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DEVELOPMENT OF VALUES OF STUDENTS: PERFORMANCE OF SCHOOL ADMINISTRATION OF PUBLIC SECONDARY SCHOOL IN REGION XII

Abstract

The general objective of this study was to find out the influence of the performance of the school administration on the student's value orientations in the public secondary schools in Region XII. This study employed descriptive-correlation design. The subjects of the study were 374 students of five (5) public city high schools in the Region XII. The prime instruments used in the study were survey questionnaires. The major findings came out from the statistical analysis of gathered data from the respondents were hereby summarized. On the evidence of performance of the school administration in three variables of school plant or facilities were all rated highly evident. These are school site or campus (Mean = 3.80), instructional spaces (Mean = 4.19), and administrative and service spaces (Mean = 4.19). The school performed highly evident (Mean = 4.13) on faculty and staff development. On the area of curriculum development, it was rated highly evident (Mean = 4.14) by the student-respondents. In terms of instructional supervision, the four sub-variables were all rated highly evident such as: classroom management (Mean = 4.18), teaching strategies (Mean = 4.35), teacher's competence (Mean = 4.31), and evaluating and assessing students (Mean = 4.35). In addition, extra-curricular activities was rated highly evident (Mean = 4.23). Similarly, school-community relations was rated highly evident (Mean = 4.17). Moreover, the school general service was generally rated highly evident. These include guidance and counselling (Mean = 4.13), school health and sanitation (Mean = 4.14), and school security and safety (Mean = 4.29). On the other hand, the practice/observance of the students on the societal values was generally rated much extensive. These are the Maka-Diyos value (Mean = 4.31), Maka-tao value (Mean = 4.47), Maka-kalikasan value (Mean = 4.33). As to the influence of the performance of the school administration on the student's practice/observance of societal values: the predictors of Maka-Diyos value of the students were school-community relations and school general services; of Maka-tao value were extra-curricular activities and school general services; of Maka-kalikasan value were school-community relations, curriculum development, and school general services; and of Maka-bayan value were curriculum development and school general services. Based on the findings emerged from this study, it is concluded that the performance of the school administration of public secondary schools was highly evident. The students developed much extensively the societal values such as Maka-Diyos, Maka-tao, Maka-kalikasan, Maka-bayan. Although, the school administration performed highly evident on school plant/facilities, faculty and staff development, and instructional supervision still do not suffice to influence the student's development of value orientations. Nevertheless, the better the provision and administration of school general services, school-community relations, extra-curricular activities, and curriculum development the more the students developed Maka-Diyos, Maka-tao, Maka-kalikasan, and Maka-bayan values.

Key words: Development of Values of Students, Performance of School Administration

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Introduction

The Department of Education (DepEd) is on the frontline of the different agencies of the government to carry out the national government's goal of development through instilling in the young minds of the youth the desirable Filipino values. It is not that the leaders of today are with unchanged attitudes and values, but the youth are easy to mold on and more adaptable to the dynamism of time.

Our constitution (Section 5 Article XIII, General Provision) ordains "All schools shall aim to develop character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship."

In this regard, the Department of Education has formulated its vision statement as follows: "By 2030, DepEd is globally recognized for good governance and for developing functionally-literate and God-loving Filipinos. It puts great store upon good governance - take good care of it, and the Department will succeed in fulfilling what the law mandates it to do. The weight that good governance carries for the Department is considerable from here on: It is very significant and critical for its good performance."

The mission of the Department emanates from the Basic Education Act of 1982 (B.P. 232) and the Governance Act of Basic Education (RA 9155). This is nothing less than "to provide quality basic education that is accessible to all and lays the foundation of lifelong learning and service for the common good". The Department recognizes that it would be impossible to pursue such a noble mission unless the foundations of good governance are laid at its very core. This is where its core values should be placed. Three of these do flow out of governance itself: a culture of excellence, integrity, and accountability. Four others are the values that the national government has been emphasizing: Maka-Diyos, makatao, makabayan, and maka-kalikasan. As part of its governance charter statement, the DepEd serves notice that these core values are the final reference points that guide all its decisions and actions. They are the permanent inspirations for all strives to realize its vision by 2030 (As cited by Mustapha, 2010) in Manila Bulletin, April, 14, 2010).

