BIBLIOGRAPHY

LEONORA BASALLO JAVONILLO, October 2006, <u>Effectiveness of Supervisory Functions of Accelerated Christian Education Schools in Baguio City and Benguet</u>. Benguet State University, La Trinidad, Benguet

Adviser: Rosita G. Bawang, Ph. D.

ABSTRACT

This study determined the effectiveness of supervisory functions in terms of motivating the interests of students , implementing the A.C.E curriculum, applying disciplinary measures and measuring students' achievements; and aimed to identify the attributes contributory to the effectiveness of supervisory functions in terms of civil status, educational attainment and length of service.

The respondents consisted of 70 educators from 16 different schools using the Accelerated Christian Education curriculum in Baguio City and Benguet.

The findings show that most respondents deem that supervisory functions and the extent of difficulties encountered are significant.

Educational attainment, civil status and length of service significantly affect the respondents' perception of their supervisory functions. The result shows that the four functions indicated are very effective.

The respondents who are single, married, or widow/er perceive that they perform all their supervisory functions very effectively. On the other hand, those with bachelor's degree or with master's units deem that they effectively perform their supervisory functions.

Those who have rendered service for 1-5 years, 6-10 years, 11-15 years, or 16-20 years perceive that they very effectively implement their supervisory functions. Single and married supervisors sometime find difficulty in performing their functions, but widow/er finds no difficulty in performing them.

The respondents with bachelor's degrees sometimes find difficulty in performing their functions but those with master's units do not find difficulty in performing them.

The respondents who have been in service for 1-5 years sometimes find difficulty in performing their functions. Conversely, those who have been in service for 6-10 years, 11-15 years or 16-20 years service do not find difficulty in performing them.
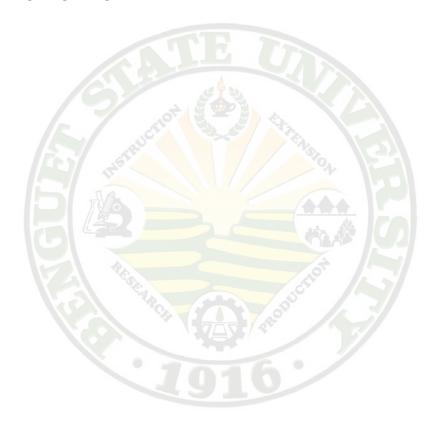
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INTRODUCTION

Background of the Study

The main objective of education is to foster the discovery of individual uniqueness and develop human personality which makes good men and women act nobly. Education is considered one of the most important investments in life. The essence of education is not to stuff the head with knowledge but to apply knowledge intelligibly by living with the principles of disciplines acquired. Most countries support education programs for children, youth, and adults that aim to produce intelligent, responsible, well-informed, skilled, and productive citizens.

The School of Tomorrow adopted a specialized discipline called Accelerated Christian Education (ACE) program. It is dedicated to provide Biblically-based, individualized educational materials and services to promote character development and educational reform around the globe. It is committed to produce responsible and successful citizens who can make a difference in a changing and challenging society.

The Accelerated Christian Education's worldwide team of professional educators currently serves over 6,000 schools and thousands of home educators in 135 countries. Many parents from all walks of life around the world support this unique educational program and participate

in the advancement of the institutions using the Accelerated Christian Education curriculum.

The School of Tomorrow has published the individualized Accelerated Christian Education curriculum and provided training in its implementation for kindergarten, elementary, and high school levels since 1970. The curriculum is built on a theistic philosophical foundation. Students learn to see the life from God's point of view. Their personal relationship with God and their personal responsibilities to family, church, and community are of primary concern (Howard, 2000).

The School of Tomorrow became a worldwide endeavor, carrying the banner of "Global Biblical Education Reform." It is always a guiding principle that with the phenomenal growth of this ministry and with the change in each and every life, God is to be glorified.

The Accelerated Christian Education is individualized. A student can learn to develop and work at his own initiative, within the limit of his own unique capabilities. Through the controlled progress motivation, the student accelerates his own success.

Accelerated Christian Education is Bible-centered. It is the basis of all text materials, human relations and principles of teachings. The Scriptures are designed for programming the mind to enable the child to see life from God's point of view. The School of Tomorrow-Philippines

has a gleaming hope for the future. It is providing many students the foundation of knowledge and understanding that will enable them to be the leaders God intends them to be (Hooge, 2004).

A personal testimony of a graduate at the Harmony Christian Education Foundation, Inc. is a proof of the effectiveness of the program through the story lines below (Tan, 2005):

> I have all my life to be thankful to the Accelerated Christian Education program. Can you imagine being a college freshman at 14? Actually, when people stare open-mouthed at this statement, I was surprised, but eventually I got used to these reactions. Not only has ACE prepared me academically for college with its wide range of quality education but the Biblical principles it taught me from ABC class, along with a Godly family, helped me know how to deal with life's circumstances as a Christian.

In Accelerated Christian Education program, the student is central and active. The teacher prescribes and guides self-directional materials, the Packet of Accelerated Christian Education (PACE), which have been prepared by Christian educators with proficiencies in the core-curricula and many years of classroom experience. PACEs have been used instead of textbooks. It is multi-grade and no academic failures. The grade level of a student is determined by the ability or actual level of achievement, not of age. Competition with oneself will engineer a success-consciousness achievement and promotion.

School of Tomorrow is a unique educational system. For a school to be really effective and to get the best result it must follow the system.

The major functions of Accelerated Christian Education supervisors will certainly affect the effectiveness of using the system. This is a challenge to the researcher to undergo this study in order to find out the extent of effectiveness of supervisory functions in the learning center. Considering the civil status, educational attainment and length of service of the respondents will help the researcher come up with proper evaluation and be able to suggest some improvements in the system of implementing procedures in the learning center.

Statement of the Problem

This study attempted to find out the effectiveness of supervisory functions of Accelerated Christian Education Schools (A.C.E) in Baguio City and La Trinidad, Benguet.

Specifically, this research study tried to answer the following questions:

1. What is the degree of effectiveness of the supervisory functions of A.C.E?

2. What are the attributes contributory to the effectiveness of supervisory functions of A.C.E schools?

3. What is the extent of the difficulties encountered by the supervisors in the performance of their functions?

Objectives of the Study

The primary aim of this study was to find out the effectiveness of the supervisory functions of A.C.E Schools in Baguio City and Benguet.

This had the following specific purposes:

1. To determine the effectiveness of the supervisory functions of A.C.E schools along:

    a. motivating the interests of students

    b. implementing the A.C.E curriculum

    c. applying disciplinary measures

    d. measuring student achievements

2. To identify the attributes contributory to the effectiveness of supervisory functions in terms of:

    a. civil status

    b. educational attainment

    c. length of service

3. To find out the extent of the difficulties encountered by the supervisors in the performance of their functions.

Importance of the Study

The research findings can bring about changes to improve the effectiveness in the implementation of the supervisory functions of A.C.E schools in the different learning centers within the area.

It is expected that the outcomes of this study will contribute to improve the performance of the ACE supervisors in the learning centers. This is a great help to the schools and administrators to cope with the prevailing problems about proper supervision in the learning center.

The findings could also contribute to better monitoring of individual functions in the learning center even as they serve as a reference for the other researchers who are planning to study more about the Accelerated Christian Education program.

Scope and Delimitation of the Study

The main focus of the study was on the effectiveness of Accelerated Christian Education supervisory functions in Baguio City and Benguet. The study was confined to 16 private schools using Accelerated Christian Education curriculum and to 70 Learning Center supervisors.

The main concern of the study was to find out the effectiveness in motivating the interests of students and the extent of implementation of the Accelerated Christian Education curriculum. It zeroed in on the

frequency of applying disciplinary measures to students with offenses and the degree of difficulties encountered by the supervisors in measuring students' achievements.

The study included personal variables of the respondents in terms of civil status, educational attainment, and length of service to determine the significant differences in the effectiveness of implementing the Accelerated Christian Education supervisory functions by the respondents.

REVIEW OF LITERATURE

<u>Historical Background of School Of Tomorrow-</u>
 <u>Accelerated Christian Education</u>

The concept of individualized learning in the School of Tomorrow was captured by Dr. Donald Howard in 1970. Together with his wife, he experimented with various learning approaches in which children set personal daily academic goals in five major subjects. Each student was assigned a personal cubicle called an office, and received adult assistance only as needed. A system of goals, controls, and incentives to help students focus on academic and social responsibilities was developed. The individualized concept was found to be excellent but there was a need for a more carefully structured curriculum.

Researches were conducted on curriculum development including the best techniques of learning. Consultations were made with Human engineering laboratories and institutes of achievement of human potential and basic youth conflicts. Thus, the need to combine an entirely new and unique individualized learning curriculum with a system of controls and incentives was seriously considered. The first edition of the Accelerated Christian Education curriculum accompanied by a supervisor's manual that included guidelines, forms, and procedures for implementing the unique School of Tomorrow program was produced. The second edition

was a great improvement. However, the third edition was given careful attention in terms of content. It included audio-visual and computer-related enhancement materials.   The curriculum was combined with electronic additives to provide an advanced learning package proven effective in over 6,000 schools in 135 countries. School of Tomorrow educational system started as experimental projects in government schools in the United States, Russia, and Central America. They have proven the effectiveness and efficiency of individualized learning system. Likewise the School of Tomorrow program in the Philippines has been found to be effective since it started in 1978 at Mt. View Bible Baptist Academy in Angeles, Pampanga. Now there are 450 schools in the country, most of which are church-based and privately-owned using the ACE curriculum.

Functions of ACE Supervisors

Motivation is the prime function of the Accelerated Christian Education (ACE) supervisor. It is considered as subjective but a positive element since the superior initiates to inspire achievement.   The supervisor's consistency, love, and interest build the student's self-image and confidence and inspire the student to have further success. A student who is told someone has confidence in him will tend to act accordingly. Praises, compliments, and encouragements to students build character.

The supervisor must be a leader and an inspirer of learning. Most of the time the pupil's problem is lack of interest and confidence. The supervisor's responsibility is not to answer questions but to determine the nature of the problem and help the student "find" the answer. Hence, the supervisor's greatest responsibility and most important function is motivating students to maximize learning potentials (Procedures Manual, 1995).

Another function of the Accelerated Christian Education (ACE) supervisor is to implement the Accelerated Christian Education curriculum by heart. School of Tomorrow believes that the "philosophy of teaching" is being supplemented by "philosophy of learning." The main objective is to implement the best techniques and procedures in light of the individual learner and the academic results. After many years of development and evaluation, the following five laws of learning sum up the School's academic philosophy.

The pupils must be on a "level" of curriculum where they can perform. Diagnostic testing must be given to the incoming students from conventional schools to determine their performance level. The pupils must set reasonable "goals" that they can achieve in a prescribed period of time. This law gives pupils the responsibility for learning by requiring what they learn, how to plan their work, and set achievable daily goals.

The pupils must be "controlled" and motivated to assimilate, use or experience the material. The pupils' learning must be "measurable" and measurement involves long- and short-term assessments. Such measurements aid in gauging the rate which a student can be expected to progress through the Accelerated Christian Education curriculum, in helping him set realistic goals, and setting his course of study toward graduation. The pupils' learning must be "rewarded." An atmosphere of trust can be enhanced through subtle expressions of confidence in a student and appreciation when he shows good behavior (Procedures Manual, 1995).

