THE MEDIATING EFFECT OF SCHOOL CLIMATE ON THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT OF TEACHERS AND STUDENT CONNECTEDNESS

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DOI: https://doi.org/10.54476/ioer-imrj/036038

ABSTRACT

Student connectedness refers to students' adhered assumptions that the people in their school genuinely care about their education and those students who feel connected to their school are more likely to engage in healthy behaviors and achieve educational success. This study determined the mediating effect of school climate on the relationship between classroom management of teachers and student connectedness of Senior High School students. It utilized quantitative non-experimental descriptive correlational research and applied the mediation analysis with 300 samples from Grade 12 students. It used stratified random sampling technique. The statistical tools used in this study are Mean, Pearson R, and Path Analysis. The information gathered from respondents using modified survey questionnaires which were subjected to content validity and reliability testing. The findings revealed that the manifestations of school climate, classroom management of teachers, and student connectedness of senior high school students are evident most of the time. Furthermore, there were significant interrelationships between these variables. The findings proved that the school climate on the relationship between classroom management of teachers and student connectedness of senior high school students has a partial mediation. Accordingly, the higher the teacher's classroom management, the more connected the students are, and this positive relationship can be affected significantly by the mediating interventions of the school climate.

Keywords: School Climate, Classroom Management of Teachers, Student Connectedness, Senior High School Students, Mediation Analysis

INTRODUCTION

School connectedness is the view that learners hold that the school's adults and peers care about their education (Centers for Disease Control and Prevention, 2009). However, some factors hinder the development of school connectedness, such as a lack of contribution to a healthy school environment.

Moreover, studies have shown that young people that do not have a sense of belonging to the school are more likely to experience emotional distress, suicidal thoughts, and problems with substance use (MacKay, 2009). Many students joined high school unprepared for the transition and severity of the new environment and dropped out (Pharris-Ciurej, Hirschman, & Willhoft, 2011). Additionally, one out of every three students worldwide experience some form of bullying, which has long-term and direct effects on their education, academic performance, and overall well-being (Brago, 2018).

Student connectedness is an underlying concept that promotes the student's sense of

belonging, inclusion, and fulfillment with their engagement in their school. It may play a role in the student's dedication to the institution (Jorgenson, Farrell, & Fudge, 2018). Also, it affects regular school attendance, which is crucial for improved educational outcomes and lowers risk-taking, violent, antisocial behavior, and the chance of emotional problems (Bowles, 2018). Student connectedness and participation are significant as it is related to excellent academic results such as higher grades, staying in school, improved attendance, and less likely to carry weapons, cigarettes, drink, or have sex (Hansen, 2015).

There are various studies on student connectedness that links with different factors. For instance, student connectedness is linked to teachers' classroom management (Yildiz, 2017). Teachers' behaviors impact students' interest in the lessons, their study habits, and thus their achievement. The use of appropriate classroom management will improve student interest and involvement. Students indicated that concerned, learner-centered teachers who are passionate about teaching and the lesson's content made them feel more connected in their classrooms (Brown & Starrett, 2017).

On the other hand, classroom management is also linked to school climate, as how schools are developed and managed provides the foundations for emotional and intellectual health (Freiberg, Templeton, & Helton, 2013). Classroom management is related to all teachers' actions to establish a stimulative learning environment (Djigic & Stojiljkovic, 2011). It is the improvisation of the school environment within a classroom setting of a specific group of people. Moreover, the school climate is also interrelated with student connectedness. Results show that the students' school environment experiences significantly explain their writing and numeracy achievement, and this impact is influenced by the students' connectedness with the classroom (Maxwell, Reynolds, Lee, Subasic, & Bromhead, 2017). A positive school climate is at the center of a positive education experience. The school environment creates the conditions for successful learning. Thus, school involvement and performance become compromised without stable partnerships and curriculum resources (Darling-Hammond & Cook-Harvey, 2018).

Numerous researches have been carried out in the international setting, investigating factors related to student connectedness. However, the researchers have not found a study linking the mediating effect of school climate on the relationship between classroom management and student connectedness. 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 identifying elements present in students' connectedness. Also, they may contribute to the construction of efficient classroom management and the development of school climate, aiming that this study will contribute to the ongoing efforts to raise students' connectedness.

