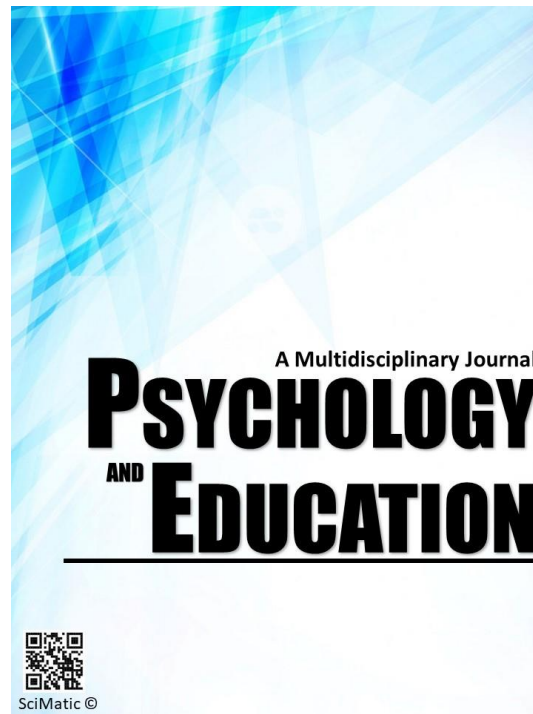


CAMPUS ADVISING IN THE TERTIARY EDUCATION: BASIS FOR AN ENHANCED DEVELOPMENT PROGRAM



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Campus Advising in the Tertiary Education: Basis for an Enhanced Development Program

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Abstract

This study aims at designing a development program for the campus clubs and organizations' moderators of Notre Dame of Marbel University. Specifically, it aimed at assessing campus advising on the areas of supervision, involvement, management, relationship and work attitude towards moderating the student organizations. This study utilized descriptive design. A survey was conducted to 320 student officers and members from the 35 student organizations. A tool used in the survey contains the indicators on the five areas. It was developed by the researchers and checked by the experts. As a result, the moderators have shown good performance in the 5 areas as assessed by respondents. Time constraints, lack of coordination, lack of communication and the attitude of the officers and members were the issues emerged from the interviews with the advisers. A Moderators Development Program was designed to the improve campus advising.

Keywords: Campus Advising, Supervision, Involvement, Management, Relationship, Work Attitude

Introduction

In optimizing student's university experience, schools provide opportunity for the students' holistic development through their various programs and activities other than academics. The school supports and complements student learning by providing services and programs that enrich students' social, cultural, ethical, and intellectual growth (NDMU Student Manual, 2013). One of the most concrete avenues in school where students can enhance and develop other aspects of their student life is their engagement on various student clubs and organizations in schools. Krause and Coates (2008) as mentioned by Hu, et.al (2012), student engagement pertains to the their involvement in the various activities in school be it in the academics outside academics where students are putting all their best efforts to participate in order to learn, socialize and develop new skills. The more they spend time with these involvements, the more they interact the more they deeply understand what they are learning.

Most schools true even with Notre Dame of Marbel University, clubs and organizations aim at training students for leadership and cooperation, providing students with opportunities to plan and work together, develop their talent, interests and foster friendship, and developing personal worth and commitment. That speaks about the significance and value of students' active involvement in the student organizations in school for the attainment of holistic development as one of main goals of every academic institution. Such engagement of the students in the organizations is a

considered to be a developmental process in which the guidance and intervention of the adults is very crucial. The Center for Human Research and Development Foundation, Inc. stated that Co-curricular and extra-curricular activities in a school are necessary activities which will provide the holistic development that's schools must provide to students. Undeniably, at the helm of these activities are faculty members who are designed as moderators or advisors. Thus, to achieve the desired result of holistic development, moderators must possess qualities which are beyond the average faculty members. Essentially one of the important qualities of a moderator is being able to recognize his or her role in the student organization. As stated in the university manual of Lewis University, it says that the role of a moderator is to provide guidance and direction, clarify policies and procedures, and facilitates growth and leadership within the student organization. Ultimately a Moderator helps the organization achieve its goals while challenging it to grow. The most successful organizations are those in which the moderator takes an active interest in the groups' development. Hoppies (2005) explained in her study the significant relationship between organization's success and adviser's involvement in the organization. In her study, she describes the significant impact of advisors involvement and participation in the success of the student organizations. Advising a student organization is the responsibility of student affairs professionals which includes working with students individually or as a group with the awareness of an institution's policies and procedures and how those can impact the student organizations. The role of advising is complex and "may be the single most underestimated characteristic

of a successful college experience” (Light, 2001 as cited by DeSawal, 2007).