One of the Accelerated Christian Education supervisor's important functions is instilling discipline. Discipline is what is done "for a student," not what is done "to him." It is a preventive action. Training a student for leadership requires consistency, love and discipline. By nature he rebels against controls which suppress his carnal desires. Unchecked by discipline these desires will lead to a life of pleasurable activities but not productive achievement. Students mature best when supervised and trained by consistent tough-minded people who realize that true love for youth is best manifested by controlling students' carnal desires. Controls must be placed on youth in the form of dress codes, conduct standards, and activity restraints. To allow "freedom" to experiment with careless

social behavior is not to love them. Love is seeing the consequences of carelessness and placing the necessary controls to prevent harm from wrongdoing; the supervisor's tasks will not be complete without measuring student achievements objectively. Since the curriculum is individualized and sequentially organized, staff must determine at what level in each subject every incoming student is in before promotion from one grade to another. In order for a child to achieve higher test scores, the supervisor should consider the general principles of the School which include proper diagnostic procedure to determine the academic level of the student in each subject. The basis of promotion to the next grade level is not age. Instead, the student is given the prescribed PACE materials on the basis of diagnosed levels of academic achievement. The student is to complete each PACE materials within three weeks. Any longer time may allow students to forget an important concept. The number of PACE materials being worked on is limited at a time which has a normal number of five to six subjects. The supervisor will spot-check the PACE materials regularly. This practice will keep students alert to the material, increasing the learning and improving their test scores. Correct score keys and test keys will aid correct learning.

The supervisor checks student goals regularly and motivate students to strive for immediate success. It is ascertained that slow

learners take a minimum of one test per week. Demonstration of a positive attitude, shown by facial expressions, word of greeting, and daily encouragement from the supervisor is a must. Students with personal problems such as demerits and detentions are dealt with accordingly. Student daily progress is reflected in monitor charts and quarterly progress reports are issued after parent-teacher conferences.

<u>Motivating the Interests of Students</u>

Words are powerful. Most people can recall words of wisdom from a parent, teacher, friend, or even stranger who helped them overcome rough spots in difficult times. Likewise, most people can remember a moment when harsh words carelessly inflicted, generated pain, or shamed or humiliated. Simply recalling that moment most likely renews pain. Since words contain such power, it is simply vital that one should take care what to say and write in order to lift people up rather than pull them down (Parachin, 2000).

Furthermore, Chua (1994) cited that regardless of whether a child is gifted, average or slow learner, there are factors that influence achievement. These functions may be the product of motivation, of the amount of energy that is thrown into the task at hand, of the emotional, personal and social adjustment of the condition of work, and of the background skills on how to work and think. These factors when combined

accrue to functioning intelligence. It was suggested that consideration of these factors may result to improved achievement.

In the Accelerated Christian Education system, recognizing student achievement and communicating with parents are encouraged through the use of "congratulations slips." These are presented to students who have successfully completed PACE tests. The PACE represents achievement and identifies academic progress with tangible reward. Honor roll students receive public recognition for their accomplishments and receive a certificate presented by the administrator or principal in opening exercises or a special ceremony. It is even more exciting to present awards like privilege letters, honor roll certificates, or merits in front of the whole student body. The School of Tomorrow believes that encouraged and praised students are motivated students. Some students who have been approved for at least "A" privilege status for the forthcoming week earn the privilege of weekly special time through an educational field trip.

Individual factors usually affect the effectiveness of motivational approaches. Interest, habit, attitude toward work, knowledge of and capability on work, and the work environment were perceived as the leading factors that affect the effectiveness of the approaches. The other factors are comfortable working environment, amount of freedom on the

job, fast and complete provision of resources and needed materials, and presence of smooth relationship (Awingan, 2002).

In the School of Tomorrow program, academic achievements have corresponding rewards. The supervisor must reinforce this principle with enthusiasm, inspiration and a system of tangible rewards such as praise, stars, privileges, field trips, and trophies.

Implementing Accelerated Christian
 Education Curriculum

Accelerated Christian Education curriculum uses the PACE, a self-instructional learning package, which is supplemented by cassette lectures, resource books, checkups, self-tests, and PACE tests instead of textbooks.

Each PACE represents a "step" in the learning process and can be compared to one chapter in a textbook. In the School of Tomorrow program students work in PACE materials from preschool through the twelfth grade level. Some notable features basic to PACE materials are: bite-sized units of instructional material in color, with specific understandable goals; controlled vocabulary with pronunciations, parts of speech and definitions; appropriate activities for drill, practice, and mastery; checkups, self-tests, PACE tests; character story features for

Biblical character patterning; scripture and wisdom encouragement and guidance.

The program uses PACE materials instead of textbooks because of the following reasons: students see tangible results of their progress; a new PACE issued to students is tangible evidence that they have climbed another rung on their academic ladder; the materials teach responsibility in ways textbooks cannot; controls are built in; students complete activities, checkups, and self-tests, and they do their own scoring and make their own corrections; they know when and how to review and prepare for teaching; and they experience success and sometimes failure, feeling which helps them learn the importance of doing things right.

PACE is geared towards learning not teaching. Children need to have a new material introduced in bite-sized pieces; then they need to practice the concepts and test themselves to see if they really understand the new material. They provide self-instruction and individualization. Many other programs require much lesson preparation on the part of the teacher or parent but PACE has been written by teachers and includes all the necessary lessons like teaching new concepts and giving examples, activities and tests. Students learn in their own pace that suits them.

Christian Education is the daily impartation of the principles of the word of God into lives which is the hope of the individual, the home, the nation, and the world. The School of Tomorrow is then a part of the hope of the world. Christian Education aims to prepare the student for life. Scoring is a character-building activity. When the scoring experience is taken away from the student, so is the character process. Scoring is an integrity issue and also a spiritual issue. A character component lacking in society is integrity, which is linked to honesty. Scoring experience is used and allowed to train young people to grow in Godly character. Patience is needed to look at what the child can be in the future for Christ (Hooge, 2000).

Applying Disciplinary Measures

Punishment, to be an effective method of remediating individual misbehavior and improving school order, must be commensurate to the offense committed and perceived by the student as punishment. Punishments can sometimes be too light or even unintentionally reinforcing the students. Effective punishments frequently used include depriving students of privileges, mobility, or the company of friends (Cotton et al., 1982).

A personal testimony published by School of Tomorrow magazine shows that Sausa (2005) admitted the School of Tomorrow procedures

seem a bit unusual at first. But it is precisely the unique procedures that work towards producing self-motivated, goal-oriented and upright students. School of Tomorrow system prepares them for life, and not just life, but for eternity as well. With regard to disciplinary measures, correction employs inward motivation to help the student mature and assume responsibility while preserving his dignity. The response is more easily accomplished when correction is conveyed with loving expression in one's eyes and tone of voice. The student then feels the supervisor's concern rather than his frustration. Correcting a child's behavior should always have its ultimate object. Offenses equivalent to demerits include turning around the office, any disturbances, running in the learning center, chair left out, out of seat without permission, and other slight violations. The punishment for any repeated offenses, which include throwing dangerous objects, bringing deadly weapons, cheating, major scoring violations, lying, fighting, being disrespectful, using foul language will result to paddling. The supervisor will record all the demerits and detentions in the "Goal Check Report."

However, an experienced supervisor has to be creative in using motivational techniques rather than relying basically on demerits to keep children conform with school rules. A student is always informed privately as soon as he is given a demerit, giving the reason why. When a

student disobeys a rule, the supervisor should take the following steps: curtailing the offensive behavior, conversation, or appearance in a spirit of quiet authority; not responding in anger; not reprimanding publicly but, if necessary the child is asked to go to another room where privacy is available; determining the student's intention and evaluating his motive, not just action through discussion; and administering appropriate discipline.

Demerits are for procedural violations; the paddle is for moral violations. The scriptures provide excellent guidelines regarding discipline: "Train up a child in the way he should go; and when he is old, he will not depart from it" (Proverbs 22:6); "Correct thy son, and he shall give thee rest; yea, he shall give delight unto thy soul" (Proverbs 29:15); "The rod and reproof give wisdom; but a child left to himself bringeth his mother to shame" (Proverbs 29:15); "Chasten thy son while there is hope, and let not thy soul spare for his crying" (Proverbs 19:18).

The implication is simply to make children do right. The adult can praise, encourage, reward, withhold privileges, or spank, depending on the child's behavior but to rule out spanking is to omit a key ingredient in discipline. Proper spanking brings repentance and thus allow the child to clear his conscience so he can start over. A wise principal will call the child's parents to explain the offense and to inform them that spanking is

warranted. In administering the corporal correction, the guidelines of School of Tomorrow must be strictly followed.

Castillo (1995) cited some steps on techniques involved in assertive discipline, as follows: establishing clear rules in the classroom, communicating these rules to the students, teaching the students to follow these rules, and letting students know that the teacher is pleased when these rules are followed.

Measuring Students' Achievements

The Accelerated Christian Education curriculum is designed to facilitate learning. The combination of quality academics and built-in controls enables a student to attain the highest level of scholastic achievement. These controls include checkups, self-tests, and packet of Accelerated Christian Education (PACE) tests.

The student should be encouraged to work all checkup activities without reference to the text. Once the checkup has been completed, unanswered questions may be researched on and answered. Checkups should be initialed by the supervisor after the student has been quizzed over material covered in the checkup. This is the supervisor's opportunity to determine the student's understanding of a bite-sized section of the packet of Accelerated Christian Education (PACE). Each packet of Accelerated Christian Education (PACE) ends with a self-test designed to

help the student   measure his comprehension of material in the curriculum. When a student has completed all the activities in the PACE and scored them completely, he gives the material to the supervisor who checks it over carefully and initials the self-test, indicating that he feels the student is ready to proceed. The student scores his self-test keeping in mind that 90 percent is the minimum score. If he is not able to perform that well, he should note his areas of weakness as determined by the self-test material and refer to those sections in the PACE.   When the supervisor has received the self-test results of the student and both are convinced he is ready to proceed, the student turns in his material and is given the test the following day.

The PACE test is issued immediately after opening exercises at the testing table. The test is pulled from the "to test" tray. Students are not permitted to communicate with other students or have reference materials while taking the test. Test is placed in the "tested" tray for scoring and posting scores after students are dismissed. A test score of below 80 percent indicates weakness and inadequate learning or insufficient mastery of skills. The supervisor should determine why the student fails. The supervisor places the completed PACE in the "conference tray." The following day, the supervisor privately discusses the test result with the student, helping him understand what he misses.

The supervisor's progress cards are retained at the supervisor's station.   They are used daily to record PACE or disks inventory and test scores.   Periodically, the staff transfer the test results from the supervisor's progress cards to the student's progress reports. Scores for each subject are averaged so parents can have an objective evaluation of their child's work; his overall PACE test average for the quarter, the semester, and the year are also recorded. At the end of the year the student's progress reports are retained in individual student cumulative folders until the information is printed in the transcript. At the back page of the progress reports are the desirable traits and habits that will help the supervisor evaluate the students during the student conference at the end of each progress reporting period (Procedures Manual, 2005).

Differences in Civil Status

The finding of Oddoc (2004) revealed that being single, married, or widowed is not a guarantee that the use of different approaches is effective. Single teachers have the same level of effectiveness of classroom management approaches as married or widowed. Likewise, married teachers have the same level of effectiveness as single or widowed teachers.

