

THE MEDIATING EFFECT OF ETHICAL CLIMATE ON THE RELATIONSHIP BETWEEN INTERPERSONAL SUPPORT AND SOCIALIZATION AMONG PUBLIC SECONDARY SCHOOL TEACHERS

JOHN MARK B. LAZARO¹, CELSO L. TAGADIAD²

<https://orcid.org/0000-0002-3259-5200>

1markiex@gmail.com¹, celsotagadiad@gmail.com²

University of Mindanao

Matina, Davao City, Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/840593>

ABSTRACT

Socialization boosts employees' motivation. It gives numerous opportunities to improve their work habits, sense of teamwork, and information sharing. This study determined the mediating effect of ethical climate on the relationship between interpersonal support and socialization among public secondary school teachers. This utilized quantitative non-experimental descriptive correlational research and mediation analysis with 300 samples from public school teachers. With stratified random sampling technique, it utilized statistical tools such as: Mean, Pearson R, and Path Analysis. Authors used modified adopted survey questionnaires subjected to content validity and reliability testing. The study's findings demonstrated that public school teachers' ethical climate, interpersonal support, and socialization are high. Furthermore, there is a significant interrelationship between the three variables and there is a significant partial mediation of ethical climate between interpersonal support and socialization among public secondary school teachers. The result indicates that the ethical treatment of individuals towards others is essential to create an advanced degree of socialization. Accordingly, the more ethical and supportive the environment is, the more possibilities for socialization.

Keywords: Ethical Climate, Interpersonal Support, Socialization, Public Secondary School Teachers, Mediation Analysis

INTRODUCTION

Socialization is an interactive communication process essential in the workplace as it provides the abilities and practices required for workers to engage in the corporate culture (Maria, 2019). However, some employees experience loneliness at work and consequently affecting workplace behavior, having a low level of organizational engagement, and urge not to stay in the organization (Ertosun & Oya, 2012). Socialization is essential to be happy, to feel connected to society, and to the overall well-being

of individuals. Lack of such interactions may result in diminished self-esteem, isolation, and limited lifespan ("PTDS Journal," 2020). The adverse effects of stress on the body have long been recognized, and loneliness is a more newly acknowledged risk factor for wellness (Blue, 2017). Research shows that people with poor social skills who cope in social settings are at higher risk for physical and mental health issues and are likely to feel more stressed and lonelier (Segrin, 2017).

Socialization influences human interactions in organizations in a couple of ways. It typically affects how workers perceive teamwork,



collaboration, and work habits, which are all critical factors for a successful company (Gaston, 2020). The socialization processes are vital tools for incorporating people into society but, more importantly, for the organization of necessary and sufficient feeling behaviors to establish, maintain and recreate a specific social order (Scribano, De Sena, & Lisdero, 2018).

There are various studies on socialization that links with different factors. For instance, socialization relates to interpersonal support (Brajša-Žganec, Kaliterna, & Hanzec, 2018). Concerning the relatively significant impact of the correlation between social support and mental health, more considerable social help must be predisposed (Harandi, Taghinasab, & Nayeri, 2017). On the other hand, the ethical climate is also linked with organizational socialization, as it is proven that there is a significant relationship between the two (Sakina, Alvi, & Javed, 2015).

Much research has been carried out in the international setting investigating factors related to socialization. However, the researcher has not found a study that links ethical climate as a mediating variable between interpersonal support and socialization. Hence, the researcher finds the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context. The results of this study are expected to contribute to the identification of elements that are present in the socialization of secondary teachers, and they may contribute to the construction of an epistemology of professional practice in the socialization process, aiming that this study will contribute to the ongoing efforts in raising teachers' behavior.

OBJECTIVES OF THE STUDY

This study determined the mediating effect of ethical climate on the relationship between interpersonal support and socialization among public secondary school teachers. Specifically, this aimed to determine the level of interpersonal support among public secondary school teachers in terms of tangible support, belonging support; self-esteem support; and appraisal support. It sought to determine the level of socialization among public secondary school teachers in terms

of: organization socialization; group socialization; and task socialization. More so, it determined the level of ethical climate among public secondary school teachers. It determined the significant relationship between: interpersonal support and socialization among public secondary school teachers; interpersonal support and ethical climate among public secondary school teachers; and ethical climate and socialization among public secondary school teachers. Lastly, it ascertained the significant mediating effect of ethical climate on the relationship between interpersonal support and socialization among public secondary school teachers.