The Moderator assumes an educational function as well – one of guidance rather than leadership.

In working with the student organizations, one essential ingredients for any successful moderators is the ability to understand Covey’s four levels of principle-centered leadership which are: first, personal (relationship with oneself); second, interpersonal (relationship with others); third, managerial (responsibility to get the job done); fourth, organization which refers to the need to organize people, recruit them, compensate them, build teams, solve problems, create aligned structure and strategies, and systems (PACSA Journal, 2009).

From that point emerged the different aspects which the moderators should have to consider in advising the clubs and organizations. These aspects are the supervision, involvement, management, relationship and work attitude. Hence, this action research looked into the performance of the moderators in Notre Dame of Marbel University in handling the student organizations as perceived by the officers and members of the clubs per’s considering those areas mentioned as supervision which pertains to how they supervise the activities and conducted by the organizations, Second is on involvement which refers to the how they take part in the process of planning, implementation and evaluation of the student organizations. The third aspect is on management which pertains to how the moderators handle or control internal and external dynamics involving human and others aspects of the organization. Fourth is on their relationship with the officers and members. Lastly, this study looked into their work attitude toward campus advising. Further, it also looked into the challenges encountered by the club moderators in advising the student organizations in Notre Dame of Marbel University.

Research Objectives

This study aimed to assess Campus Advising of the moderators of the different clubs and organizations of Notre Dame of Marbel University along with the following areas; Supervision, Involvement, Management, Relationship and Work Attitude. Further, this study looked into the issues and challenges experienced by the moderators in advising students in the organizations. From the results, an Enhanced Development Program for the campus advisers is being proposed.

Methodology

Research Design

This institutional research study utilized quantitative descriptive design in assessing Campus advising of the moderators of the different student organizations at Notre Dame of Marbel University. A tool was developed by the researchers containing the 5 identified components to be assessed namely: supervision, involvement, management, relationship and work attitude. Each of the components contains the indicators to guide the respondents on what to assess in the advising of the moderators. To describe the issues on campus advising as experienced by the moderators, key informant interviews with the use of the interview guide was utilized in the data gathering for this purpose. A Moderators’ Development Program was then developed based from the data.

Locale of the Study

The study was conducted at the Notre Dame of Marbel University in Koronadal City, South Cotabato, Philippines. NDMU is a Catholic educational institution located in Koronadal City, South Cotabato, Philippines. It is run by the Marist Brothers or FMS (Fratres Maristae a Scholis), a Catholic religious order from France. It is the first Marist University in the Philippines and the only university in Koronadal City. This university offers a complete Basic Education Department from Kindergarten to Senior High School, College, and Graduate School.

Sources of Data

There are two sets of data in the study. In determining the moderators’ performance in terms of supervision, involvement, management, relationship and work attitude, there were a total 320 respondents who were asked to answer the researcher-made questionnaire. These 320 respondents were the officers and members of any of the 35 chosen clubs and organizations of the university. These 35 organizations have moderators who have served the club for the last two or three years already. Thus, there were ten current officers and members for each club who were asked to evaluate their moderators using the tool. They were chosen

through a convenient sampling method which means that the first five officers and five members for each club who had visited the office for this purpose were automatically the respondents. In describing the issues on campus moderatorship as experienced by the moderators, there were 8 campus moderators who were invited to be interviewed for this research. These moderators were made sure to have served the club as advisers for the at least 2 consecutive years and they were identified based on the referral, their availability and willingness to be part of the study.

Instruments of the Study

A researcher-made tool was developed for the purpose of this action research. It contains the 5 areas which the students and officers will consider in assessing the advisers way of advising them in the organizations. These aspects include the supervision, involvement, management, relationship and work attitude. Each aspect contains five indicators which guide the officers and members in rating the moderators' performance. This researcher-made tool has been validated and approved by the experts in the field of campus advising and was accepted by the NDMU Administration as official tool in evaluating the club moderators in the university. An interview guide was used by the researcher in the conduct of the interview with the club moderators in determining the challenges that they have encountered in advising the club.