The civil status of teachers does not tell whether they are effective or not in the classroom since they have gone through with the same

stages of education. In addition, when administrators send teachers for trainings and seminars, they give the teachers equal opportunities, regardless of their civil status.

A great majority of the respondents of Tokoyen (2002) are married while only few are single or widowed. Meanwhile, all the administrators are married. One reason shown in the study is that most of the teachers marry first before they enter the field of teaching because they believe that they have no time to look for partners in life due to the nature of their work. Others could have considered establishing a family of their own before entering the teaching world. These findings imply that most teachers know how to establish rapport with their students since they have actual experiences with their children. However, this could also hamper their professional growth since they have families to attend to.

Landacan (2001) pointed out that married adults are physically and emotionally healthier than their single counterparts. Furthermore, there was a study conducted by Punzalan (1997), found out that married personnel manifested a higher level of job performance than the single and widowed. Civil status affects the level of job performance of the the employees.

Differences in Educational Attainment

Binay-an (2005) stated that persons who lack professional qualifications entering occupations may have less knowledge. The study revealed that the higher the educational attainment, the higher the level of role performance. This is so because both knowledge and intelligence which are correlated with educational attainment, may influence an individual's perception of his role performance. As the teacher's educational attainment goes higher, then he is more knowledgeable of things that may change or help develop the quality of education. Moreover, the higher the educational attainment of a teacher, the more he should be learned and humbled.

Bucu (2000) found that when a teacher believes that education can affect change and development, the more he is convinced that getting advance studies or higher learning can enrich his teaching career, a situation which eventually brings benefit to students, and that the teacher with high educational attainment has a higher degree of commitment in teaching compared with those who have attained lower educational attainment.

Sameon (1999) affirmed that a higher proportion of faculty with graduate degrees have rendered more extension services than non-graduate faculty members.

Aquino (1989) mentioned that a teacher with higher educational attainment has greater knowledge and broader perspective on the concepts, principles, models and approaches to classroom management.

Differences in Length of Service

The teacher who has been in the profession for a long time is expected to have a higher rank and skill, and to have gained more experiences, thus having a higher level of role performance than those whose length of service is shorter. As assumed, experienced individuals know the specific attitudes of the job in which he has been doing for a long time. The way he views the job differs from that of the one who has shorter experience (Binay-an, 2005).

Teaching effectiveness is not positively related to experience. That is, instructors with little or no teaching experience are judged by students to be better teachers than those with four or more years of teaching experience. Moreover, Mangallab (1997) affirmed that length of service provides lots of opportunity to learn from experience. Adjustment can be made for the improvement of practices and thinking to make them relevant to the needs of the times (Tallocoy, 2003).

Sinong (2003) stressed that the teachers who have longer length of service have gained more experience in teaching. They manifest higher

extent of application of the concepts, principles, models, and approaches to classroom management.

Conceptual Framework

The vision of the School of Tomorrow National Curriculum Department is to answer the challenge of globalization in education. The introduction of Basic Education Curriculum in 2003 by Department of Education Secretary Raul Roco signaled that the Philippine educational system needed an overhaul. The major change in academic policy and structure is proactive. It displayed that the changes in Department of Education policy were steps toward individualization and a character-based learning which the School of Tomorrow system has championed since 1978.

The countries in the developing world show positive but mixed results in terms of student achievement among those enrolled in the multi-grade program. For example, students enrolled in Columbia's multi-grade schools called "Escuella Nueva," attained higher achievement levels compared to students in single-grade schools for Math and Spanish. More significantly, they also showed more positive social-civic relationship (Baon, 2001).

The number one strength of School of Tomorrow program is the Accelerated Christian Education curriculum. A team of about 100

"Christian humanists" was organized to produce what the world calls the "driving force behind the church school movement." From the very foundation it identified Biblical goals and expressed them in academics with a theistic (God-centered) philosophy. Principles of character and illustrations of the character traits are sequenced in cartoon and motivational form throughout each packet of Accelerated Christian Education (PACE). The foundations of wisdom are carefully laid. The nations in Asia are recognizing that the greatest need is not educational excellence but character. No matter how intelligent or academically brilliant a person is, if he is not filled with integrity and character, nothing changes in society (Hooge, 2005).

According to the testimony of Araneta, Jr. (2003) Accelerated Christian Education helped him become successful in his profession:

> It was in February of 1991 when my parents pulled me out from the public school and enrolled me at Grace Baptist Academy, Baguio City. Although already Grade II at that time and a possible honor student, I began from level I as indicated by the result of my diagnostic tests. It was never an easy road…..there were difficulties, good and bad experiences but God made a way. I learned so much from this school. It was here where I grew up physically and more spiritually. In 1989, I transferred and continued my studies at the Risen Lord Academy. It was there that I was able to finish my high school in 1991. I was also the first graduate of the Risen Lord Academy. After graduation, I started working as the ABC's supervisor at Lighthouse Christian School while taking up my Bachelor of Theology. In 1995, I enrolled at Baguio Colleges Foundation taking up a course in teacher education. With God's help, I was able to go through college while working as a Supervisor at Lighthouse Christian School and also as a part-time

Consultant for School of Tomorrow in Northern Luzon. Despite the hectic activities I had, I was able to maintain my academic standings, I was a consistent scholar in college and in 1999, I finished my Bachelor of Secondary Education graduating as Cum Laude. The same year, I was also nominated and chosen as one of the Ten Outstanding Students of the Philippines (TOSP) of the Cordillera Region. I believed I made it thru because of God's grace. I had been clinging on to the verses in Proverbs 3:5-6 where it says "Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths." Presently, I am working as a full-time consultant for School of Tomorrow Philippines. I have shared my victories with students, staff and even those who are planning to start new schools. I say, "it can be done!" School of Tomorrow has, through the years, changed the lives of thousands of young people across the country. It worked for me I believe it can also work for you. Just press on and don't quit.

In Philippine setting, one indicative measure of effectiveness of success of any teaching-learning process is the achievement or success of the learners. Evaluating pupil's performance is a useful process in providing teachers and school administrators with data and information upon which they may use to improve the quality of instruction and learning (Binay-an, 2005).

The schematic diagram shows three major variables: the independent variables, dependent variables, and intervening variables. The independent variables include the effectiveness of supervisory functions in A.C.E schools; attributes contributory to the effectiveness of the supervisors functions, and the difficulties encountered by the supervisors in the performance of their functions. The dependent variables

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┌────────────────────────────┐      ┌────────────────────────────┐
│     INDEPENDENT            │      │      DEPENDENT            │
│     VARIABLES             │      │      VARIABLES            │
│                           │      │                           │
│ 1. effectiveness of       │      │  effectiveness            │
│    supervisory functions of│      │                           │
│    A.C.E schools in terms of:│    │    - very effective      │
│                           │      │    - moderately effective │
│    a. motivating the      │      │    - sometimes effective  │
│       interests of        │      │    - not effective        │
│       students            │      │                           │
│    b. implementing the A.C.E│    │                           │
│       curriculum          │      │                           │
│    c. applying disciplinary│     │                           │
│       measures            │      │  extent of difficulties   │
│    d. measuring students' │      │                           │
│       achievements        │      │    - very difficult       │
│                           │      │    - moderately difficult │
│ 2. attributes contributory to the│ │   - sometimes difficult  │
│    effectiveness of supervisory│  │    - not difficult        │
│    functions in terms of the│    │                           │
│    respondents' profile   │      │                           │
│                           │      │                           │
│ 3. extent of the difficulties│   │                           │
│    encountered by the     │      │                           │
│    supervisors in the     │      │                           │
│    performance of their   │      │                           │
│    functions             │      │                           │
└────────────────────────────┘      └────────────────────────────┘