METHODOLOGY

This study utilized quantitative non-experimental descriptive correlational research to describe the quantitative data gathered regarding the level of the three variables, including interpersonal support, teachers' socialization, and the ethical climate. Most importantly, it tested the variables' significant relationship and the mediating effect of ethical climate on the relationship between interpersonal support and socialization among public secondary school teachers. Correlational research aims to assess and describe the relationship among variables or scores using a non-experimental quantitative design (Creswell, 2012).

Parallel to this, it utilized mediation analysis, which fundamentally focused on recognizing and elucidating the component or procedure that brings an observed relationship between interpersonal support and socialization through incorporating a third variable, the ethical climate, as the potential mediating variable.

The respondents of this study were the 300 public secondary teachers taken from 427 population from the nine public secondary schools. The researcher used a stratified random sampling technique where only the regular public-school teachers were the respondents. The contractual teachers paid under the Local School Board (LSB) and private teachers were excluded from this study because they did not have the same benefits as the regular employees, nor did they commit to the institution.



Through stratified random sampling technique, the respondents were divided into school 1 with six-point fifty-six percent (6.56%), school 2 with fourteen-point zero five percent (14.05%), school 3 with three-point seventy-five percent (3.75%), school 4 with seven-point zero three percent (7.03%), school 5 with four points forty-five (4.45%), school 6 with three-point fifty-one percent (3.51%), school 7 with nine-point thirteen percent (9.13%), school 8 with forty-five point forty-three percent (45.43%) and school 9 with six-point zero nine percent (6.09%).

The following statistical tools were used to compute data and test the hypotheses at an alpha 0.05 level of significance. Mean was used to determine Interpersonal Support, Socialization among Public Secondary School Teachers, and Ethical Climate. Pearson r was used to determine the interrelationship between interpersonal support, ethical climate, and socialization among public secondary school teachers. Path Analysis was utilized to ascertain the mediating effect of the ethical climate on the relationship between interpersonal support and socialization among public secondary school teachers.

RESULTS AND DISCUSSION

1. Level of Interpersonal Support among Public Secondary School Teachers

The descriptive statistics findings on determining the level of interpersonal support are shown in Table 1, which has an overall mean of 3.42 and SD of 0.39, described as high. This means that the public secondary school teachers' interpersonal support is often manifested. It also shows in the result that Appraisal Support has the highest Mean of 3.50 and SD of 0.61 with a descriptive level of high, which means appraisal support is oftentimes manifested. It reflects that public secondary school teachers often give encouragement, direction, ideas, and helpful information on their co-teachers that can be used to solve problems. Moreover, Self-Esteem has the lowest mean of 3.27 and SD of 0.40, with a descriptive level of moderate, which means self-esteem is sometimes manifested.

Table 1

Level of Interpersonal Support among Public Secondary School Teachers

Indicator	SD	Mean	Descriptive Level
Tangible Support	0.55	3.43	High
Belonging Support	0.48	3.47	High
Self-Esteem Support	0.40	3.27	Moderate
Appraisal Support	0.61	3.50	High
Overall	0.39	3.42	High

This entails that the public secondary school teachers sometimes praise their co-teacher and push them to succeed.

When viewed separately, the indicators of the level of Interpersonal Support of the respondents were as follows: Tangible Support with a Mean of 3.43 and SD of 0.55, Belonging Support with a Mean of 3.47 and SD of 0.48, and Appraisal Support with a Mean of 3.50 and SD of 0.61, are all rated to be high, and Self-Esteem Support with a Mean of 3.27 and SD of 0.40, which is rated to be moderate. The data revealed that the high level of tangible, belonging, and appraisal support is oftentimes manifested, and the indicator self-esteem support is sometimes manifested.

The result discloses that public secondary school teachers have a high level of interpersonal support, which means interpersonal support is often manifested. This means that public secondary school teachers often show their support to their co-teachers. However, some aspects of interpersonal support teachers must improve their support to their co-teachers to reach the highest level.