OBJECTIVES OF THE STUDY

The primary purpose of this study is to determine the mediating effect of school climate on the relationship between classroom management of teachers and student connectedness. Specifically, this aimed to determine the level of classroom management of teachers in terms of: social relationing; involvement of students; investigation; task orientation; cooperation among students; and equity. More so, it sought to determine the level of student connectedness in terms of: sense of belonging; support and care; student engagement; expectations and rigor; and classroom environment. It ascertained the level of school climate. It identified the significant relationship between: classroom management of teachers and student connectedness; classroom management of teachers and school climate; and school climate and student connectedness. Lastly, it determined the significant mediating effect of school climate on the relationship between classroom management of teachers and student connectedness.

METHODOLOGY

This study utilized quantitative non-experimental descriptive correlational research

since this would describe the quantitative data to be gathered regarding the level of the three variables, including classroom management strategies of teachers, student connectedness, and the school climate. Most importantly, this study tests the significant relationship of the variables and the mediating effect of school climate on the relationship between teachers' classroom management strategies and student connectedness. Moreover, this investigation utilized mediation analysis which fundamentally focused on recognizing and elucidating the component or procedure that brings an observed relationship between classroom management and student connectedness through incorporating a third variable: the school climate as the potential mediating variable.

The respondents of this study were 300 taken from 700 population from Grade 12 Senior High School students from 17 years old and up. They were public senior high school students. This study did not include students from Grade 7 up to Grade 11 from 16 years old and below and did not include students studying in private schools.

The researchers used a stratified random sampling technique to identify the Grade 12 students as the respondents.

RESULTS AND DISCUSSION

1. Level of Classroom Management of Teachers

Table 1
Level of Classroom Management of Teachers

Indicator	SD	Mean	Descriptive Level
Social Relationing	0.60	3.75	High
Involvement of Students	0.77	3.30	Moderate
Investigation	0.70	3.27	Moderate
Task Orientation	0.60	4.07	High
Cooperation among Students	0.63	4.02	High
Equity	0.78	3.70	High
Overall	**0.53**	**3.68**	**High**

The data on teachers' classroom management level is reflected in Table 1. Revealed in Table 1 is the overall mean score of 3.68 and SD of 0.53, described as high. This means that the classroom management of teachers was oftentimes manifested. It also shows in the result that Task Orientation has the highest Mean of 4.07 and SD of 0.60 with a descriptive level of high, which means task orientation is oftentimes manifested.

This indicates that Senior High School students often accomplish tasks and activities. Moreover, Investigation has the lowest Mean of 3.27 and SD of 0.70 with a descriptive level of moderate, which means the investigation is sometimes manifested. This means that senior high school students sometimes investigate to answer numerous questions and solve various problems.

Taken individually, the indicators of the level of Classroom Management of Teachers were as follows: Task Orientation with a Mean of 4.07 and SD of 0.60, Cooperation among Students with a Mean of 4.02 and SD of 0.63, Social Relationing with a Mean of 3.75 and SD of 0.60, Equity with a Mean of 3.70 and SD of 0.78, Involvement of Students with a Mean of 3.30 and SD of 0.77, while Investigation with a Mean of 3.27 and SD of 0.70. The data revealed that the indicators involvement of students and investigation has a descriptive level of moderate, sometimes manifested. In contrast, social relationing, task orientation, cooperation among students, and equity have a high descriptive level, sometimes manifested.

2. Level of Student Connectedness

The level of student connectedness is reflected in Table 2. As shown in Table 2, the overall level of student connectedness is 3.75, with a standard deviation of 0.60, assessed to be high. This means that student connectedness is oftentimes observed. It also shows in the result that Student Engagement has the highest Mean of 3.91 and SD of 0.78 with a descriptive level of high, which means student engagement is oftentimes observed. Senior high school students often learn when they show attention, curiosity, interest,

optimism, and passion. Moreover, Support and care have the lowest Mean of 3.38 and SD of 0.99 with a descriptive level of moderate, which means the investigation is sometimes observed. Senior high school students sometimes show support and care to the teacher when the teachers support them.

Table 2
Level of Student Connectedness

Indicator	SD	Mean	Descriptive Level
Sense of Belonging	0.64	3.84	High
Support and Care	0.99	3.38	Moderate
Student Engagement	0.78	3.91	High
Expectations and Rigor	0.94	3.89	High
Classroom Environment	0.65	3.71	High
Overall	**0.60**	**3.75**	**High**

The high level could be attributed to the predominantly moderate rating given by the senior high school students on Support and care with a Mean of 3.3 and SD of 0.99, with Student Engagement with a Mean of 3.91 and SD of 0.78, Expectations and Rigor with a Mean of 3.89 and SD of 0.94, Sense of Belonging with a mean of 3.84 and SD of 0.64, and Classroom Environment with a Mean of 3.71 and SD of 0.65 are measures assessed to be high.