          ┌────────────────────────────────┐
          │    INTERVENING VARIABLES       │
          │                                │
          │  Profile of A.C.E. Supervisors │
          │                                │
          │      * civil status            │
          │      * educational attainment  │
          │      * length of service       │
          └────────────────────────────────┘
```

Figure 1. Conceptual paradigm showing the interrelationships of
            the variables used in the study

include the expected output after the research determined the following: effectiveness of the supervisory functions of the respondents; attributes contributory to the effectiveness of their functions; and extent of the difficulties encountered by the supervisors.

To find out the differences among subjects along identified variables, intervening variables are considered in terms of the respondent's civil status, educational attainment, and length of service.

Definition of Terms

The following terms are defined based on how they are used in the study:

Supervisory functions refer to the functions or tasks of the supervisors in the learning center such as motivating the interests of students, implementing Accelerated Christian Education curriculum, applying disciplinary measures, and measuring students' achievements.

Accelerated Christian Education supervisors are professional staff members who usually have earned at least a bachelor's degree, can answer academic questions, can administer diagnostic and achievement tests, can inspire and motivate students to perform at their maximum potential.

Accelerated Christian Education curriculum is individualized, Bible-centered, Christian in context and the system is multi-grade catering to students from Levels I-VI confined in one learning center with the assistance of supervisors and monitors.

Attributes refer to the factors contributory to the effectiveness of supervisory functions in terms of civil status, educational attainment, and length of service.

Difficulties refer to the problems met by the A.C.E supervisors in the performance of their functions.

Effectiveness refers to the desired result of A.C.E supervisory functions in terms of motivating the interests of students, implementing A.C.E curriculum, applying disciplinary measures, and measuring students' achievements.

Motivation is considered as subjective but a positive element which the supervisor initiates to inspire achievement.

Achievement refers to something carried out successfully by the student such as being in the honor roll, passing the PACE tests, and earning privileges and merits.

Disciplinary measures are measurements to correct the procedural violations by giving the students demerits and detentions or paddling.

Hypotheses of the Study

The following hypotheses were put forward for testing:

1. There are significant differences in the effectiveness of supervisory functions of A.C.E schools along:

    a. Motivating the interests of students

    b. Implementing A.C.E curriculum

    c. Applying disciplinary measures

    d. measuring students' achievements

2. There are significant differences in the attributes contributory to the effectiveness of supervisory functions of the respondents in terms of :

    a. Civil status

    b. Educational attainment

    c. Length of service

3. There are significant differences in the extent of the difficulties encountered by the supervisors in the performance of their functions.

METHODOLOGY

To determine the effectiveness of the Accelerated Christian Education supervisory functions as implemented by the respondents, the normative descriptive method was employed in this research study.

Locale and Time of the Study

The study was conducted in Baguio City and Benguet to determine the effectiveness of Accelerated Christian Education (ACE) supervisory functions.

Baguio City is the summer capital of the Philippines. Located in the different barangays in Baguio City (Figure 2) were eleven institutions. Three schools were established at the heart of La Trinidad valley, one school in Tadiangan, Tuba, Benguet, and one school in Sinipsip, Buguias, Benguet using the Accelerated Christian Education curriculum (Figure 3).

This study was conducted during the second semester of school year 2005 - 2006.

Respondents

Educators are the key factors in the academic community because they are responsible in implementing quality educational programs and reforms in the classroom. The A.C.E supervisors employed at the 16 learning centers in Baguio City and Benguet served as respondents.

Fig. 2. Map showing the location of study:
Baguio City

Figure 3. Map showing the location of the study:
Benguet Province

A total enumeration was considered to determine the target population of the study.

Table 1 shows the profile of respondents according to civil status, educational attainment and length of service. It reflects that there are 70 respondents in the study.

Table 1. Population distribution according to the profile of the respondents

PROFILE	TOTAL	PERCENTAGE
Civil Status		
Single	29	41.43
Married	39	55.71
Widow/er	2	2.86
Educational Attainment		
Bachelor's degree	53	75.71
With Master's units	17	24.29
Length of Service (years)		
1 - 5	57	81.43
6 - 10	9	12.86
11 - 15	3	4.29
16 - 20	1	1.42
TOTAL	70	100.00

The majority of the respondents are married A.C.E supervisors. Twenty nine are single and only two are widows/widowers.

The great majority are bachelor's degree holders and only 17 are with master's units.

Of the 70 A.C.E supervisors, 57 have been in the service between 1-5 years; nine, between 6-10 years; three, between 11-15 years; and one, between 16-20 years.

Instrumentation

This investigative and descriptive study employed a survey technique using a self-constructed questionnaire to gather the needed data.

The questionnaire was divided into five parts. Part I consists of the profile of the supervisors that includes the following variables: civil status, educational attainment, and length of service.

Part II covers the Accelerated Christian Education supervisory functions: motivating the interests of students, implementing the Accelerated Christian Education curriculum, applying disciplinary measures, and measuring students' achievements. The respondents were expected to determine the degree of effectiveness according to the following scale:

4 - very effective (VE)

3 - moderately effective (ME)

2 - sometimes effective (SE)

1 - not effective (NE)

Part III includes indicators to determine the extent of the difficulty encountered by the supervisors in the performance of their functions.

4 - very difficult (VD)

3 - moderately difficult (MD)

2 - slightly difficult (SD)

1 - not difficult (ND)

The survey questionnaire was subjected to a validation process. To determine the soundness and effectiveness of the tool, the questionnaire was scrutinized by a panel of examiners to establish the validity and reliability of the instrument. Suggestions were incorporated to improve it before it was administered.

Data Collection

The researcher sought permission and endorsement from the Regional Coordinator of School of Tomorrow and the administrators/principals of the different learning centers before distributing the copies of the questionnaire to the target respondents. The

researcher personally administered the questionnaires and the collection of the same.

The raw data gathered from the respondents were given the following weights using a four-point rating system:

Relative Value	Limits	Adjectival Rating	Legend Symbol
4	3.50 - 4.00	Very Effective	(VE)
		Very Difficult	(VD)
3	2.50 - 3.49	Moderately Effective	(ME)
		Moderately Difficult	(MD)
2	1.50 - 2.49	Sometimes Effective	(SE)
		Slightly Difficult	(SD)
1	1.00 - 1.49	Not Effective	(NE)
		Not Difficult	(ND)

Data Analysis

The responses of the respondents were collected and tallied for statistical analysis. The data were subjected to one-way classification through the Analysis of Variance (ANOVA), which was used in comparing the independent variables and the differences according to civil status, educational attainment, and length of service.

Statistical Treatment of Data

The gathered data were tabulated for analysis and interpretation. Percentage, ranking, weighted mean, and correlation were the descriptive statistical tools employed.

$$\% = \frac{n}{N} \times 100\%$$

$$WM = \frac{f \text{ (category)}}{N}$$

To test the hypotheses of the study, the t-test, chi-square, Friedman's test, and analysis of variance were used at 0.05 level of significance.

$$t_c = \frac{X1 - X2}{\sqrt{\dfrac{(n^1-1)(SD_1)2 + (n_2-1)(SD_2^2)(1/n_1+1n_2)}{n_1+n_2 - 2}}}$$

$$X_2 \quad = \quad \frac{\sum (0-E)^2}{E}$$

where:

X_2 = chi square test

$\sum$ = summation

0 = observed frequency

E = expected frequency

$$Fr \quad = \quad \frac{12}{NK\,(K+1)} \quad \sum (\sum Rj)^2 - 3N\,(K+1)$$

where:

N = number of rows

K = number of columns

$\sum Rj^2$ = squared sum of ranks

RESULTS AND DISCUSSION

Discussed in this section are the effectiveness of supervisory functions of Accelerated Christian Education Schools in Baguio City and Benguet and the attributes contributory to the effectiveness of supervisory functions.

<u>Effectiveness of Supervisory Functions
as Influenced by Selected Variables</u>

<u>Civil Status</u>

Table 2 shows the effectiveness of the supervisory functions of the A.C.E schools. The functions are motivating the interests of students, implementing A.C.E curriculum, applying disciplinary measures, and measuring students' achievements. Among the functions, ranked first is measuring students achievements with a weighted mean of 3.58. Following in descending order of ranks are implementing A.C.E curriculum, with a mean of 3.82; applying disciplinary measures, 3.78; and motivating the interests of students, 3.77. The finding implies that the instrument used in measuring students' performance and achievements in schools using A.C.E curriculum is research-based and well-designed. Since the respondents are teaching multi-grade, the result agrees with

Table 2. Effectiveness of the supervisory functions of Accelerated
Christian Education Schools

FUNCTION	WEIGHTED MEAN	DESCRIPTION	RANK
Measuring students' achievements	3.85	VE	1
Implementing A.C.E curriculum	3.82	VE	2
Applying disciplinary measures	3.78	VE	3
Motivating the interests of students	3.77	VE	4
AVERAGE	3.79	VE	

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 – 4.00	Very Effective (VE)
3	2.50 – 3.49	Moderately Effective (ME)
2	1.50 – 2.49	Sometimes Effective (SE)
1	1.00 – 1.49	Not Effective (NE)

what Baon (2001) stated: that countries in developing world show positive
but mixed results in terms of students' achievements among those
enrolled in the multi-grade program. More significantly, they also showed
more positive feeling about themselves, more confidence and more
positive social-civic relationship.

Measuring students' achievements ranks first because as stated in the A.C.E procedures manual (1995), the A.C.E curriculum is designed to facilitate learning. The combination of quality academics and built-in controls enable a student to attain the highest level of scholastic achievement. These controls include checkups, self-tests, and packet of Accelerated Christian Education (PACE) tests.

Implementing A.C.E curriculum ranks second. Based on the procedures manual (1995), PACE being used is geared to learning not teaching. Children need to practice the concepts and test themselves to see if they really understand the new materials. As stated by Abalos (2006), to be effective in supervisory functions supervisors should consider teaching as their ministry and should always follow the procedures manual.

Applying disciplinary measures ranks third because based on the researcher's experience, disciplining students today is not easy. Students today are being influenced by the high technologies that affect their studies; behavior at home and school; and attitude towards their peer, teachers and family. As cited by Castillo (1995), some steps in assertive discipline are as follows: establishing clear rules in the classroom, communicating these rules to the students, teaching them to follow these

rules, and letting them know that the teacher is pleased when these rules are followed.

Motivating the interests of students ranks fourth. As observed by Madrid (2006), in order for the pupils to be motivated to learn and work, their academic achievement should always have tangible rewards like having a fieldtrip, merits, more privileges, congratulation slips and stars. This jibes with what is stated in the procedures manual (1995): that in the School of Tomorrow program, academic achievements have corresponding rewards. The supervisor must reinforce this principle with enthusiasm, inspiration, and a system of tangible rewards such as praise, stars, privileges, field rips, and trophies.

Motivating the interests of students. Table 3 shows the effectiveness of supervisory functions in terms of motivating the interests of students according to civil status. The supervisors are either single, married, or widowed. The result reveals that the widows/ers ranks first in motivating the interests of students, as indicated by a weighted mean of 4.00. Following are the married with a weighted mean of 3.76, and; the single, 3.56.

The chi-square computed value of 20.0 is higher than the tabular value of 5.991 at 0.05 level of significance. Therefore the hypothesis, that there   are   significant   differences   in   the   effectiveness of   supervisory