2. Level of Socialization among Public Secondary School Teachers



Table 2
Level of Socialization among Public Secondary School Teachers

Indicator	SD	Mean	Descriptive Level
Organization Socialization	0.66	3.97	High
Group Socialization	0.63	4.20	Very High
Task Socialization	0.67	4.29	Very High
Overall	0.61	4.14	High

The descriptive statistics findings on determining the level of socialization are shown in table 2, which has an overall mean of 4.41 and SD of 0.61, which is described as high. This means that the public secondary school teachers' socialization is often observed. It also shows in the result that Task Socialization has the highest mean of 4.29 and SD of 0.67 with a very high descriptive level, which means task socialization is always observed. This indicates that public secondary school teachers always understand their responsibility in completing the task assigned to them by the school and know where they can get the help they need. Moreover, Organization Socialization has the lowest mean of 3.97 and SD of 0.66 with a high descriptive level, which means organization socialization is often observed. This means that the public secondary school teachers often acquire the information from the school and adjust the organization's way of life, which they can engage with the organization as a member.

When viewed separately, the indicators of the level of Socialization of the respondents were as follows: Organization Socialization with a Mean of 3.97 and SD of 0.66 is rated to be high, and Group Socialization with a Mean of 4.20 and SD of 0.63, and Task Socialization with a Mean of 4.29 and SD of 0.67, both rated very high. The data reveals that a very high level of group, and task socialization is always observed, and the indicator of organization socialization is oftentimes observed.

The result reveals that public secondary school teachers have a high socialization level,

meaning socialization is often observed. It shows that public secondary school teachers often communicate and interact with co-teachers.

Furthermore, it shows that on the indicator results, organizational socialization is high, which means often observed, while group and task socialization are very high, which means always observed. The very high result of group and task socialization indicates that when public secondary teachers socialize with their co-teachers through group and task, they know and understand their role and responsibilities in achieving their goals. The high result of organizational socialization indicates that the teachers understand the organization's structure and its objectives and goals.

3. Level of Ethical Climate among Public Secondary School Teachers

The descriptive statistics findings on determining the level of ethical climate showed an overall Mean of 3.74 and SD of 0.37, which is described as high. This means that the public secondary school teachers' ethical climate is often observed. The data imply that the ethical climate of public secondary school teachers indicates that teachers often observe the organizational rules and policies, which the teachers strictly obey to be successful and expected to follow law and professional standards.

The study exposes that public secondary school teachers have a high overall ethical climate, which means they are often observed. It indicates that the teachers' understanding of school organizational rules, procedures, and policies is generally well-followed. They should work efficiently and do what is best for everyone in the organization. The respondents' high rating given to ethical climate also indicates that they expected to strictly follow professional standards based on their profession's law or moral code.

4. Correlation between Interpersonal Support and Socialization among Public Secondary School Teachers



Table 3
Significance of the Relationship between Interpersonal Support and Socialization among Public School Teachers

Interpersonal Support	Socialization			Overall
	Organization Socialization	Group Organization	Task Socialization	
Tangible Support	.415** .000	.255** .000	.272** .000	.346** .000
Belonging Support	.408** .000	.318** .000	.264** .000	.350** .000
Self-Esteem Support	.349** .000	.439** .000	.463** .000	.453** .000
Appraisal Support	.350** .000	.392** .000	.324** .000	.374** .000
Overall	.500** .000	.456** .000	.425** .000	.495** .000

Displayed in Table 3 is the relationship between the independent variable (interpersonal support) and the dependent variable (socialization). The overall coefficient of correlation is .495, with a p<value of 0.000, which is lower than the 0.05 level of significance. This means a significant relationship exists between interpersonal support and socialization since the probability value is $p < 0.000$. Thus, the null hypothesis of no significant relationship is therefore rejected. The overall correlation coefficient of .495 also shows a correlation between the two variables.

Tangible support in the survey correlates with organization, group, and task socialization with an overall coefficient of .346 with a p<value of 0.000. Belonging support correlates with organization, group, and task socialization with an overall coefficient of .350 with a p<value of 0.000. Self-Esteem support correlates with organization, group, and task socialization with an overall coefficient of .453 with a p<value of 0.000. Appraisal support correlates with organization, group, and task socialization with an overall coefficient of .374 with a p<value of 0.000.

Furthermore, the correlation test between Interpersonal Support and Socialization indicators shows Organization Socialization links with tangible support, belonging support, self-esteem support, and appraisal support with an overall coefficient of .500 with a p<value of 0.000. Group Socialization links with tangible support, belonging

support, self-esteem support, and appraisal support with an overall coefficient of .456 with a p<value of 0.000, and Task Socialization links with tangible support, belonging support, self-esteem support, and appraisal support with an overall coefficient of .425 with a p<value of 0.000. This data shows that interpersonal support and socialization are significantly correlated.