3. Level of School Climate

Based on the results the level of school climate of Senior High School Students. It shows the overall mean score of 4.13 and SD of 0.55, described as high. This means that the school climate is oftentimes observed. The high level of school climate indicates that the school's environment influences how teachers. behavior on how they handle each other and their pupils and also affects the students' achievement and performance.

4. Correlation between Classroom Management of Teachers and Student Connectedness

It was shown in Table 3 the relationship between independent and dependent. The overall coefficient of correlation is .714, with a p<value of 0.000, which is lower than the 0.05 level of significance. This means a significant relationship exists between classroom management of teachers and student connectedness since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected. The overall correlation coefficient of .714 also shows a correlation between the two variables.

Table 3
Significance on the Relationship between Classroom Management of Teachers and Student Connectedness

Classroom Management	Student Connectedness					
	Sense of Belonging	Support and Care	Student Engage-ment	Expecta-tions and Rigor	Classroom Environment	Overall
Social Relationing	.513** .000	.645** .000	.528** .000	.621** .000	.435** .000	.743** .000
Involvement of Students	.416** .000	.580** .000	.466** .000	.444** .000	.266** .000	.595** .000
Investigation	.274** .000	.434** .000	.345** .000	.301** .000	.250** .000	.437** .000
Task Orientatio	.483** .000	.284** .000	.427** .000	.351** .000	.339** .000	.488** .000
Cooperation among Student	.455** .000	.227** .000	.360** .000	.284** .000	.351** .000	.427** .000
Equity	.513** .000	.544** .000	.324** .000	.514** .000	.467** .000	.631** .000
Overall	.567** .000	.591** .000	.522** .000	.541** .000	.451** .000	.714** .000

Social Relationing in the survey correlates with the overall student connectedness with an overall coefficient of .743 with a p<value of 0.000. Involvement of Students correlates with the overall student connectedness with an overall coefficient of .595 with a p<value of 0.000. Investigation correlates with the overall student connectedness with an overall coefficient of .437 with a p<value of 0.000. Task Orientation correlates with the overall student connectedness with an overall coefficient of .488 at a p<value of 0.000.

Cooperation among Students correlates with the overall student connectedness with an overall coefficient of .427 at a p<value of 0.000. Equity correlates with the overall student

connectedness with an overall coefficient of .631 with a p<value of 0.000. Moreover, the correlation test between Classroom Management and Student Connectedness indicators shows that Sense of Belonging links with the overall classroom management with an overall coefficient of .567 with a p<value of 0.000. Support and Care links with the overall classroom management with an overall coefficient of .591 with a p<value of 0.000.

Student Engagement links with the overall classroom management with an overall coefficient of .522 with a p<value of 0.000. links with the overall classroom management with an overall coefficient of .541 with a p<value of 0.000. links with the overall classroom management with an overall coefficient of .451 with a p<value of 0.000. This data shows that teachers' classroom management and student connectedness are significantly correlated.

5. Correlations between Classroom Management of Teachers and School Climate

Table 3

Significance of the Relationship between Classroom Management of Teachers and School Climate

Classroom Management	School Climate
Social Relationing	.349** .000
Involvement of Students	.292** .000
Investigation	.274** .000
Task Orientation	.355** .000
Cooperation among Students	.359** .000
Equity	.298** .000
Overall	**.409** .000**

Illustrated in Table 3 is the correlation data between independent (Classroom Management of Teachers) and mediating (School Climate). The overall coefficient of correlation is .409, with a p<value of 0.000, which is lower than the 0.05 level of significance. This entails a significant relationship exists between classroom management of teachers and school 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 .409 also shows a correlation between the two variables.

The table displays that Social Relationing and School Climate yielded a correlation result of .349 with a p<value of 0.000. Involvement of Students and School Climate got a coefficient result of .292 with a p<value of 0.000. Investigation and School Climate got a coefficient result of .274 with a p<value of 0.000. Task Orientation and School Climate got a coefficient result of .355 with a p<value of 0.000. Cooperation among Students and School Climate got a coefficient result of .359 with a p<value of 0.000, and Equity and School Climate got a coefficient of .298 with a p<value of 0.000. This data shows that classroom management of teachers and school climate are significantly correlated.