On the other hand, the mentioned core values of governance has been emerged in the light of the philosophy of the 2002 Basic Education Curriculum. It has been stated in this way : "The ideal Filipino learners are empowered learners, who are competent in learning how to learn and have "life skills" so that they become self-developed persons who are makabayan (patriotic),makatao (mindful of humanity), makakalikasan (respectful of nature) and maka-Diyos (Godly) (Zulueta, 2007). Thus, while the government is keeping on its pace to uplift the standard of education, it is imperative upon the local education leaders to perform their mandated tasks of effective and efficient administration of schools. Better still, it is worthy of endeavor to find out how the school administration and management has performed the different areas of administration in the pursuit of producing Filipino value-oriented graduates of the secondary schools in Region XII.

Theoretical Framework

This study posits that the school is a primary instrument of a government of the republic responsible for molding of its young citizens. It is the school management functions and responsibilities to carry out the "total functioning," that is, "be accountable for the efficient and affective administration and management of the school" as mandated to by the Education Act 1982.

The school administration is committed to certain required tangibles of administration and is duty bound to provide these tangibles to the students it has vowed to serve. These [tangibles] include, among others, a spacious school plant and grounds, adequate laboratory and library facilities, a highly qualified faculty, necessary medical-dental and security services, and co-curricular or special facilities such as audio-visual aids, speech clinics, and guidance and counselling centres, etc (Manuel, 1947 as cited by Aquino, 1999).

Similarly, Gregorio (1961) included some other coverage of school administration such as school curriculum, school finance, child accounting, and school-community relationships/public relation. School administration, to him, refers to an organization and its functions. It is not an end by itself but as a means to achieve the goals of instructions.



On the other hand, Flippo (1986) theorized that "the quality of any classroom instruction given in a school. The quality of the classroom teaching given in a school is very much dependent upon the teacher, and the quality of performance of the teacher is often related to the type of the classroom and instructional supervision they receive from the school administrator or school head or school supervisor."

A major challenge to the school management is to provide a continuous, systematic program of professional improvement to enhance the effectiveness of teachers within the classrooms. More so, Taba as cited by Tanner and Tanner (1987) conceptualized: "instructional resources are ineffective unless teachers have a way to gain and update competencies and knowledge."

Effective education is a complex issue and, at its core, is the instructional leader who must work with teachers and staff in ways that will effect classroom change. Obviously, as Professor McIntyre sees it, school head needs to be more competent in his important roles of improving the instructional program, for he subsequently make this observation: "Presumably, teachers would be more receptive to principal's instructional improvement roles if principals were more competent." These roles include: supervising teachers in their classroom management, teaching strategies used, teachers' competence/performance, and the ways teachers evaluate and assess students.

More importantly, extra-class activities play a part in the education of the individual but are not part of the course of the study. Extra-class activities are highly beneficial when properly administered and supervised. School administrators recognize the values of these activities in developing the personality and character of the students.

Likewise, equality outdoor experiences that have a clear sense of purpose and are well managed can help students to develop an appreciation of and concern for the environment. Moreover, cultural awareness, economic activities, political decision, ecological understandings, and health and safety issues are all factors that influence education about the environment. The national curriculum statement provide frameworks for knowing about and considering these factors, which will help students to establish their own environmental values and attitudes (<http://efs.tki.org.nz/Curriculum-resources-and-tools/Environmental-Education-Guidelines/The-Key-Dimensions-of-Environmental-Education>).

Furthermore, school-community links are mutually beneficial relationship in which the principal can play a leading role. The community can assist the learning climate of a school. In fact, it is a recognized fact that a relatively good performance and higher achievement of students when parents display interest by being actively involved in their children's education (Buffie, 1989).

Meanwhile, Kapunan (2007) conceptualized that "Guidance makes available all opportunities of value to the individual." Guidance, therefore, is focused not on the problem but on the individual, because its purpose is to promote the growth of the individual toward self-development.

