruction in using mother tongue in Araling Panlipunan. Also, the variables available learning resources are inadequate for the use of pupils. Thus, some teachers result to using teaching materials that are not updated or materials that do not have correct translation. This observation is supported by the findings of Lartec et.al. (2018) who stated that some problems encountered by the teachers in implementing mother tongue-based instruction include absence of books written in mother tongue, lack of vocabulary, and lack of teacher-training.

Student’s Gain more Confidence and Develop their Speaking Skill

Another key finding of this study was students gained more confidence and developed their speaking skill (n=14), despite having scarcity on teaching materials the teachers was able to inculcate the learning competencies of mother tongue along Araling Panlipunan. Some statements attesting to these were:

“ Gamit ang Mother Tongue sa pagtukdo ning Araling Panlipunan mas nahiling ko sa mga akin a mas madali saindang magparticipate asin nagsasabi kan saindang nasa isip” (Using MTb learners in teaching Araling Panlipunan confidently share his/her knowledge ideas and experiences in the class) (TR32, 2023).

“ MTB-MLE is of great help to the learner to gain more confidence and develop their speaking skill” (TR25, 2023).

“Learners show more confidence in conceiving and explaining content and more articulate in expressing their ideas , explain without fear of committing mistake and add new concept to those they already know”. -(TR2, 2023)

“ Madali nindang nasasabi ning toltol ang nasa isip ninda” (It easier to the learner to express themselves). -(TR7, 2023)

“ Since they use their own dialect, it helps to speak and express their thoughts in a particular topic in Araling Panlipunan”. -(TR15, 2023)

“ They can participate in class discussion and can express their ideas and thoughts’ using their MT”. -(TR29, 2023)

“ Boosts their confidence in engaging in class discussion”. -(TR36, 2023)

“Mother Tongue aided the learners development of confidence hence it based from their local experiences they easily expressed themselves”. -(TR44, 2023)

These statements affirm that teachers have their positive observation on teaching Araling Panlipunan using the MTB-MLE. Despite the lack of teaching materials, the teachers were able to teach their students effectively by using the native language of Tinambac. Children learn better and more quickly in a language they can understand (preventing learning delays), which is one of the advantages of an education that considers children's mother tongues. They feel more at home and like they are enjoying school more. Students often display more self-esteem. When children use their multilingualism, they may benefit from higher socioeconomic status, including higher earnings. On the average, the schools perform better, reporting less repetition and less drop-out. Parents can assist their children in the homework and can participate in school activities.

Selecting Teacher Teaching Material/Resources

Another key finding of this study was on selecting teacher teaching material/resources (n=11). Teachers claimed that an appropriate teaching materials for teaching mother tongue along Araling Panlipunan is of much help for classroom instruction.

Based on the statements of the teachers, some suggested that:

" I would suggest that MTB-MLE implementation could be made better if not all subjects areas apply it like in Math and Science". – (TR1,2023)

" Ang guro sana dapat dumaan sa mga trainings para madaling maimplement ang MTB-MLE sa pagtuturo ng Araling Panlipunan". (Teachers must undergo in several seminars/workshops training in MTB-MLE so that it is easy to adopt and implement MTB-MLE in teaching AP).– (TR11,2023)

" Implementation of MTB enable the learners use different language for success in school and for lifelong learning-1. Read aloud and encourage learners to bring books to share and explain or translate 2. Read mote stories 3. Watch movies and shows 4. Teach them rhymes and poems". –(TR48,2023)

" Since implementing/integrating MTB-MLE is a spiral progress, I suggest that if there are pupils who are already understand the subject matter, I suggest that we need to help them proceed with the higher thinking skills and to not them wait for other pupils who are just learning in progress because for me they are unfair to those learners who are advance, waiting for those pupils who are slowly learning". –(TR26,2023)

" Provide learning materials with appropriate use of language (in MTB-MLE).Like for example (in Bikol central) the textbooks should be written in Central Bikol language also words found in textbooks". –(TR17,2023)

" There should be a dictionary in MTB so that there is a basis in writing the correct words and spelling". –(TR10,2023)

"In Grade 1 using MTB-MLE is an effective in teaching and I would suggest that it will not be removed or subject to be removed in the curriculum in the future, because it has a big help in teaching other subject specially in Math". –(TR4,2023)

Transition of Language as Medium of Instruction

Other key findings of this study was the difficulty experienced by the teachers in shifting the medium of instructions since in Grade 4, teachers are using second language in teaching Araling Panlipunan (n=15), that's why they retain the Mother Tongue in teaching. The following are the respondents' challenges/problems and suggestions:

"One of the problems/challenges in teaching Araling Panlipunan with the use of MT is that , during the transition of learnings from Language 1 to Languagev 2 down to language 3, as they continue more complex concepts in higher grade levels"(TR49 2023)

"There should be a standard MTB-MLE in discussion. We should not mix words from different localities to avoid misconceptions" (TR9 2023)

"In grade 4, we use second language as medium of instruction. Using the first language will hinder them acquire the 2nd language and express ideas.It should be used as a medium of instruction in all subjects especially Mathematics and Science. Teaching language for an easy translation of understanding and improvement of learners vocabulary can be done by MTB-MLE subject alone with using it in other subjects" (TR20 2023)

"Filipino is the medium of instruction I am using in grade IV. I am using mother tongue to explain the lesson. The problem and challenges is pupils behavior and unavailable technology equipment's"(TR50 2023).