6. Correlations between School Climate and Student Connectedness Teachers

Table 4

Significance on the Relationship between School Climate and Student Connectedness

	Student Connectedness					
	Sense of Belonging	Support and Care	Student Engage-ment	Expecta-tions and Rigor	Classroom Environment	Overall
School Climate	.519** .000	.273** .000	.326** .000	.400** .000	.528** .000	.521** .000

Table 4 exhibits the correlation data between mediating (School Climate) and dependent (Student Connectedness). The overall coefficient of correlation is .521, with a p<value of 0.000, which is lower than the 0.05 level of significance. This means a significant relationship exists between school climate and student connectedness since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

The overall correlation coefficient of .521 also shows a correlation between the two variables.

The data in the table shows that School Climate correlates with Sense of Belonging, with a coefficient of correlation of .519 with a p<value of 0.000. School Climate correlates with Support and Care, with a coefficient of .273 with a p<value of 0.000. School Climate correlates with Student Engagement, with a coefficient of .326 with a p<value of 0.000. School Climate correlates with Expectations and Rigor, with a coefficient of .400 with a p<value of 0.000, and School Climate correlates with Classroom Environment, with a coefficient of .528 with a p<value of 0.000. Based on the p<0.05, there is a significant correlation between School Climate and Student Connectedness.

Tested in this study is the relationship of the three variables. It is between independent and dependent variables, independent variables and mediating variable and mediating variable and dependent variable. The IV in this study is classroom management of teachers, the DV in this study is student connectedness, and MV is school climate.

According to the correlation test, all of the studied variables had a significant relationship. The correlation test between classroom management of teachers and student connectedness revealed that there is a correlation. Moreover, classroom management and student connectedness revealed a significant relationship since the probability value is p<0.000, lower than the 0.05 level of significance.

The correlation test between classroom management of teachers and school climate revealed that there is a correlation. Moreover, the classroom management and school climate revealed a significant relationship since the probability value is p<0.000, which is lower than the 0.05 level of significance.

Lastly, the result between school climate and student connectedness revealed a correlation. Moreover, the school climate and student connectedness 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

The results revealed that the path of the study with different steps. The independent variable (IV) is the Classroom Management of teachers, the dependent variable (DV) is Student Connectedness, and the mediating variable (MV) is School Climate. Figure 3 also depicts the result of the computation of mediating effects.

The regression analysis between classroom management and student connectedness significantly influenced step 1, path C (IV and DV). In addition, the result obtained an estimate of .815 and a standard error (SE) of .046 with a p<value of 0.000, which is lower than the 0.05 level of significance. This means that a significant influence exists between classroom management and student connectedness since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

In step 2, the regression analysis between school climate and student connectedness found a significant influence with the presence of mediating variable, which is path B (MV and DV). The result obtained an estimate of .301 and a standard error (SE) of .045 with a p<value of 0.000, which is lower than the 0.05 level of significance. This means that a significant influence exists between school climate and student connectedness since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected. In addition, the regression analysis between classroom management and school climate found a significant influence with the mediating variable, path A (IV and MV). The result obtained an estimate of .426 and a standard error (SE) of .055 with a p<value of 0.000, which is lower than the 0.05 level of significance. This means a significant influence exists between classroom management and school climate since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

Moreover, the combined influence of IV and MV on DV was revealed that Student Connectedness (DV) regresses in School Climate (MV) and Classroom Management (IV), which the result obtained an estimate of .687 and a standard error (SE) of .047 with a p<value of 0.000 which is lower than the 0.05 level of significance. This

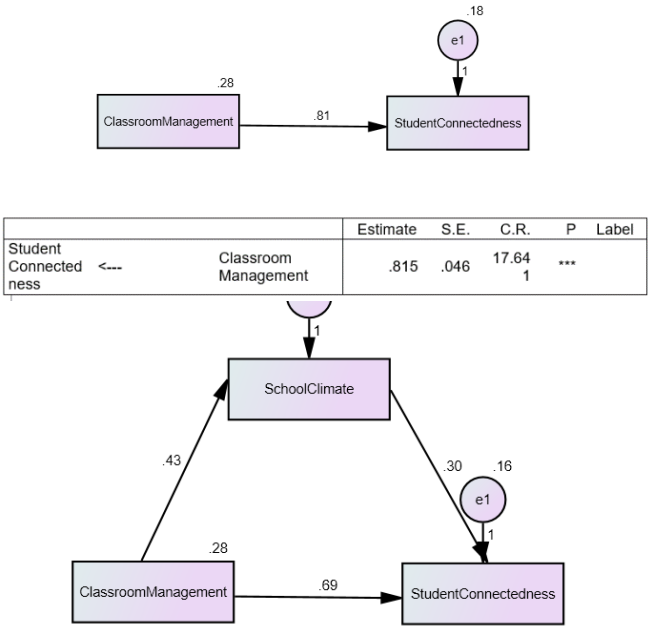
means a significant influence exists between the three variables since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

Since all three steps (paths A, B, and C) are significant, a mediation analysis using path analysis is required to determine the relevance of the mediation effect. Furthermore, as stated in step 4, the influence of classroom management on student connectedness was reduced whenever school climate mediates. Since the regression coefficient is slightly decreased at step 4 but still significant, partial mediation occurred because the influence was discovered to be significant with a p<value of 0.000.