Equally important concern of the school management is the safety and security of the school and its occupants. This has been addressed by the Executive Order 570, Series of 2006 which is the Institutionalization of Peace Education in Basic Education and Teacher Education. It authorizes exemplars and other peace related modules.

Nonetheless, the success of administering or managing of these administrative functions and repressibilities would be basically gauged upon the attainment of school's goals and objectives. In essence, this is anchored on the DepEd's vision of "to develop a highly competent, civic spirited, life-skilled, and God-loving Filipino youth who actively participate in and contribute towards the building of a humane, healthy and productive society."

Now a day, the technological advancement is in our midst. The government set forth the very need for deep inculcation in the minds and hearts, through the schools, of every young Filipino citizen the societal values of Maka-Diyos, Maka-tao, Maka-Kalikasan, and Maka-bansa. As part of its governance charter statement, the DepEd serves notice that these core values are final reference points that guide all its decisions and actions.



Moreover, Apps as cited by Applied Development Research Consultants (2001), for instance, describe transformation leaders [educational leaders] as "encounter that touches the soul." transformation is much more than change. It is an enhancement of personal reality, as well as conversion of reality. Transformational Leadership is both a role that promotes change and personal experience of change.

In today's rapidly changing world, becoming a school leader especially for secondary school, who with the limited educational resource, can be done through dynamically learning the appropriate management inputs in order to develop Filipino students as value-oriented graduates positively contributory to the region's development and country's aim of national progress in general. For this, DepEd Secretary Luistro made his statement to the Graduates of Batch 2011. He said: "Our aspirations for our graduates to have a direct personal stake in nation building using as a tool the education they received from the State."

It has become more common for school to dwell on raising grades/score (students' achievement) rather than examining the values developed upon students. Thus, this study looked into the administration of school in relation to value orientation of students.

Primarily, as revealed on the findings of New York Science Journal (2008), it states that "a direct relationship exists between the quality of school facilities provided and the quality of the products of the school." The physical environment of a school is a major determining factor in the attainment of its objectives. Tanner and Tanner (1987) had quoted some research findings, which revealed that a "positive climate and overall atmosphere of the school is essential for the improvement of teaching and learning."

On the other hand, the curriculum aims at empowering the Filipino learners to be capable of self-development throughout one's life and to be patriotic, benevolent, ecologically aware and Godly. This overall aim entails the acquisition of life skills, a reflective understanding and internalization of principles and values and the development of the person's multiple intelligence (DepEd 6th Draft, 2002).

It is worthy to note the views of Tanner and Tanner (1987) which stated that "ways of teaching are determined by what we want children to learn and by what we want them to become. To separate what is taught from how it is taught is impossible".

Indeed, the importance of an emotionally and morally supportive environment has not been lost on proponents of moral education. For some educators the establishment of a caring environment and an overall "ethics of care" is the most essential component of moral education (Noddings, 2002). Similarly, Bronfenbrenner explored the influence of environmental forces on children's moral development. He said that: "children raised in religious families or religiously influenced community cultures are taught and become influenced by religious teachings regarding morality."

Finally, this study has a bearing on the social Learning Theory of Albert Bandura. Bandura states that "learning occurs within a social context and people learn from one another, including such concepts as observational learning, imitation, and modelling" (Osmond, 1999).

Educational institutions have always been in the business of transmitting knowledge from one generation to the next and of shaping certain values in certain directions. But if it is granted that educational institutions shape values as well as produce new knowledge, then on both grounds research on predictors of these societal values deserves more research attention.

Statement of the Problem

The general objective of this study was to find out the influence of the performance of the school administration on the students' practice of value orientations in the public secondary schools in Region XII, school year 2011-2012.

Specifically, this study sought to find answers to the following research questions:

1. To what extent is the evidence of performance of the school administration on school plant/facilities in the areas of: (a) School site or campus; (b) Instructional spaces; and (c) Administrative and service spaces?