5. Correlations between Interpersonal Support and Ethical Climate among Public Secondary School Teachers

Table 4
Significance of the Relationship between Interpersonal Support and Ethical Climate among Public School Teachers

Interpersonal Support	Ethical Climate
Tangible Support	.282** .000
Belonging Support	.270** .000
Self-Esteem Support	.401** .000
Appraisal Support	.387** .000
Overall	.438** .000

Exhibited in Table 4 is the relationship between the independent variable (interpersonal support) and mediating variable (ethical climate). The overall coefficient of correlation is .438, with a p<value of 0.000, which is lower than the 0.05 level of significance. This means a significant relationship exists between interpersonal support and ethical climate since the probability value is $p < 0.000$. Thus, the null hypothesis of no significant relationship is therefore rejected. The overall correlation coefficient of .438 also shows a correlation between the two variables.

The table shows that the indicator Tangible Support and variable ethical climate yielded a correlation result of .285 with a p<value of 0.000. Indicator Belonging Support and ethical climate got a coefficient result of .270 with a p<value of 0.000, Self-Esteem Support and ethical climate got a coefficient result of .401 with a p<value of 0.000, and Appraisal Support and ethical climate got a coefficient result of .387 with a p<value of 0.000. This data shows that interpersonal support of



teachers and ethical climate are significantly correlated.

6. Correlations between Ethical Climate and Socialization among Public Secondary School Teachers

Table 5
Significance of the Relationship between Ethical Climate and Socialization among Public School Teachers

	Socialization			Overall
	Organization Socialization	Group Organization	Task Socialization	
Ethical Climate	.471** .000	.618** .000	.667** .000	.628** .000

Projected in Table 5 is the relationship between mediating variable (ethical climate) and the dependent variable (socialization). The overall coefficient of correlation is .628, with a p<value of 0.000, which is lower than the 0.05 level of significance. This means a significant relationship exists between ethical climate and socialization since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected. The overall correlation coefficient of .628 also shows a correlation between the two variables.

The ethical climate correlates with the indicator Organization Socialization, and it has a coefficient of correlation of .471 with a p<value of 0.000. When Ethical Climate correlates with Group Socialization, it has a coefficient of .618 with p<0.05; when Ethical Climate correlates with Task Socialization, it has a coefficient of .667 with a p<value of 0.000. This data shows that ethical climate and socialization are significantly correlated.

Three relationships of variables were tested in this study. This is between independent and dependent variables, independent variables and mediating variables, and mediating variable and dependent variable. The IV in this study is interpersonal support, the DV in this study is socialization, and MV is ethical climate. The

correlation test found a statistically significant association between all the evaluated variables.

The correlation analysis between interpersonal support and socialization revealed a low positive correlation. Moreover, interpersonal support and socialization revealed a significant relationship since the probability value is p<0.000, lower than the 0.05 level of significance.

In addition, the correlation test between interpersonal support and ethical climate revealed a low positive correlation. Moreover, the interpersonal support and ethical climate revealed a significant relationship since the probability value is p<0.000, which is lower than the 0.05 level of significance.

Likewise, the correlation result between ethical climate and socialization revealed that there is a moderate positive correlation. Moreover, the ethical climate and socialization revealed a significant relationship since the probability value is p<0.000, which is lower than the 0.05 level of significance.

7. Mediation Analysis of the Three Variables using Path Analysis

Displayed in Table 5 are the different steps taken in the path. The independent variable (IV) is Interpersonal Support, the dependent variable (DV) is Socialization, and the mediating variable (MV) is Ethical Climate. Furthermore, the result of the computation of mediating effects is shown in Figure 3.

In Step 1, path C (IV and DV), it was revealed in the regression analysis between interpersonal support and socialization that there is a significant influence. Moreover, the result yielded an estimate of .776 and a standard error (SE) of .079 with a p<value of 0.000, which is lower than the 0.05 level. This means there is a significant influence between interpersonal support and socialization since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

In Step 2, which is path B (MV and DV), with the presence of mediating variable, it was revealed in the regression analysis between ethical climate and socialization that there is a significant influence. Moreover, the result yielded an estimate

of .837 and a standard error (SE) of .078 with a p -value of 0.000, which is lower than the 0.05 level. This means a significant influence exists between ethical climate and socialization since the probability value is $p < 0.000$. Thus, the null hypothesis of no significant relationship is therefore rejected. Moreover, path A (IV and MV), with the presence of mediating variable, revealed in the regression analysis between interpersonal support and ethical climate that there is a significant influence.