Procedures

The data gathering process for this study has observed certain protocols. There was permission from the administration of the university to conduct the study. The evaluation was administered after it was approved. Officers and members who visited the office during the clearance period were asked to evaluate their moderators' performance using the tool. Only the current first five officers and five members of each club were asked to evaluate. There were a total of 35 moderators who were evaluated by a total of 350 respondents. There were 8 club moderators who were invited to be interviewed in describing the issues on moderatorship from their own experiences. Key informant interview process was conducted.

Data Analysis

In the data analysis, this research study utilized statistical tools as frequency and percentage in determining the profile of the respondents. Also, Frequency and mean were utilized in determining the performance of the club moderators as perceived by

the officers and members of the clubs and organizations. In determining the Supervision, Involvement, Management, Relationship, and Work Attitude performance of the moderators, the following 5-point likert scale was used with the corresponding interpretation and description. In determining the challenges encountered by the club moderators in advising or moderating the clubs and organizations, clustering of data was utilized by the researches. Clustering is the process of categorizing the data and responses with the same theme or meaning.

Results and Discussion

The following present the result of the students' evaluation on campus moderatorship along with the 5 identified areas namely: Supervision, Involvement, Management, Relationship and Moderators' work attitude towards campus advising.

I. Students' assessment on the different areas

1.1 Supervision

Table 1. *Students' evaluation on the moderators supervision to the clubs and organization*

Indicators	Mean	Interpretation	Rating
The moderator joins the meetings of the club/organization	2.88	Sometimes Observed	Good
The moderator follows up tasks and assignments given to the officers and members.	3.32	Sometimes Observed	Good
The moderator ensures the quality of output of the officers and members.	3.38	Sometimes Observed	Good
The moderator provides constructive feedback to the officers and members whenever necessary.	3.35	Sometimes Observed	Good
The moderator guides and directs the officers and members in the attainment of the organizational goals and objectives	3.33	Sometimes Observed	Good
Total	3.25	Sometimes Observed	Good

N=320

Table 1 shows the evaluation of the students on the supervision of the moderators in the clubs and organizations. All the identified indicators under supervision are sometimes observed by the students with the overall mean of 3.25. This means that the moderators do supervise the programs and activities of the organization but to a limited degree. This results show that while the rating is already good, there is still a need for the moderators to strengthen their supervisory functions especially in terms of their participation to the meetings. As explained by Guinness, K. et. al (2020), active supervision increases

opportunities to build positive relationships among the students and strengthen feedback mechanisms in order to form appropriate behavior of students. Further, supervision facilitates interaction between advisers and students which eventually aids positive relationship.

1.2 Involvement

Table 2. Students' evaluation on the involvement of the moderators to the clubs and organizations

Indicators	Mean	Interpretation	Rating
The moderator is present in all the activities undertaken by the organization.	3.16	Sometimes Observed	Good
The moderator gets involved in the planning and organizing of the activities of the club.	3.22	Sometimes Observed	Good
The moderator takes part in the implementation of the activities.	3.29	Sometimes Observed	Good
The moderator participates in the evaluation of the activities of the clubs.	3.25	Sometimes Observed	Good
The moderator shares creative ideas in the conduct of any activities of the club and organization.	3.36	Sometimes Observed	Good
Total	3.26	Sometimes Observed	Good

N=320

Table 2 shows the evaluation of the students on the involvement of the moderators in the clubs and organizations. The results reveal that moderators' involvement is good as perceived by the officers and members with the mean of 3.26. This means that the moderators show their involvement in terms of planning, organizing, implementing and evaluating the activities of the organization but to a limited degree only. There is still a need for them to intensify their involvement by being present in all the undertakings of the organization and by taking part in the different processes done by the officer and members. Similar to the study conducted by Ayllon, et. al (2019) on the Need-supportive teaching on students' self-efficacy, it reveals that teachers involvement as supports are keys to students' motivation and confidence on all their organizational undertakings.