Table 3. Effectiveness of supervisory functions in terms of motivating the
interests of students according to civil status

CIVIL STATUS	WEIGHTED MEAN	DESCRIPTION	RANK
Widow/er	4.00	VE	1
Married	3.76	VE	2
Single	3.56	VE	3
Overall Mean	3.77	VE	

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

functions in terms of motivating the interests of students according to civil

status, is accepted.

The finding implies that respondents who are widowed could easily

motivate the interests of students by using different methods and

techniques in teaching. Interest is a fast stimulant of growth. The civil

status of teachers does not tell whether they are effective or not in the

classroom since they have gone through with the same stages of education. In addition, when administrators send teachers for trainings and seminars, they give the teachers equal opportunities, regardless of their civil status.

The result contradicts the finding of Oddoc (2004) that being single, married, or widowed is not a guarantee that the use of different approaches is effective. Single teachers have the same level of effectiveness of the classroom management approaches with married or widowed teachers.

Implementing A.C.E curriculum. Table 4 presents the effectiveness of supervisory functions of A.C.E schools in terms of implementing A.C.E curriculum according to civil status. As gleaned from Table 4, the overall computed mean is 3.82.   The widowed respondents rank first with a weighted mean of 4.00. Following in descending order of ranks are the married respondents, with a weighted mean of 3.83 and the single respondents, 3.64.

The chi-square computed value of 20.0 is higher than the tabular value of 5.991 at .05 level of significance; thus the hypothesis that there are significant differences in the effectiveness of supervisory functions in terms of implementing A.C.E curriculum according to civil status, is accepted.

Table 4. Effectiveness of supervisory functions in terms of implementing
A.C.E curriculum according to civil status.

CIVIL STATUS	WEIGHTED MEAN	DESCRIPTION	RANK
Widow/er	4.00	VE	1
Married	3.83	VE	2
Single	3.64	VE	3
Overall Mean	3.82	VE	

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

The finding implies that widowed respondents are effective in implementing Accelerated Christian Education curriculum because they consistently follow the School of Tomorrow Procedures Manual. Meanwhile, Scott (2001) added that single employees end to be ignored and take advantage of work, which affects their job performance.

Applying disciplinary measures. Table 5 shows the effectiveness of supervisory functions of A.C.E schools in terms of applying disciplinary measures according to civil status. As shown, the respondents who are widowed rank first, with a weighted mean of 4.00. Following in descending order of ranks are the   married respondents with weighted mean of 3.77 and single respondents, 3.56.

The computed value of 20.0 is higher than the tabular value of 5.991 at 0.05 level of significance. Thus the hypothesis, that there are significant differences in the effectiveness of supervisory functions of A.C.E schools in terms of applying disciplinary measures according to civil status, is accepted.

The result implies that respondents who are widowed are very effective in applying disciplinary measures to their students. This can be in contrary with the finding of Bravo (2005) that teachers' experience of having responsibility to their children helps them understand their pupils better. Single teachers have not experienced being mothers so they just simply do their job. Those widowed have the lowest mean rating as compared to married and single. Their rating indicates their emotional disturbances of being alone. Dreikurs (1988), as cited by Aplaten (1999), noted a disciplinary approach based on the need for acceptance and maintained that acceptance by peers and teachers are the prerequisite for

Table 5. Effectiveness of supervisory functions in terms of applying disciplinary measures according to civil status

CIVIL STATUS	WEIGHTED MEAN	DESCRIPTION	RANK
Widow/er	4.00	VE	1
Married	3.77	VE	2
Single	3.56	VE	3
Overall Mean	3.78	VE	

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.75	Not Effective (NE)

appropriate behavior and achievement in school. People try all kinds of behavior to get status and recognition. If they are not successful in receiving through socially acceptable methods, then they turn to mistaken goals that result in anti-social behavior.

Measuring students' achievements. Table 6 shows the effectiveness of supervisory functions of A.C.E schools in terms of

Table 6. Effectiveness of supervisory functions of A.C.E schools in terms
of measuring students' achievements according to civil status

CIVIL STATUS	WEIGHTED MEAN	DESCRIPTION	RANK
Widow/er	4.00	VE	1
Married	3.85	VE	2
Single	3.69	VE	3
Overall Mean	3.85	VE	

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

measuring students' achievements according to civil status. As shown in

the table, widowed respondents rank first with a weighted mean of 4.00;

married respondents rank second with a weighted mean of 3.85; and

single respondents rank third, 3.69.

The computed value of 20.0 is higher than the tabular value of

5.991 at 0.05 level of significance. Therefore the hypothesis, that there

are significant differences in the effectiveness of supervisory functions in terms of measuring student achievements, is accepted.

The finding implies that respondents who are widowed are very effective in terms of disciplinary measures and this is in relation with their experiences in teaching in A.C.E schools for more years.

Landacan (2001) pointed out that married adults are physically and emotionally healthier than their single counterparts. In contrary, the study conducted by Punzalan (1997), found out that married personnel manifested a higher level of job performance than the singles and widows. Civil status affects the level of performance of the employees.

Educational Attainment

Motivating the interests of students. Table 7 presents the effectiveness of supervisors in motivating the interests of students according to educational attainment. Educational attainment relates to having a bachelor's degree or having master's units. As seen in the result, the respondents with master's units' rank first with a weighted mean of 3.71 and respondents with bachelor's degree, with 3.69.

The computed t-value of 0.346 is lower than the tabular t-value of 2.101 at 0.05 level of significance. Therefore the hypothesis, that there are significant differences in the effectiveness of supervisory functions in terms of motivating interests of students according to educational

attainment, is rejected. It may be inferred that regardless of educational attainment, the level of motivating interest is high. This is so because if a person has attained a high education, he will gain additional knowledge that will help him develop quality education. The result jibes with the statement of Binay-an (2005) that both knowledge and intelligence, which correlate with educational attainment, may influence an individual's perception of his role performance. Kassarjian and Stringer (1971), as cited by Aplaten (1999), claimed that the training of teachers, skills and knowledge are the important components to be acquired in the learning process. Traditional education provides many models for the transfer of knowledge, but the acquisition of managerial skills entails a new problem. It is the management's responsibility to allow the students to develop their own potentials. The primary task of management is to provide the climate and methods of technology in a way that makes it possible for students to discover areas where they can satisfy their own learning needs at the same time meet the goals of education.

According to Domerez (2005), workers who have earned higher degrees such as master's or doctorate perform better than those with a bachelor's degree because they have undergone advanced academic training.

Table 7. Effectiveness of supervisory functions in terms of motivating the interests of students according to educational attainment

EDUCATIONAL ATTAINMENT	WEIGHTED MEAN	DESCRIPTION	RANK
With master's units	3.71	VE	1
With a bachelor's Degree	3.69	VE	2
Overall Mean	3.70	VE	

$t_c = 0.346$ $t_{.05} = 2.101$ not significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.75	Not Effective (NE)

Motivating interests of students. Table 8 shows the effectiveness of supervisors in motivating the interests of students according to educational attainment. The respondents with master's units rank first with a weighted mean of 3.81, followed by the respondents with master's units, with 3.76.

Table 8. Effectiveness of supervisory functions in terms of implementing
A.C.E curriculum according to educational attainment

EDUCATIONAL ATTAINMENT	WEIGHTED MEAN	DESCRIPTION	RANK
With master's units	3.81	VE	1
With a bachelor's Degree	3.76	VE	2
Overall Mean	3.77	VE	

$t_c = 3.546$ $t_{.05} = 2.101$ *significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

The computed t-value of 3.546 is higher than the tabular t-value of 2.101 at 0.05 level of significance. Therefore the hypothesis, that there are significant differences in the effectiveness of supervisory functions of A.C.E schools in terms of motivating interests of students according to educational attainment, is accepted.

The finding implies that supervisors with master's units demonstrate better a sense of responsibility and are very effective in their school functions. The result agrees with the statement of Bastian (1995) that managers with master's degree including those with doctoral units could have a very satisfactory effectiveness in management.

Applying disciplinary measures. Table 9 presents the effectiveness of A.C.E supervisors in applying disciplinary measures according to educational attainment. First in rank are the respondents with master's units with a weighted mean of 3.88, followed by the respondents with bachelor's degree, with 3.70.

The computed t-value of 1.148 is lower than the tabular value of 2.101 at 0.05 level of significance. Thus the hypothesis, that there are significant differences in the effectiveness of supervisory functions of A.C.E schools in terms of applying disciplinary measures according to the educational attainment, is rejected. The finding implies that regardless of educational attainment, the respondents can perform their supervisory functions of applying disciplinary measures.

As mentioned by Aquino (1989), a teacher with higher educational attainment has greater knowledge and broader perspective on the concepts, principles, models and approaches to classroom management.

Table 9. Effectiveness of supervisory functions in terms of applying disciplinary measures according to educational attainment

EDUCATIONAL ATTAINMENT	WEIGHTED MEAN	DESCRIPTION	RANK
With master's units	3.75	VE	1
With a bachelor's Degree	3.68	VE	2
Overall Mean	3.72	VE	

$t_c = 1.148$ $t_{.05} = 2.101$ not significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

Measuring students' achievements. Table 10 presents the effectiveness of A.C.E supervisors functions in measuring students' achievements according to educational attainment.

There is a slight difference in this aspect, that is, the respondents with master's units is ranked first, as indicated by a weighted mean of

3.83, and the respondents with bachelor's degree is ranked second, as indicated by a weighted mean of 3.80.

The computed t-value of 0.765 is lower than the tabular t-value of 2.101 at 0.05 level of significance. Hence the hypothesis, that there are significant differences in the effectiveness of supervisory functions of A.C.E schools in terms of measuring students achievements according to educational attainment, is rejected.

This finding implies that regardless of educational attainment, the supervisors should upgrade their teaching competencies by not just pursuing higher education alone but also by attending seminars, conferences, workshops and reading books and journals. The statement corroborates with the suggestions of Tripp (1993), as cited by Aplaten (1999), that teachers should upgrade their teaching competencies to the maximum by utilizing instructional materials, attending in-service trainings and attending seminars. According to Bravo (2005), the educational attainment of teachers does not guarantee effective teaching if it is not accompanied by knowledge and adequate teaching methodology. In addition, there are also teachers who finish their post-graduate studies but lack the ability to apply their accumulated knowledge in teaching strategies and methodologies.

Table 10. Effectiveness of supervisory functions in terms o measuring students' achievements according to educational attainment

EDUCATIONAL ATTAINMENT	WEIGHTED MEAN	DESCRIPTION	RANK
With master's units	3.83	VE	1
With a bachelor's Degree	3.80	VE	2
Overall Mean	3.82	VE	

$t_c = 0.765$ $t_{.05} = 2.101$ not significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 – 1.75	Not Effective (NE)

Length of Service

Motivating the interests of students. Table 11 presents the effectiveness of supervisory functions in motivating the interests of students according to length of service. The length of service may be 1-5 years, 6-10 years, 11-15 years or 16-20 years. The respondents who rendered service between 16-20 years are ranked first as indicated by a weighted mean of 4.00. Ranked second are those who have served

between   6-10 years, with 3.89; ranked third, those who have served between 11-15 years with 3.87; and ranked fourth are those who have served between 1-5 years.