2. To what extent is the evidence of performance of the school administration on faculty and staff development?
3. To what extent is evidence of performance of the school administration on curriculum development?
4. To what extent is the evidence of performance of the school administration on instructional supervision in the areas of: (a) Classroom management; (b) Teaching strategies; (c) Teachers' competence; and (d) Evaluation and assessment to students?
5. To what extent is the evidence of performance of the school administration on extra-curricular activities?
6. To what extent is the evidence of performance of the school administration on school-community relations?
7. To what extent is the evidence of performance of the school administration on school general services in the areas of: (a) Guidance and counselling; (b) School health and sanitation; and (c) School security and safety?
8. To what extent is the practice / observance of the student-respondents as in their way of life the value orientation such as: (a) Maka-Diyos; (b) Maka-Tao; (c) Maka-Kalikasan; and (d) Maka-Bayan?
9. Do the areas of administration of secondary schools such as: school plant or facilities, faculty and staff development, curriculum development, instructional supervision, school general services, extra-curricular activities, and school-community relations influence the practice or observance of the value orientations of the students, namely, a) Maka-Diyos, b) Maka-Tao, c) Maka-Kalikasan, and d) Maka-Bayan?

Research Hypotheses

This study deduces that there is relationship between the areas of school administration and students' value orientations. It is assumed, then, in this study, that the performance of school administration and practices of students on value orientations can be perceived and measured. From the aforementioned assumptions, the following hypotheses were formulated:

Ho 1: There is no significant influence of the performance of the school administration in the areas of administration of secondary public schools such as: school plant / facilities, faculty and staff development, curriculum development, instructional supervision, extra-curricular activities, school-community relations, and school general services on the Maka-Diyos value of the students.

Ho 2. There is no significant influence of the performance of the school administration in the areas of administration of secondary public schools on the Maka-Tao value of the students.

Ho 3. There is no significant influence of the performance of the school administration in the areas of administration of secondary public schools in the Maka-Kalikasan value of the students.

Ho 4. There is no significant influence of the performance of the school administration in the areas of administration of secondary public school in the Maka-Bayan value of students.

Scope and Limitations of the Study

The study was limited to finding out the extent of performance of the school administration/ management of the public secondary schools on the areas of the school plant/facilities, faculty and staff development, curriculum development, instructional supervision, extra-curricular activities, school-community relations, and school general services.

It was confined to extent of practice of student-respondents on students' value orientations such as Maka-Diyos (Godly), Maka- Tao (Mindful of humanity), Maka-Kalikasan (Respectful of Nature), and Maka-Bayan (Patriotic). Finally, the study also concerned on the influence of the performance of the school administration on the students' practice of value orientations. This study was conducted during the school year 2011-2012 which includes the five (5) public secondary schools of the five (5) Divisions of DepEd, Region XII (i.e., Cotabato City NHS-Main Campus, Kidapawan City NHS, Tacurong NHS, General Santos City NHS, and Koronadal City NHS). However, only the graduating students of batch 2012 of these schools served as primary respondents.

Significance of the Study

The role of the school, as mandated to by law, is so crucial- "shaping the total personality of the young citizens through education." The result of the study will be a great job to help to the local school leaders of secondary public schools to improve its enshrined styles of administration that would be



adjustable to the dynamism of time geared toward quality of education and the development of the school children.

The finding of the study help strengthen the school leaders' initiatives and findings ways of effecting or radiating desirable value to the students through the proper administration of different areas of administration in the school. Apps as cited by applied Development Research Consultation (2001) described transformational leaders as " encounter that touches the soul". Transformation is much more than change. It is enhancement of personal reality, as well as conversion of reality. School leader is both a role that promotes change and a personal experience of change. Thus, its main recipient is the students.

Also, the results of this study may give baseline knowledge and information to the educational policy-makers and higher officials of the DepEd to consider sufficient funding/appropriation to the secondary schools and to review policies and guidelines of the implementation of the 2002 Revised Basic Educational Curriculum (MAKABAYAN) adaptable to local community, and peoples' needs and cultural backgrounds.

This study is intended also to provide educators on the extent of high school graduates' practice or observance of goal-oriented values such as Maka-Diyos, Maka-Tao, Maka-kalikasan, and Maka-Bayan in this region.