1.3 Management

Table 3. Students' evaluation on how the moderators manage the clubs and organizations

Indicators	Mean	Interpretation	Rating
The moderator communicates to the officers and members his/her expectations from them.	3.29	Sometimes Observed	Good
The moderator handles sensitive issues and concerns in the club well.	3.24	Sometimes Observed	Good
The moderator recognizes the uniqueness and diversity of the members in the organization	3.24	Sometimes Observed	Good
The moderator pacifies conflict in the organization with reasonable judgment	3.39	Sometimes Observed	Good
The moderator coordinates to other authorities in terms of making important decisions for the club/organization	3.37	Sometimes Observed	Good
Total	3.31	Sometimes Observed	Good

N=320

In terms of management, result shows that the clubs and organizations' moderators manifest good management skill in handling the organization. However, the mean of 3.31 reflects that they do manage the club but to a limited degree. This means that they still need to intensify further the various indicators included in this category most especially in terms of handling sensitive issues in the club and recognizing the diversity and uniqueness of the members in the organization. These are two of the identified indicators which equally obtained the lowest mean of 3.24. Further, communication which is the most important element of leadership and management has to be strengthened as well. The above result tells that officers and members do recognize the significance of how moderators should communicate their expectations from them. They rated it as only good for the reason that they still need to see their moderators intensifying such aspect.

1.4 Relationship

Table 4. Students' evaluation on how the moderators established relationship in with the officers and members in the clubs

Indicators	Mean	Interpretation	Rating
The moderator promotes positive atmosphere in the organization.	3.38	Sometimes Observed	Good
The moderator attends to any personal issues and concerns of the members.	3.15	Sometimes Observed	Good
The moderator consults the officers and the members for any organizational matters	3.32	Sometimes Observed	Good
The moderator establishes good rapport with the officers and members which made the operation of the club and organization smooth and easy.	3.49	Sometimes Observed	Good
The moderator gains high respect from the officers and members through his/her command and authority.	3.47	Sometimes Observed	Good
Total	3.36	Sometimes Observed	Good

N=320

In terms of relationship, the result shows that the moderators show good relationship with the members and officers of the clubs and organizations. As observed, the indicator which states that *the moderator establishes good rapport with the officers and members which made the operation of the club and organization smooth and easy* has obtained the highest mean (3.49) from among the indicators which is interpreted as good but almost nearing to being very good. This means that the kind of relationship that the moderators are trying to establish is just on the work level relationship. This is quite opposite to the result obtained by the indicator saying that *the moderator attends to any personal issues and concerns of the members* which only obtained the mean of 3.15. This result still interpreted as good yet nearing to being fair performance. In other words, the moderators do not necessarily interfere much to the personal concerns of the members and officers. Similarly, in the study of Adil (2009), it reveals that's administrators' way of dealing and relating with the students have significant correlation on learners participation in the campus organizations.

1.5 Work Attitude

Table 5. *Students' evaluation on how the moderators established relationship in with the officers and members in the clubs*

Indicators	Mean	Interpretation	Rating
The moderator shows professionalism in handling the organization	3.52	Observed	Very Good
The moderator listens to the feedback and suggestions from the officers and members.	3.50	Sometimes Observed	Good
The moderator displays enthusiasm and commitment in moderating the club and organization.	3.49	Sometimes Observed	Good
The moderator exhibits efficiency and effectiveness in handling the club/organization.	3.35	Sometimes Observed	Good
The moderator handles pressures and challenges in a way he/she thinks would work best.	3.33	Sometimes Observed	Good
	3.44	Sometimes Observed	Good

N=320

In terms of work attitude, the result shows that the moderators of the different clubs and organizations show good attitude in terms of moderating the clubs and organizations with the mean of 3.44 which is interpreted as good and is nearly to being very good.

The value of professionalism has been observed by the officers and members to their moderators with the highest obtained mean of 3.52 from among the indicators. The listening skill of the moderators has also been notified by the student with the rating good which in a way nearing to being very good with the mean of 3.50. While the good work attitude has already been manifested by the moderators, the result shows that there is still a need to intensify on some aspect like handling pressure and challenges in a way that he thinks would work best. This pertains to the decision making skills of the moderators in handling challenging situations or conditions. Based from the study of Lorenzo (2002), work attitudes are significantly related to good teaching performance. Campus advising is also teaching in a way the campus advisers do mentoring the officers and members. With the advisers' proper attitude on mentoring the student leaders, it leads to better performance and engagements among the students.