Figure 3 depicts the findings of the effect size computation in the mediation test between the three variables. The effect size indicates how much of the indirect path's effect on student connectedness can be attributed to classroom management of teachers. The total effect value of classroom management of teachers on student connectedness is 0.82. The beta of classroom management of teachers on student connectedness with school climate included in the regression has a direct effect value of 0.69. The indirect effect value of 0.129 represents the multiplied portion of the original correlation between classroom management of teachers to school climate, which is .43, and school climate to student connectedness, which is .30.

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.129 by 0.815 equals 0.158. It seems that about 15.8 percent of the total effect of classroom management of teachers on student connectedness goes through the school climate. About 84.2 percent of the total effect is either direct or mediated by other variables not included in the model.

The mediation analysis reveals that school climate partially mediated the relationship between classroom management of teachers and student connectedness. The partial mediation could not claim that school climate is why classroom management of teachers can influence the connectedness of senior high school students. The study indicates that school climate can partly explain how teachers' classroom management can affect students' connectedness.



			Estimate	S.E.	C.R.	P	Label
Student Connectedness	<---	Classroom Management	.815	.046	17.641	***	

Figure 3. Path Diagram for the Regression Mode

			Estimate	S.E.	C.R.	P	Label
School Climate	<---	Classroom Management	.426	.055	7.750	***	
Student Connectedness	<---	Classroom Management	.687	.047	14.530	***	
Student Connectedness	<---	School Climate	.301	.045	6.624	***	

Partial Mediation

To fulfill these needs, a student has the benefit of choosing the actions expected to serve these needs, which involves the student wishing for social behavior that will benefit others if the school supports a positive environment.

CONCLUSIONS

It was revealed that teachers' classroom management has a descriptive level of high, which is often manifested. Therefore, teachers' classroom management techniques often impact student success. Proper classroom management influences student development and behavior, which supports student performance and fosters a positive teacher-student relationship, creating an

environment that encourages students learning outcomes.

In addition, student connectedness has a high descriptive level that is often observed. Therefore, students who feel connected to the school oftentimes tend to indulge in healthy habits, academically achieve success and are less likely to be involved in many risky activities.

The school climate has a descriptive high level that is oftentimes observed. Therefore, the school's environment often influences how teachers behave, how they handle each other, and their pupils and also oftentimes affects students' achievement and performance.

The findings proved that the school climate on the relationship between classroom management of teachers and student connectedness of senior high school students has a partial mediation. Thus, the higher the teacher's classroom management, the more connected the students are, and this positive relationship can be affected significantly by the mediating interventions of the school climate.

RECOMMENDATIONS

Based on the initial findings and conclusions, several recommendations are offered. Since there is a high level of classroom management, teachers must maintain or improve their classrooms and build a good relationship with the students. Also, since there is a high level of student connectedness, teachers must maintain or improve their connections with their students and show that they genuinely care about the student's education. Additionally, since there is an extensive level of school climate, students, teachers, and staff must maintain or improve positive communication in the school for better educational achievement.

Furthermore, to improve school climate, teacher classroom management, and student connectedness, the Department of Education (DepEd) may develop a plan and programs specifically conducting a relationship-building between teachers, school staff, and students within the community of their school to show to students that teachers, school staff, and the school care for them which in turn develops mutual trust and will help in strengthening the social characteristics of the school in terms of relationships between students, teachers, and school staff to create a positive and conducive working environment that will assist the students in achieving academic success.

Senior High School teachers must create a positive, conducive, and attractive learning environment to improve learning. Learning is critical in the early stage; therefore, primary school teachers must take responsibility for developing a good relationship with the students and allowing them to grow their attitudes favorably and emotionally and increase their academic success. Teachers must do activities suitable to students' cognitive demand level, give homework open to research rather than classical homework, tolerate mistakes, let the students express their opinions, and tell the students about the necessity of all the subjects.

The mediation analysis suggests that senior high school students must strengthen their connection to the school, their teachers, and their peers to achieve higher academic success. Finally, future studies should consider other variables that could potentially mediate the relationship between classroom management of teachers and student connectedness, which will be of significant threshold to the research community.

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