In general, the study is of great help to all education stakeholders considering the policy mindfulness of the administration of Filipino desirable values in education which will eventually geared toward the improvement of nationalist practices of the young generations, in particular, and for the country's socio-political, and economic development, in general.

Methodology

This study employed the descriptive-correlation design, This research design is appropriate since it describes, analyzes, and interprets the administration of public secondary schools in the areas of school plant/facilities administration, faculty and staff development, curriculum development/improvement, instructional supervision, extra-curricular activities, school-community relations, and school general services. Likewise, this method was also used to assess the extensiveness of practice/observation of the students on the identified students' value orientations such as Maka-Diyos (Godly), Maka-Tao(Mindful of Humanity), Maka-Kalikasan(Respect for Nature), and Maka-Bayan(Patriotic).

To relate the influence of the administration of secondary schools in terms of plant/facilities administration, faculty and staff development, curriculum development, instructional supervision, extra-curricular activities, school-community relations, and school general service to the students' extensive practice/observation of students' value orientations, the multiple regression analysis was used.

The study was conducted in public secondary schools in DepEd R.O. No. 12. The researcher considered the five (5) most strategically located high schools in the five (5) different Divisions in the Region. These schools include: the Cotabato City National High School- Main Campus (CCNHS-Main), the General Santos City High School(GSCNHS), the Kidapawan City National High School (KCNHS), the Koronadal National Comprehensive High School (KNCNHS), and the Tacurong National High School (TNHS).

The respondents of the study were coming from the graduating students of the five (5) divisions in the five (5) strategic secondary public schools of DepEd Region XII during the school year 2011-2012. With the population component of 5,652 students, only 374 graduating students served as the respondents of the study. The sample size was determined using the Slovin's Formula. The formula is $n = \frac{N}{1 + N}$, where n is for sample size, N is for population, and e is for margin of error.

Moreover, stratified random sampling technique through quota and proportionate sampling method were employed in order to obtain the number of respondents per division considering the schools as strata in this study.



Major Findings

A. Evidence of Performance on the Different Areas School Administration

The performance of the school administration on school site/campus was rated "highly evident" (Mean = 3.80). The administration of instructional spaces was rated "highly evident" (Mean = 4.19). The performance of the school administration of administrative and service spaces was rated "highly evident" (Mean = 4.19). Generally, the faculty and staff development was rated "highly evident" (Mean = 4.13) as perceived by the respondents. The curriculum development was rated "highly rated" (Mean = 4.14).

Moreover, the school administration supervision of classroom management was rated as "highly evident" (Mean = 4.18). The school supervision of the teachers' teaching strategies was rated "highly evident" (Mean = 4.35). The teachers' competence was rated "highly evident" (Mean = 4.31). The supervision of the school administration on evaluating and assessing students was "highly evident" (Mean = 4.35). The performance of school administration on extra-curricular activities was rated "highly evident" (Mean = 4.23). While, the performance of school administration on school - community relations was rated "highly evident" (Mean = 4.17). In terms of the performance of school administration on guidance and counselling was rated "highly evident" (Mean = 4.13). The performance of the school administration on school health and sanitation was rated "highly evident" (Mean = 4.14). The school security and safety was rated "highly evident" (Mean = 4.29) performance as perceived by the respondents.

B. Extent of Practice or Observation of the Students and Influence of the performance of the School Administration on the Societal Values

The Maka-Diyos value was rated "much extensive" (Mean = 4.31). The Maka-Tao value was rated "much extensive" (Mean = 4.47). The Maka-Kalikasan value was rated " (Mean = 4.32). The high school students' practice or observation of being Maka-bayan was rated "much extensive" (Mean = 4.33).

In terms of the Influence of the performance of the School Administration on the students' Societal Values, the predictors of the Maka-Diyos value of the students were school general services ($r^2=.13$) and school-community relations ($r^2=.14$). Moreover, predictors of the Maka-Tao value of students were school general services ($r^2=.21$) and extra-curricular activities ($r^2=.23$). Furthermore, the predictors of the Maka-Kalikasan value of the students were school general services ($r^2=.22$), curriculum development ($r^2=.25$) and school-community relations ($r^2=.27$). Meanwhile, the predictors of the Maka-Bayan value of the students were school general services ($r^2=.23$) and curriculum development ($r^2=.25$).