Moreover, the result yielded an estimate of .419 and a standard error (SE) of .050 with a p -value of 0.000, which is lower than the 0.05 level of significance. This means a significant influence exists between interpersonal support and ethical climate since the probability value is $p < 0.000$. Thus, the null hypothesis of no significant relationship is therefore rejected.

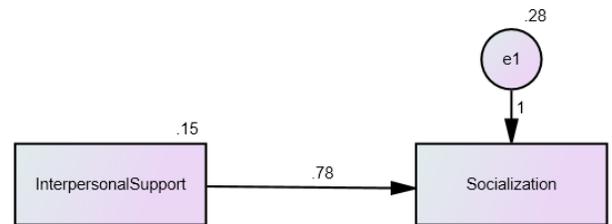
The combined influence of IV and MV on DV. It was revealed that Socialization (DV) regresses on Ethical Climate (MV) and Interpersonal Support (IV), which the result yielded an estimate of .426 and standard error (SE) of .075 with a p -value of 0.000, which is a lower than the 0.05 level of significance. This means a significant influence exists between the three variables since the probability value is $p < 0.000$. Thus, the null hypothesis of no significant relationship is therefore rejected.

Since the three steps (paths A, B, and C) are all significant, mediation analysis through path analysis is warranted to assess the significance of the mediation effect. Furthermore, as stated in step 4, the effect of interpersonal support on socialization among public secondary school teachers was even found to reduce after being mediated by an ethical climate. With this, since the regression coefficient is substantially reduced at step 4 but remains significant, partial mediation occurred since the effect was found to be significant with a p -value of 0.000.

The findings of the effect size computation in the mediation test between the three variables are shown in figure 3. The effect size indicates how much of the indirect path's effect on the socialization of public secondary school teachers can be attributed to interpersonal support. The beta of interpersonal support towards socialization is

0.78, the total effect value. The beta of interpersonal support towards socialization with an ethical climate included in the regression has a direct effect value of 0.43. The indirect effect value of 0.353 is the multiplied portion of the original correlation between interpersonal support to socialization among public secondary school teachers, which is .42, and ethical climate to socialization, which is .84.

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.353 by 0.776 equals 0.455. About 45.5 percent of the total effect of interpersonal support towards socialization goes through the ethical climate. About 54.5 percent of the total effect is either direct or mediated by other variables not included in the model.



Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Socialization <--- Interpersonal Support	.776	.079	9.842	***	

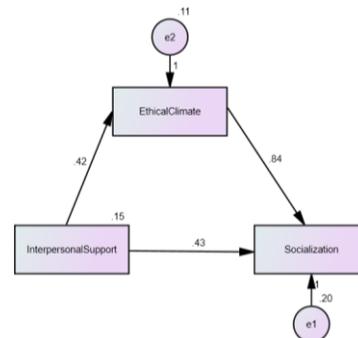


Figure 3. Path Diagram for the Regression Mode



Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
Ethical Climate	<--- Interpersonal Support	.419	.050	8.436	***	
Socialization	<--- Interpersonal Support	.426	.075	5.707	***	
Socialization	<--- Ethical Climate	.837	.078	10.716	***	

Partial Mediation

The mediation analysis reveals that ethical climate partially mediated the relationship between interpersonal support and socialization among public secondary school teachers. The partial mediation could not claim that ethical climate is the main reason interpersonal support can influence socialization. It shows that an ethical climate can help partially understand how interpersonal support affects socialization among public secondary school teachers.

CONCLUSIONS

This study supports the premise that ethical climate mediates the relationship between interpersonal support and socialization among public secondary school teachers. Although there was only partial mediation on the influence of interpersonal support on socialization among public secondary school teachers, this suggests that the mediator could not account for everything.

Interpersonal support has a descriptive level of high, which is often manifested. Therefore, teachers often help and give support to their co-teachers. It was also revealed that socialization has a descriptive level of high, which is often observed. Therefore, teachers often interact, communicate and engage with their co-teachers. The ethical climate has a descriptive level of high, which is often observed. Therefore, teachers often understand the school's organizational rules, procedures, and policies.