1.6 Summary of the Ratings

Table 6. *Students' evaluation on the performance of the moderators of the clubs and organizations*

Category	Mean	Rating	Description
Supervision	3.25	Good	The Moderators display good performance in supervising the clubs and organizations
Involvement	3.26	Good	The Moderators has good involvement in the clubs and organization
Management	3.31	Good	The Moderators display performance in managing the clubs and organizations
Relationship	3.36	Good	The Moderators display good relationship with the officers and members of the clubs and organizations
Work Attitude	3.44	Good	The moderators display good work attitude in advising the clubs and organizations
Average mean	3.32	Good	The Moderators display good performance in advising the clubs and organizations

Table 6 shows the over-all students evaluation on the performance of the moderators of the different clubs and organizations. As observed in the result, the students rated their moderators consistently good in the different areas supervision, involvement, management, relationship and work attitude with the overall rating of good obtaining the mean of 3.32. Work attitude obtained the highest mean of 3.44. This means that even in terms of moderatorship, good work attitude has still been manifested by the faculty who were assigned to be moderators. Their orientation towards their teaching work has still been reflected as

they do other functions as perceived by the officers and members. Moderatorship is but just an additional function that they have committed into aside from their teaching function. There goes the result showing that supervision obtained the lowest mean of 3.25 for the reason that they could not totally give their full attention into it as they also have others major functions to do. They also consider that working with the college students need not to have full supervision because of

the notion that these college students are already mature individuals who could work independently with actually less supervision.

II. Issues on Campus Advising as experienced by the Moderators

The following are the identified issues and concerns that are usually encountered by the moderators in terms in handling the student organizations in Notre Dame of Marbel University.

2.1 Time constraint

Most of the interviewed moderators for this study shared that their primary concern is time. Most of them admitted that they have limited contact with the officers and members due to their hectic schedule with their academic classes. In the past three years, classes are still being held even during activity period which resulted to conflict in the schedule of meetings and activities of the club. As mentioned by the majority, much as they could give much time meeting and monitoring all the undertakings of the clubs and organizations, they conceded that they also have other responsibilities to do.

As shared by one participant, this issue on time somewhat resulted to moderators absence in some important activities of the organization such as the planning and evaluation. Thus, most of the time, moderators are not aware of what's going on in the organization.

2.2 Lack of communication

Lack of communication is somehow related to lack of coordination. One indicator of this issue as experienced by the moderators is that some student leaders have extremely manifest authority in the organization. Most of the time, they just decide on their own and work on their own without consulting or trying to communicate with the moderators in the planning and implementation stage. As a result, most

of the moderators aren't aware of the plans and could no longer provide their feedback and suggestions. The issue on communication is somewhat related as well to their issue on time. In most cases, meetings of the organization are not being called for due to conflict in the schedule of the moderator, members and officers. This results to other alternative for communication. Most of the organizations now are using social media like facebook messenger as channel to communicate important announcement and reminders for the clubs. While this strategy works for some instances, but most of the time, this causes miscommunication, delays and inefficient delivery of messages.

2.3 Lack of coordination

Lack of coordination of the officers and members with their moderators is also a perceived issue of the moderators with the officers and members of the organization. One indicator of this lack of coordination is that there are times, that the officers do not ask permission from the moderators in conducting the activities. As shared by some moderators, there are times that they felt that their authority is being bypassed in such a way that the officers go directly to the higher authority to seek for approval even without consulting the moderators. Thus, it resulted to some conflicts in the conduct of the activities. Moderators are aware that whatever the outcome of the activities are regardless whether they have taken part in the process or not, they still are accountable and responsible.

2.4 Moderators' perceived work attitude of the officers in the organization

During the interview with some of the moderators, most of them shared their observations regarding the work attitude of the officers and members in the organization. As perceived by the moderators, based from what they have experienced working with them, most officers are not really functioning their duties well in the club. The moderators mentioned that some of the officers are just good thinkers. In other words, they have brilliant plans and ideas. But, when it comes to the implementation stage, some of them are nowhere to be found. In other words, absences of the officers and members in the organizational activities also challenge the moderators.

Another perceived attitude of the moderators towards the officers and members is the lack of sense of initiative. They were sharing that gone are the days in which student leaders are very active, dynamic, independent and creative. For them, most of the

officers are just fond of maintain the status quo and what has been started by the previous officers. Much as they wanted to intervene in the process, they are aware that the initiative must be coming from them. But what challenges the moderators is the fact that most students leaders nowadays do not show anymore that much enthusiasm and passion for organizational and campus leadership.