Discussion

The performance of the school administration on school plant or facilities, in general, was only highly evident. This implies that there is still a need for these school leaders to show more initiative and be visionary in the improvement of the school facilities that are responsible to the needs of school occupants.

Highly evident performance of the school administration on faculty and staff development is not enough. This means that the provision of professional development of faculty and staff is only sufficient to match the growing knowledge of the students brought by the technological advancement nowadays. Better still, they have to be encouraged and given opportunities by the school or DepEd to upgrade themselves.

The school administration was highly evident in its performance on curriculum development. To produce graduates equipped with almost societal values necessary for the region's all-facets of development, this performance is not enough really. There must be a need to revisit the curriculum and be attuned to the dynamic and demands of time.

In general, highly evident performance of the school administration on instructional supervision was found out in this study. This result implies that this performance is not that excellent value-oriented graduates useful to the quest of the region to be politically and economically developed in the near future. Still, there is no need to enhance supervisory skills and knowledge relevant to instructional supervision of the school administrators or management.



The provision of extra-curricular activities was rated highly evident. It implies that the school administration has to be more considerate on some extra-class activities which give or add important values to the goals of the school.

The school administration's performance on school-community relation was only highly evident. This manifest that with the scarce budget allotted to DepEd, on one point, the school should have to intensify the linkage to the community and people's organizations in order to meet the needs of the students. Better and close coordination between the school and community id hereby strongly recommended.

Generally, the performance sanitation, and shool safety and security were highly evident. With population explosion and the off-shoot of technologies which has been felt in school, may emotional and health problems on adolescence appeared. These have to be attended to by the guidance counsellor and school health workers, respectively. And also unstable peace and order in region affected the schools. All of these are no excuse to the school. This implies really a need for the secondary school administration to double their effort in making these services very much sufficient and responsive to the needs and problems of the school occupants especially the students.

The values developed upon students such as Maka-Diyos, Maka-tao, Maka-kalikasan, Maka-bayan were all much extensive. These findings imply that the total personality of the individual student has been undoubtedly influenced by the kind of school he/she had enrolled to. With this, the school administration has a work much harder to make the school the prime agency for the holistic development of students, thereby making them value-oriented graduates useful in endeavours of economic stability and genuine democracy of the country. On the other hand, the students themselves try to be responsible always, keeping on developing their potentials, be productive citizen of the country, and above all be Maka-Diyos, Maka-tao, Maka-kalikasan, Maka-bayan.

Conclusion

The performance of the school administration pf public secondary school was highly evident. The students developed much extensively the societal values such as Maka-Diyos, Maka-Tao, Maka-Kalikasan, Maka-baya. Although, the school administration performed highly evident on school plant/facilities, faculty and staff development, and instructional supervision still do not suffice to influence the students' development of value orientations. Nevertheless, the better the provision and administration of school general services, school-community relations, extra-curricular activities, and curriculum development the more the students' development Maka-Diyos, Maka-Tao, Maka-Kalikasan, and Maka-bayan values

Recommendations

1. Instruction is the main business of any school. In this study, instructional supervision has not been influential to the development of students' value orientations, thus, the education leaders and teachers must have concerted efforts and responsive programs to improve teaching and learning;
2. Due to a meagre budget allotted to public basic education, school facilities are needful to cater the growing number of high-schoolers. There is a need to strengthen linkages and ask assistance or donations from the local public officials, people's organizations (POs) and to Non-government Organizations (NGOs) by the secondary schools to help improve the physical facilities and equipments of the secondary schools;
3. Proving of opportunities, grants and scholarship for further studies and relevant seminars/trainings to faculty members for their personal and professional development;
4. Revisiting and improving the existing curriculum to make it responsive to the needs of students and demands of time necessary to developing value orientations of students; and
5. Upgrading of leadership traits of the government of the secondary schools inherent to their jobs and responsive to the very needs of the clients of the school attuned to the demands of time.



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