The computed   value, 48.67, which is higher than the tabular value of 2.84 at 0.05 level of significance.   Hence the hypothesis, that there are significant differences in the effectiveness of supervisory functions in motivating interests of students according to length of service, is accepted.

The finding implies that the longer the years of service rendered, the better is the motivating ability of the supervisor in getting the interests of students. It jibes with the observation of Cawaon (1987) and Awas (1993), as cited by Sameon (1999), that the number of years of teaching experience is associated with teaching competence. Most were new and young in experience but they showed interest and enthusiasm in teaching.

They were eager and willing to learn from the older and more experienced teachers and are willing to upgrade their knowledge. According to Bravo (2005), teachers who are new or old in teaching field both give full attention to teaching.   Either new or old teachers, as expected, give emphasis to delivering their lessons.

Table 11. Effectiveness of supervisory functions in terms of motivating the interests of students according to length of service

LENGTH OF SERVICE(year)	WEIGHTED MEAN	DESCRIPTION	RANK
16 - 20	4.00	VE	1
6 - 10	3.89	VE	2
11 - 15	3.87	VE	3
1 - 5	3.65	VE	4
Overall Mean	3.85	VE	

$F_c = 48.67$ $\qquad$ $F_{.05} = 2.84$ $\qquad$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 – 3.49	Moderately Effective (ME)
2	1.50 – 2.49	Sometimes Effective (SE)
1	1.00 – 1.49	Not Effective (NE)

Implementing A.C.E curriculum. Table 12 shows the effectiveness of supervisors in implementing the A.C.E curriculum according to length of service. A great majority of the respondents have been teaching for 11-15 years or 16-20 years.

The computed value of 7.244 is higher than the tabular value of 2.84 at 0.05 level of significance. Thus the hypothesis, that there are significant differences in the supervisory functions of A.C.E schools in terms of implementing A.C.E curriculum according to length of service, is accepted.

The result implies that the longer the service in teaching in an Accelerated Christian Education school, the better implementation of the A.C.E curriculum. This is because a supervisor has mastered all the necessary steps or procedures on how to implement the system.

According to Binay-an (2005), the teacher who has been in the profession for a long time is expected to have a higher rank and skill, and to have gained more experiences thus having a higher level of role of performance than those whose length of service is shorter. As assumed, experienced individuals know the specific attitudes of the job which they have been doing for a long time. The way one views the job differs from that of others who have a shorter experience.

As stressed by Sinong (2003), the teachers who have a longer length of service have gained more experience in teaching. They manifest higher extent of application of the concepts, principles, models, and approaches to classroom management.

Table 12. Effectiveness of supervisory functions in terms of implementing
A.C.E curriculum according to length of service

LENGTH OF SERVICE(year)	WEIGHTED MEAN	DESCRIPTION	RANK
11 - 15	4.00	VE	1.5
16 - 20	4.00	VE	1.5
6 - 10	3.97	VE	3
1 - 5	3.48	VE	4
Overall Mean	3.86	VE	

$F_c = 7.244$ $F_{.05} = 2.84$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

.   Applying disciplinary measures. Table 13 presents the effectiveness of supervisors in applying disciplinary measures according to length of service. Ranked first are the respondents who have served

for   11 -15 years or 16-20 years, as indicated by a weighted mean of 4.00.

The computed value of 230.396 is higher than the tabular value of 2.84 at 0.05 level of significance. Hence the hypothesis, that there are significant differences in the effectiveness of   supervisory functions of A.C.E schools in terms of applying disciplinary measures according to length of service, is accepted.

The result implies that the longer the years of service in teaching, the more effective is applying   disciplinary   measures. According   to Redl and Wineman (1968), as cited by Aplaten (1999), to maintain good discipline, the teacher must understand the group-its needs and interests- and be able to manipulate its surface behavior. Thus, in analyzing a disciplining situation, teachers must ask the extent of problems reflected on the group, the teacher's own behavior and the behavior of the student. The findings of Potter (1978), as cited by Domerez (2005), are that teaching effectiveness is not positively related to experience and that instructors with little teaching experience are judged by students to be better teachers that those with four years of teaching experience.

Table13. Effectiveness of supervisory functions in terms of applying disciplinary measures according to length of service

LENGTH OF SERVICE(year)	WEIGHTED MEAN	DESCRIPTION	RANK
11 - 15	4.00	VE	1.5
16 - 20	4.00	VE	1.5
6 - 10	3.83	VE	2
1 - 5	3.66	VE	3
Overall Mean	3.87	VE	

$F_c = 230.396$ $\qquad$ $F_{.05} = 2.84$ $\qquad$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

Measuring students' achievements. Table 14 shows the effectiveness of   supervisors in measuring students' achievements according to length of service.   Ranked first are the   respondents who have been in service for 11-15 years or 16 – 20 years.

The computed value of 45.69 is higher than the tabular value of 2.84 at 0.05 level of significance.   Thus the hypothesis, that there are

Table 14. Effectiveness of supervisory functions in terms of measuring
students' achievements according to length of service

LENGTH OF SERVICE(year)	WEIGHTED MEAN	DESCRIPTION	RANK
16 - 20	4.00	VE	1
6 - 10	3.97	VE	2.5
11 - 15	3.97	VE	2.5
1 - 5	3.76	VE	3
Overall Mean	3.93	VE	

$F_c = 45.69$ $F_{.05} = 2.84$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Sometimes Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

.

significant differences in the effectiveness of A.C.E supervisory functions
in terms of measuring students' achievements according to length of
service, is accepted. The result implies that the longer the years of
service, the more effective in measuring students' achievements. This is

in contrast with the finding of Quipot (2005), that teachers who were teaching for not less than eight years provided a better teaching because of their mastery of the subject matter gained through the years. The result agrees with the finding of Bocalan (1996), that a teacher who has been in the profession for a long time is expected to have a higher rank or skill, and to have gained more experiences, thus having a higher level of role performance than those whose length of service is shorter.   As assumed, experienced individuals know the specific attitudes of the job in which he has been doing for a long time. The way he views the job differs from that of one who has shorter experience.

<div align="center">

Extent of Difficulties Encountered by
the A.C.E Supervisors

</div>

Civil Status

Table 15 presents the extent of difficulties encountered by the supervisors according to civil status. The respondents are either single, married, or widowed.

The computed value of 11.725 is higher than the tabular value of 5.991 at 0.05 level of significance. Thus the hypothesis, that the extent of difficulties encountered by the A.C.E supervisors according to civil status, is accepted. The result implies that single respondents encounter more problems   because   they   have   limited experience in child rearing.

Table 15. Extent of difficulties encountered by the A.C.E supervisors
according to civil status

CIVIL STATUS	WEIGHTED MEAN	DESCRIPTION	RANK
Single	1.96	SD	1
Married	1.84	SD	2
Widow/er	1.73	ND	3
Overall Mean	1.84	SD	

$F_r = 11.725$ $X^2_{.05} = 5.991$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Difficult (VD)
3	2.50 - 3.49	Moderately Difficult (MD)
2	1.50 - 2.49	Sometimes Difficult (SD)
1	1.00 - 1.49	Not Difficult (ND)

This jibes with the statement of Bravo (2005), that single teachers had more problems than married and widowed teachers in self-improvement and personal life.

On the other hand, married teachers had more economic problems. As observed by most teachers, widowed respondents have more emotional problems than the single and married ones. Gilmer (1961)

stated that an employed woman who has to divide her energies between the working world and her traditional role as a woman faces adjustment problems peculiar to her sex. The social and psychological pressures on the single woman complicate her attitudes toward marriage, toward her job, and toward her associates

A major consideration of the young single woman is selecting a job that may well be the opportunity that offers her to meet eligible men of marriageable age.

Educational Attainment

Table 16 shows the extent of difficulties encountered by the A.C.E supervisors according to educational attainment. The respondents either have a bachelor's degree or have taken master's units.

The computed t-value of 2.92 is higher than the tabular t-value of 2.093 at   0.05 level of significance. Therefore the hypothesis, that the extent of difficulties encountered by the supervisors according to educational attainment, is accepted.   Based on the findings, A.C.E supervisors with bachelor's degree perceive that problems encountered are sometimes difficult. Conversely, the respondents with master's units perceive the problems as not difficult.   Bucu (2000) found that when teachers believe that education can affect change and development, the that getting advance studies or higher learning can enrich their teaching

Table 16. Extent of difficulties encountered by the A.C.E supervisors according to educational attainment

EDUCATIONAL ATTAINMENT	WEIGHTED MEAN	DESCRIPTION	RANK
With a bachelor's Degree	1.94	SD	1
With Master's units	1.68	ND	2
Overall Mean	1.81	SD	

$t_c = 2.92$ $t_{.05} = 2.093$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Difficult (VD)
3	2.50 - 3.49	Moderately Difficult (MD)
2	1.50 - 2.49	Sometimes Difficult (SD)
1	1.00 -1.49	Not Difficult (ND)

career, a situation which eventually brings benefits to students and the teacher; and that a teacher high educational attainment has a higher degree of commitment in teaching compared with those who have attained lower educational background.

<u>Length of service</u>

Table 17 shows the extent of difficulties encountered by the supervisors of A.C.E schools according to length of service. Respondents who have served for 1-5 years experience difficulties sometimes. Those who have served for 11-15 do not experience any difficulties.

The computed value of 10.665 is higher than the tabular value of 5.991 at 0.05 level of significance. Thus the hypothesis, that there are significant differences in the extent of difficulties encountered by the supervisors of A.C.E schools according to length of service, is accepted.

The result implies that the shorter the service, the more difficulties being encountered. This is so because supervisors are still in the process of studying and applying the system. According to Tallocoy (2003), teaching effectiveness is not positively related to experience; thus, instructor with little or no teaching experience are judged by students to be better teachers than those with four or more years of teaching experience. Adjustment can be made for the improvement of practices and thinking to make them relevant to the needs of times. Moreover, Mangallab (1997) affirmed that the length of service provides lots of opportunity to learn from experiences.

Table 17. Extent of difficulties encountered by the A.C.E supervisors according to the length of service

LENGTH OF SERVICE (year)	WEIGHTED MEAN	DESCRIPTION	RANK
1 - 5	1.94	SD	1
11 - 15	1.68	ND	2
16 - 20	1.65	ND	3
6 - 10	1.63	ND	4
Overall Mean	1.75	ND	

$F_r = 10.665$ $X^2_{.05} = 5.991$ * significant

Legend:

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Difficult (VD)
3	2.50 - 3.49	Moderately Difficult (MD)
2	1.50 - 2.49	Sometimes Difficult (SD)
1	1.00 - 1.49	Not Difficult (ND)

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research study aimed to find out the effectiveness of Accelerated Christian Education supervisory functions in Baguio city and Benguet.

The study specifically determined the supervisory functions of A.C.E schools in terms of motivating the interests of students, implementing Accelerated Christian Education curriculum, applying disciplinary measures and measuring students' achievements.

It also aimed to identify the attributes contributory to the effectiveness of Accelerated Christian Education supervisory functions in terms of civil status, educational attainment and length of service; and to find out the difficulties encountered by the Accelerated Christian Education supervisors in the performance of their functions.

The study was conducted in Baguio City and the province of Benguet with 70 Accelerated Christian Education educators as respondents.

The descriptive type of research was used with a structured questionnaire for gathering data. A questionnaire was administered to 70 supervisors from   11   schools of Baguio City using the Accelerated

Christian Education curriculum and five schools in Benguet. Collected data were tabulated and analyzed using descriptive statistics. The statistics tools used to evaluate the hypotheses were t-test, chi-square, Friedman's test, and Analysis of Variance (ANOVA). The level of significance set was 0.05.

The salient findings are as follows:

1. Generally, the Accelerated Christian Education (A.C.E) supervisors significantly differ in the effectiveness of their supervisory functions. As a whole, they are very effective in motivating the interests of students, implementing Accelerated Christian Education Curriculum, applying disciplinary measures, and measuring student achievements.

2. Generally, based on the respondents' civil status, educational attainment, and length of service, the respondents very effectively implement their functions.

3. The respondents who are single, married, with bachelor's degree, and who have rendered service from 1-5 years encountered difficulties sometimes. In the performance of their functions. Conversely, the respondents who are widowed, with master's units, and have rendered service for 6-10, 11-15 years or 16-20 do not find difficulty in performing their functions.

<u>Conclusions</u>

Based on the foregoing findings, the following conclusions are drawn:

1. The effectiveness of supervisory functions of A.C.E schools differ significantly along motivating the interests of students, implementing Accelerated Christian Education curriculum, applying disciplinary measures and measuring student achievements.

2. The attributes contributory to the effectiveness of the Accelerated Christian Education supervisory functions of the respondents do not differ significantly in terms of motivating the interests of students, implementing Accelerated Christian Education curriculum, applying disciplinary measures and measuring student achievements according to civil status and length of service.

3. The extent of difficulties encountered by the Accelerated Christian Education supervisors differ significantly in the performance of their functions.

<u>Recommendations</u>

Based on the findings and conclusions, these are the recommendations:

1. To have uniformity in the effectiveness of supervisory functions, the procedures manual should be followed strictly. The procedures

manual will serve as a guideline for all A.C.E supervisors wherein the responsibilities of each staff, A.C.E procedures, learning center problems and solutions, content of the whole curriculum are indicated.

2. For the A.C.E supervisors to be effective, they should continue upgrading themselves by reading, participating in trainings, seminars and conventions; and continuing their master's or doctoral degree for their professional growth.

3. For the A.C. E supervisors, to overcome the difficulties met in the Learning Center, they should find time discussing their problems and give solutions during the meeting with the administrator, principal and co-teachers.

4. For future study, supervisors should evaluate the students who have graduated from A.C.E schools especially in their discipline and academic performance.

5. For A.C.E supervisors, to become effective, they should consider their job as their ministry.

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Appendix A

COMMUNICATION

January 3, 2006

REV. ALEX O. CELESTE
ACE Regional Consultant
Baguio Benguet Christian Colleges
Tadiangan, Tuba, Benguet

Sir:

I am a graduate student pursuing Master of Arts in Education major in Educational Administration and Supervision at the Graduate School of Benguet State University. May I request from your good office to allow me to administer my questionnaires to all ACE supervisors in Baguio City and Benguet. My research study is entitled " Effectiveness of Supervisory Functions of Accelerated Christian Education Schools in Baguio City and Benguet."

Your favorable response to this request will be very much appreciated.

God bless and more power.

Very truly yours,

(Sgd.) LEONORA B. JAVONILLO
Researcher

Noted:

(Sgd.) ROSITA G. BAWANG, Ph.D.
Adviser

(Sgd.)TESSIE M. MERESTELA, D.Agr.
Dean   Approved:

(Sgd.) ALEX O. CELESTE
A.C.E Regional Consultant

Benguet State University
GRADUATE SCHOOL
La Trinidad, Benguet

January 3, 2006

MRS. DEBORAH RUTH B. MADRID
Principal
UCCP-Baguio Educational Center
West Burnham Park, Baguio City

Sir/Madam:

I am a graduate student of Benguet State University pursuing a Master of Arts in Education major in Educational Administration and Supervision. I would like to request from your good office to assist me in administering my questionnaires to all your supervisors in your school. My study is entitled " Effectiveness of Supervisory Functions of Accelerated Christian Education Schools in Baguio City and Benguet."

Attached herewith is a letter of permission approved by the Regional Consultant. I would be very grateful for sharing your time and participation to this study.

Very respectfully yours,

(Sgd.) LEONORA B. JAVONILLO
Researcher

Noted:

(Sgd.) ROSITA G. BAWANG, Ph.D.
Adviser

(Sgd.) TESSIE M. MERESTELA, D.Agr.
Dean

Letter to the Respondents

January 3, 2006

Dear Respondent:

The undersigned is conducting a study on the " Effectiveness of Supervisory Functions of Accelerated Christian Education Schools in Baguio City and Benguet." In this regard, may I request for your kind assistance in the gathering of necessary data by accomplishing the questionnaire hereto attached. Your responses will be very useful for the success of the study and be treated with utmost confidentiality.

Thank you very much for your support and cooperation in this study. May the good Lord continually bless you!

Very sincerely yours,

(Sgd.) LEONORA B. JAVONILLO
Researcher

Noted:

(Sgd.) ROSITA G. BAWANG, Ph.D.
Adviser

(sgd.) TESSIE M. MERESTELA, D.Agr.
Dean

Appendix B

QUESTIONNAIRE

Direction: Kindly put a check mark (/) on the necessary data and
               fill in the information being asked for. Your HONEST and
               SINCERE answers will determine the success of this study.

PART I. Academic Profile of A.C.E. Supervisors

1. Name (optional) _____

2. Name of School (please do not abbreviate)
    _____

3. Civil Status
    ____ Single   ____ Widow/er
    ____ Married   ____ Others (specify)
                                  _____

4. Educational Attainment
    (kindly write your course & major/minor fields)

    Bachelor's degree: _____
    Major Field/s: _____
    Minor Field/s: _____

    Master's degree: _____
    Major Field/s: _____
    Minor Field/s: _____

    Doctoral degree: _____
    Major Field/s: _____
    Minor Field/s: _____

    Others (Vocational and Seminary/Bible School Courses)
    _____
    _____

5. Length of Service as ACE Supervisor
        _____ years

PART II. ACE Supervisory Functions

Kindly determine the effectiveness of the ACE supervisory functions in your learning center base on the indicators and the corresponding rating scale below by encircling the number.

4	- Very Effective	(VE)	
3	- Moderately Effective	(ME)	
2	- Sometimes Effective	(SE)	
1	- Not Effective	(NE)	

……………………………………………………………………………………………

	(VE)	(ME)	(SE)	(NE)
1. expressing confidence in the ability of the student verbally	4	3	2	1
2. complimenting the student's work through words of encouragements	4	3	2	1
3. inspiring students by giving positive responses on their tasks through gestures and comments	4	3	2	1
4. accepting the weaknesses of the students without offending remarks	4	3	2	1
5. listening to student's queries and facilitating to determine the nature of the problem	4	3	2	1
6. giving incentives through the privilege levels based on accomplishments of academic tasks	4	3	2	1
7. recognizing student achievements and communicating with parents about student's performance regularly	4	3	2	1
8. public recognition of honor roll students by giving certificates quarterly during awards programs	4	3	2	1
9. encouraging students to earn and increase their merits daily	4	3	2	1
10. posting students' achievement performance in the bulletin board	4	3	2	1

11. diagnosing and placing students
    at proper levels in the curriculum   4   3   2   1

12. checking the student's set goals
    and achieving at a given period of time   4   3   2   1

13. always facilitating the accomplishments
    of PACE works in all subject areas
    ahead or on time   4   3   2   1

14. consistent monitoring of student's
    progress in finishing PACE works
    everyday and those with academic gaps   4   3   2   1

15. helping students and discussing with
    them patiently the repeat PACE works   4   3   2   1

16. encouraging students to memorize
    verses everyday   4   3   2   1

17. discussing with students virtues,
    values, and social ethics   4   3   2   1

18. setting a good example to the
    students both in words and deeds   4   3   2   1

19. helping students develop independence,
    self-discipline and responsibility   4   3   2   1

20. instilling in the students awareness of
    God and letting them understand basic
    Biblical principles   4   3   2   1

21. finding valid reasons and talks with the
    students regarding demerits due to
    incomplete tasks   4   3   2   1

22. issuing corrective action notice to students
    and parents due to unacceptable behaviors
    and keeps updated demerit records   4   3   2   1

23. taking appropriate steps in the spirit of quiet
    quiet authority when a student disobeys
    a rule   4   3   2   1

24. following the procedural disciplinary measures
    applied to violations according to the degree
    of offense   4   3   2   1

25. administering corporal correction following procedures strictly	4	3	2	1
26. issuing corrective action notice privately without condemning the student	4	3	2	1
27. the offense is stated clearly and the violation is based on written rules	4	3	2	1
28. conducting private conference with the parents of the student subjected to detention	4	3	2	1
29. explaining to the student the severity of offense and the corresponding punishment	4	3	2	1
30. applying detention as disciplinary measure with fairness and firmness	4	3	2	1
31. evaluating student's readiness to take the checkup, self, and PACE tests	4	3	2	1
32. administering self tests individually and orally to students after accomplishing one PACE work	4	3	2	1
33. determining if a student accomplish the checkup tests conscientiously &honestly	4	3	2	1
34. maintaining self-discipline among students while taking PACE tests with "dos" and "don'ts"	4	3	2	1
35. referring to score keys and evaluating their PACE works daily	4	3	2	1
36. entering PACE test results daily in the Supervisor's Progress Card	4	3	2	1
37. filling up merits and demerits in the Goal Check Reports daily for individual students	4	3	2	1
38. recording homeworks, attendance, and memory verses in the Goal Check Reports	4	3	2	1
39. filling up of Progress Report Cards of students quarterly	4	3	2	1
40. discussing the strengths and weaknesses of individual student to parents before issuing the Progress Report Card	4	3	2	1

PART III. DIFFICULTIES ENCOUNTERED

Kindly determine the extent of the difficulties encountered by the supervisors in the performance of their functions in your learning center base on the indicators and the corresponding rating scale below by encircling the number.

4	- Very Difficult	(VD)
3	- Moderately Difficult	(MD)
2	- Slightly Difficult	(SD)
1	- Not Difficult	(ND)

……………………………………………………………………………………………

	(VD)	(MD)	(SD)	(ND)
1. understanding the School of Tomorrow educational system	4	3	2	1
2. motivating students to finish the required PACEs	4	3	2	1
3. memorizing the ACE implementing guidelines and procedures	4	3	2	1
4. facilitating student activities in the learning center	4	3	2	1
5. controlling untoward behaviors of the pupils	4	3	2	1
6. monitoring violations of pupils in scoring PACE works	4	3	2	1
7. inspecting individual PACE works of the children	4	3	2	1
8. training pupils to accomplish goals on time	4	3	2	1
9. applying appropriate disciplinary measures to pupils with violations	4	3	2	1
10. accomplishing goal check reports everyday	4	3	2	1

11. checking individual goals of
    pupils everyday   4   3   2   1

12. dealing with pupils who do not
    attain their goals daily   4   3   2   1

13. availability of curriculum
    materials   4   3   2   1

14. checking individual homework
    of pupils everyday   4   3   2   1

15. issuing homework slips daily
    after checking their set goals   4   3   2   1

16. dealing with repeated violations
    of pupils in the learning center   4   3   2   1

17. assessing student's achievements
    quarterly   4   3   2   1

18. recording the results of PACE tests
    in the supervisor's progress chart   4   3   2   1

19. dealing with the parents of
    children with problems   4   3   2   1

20. doing many paper works daily
    in the learning center   4   3   2   1

PLATES

Table 2. Effectiveness of supervisory functions of Accelerated Christian Education Schools

FUNCTIONS	WEIGHTED MEAN	DESCRIPTION
Motivating the interests of students	3.77	VE
Implementing A.C.E. curriculum	3.82	VE
Applying disciplinary measures	3.78	VE
Measuring student achievements	3.85	VE
Average	3.79	VE

Legend :

Numerical Value	Statistical Limitation	Description
4	3.50 - 4.00	Very Effective (VE) Very Difficult (VD)
3	2.50 - 3.49	Moderately Effective (ME) Moderately Difficult (MD)
2	1.50 – 2.49	Sometimes Effective (SE) Sometimes Difficult
1	1.00 – 1.49	Not Effective (NE) Not Difficult

Table 3. Effectiveness of supervisory functions in terms of motivating the interests of students according to civil status

MOTIVATING THE INTERESTS OF STUDENTS	Single	Married	Widow/er	MEAN
1. Expressing confidence in the ability of the student verbally	3.48	3.51	4.00	3.66
2. Complimenting the student's work through words of encouragement	3.55	3.85	4.00	3.8
3. Inspiring students by giving positive responses on their tasks through gestures and comments	3.69	3.77	4.00	3.82