There is a significant relationship between interpersonal support and socialization. Likewise, ethical climate and socialization have a significant relationship. Furthermore, there is a significant relationship between interpersonal support and ethical climate. The interrelationships between all

the variables revealed a positive and significant correlation.

The results revealed a partial mediation. Therefore, ethical treatment of individuals towards others is essential to create an advanced degree of socialization. Moreover, the more ethical and supportive the environment is, the more possibilities for socialization.

RECOMMENDATIONS

Since there is a high degree of interpersonal support, the teacher must maintain or improve their help and support to their colleagues. Also, since there is a high level of socialization, teachers must maintain or improve their interaction, communication, and engagement with their co-teachers. Additionally, since there is a high ethical climate, teachers must maintain or improve their understanding of the school's organizational rules, procedures, and policies.

To improve teachers' ethical climate, interpersonal support, and socialization, the Department of Education (DepEd) may revisit and evaluate the schools' organizational rules, procedures, and policies if they are effectively and efficiently implemented. Also, DepEd should look at how the code of conduct and ethical standards is applied in public service. Moreover, the Department of Education (DepEd) may develop a plan and programs that to strengthen the schools' policies and regulations in order to create a positive and conducive working environment that help the teachers to work effectively with their co-teachers and create a stable workplace so that teachers can work with peace of mind.

In addition, teachers should have more understanding of their roles and responsibilities in the school in order to achieve their goals. The mediation analysis suggests that public secondary school teachers must strengthen their understanding of the school's policies and regulations to achieve support from their colleagues, and they will be able to socialize with each other.

Finally, future studies examining other variables that can mediate the relationship between interpersonal support and socialization among public secondary school teachers, which

will be of utmost importance to the research community, shall be considered.

REFERENCES

Blue, A. (2017). *Poor social skills may be harmful to mental and physical health*. UANews. <https://uanews.arizona.edu/story/poor-social-skills-may-be-harmful-mental-and-physical-health>

Brajša-Žganec, A., & Kaliterna, L., & Hanzec, I. (2018). *The relationship between social support and subjective well-being across the lifespan*. *Drustvena istrazivanja*. 27. 47-65. 10.5559/di.27.1.03.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill.

Ertosun, O. G., & Oya, E. (2012). *The effects of loneliness on employees' commitment and intention to leave*. *Procedia - Social and Behavioral Sciences*. 41. 469-476. 10.1016/j.sbspro.2012.04.057.

Gaston, C. (2020). *How does socialization impact human relations in the workplace?* *Chron*. <https://smallbusiness.chron.com/socialization-impact-human-relations-workplace-10303.html>

Harandi, T. F., Taghinasab, M. M., & Nayeri, T. D. (2017). *The correlation of social support with mental health: A meta-analysis*. *Electronic physician*, 9(9), 5212.

Maria, P. (2019). *The importance of the socialization process for the integration of the child in the society*. https://www.researchgate.net/publication/330076266_THE_IMPORTANCE_OF_THE_SOCIALIZATION_PROCESS_FOR_THE_INTEGRATION_OF_THE_CHILD_IN_THE_SOCIETY

PTDS Journal. (2020). *11 Negative effects of lack of socializing*. <https://www.ptsdjournal.com/posts/11-negative-effects-of-lack-of-socializing/>

Sakina, G., Alvi, A. K., & Javed, S. (2015). *Relationship of ethical climate and organizational socialization*. <http://www.scint.com/pdf/12019171081%20a%204787-4789%20Sakina%20--SS--CO--KHALIQ.pdf>

Scribano, A., De Sena, A., & Lisdero, P. (2018). *Socialization, poverty and love: contributions from*

the sociology of the body/emotion. DOI: 10.5772/intechopen.74391

Segrin, C. (2017). *Indirect effects of social skills on health through stress and loneliness*. *health communication*. 34. 1-7. 10.1080/10410236.2017.1384434.

AUTHORS' PROFILE



John Mark B. Lazaro, is a graduate student of University of Mindanao taking up Master of Arts in Education major in Educational Management. College instructor at Santo Tomas College of Agriculture, Sciences And Technology, Santo Tomas, Davao del Norte.



Celso L. Tagadiad, is a graduate of Doctor of Philosophy. College Graduate Studies Professor and Director of University of Mindanao Panabo College, Panabo City, Davao del Norte.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).