III. Marist Moderators' Development Program

Rationale of the Program:

This Marist Moderators Development Program aims to provide opportunity for the moderators of Notre Dame of Marbel University to develop a high sense of understanding and appreciation of their valuable roles and responsibilities in the formation process of the students and student leaders of the university. Further, this aims to enrich their skills in advising and strengthen their motivation and commitment in journeying with the students in the student clubs and organizations.

Notre Dame of Marbel University as an institution that promotes a holistic approach for students' formation provides various opportunities for the students to learn and experience while they are in the university. Other than opportunities for them to be academically equipped, the school also offers them meaningful experiences for them to see their greatest potentials in the other fields particularly in terms of leadership. It is through their engagement in the campus leadership that they can build their confidence, establish connection with the other students, and develop many other values, attitude, talents, skills such as critical thinking, creativity, decision making and facilitating skills. Campus leadership is indeed vital in terms of student development. Thus, NDMU gives much attention unto it and ensures that the delivery of the programs and activities for students are relevant, developmental and aligned with the mission and vision of the university as a Marist institution.

In the context of campus leadership, the roles of the moderators are very essential. Student leadership and campus advising must always go together in the process. Student organization could not exist without the faculty adviser whose primary function is to journey with the students in all of the undertakings of the students' organizations. Considering this fact, moderators, therefore, are expected to have broader and wider understanding of their roles in this context. It is only with high sense of appreciation on their functions as advisers of the student organizations that

they can be able to perform their duties and responsibilities at their best and as expected.

Hence, this Marist Moderators Development Program was design to provide opportunity for the moderators of Notre Dame of Marbel University to enhance, enrich, and appreciate more their valuable roles in the campus student leadership.

This program has two phases and each phase has corresponding theme or focus. The phase 1 of the training revolves on the theme "Moderators understanding and appreciation on becoming Marist Moderators". This phase allows them to understand and appreciate their value as Marist Moderators. This gives highlight not only on being a moderator but most importantly on how to become Marist Moderator. This provides them learning experiences to make them affirm their potential to be effective advisers and make them realize their worth in the development process of both the officer and members of the organization with high regard to the value of presence and good example for the young leaders.

The phase two of the program revolves on the technical functions of the moderators. This phase provides them concrete experiences to internalize their duties and responsibilities as supervisors and managers and other meaningful experiences that will lead to a development of more positive attitude towards student advising.

On the initial implementation of the program, this will involve all the current moderators of the different clubs and organizations of Notre Dame of Marbel University. On the succeeding implementation, this program will only include the new moderators of the different clubs and organizations.

Conclusion

Based from the result presented in this study, the researchers were able to come up with the following conclusions:(1) The moderators in Notre Dame of Marbel University have already exemplified good moderatorship skills in handling student organizations particularly in terms of their supervisory and management skills. However, it is observed that the moderators still need to improve their presence and intervention in all the undertakings of the organization as perceived by the officers and members of the club. (2) The officers and members of the clubs and organizations felt that their moderators relate with them well and gets involve in the undertakings of the

club. However, while it is already observed, there is still the need to intensify the participation of the moderators as perceived by the students. (3) It is concluded that moderators' level of participation in the student organizational affairs has been affected by the changes in the school set up especially in terms of the changes in the schedule. (4) It is concluded that activity period activity is indeed necessary to provide more opportunity for the student organizations' officers, members and moderators more active interaction for the success of the club and organization. (5) Based from the result of the evaluation on campus moderatorship as perceived by both the students and moderators, a development program for the moderators may be of great help in improving the skills and attitude of the moderators in handling the student organizations as the program designed does not just offer technical assistance for them, but there is an integration of the Marist context where the values and ideals of the Marist have been included for deeper appreciation of their roles as Marist moderators.

Based from the result of the study, the researchers recommend the following: (1) Conduct the designed Marist Development Program as soon as possible and evaluate the effectiveness of the program for the moderators. (2) Constantly evaluate the performance of the moderators using the tool utilized in this study and monitor their improvement on the identified areas as perceived by the students. (3) Develop a module for every topic included in the designed program. The content of the module must be relevant and contextual to the needs of the moderators.

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