“There is no question about using MTB-MLE in the implementation of this particularly in teaching Araling Panlipunan subject. I think doing this is called translanguaging. If I may offer guidance on its implementation I suggest that teachers should continue applying this because somehow it has a positive impact on students learning. Using contextualized learning materials and interactive to be more engaging and interactive teaching strategies and using educational technologies I believe would lead in having a positive learning outcomes” (TR16 2023)

“Grade IV pupils is having difficulty because this is the period of transition, I always see to it that second language should be used for them to be prepared when they reached the higher grades” (TR21 2023)

“Para sakuya ang medium of instruction sa pagtukdo AP dapat Filipino pa din gagamiton sana an bikol kung may mga tataramon na nasasakitan an mga estudyante asin para mas maintindihan ninda ang leksyon. Ini para din mapreparar sinda pag nag nataas na an saindnag grado o kun mag mag lipat sinda nin eskwelahan.”(TR 30 2023)

Transitioning from language 1 to language 2 is the main key factor to be considered in teaching Araling Panlipunan. In the Philippines however, there is a very diverse population with different local dialects and the flexibility of the teacher therefore in the use of local language should always be considered and will be taken in to for the effective learning of students. Furthermore effective transition will not take effect immediately and will take some time, therefore the teachers and parents should provide assistance to the students. Transition is part of the process so it should be embraced whatever it may take.

The factors indeed influencing the utilization of MTB-MLE are as follows; limited teaching materials and inadequacy for student use. The learning competency of the students did not meet achieve the desired level. The students nonetheless gained more confidence and developed their speaking skill, because of the teachers resourcefulness in the making of some teaching materials that meet the expected learning competency in MTB-MLE. The teacher then can chose teaching material best suited to the skills of the students and the needed transition of language for classroom instruction.

Training Design to Strengthen MTB-MLE along Araling Panlipunan thru Project STRENGTH (Strategies, Techniques Revisitation in Education to Gain the Holistic Development of Pupils)_- MTB-MLE in AP

Rationale

The proposed Training Design is based on the findings of the study which showed that the teachers in Tinambac South District experienced lack of materials/resources in teaching Araling Panlipunan using MTB-MLE. There is, thus the need to assess and make some adjustment of the materials for MTB-MLE instruction. The teacher-respondents suggested for the need to undergo some training for teaching Mother Tongue along Araling Panlipunan and to make a contextualized material. This training aims to further strengthen the integration of Mother Tongue in teaching Araling Panlipunan of elementary teachers of Tinambac South District that will assure effective teaching strategies, techniques and tools. The strategies include the teacher's continuing effort of researching and developing contextualized materials. Moreover, the strategies should aim to provide teachers with a variety of teaching techniques and strategies through the use of various technology-based teaching materials. A quality operational framework supporting new teaching techniques and tools must also be considered for MT-MLE instruction.

Objectives

The suggested Training Design intends to:

1. Make an inventory of existing and used teaching strategies techniques and the least learned competencies, determine the best practices and come up with the necessary improvement by determining its reliability.
2. Create context-sensitive resources for the Araling Panlipunan lessons that support the curriculum guide's learning objectives, particularly in raising students' level of learning competency.
3. Equip teachers with a variety of teaching methods and strategies through the use of contextualized resources.
4. Give the teachers the pedagogical tools they need.
5. Let the teachers evaluate their progress on how they taught Araling Panlipunan with the use of mother tongue.

TARGET PARTICIPANTS

The target participants of the training are Teachers of Tinambac South District teaching Araling Panlipunan using mother tongue as medium of instruction. Specifically, they are the teachers from Grade 1 to 4.

TARGET DATES

Target date of the training is between the weeks before the opening of School year 2023-2024 which falls on last week of August 2023.

Conclusions

The extent of utilization of MTB-MLE in Academic and language development is "very high" while along Cognitive development and Socio-cultural development, "high"

Very high level of competency development was obtained from Grade 3 and Grade 4 pupils while high level was noted for Grade 1 pupils.

All computed value r - values were found significantly lower than the critical r value level, no significant association exists level of utilization MTB-MLE and competencies development of pupils.

Appropriate learning resource materials are critical in the learning competency development of pupils.

Recommendations

Continuous capability building of teachers should be done in schools. Particularly in the development of learning resource materials considering the desired competencies in Araling Panlipunan.

Teachers can be supported and encouraged to develop appropriate learning resource materials to enhance their competencies and learning competencies of pupils in Araling Panlipunan.

Further study should be conducted along this line for longer period. Study period should be extended to effectively evaluate competency development of pupils.

Teachers can be supported in terms of capacity building and learning resources development for more effective learning competencies development of pupils.

Measurable indicators for all learning competency must be considered in further studies.

Learning resource materials development on MTB-MLE in the required subject areas should be given financial allocation.

Compliance with Ethical Standards

The research instrument was distributed with a cover letter, that explains the purpose of the study and that the participation is voluntary and with personal consent form for the would be respondents or participants to sign on for approval, in compliance with Republic Act 10173. Participants were also informed that their responses will be treated with absolute confidentiality.

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