4. Accepting the weaknesses of students without offending remarks	3.31	3.69	4.00	3.67
5. Listening to student's queries and facilitating to determine the nature of the problem	3.48	3.80	4.00	3.76
6. Giving incentives through the privilege level based on accomplishments of academic tasks	3.66	3.80	4.00	3.82
7. Recognizing student achievements and communicating with parents about student's performance regularly	3.66	3.85	4.00	3.84
8. Public recognition of honor roll students by giving certificates quarterly during awards programs	3.66	3.82	4.00	3.83
9. Encouraging students to earn and increase their merits daily	3.59	3.85	4.00	3.81
10. Posting student's achievement performance in the bulletin board	3.55	3.62	4.00	3.72
Average	3.56	3.76	4.00	3.77

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *Significant

Table 4. Effectiveness of supervisory functions in terms of implementing Accelerated Christian Education curriculum according to civil status

IMPLEMENTING A.C.E CUIRRICULUM	Single	Married	Widow/er	MEAN
11. Diagnosing and placing students at proper levels in the curriculum	3.66	3.77	4.00	3.81
12. Checking the students' set goals and achieving at a given period of time	3.66	3.82	4.00	3.83
13. Always facilitating the accomplishment of PACE works in all subject areas ahead or on time	3.55	3.80	4.00	3.78
14. Consistent monitoring of student's progress in finishing PACE works everyday and those with academic gaps	3.69	3.82	4.00	3.84
15. Helping students and discussing with them patiently the repeat PACE works	3.59	3.82	4.00	3.80
16. Encouraging students to memorize verses everyday	3.62	3.80	4.00	3.81
17. Discussing with students virtues, values, and social ethics	3.59	3.85	4.00	3.81
18. Setting a good example to the students both in words and in deeds	3.66	3.87	4.00	3.84
19. Helping students develop independence, self discipline and responsibility	3.59	3.80	4.00	3.80
20. Instilling in the student's awareness of God and letting them understand basic Biblical principles	3.79	3.95	4.00	3.91
AVERAGE	3.64	3.83	4.00	3.82

X^2_r = 20.0 $X^2_{.05}$= 5.991   *Significant

Table 5. Effectiveness of supervisory functions in terms of applying disciplinary measures according to civil status

APPLYING DISCIPLINARY MEASURES	Single	Married	Widow/er	MEAN
21. Finding valid reasons and talks with the students regarding demerits due to incomplete tasks	3.52	3.74	4.00	3.75
22. Issuing corrective action notice to students and parents due to unacceptable behaviors and keeps updated demerit records	3.52	3.62	4.00	3.71
23. Taking appropriate steps in the spirit of quiet authority when a student disobeys a rule	3.48	3.80	4.00	3.76
24. Following the procedural disciplinary measures applied to violations according to the degree of offense	3.55	3.82	4.00	3.79
25. Administering corporal correction following procedures strictly	3.52	3.62	4.00	3.71
26. Issuing corrective action notice privately without condemning the students	3.62	3.74	4.00	3.79
27. The offense is stated clearly and the violation is based on written rules	3.59	3.77	4.00	3.79
28. Conducting private conference with the parents of student subjected to detention	3.45	3.92	4.00	3.79
29. Explaining to the students the severity of offense and the corresponding punishment	3.59	3.90	4.00	3.83
30. Applying detention as disciplinary measure with fairness and firmness	3.76	3.77	4.00	3.84
AVERAGE	3.56	3.77	4.00	3.78

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *Significant

Table 6. Effectiveness of supervisory functions in terms of measuring students' achievements according to civil status

MEASURING STUDENTS' ACHIEVEMENTS	Single	Married	Widow/er	MEAN
31. Evaluating student's readiness to take the check-ups, self and PACE test	3.79	3.82	4.00	3.87
32. Administering self tests individually and orally to students after accomplishing one PACE work	3.76	3.80	4.00	3.85
33. Determining if a student accomplish the check –up conscientiously and honestly	3.45	3.87	4.00	3.77
34. Maintaining self-discipline among students while taking PACE tests with "do's and "dont's"	3.48	3.85	4.00	3.78
35. Referring to score keys and evaluating their PACE works daily	3.66	3.77	4.00	3.81
36. Entering PACE test results daily in the Supervisor's Progress Card	3.72	3.87	4.00	3.86
37. Filling up merits and demerits in the Goal Check Reports daily for individual students	3.76	3.80	4.00	3.85
38. Recording homework, attendance, and memory verses in the Goal Check Reports	3.76	3.82	4.00	3.86
39. Filling up of Progress Report Cards of students quarterly	3.83	3.92	4.00	3.92
40. Discussing the strengths and weaknesses of individual student to parents before issuing the Progress Report Card	3.72	3.95	4.00	3.89
AVERAGE	3.69	3.85	4.00	3.85

$X^2_r = 20.0$ $X^2_{.05} = 5.991$ *Significant

Table 7. Effectiveness of supervisory functions in terms of motivating the interests of students according to educational attainment

MOTIVATING THE INTERESTS OF STUDENTS	With Bachelor's Degree	With Master's Units	MEAN
1. Expressing confidence in the ability of the student verbally	3.51	3.53	3.52
2. Complimenting the student's work through words of encouragement	3.68	3.82	3.75
3. Inspiring students by giving positive responses on their tasks through gestures and comments	3.68	3.88	3.78
4. Accepting the weaknesses of the students without offending remarks	3.59	3.65	3.63
5. Listening to students queries and facilitating to determine the nature of the problem	3.66	3.77	3.72
6. Giving incentives through the privilege levels based on accomplishments of academic tasks	3.76	3.77	3.77
7. Recognizing student achievements and communicating with parents about student's performance regularly	3.79	3.71	3.75
8. Public recognition of honor roll students by giving certificates quarterly during awards programs	3.77	3.77	3.77
9. Encouraging students to earn and increase their merits daily	3.76	3.82	3.79
10. Posting student's achievement performance in the bulletin board	3.68	3.35	3.52
AVERAGE	3.69	3.71	3.70

t_c = 0.346 $t_{.05}$ = 2.101   not significant

Table 8. Effectiveness of supervisory functions in terms of implementing A.C.E curriculum according to educational attainment

IMPLEMENTING A.C.E CURRICULUM	With Bachelor's Degree	With Master's Degree	MEAN
11. Diagnosing and placing students at proper levels in the curriculum	3.74	3.71	3.73
12. Checking the students set goals and achieving at a given period of time	3.79	4.13	3.96
13. Always facilitating the accomplishments of PACE works in all subject areas ahead of time	3.72	3.71	3.72
14. consistent monitoring of student's progress in finishing PACE works everyday and those with academic gaps	3.79	3.71	3.75
15. helping students and discussing with them patiently the repeat Pace works	3.70	3.88	3.79
16. encouraging students to memorize verses everyday	3.74	3.77	3.76
17. discussing with students virtues, values, and social ethics	3.74	3.82	3.78
18. setting a good example to the students both in words and deeds	3.79	3.82	3.81
19. helping students develop independence, self-discipline and responsibility	3.74	3.71	3.73
20. instilling in the students awareness of God and letting them understand basic Biblical principles	3.89	3.88	3.89
AVERAGE	3.76	3.81	3.79

t_c = 3.546 $t_{.05}$ = 2.101   *significant

Table 9. Effectiveness of supervisory functions in terms of applying disciplinary measures according to educational attainment

APPLYING DISCIPLINARY MEASURES	With Bachelor's degree	With Master's degree	MEAN
21. Finding valid reasons and talks with the students regarding demerits due to incomplete tasks	3.66	3.71	3.69
22. Issuing corrective action notice to students and parents due to unacceptable behaviors and keeps updated demerit records	3.59	3.59	3.59
23. Taking appropriate steps in the spirit of quiet authority when a student disobeys a rule	3.68	3.71	3.70
24. Following the procedural disciplinary measures applied to violations according to the degree of offense	3.70	3.77	3.74
25. Administering corporal correction following procedures strictly	3.64	3.41	3.53
26. Issuing corrective action notice privately without condemning the student	3.72	3.71	3.72
27. The offense is stated clearly and the violation is based on written rules	3.70	3.77	3.74
28. Conducting private conference with the parents of the students subjected to detention	3.66	3.94	3.80
29. Explaining to the student the severity of offense and the corresponding punishment	3.70	4.00	3.85
30. Applying detention as disciplinary measure with fairness and firmness	3.70	3.88	3.79
Average	3.68	3.75	3.72

$t_c = 1.148$ $t_{.05} = 2.101$ not significant

Table 10. Effectiveness of supervisory functions in terms of measuring students' achievements

MEASURING STUDENT ACHIEVEMENT	Bachelor's Degree	With Master's Degree	MEAN
31. Evaluating student's readiness to take the check-up, self and PACE tests	3.83	3.88	3.86
32. Administering self tests individually and orally to students after accomplishing one PACE work	3.91	3.71	3.81
33. Determining if a student accomplish the check –up and self tests conscientiously and honestly	3.68	3.71	3.70
34. Maintaining self-discipline among students while taking PACE tests with "do's" and "don'ts"	3.74	3.82	3.78
35. Referring to score keys and evaluating their PACE works daily	3.76	3.65	3.71
36. Entering PACE tests results daily in the Supervisor's Progress Chart	3.83	3.88	3.86
37. Filling up merits and demerits in the Goal Check Reports daily for individual students	3.76	3.88	3.82
38. Recording homework, attendance, and memory verses in the Goal Check Reports	3.79	3.88	3.84
39. Filling up of Progress Report Cards of students quarterly	3.89	3.94	3.92
40. Discussing the strengths and weaknesses of individual student to parents before issuing the Progress Report Card	3.83	3.94	3.89
AVERAGE	3.80	3.83	3.82

t_c =0.765 $t_{.05}$ =2.101   not significant

Table 11. Effectiveness of supervisory functions in terms of motivating the interests of students according to length of service

MOTIVATING THE INTEREST OF STUDENTS	1-5 years	6-10 years	11-15 years	16-20 years	MEAN
1. Expressing confidence in he ability of the student verbally	3.46	3.78	3.67	4.00	3.73
2. Complimenting the student's work through words of encouragements	3.68	4.00	3.67	4.00	3.84
3. Inspiring students by giving positive responses on their tasks through gestures and comments	3.68	4.00	4.00	4.00	3.92
4. Accepting the weaknesses of the students without offending remarks	3.53	4.00	3.67	4.00	3.80
5. Listening to student's queries and facilitating to determine the nature of the problem	3.63	3.89	4.00	4.00	3.88
6. Giving incentives through the privilege levels based on accomplishments of academic tasks	3.74	3.89	3.67	4.00	3.82
7. Recognizing student achievements and communicating with parents about student's performance regularly	3.72	4.00	4.00	4.00	3.93
8. Public recognition of honor roll students by giving certificates quarterly during awards program	3.74	3.89	4.00	4.00	3.91
9. Encouraging students to earn and increase their merits daily	3.75	3.78	4.00	4.00	3.88
10. Posting student's achievement performance in the bulletin board	3.56	3.67	4.00	4.00	3.81
AVERAGE	3.65	3.89	3.87	4.00	3.85

$F_c = 48.67$ $\quad\quad\quad\quad\quad$ $F_{.05} = 2.84$ $\quad\quad\quad\quad\quad$ *Significant

Table 12. Effectiveness of supervisory functions in terms of implementing A.C.E curriculum according to length of service

IMPLEMENTING A.C.E CURRICULUM	1-5 years	6-10 years	11-15 years	16-20 year	MEAN
11. Diagnosing and placing students at proper levels in the curriculum	3.67	4.00	4.00	4.00	3.92
12. Checking the student's set goals and achieving at a given period of time	3.72	3.89	4.00	4.00	3.90
13. Always facilitating the accomplishments of PACE works in all subject areas ahead or on time	3.67	3.89	4.00	4.00	3.89
14. Consistent monitoring of student's progress in finishing PACE works everyday and those with academic gaps	1.75	4.00	4.00	4.00	3.44
15. Helping students and discussing with them patiently the repeat PACE works	3.65	4.00	4.00	4.00	3.91
16. Encouraging students to memorize verses everyday	3.70	3.89	4.00	4.00	3.90
17. Discussing with students virtues, values, and social ethics	3.68	4.00	4.00	4.00	3.92
18. Setting a good example to the students both in words and deeds	3.75	4.00	4.00	4.00	3.94
19. Helping students develop independence, self-discipline and responsibility	3.65	4.00	4.00	4.00	3.91
20. Instilling in the students awareness of God and letting them basic Biblical principles	3.60	4.00	4.00	4.00	3.90
AVERAGE	3.48	3.97	4.00	4.00	3.86

F_c = 7.244 $F_{.05}$ = 2.84   *Significant

Table 13. Effectiveness of supervisory functions in terms of applying disciplinary measures according to length of service
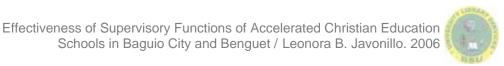
APPLYING DISCIPLINARY MEASURES	1-5 years	6-10 years	11-15 years	16-20 years	MEAN
21. Finding valid reasons and talks with the students regarding demerits due to incomplete tasks	3.63	3.78	4.00	4.00	3.85
22. Issuing corrective action notice to students and parents due to unacceptable behaviors and keeps updated demerit records	3.47	3.78	4.00	4..00	3.81
23. Taking appropriate steps in the spirit of quiet authority when a student disobeys a rule	3.61	4.00	4.00	4.00	3.90
24. Following the procedural disciplinary measures applied to violations according to the degree of offense	3.67	3.87	4.00	4.00	3.89
25. Administering corporal correction following procedures strictly	3.54	3.67	4.00	4.00	3.80
26. Issuing corrective action notice privately without condemning the student	3.70	3.67	4.00	4.00	3.84
27. The offense is stated clearly and the violation is based on written rules	3.63	3.87	4.00	4.00	3.88
28. Conducting private conference with the parents of the student subjected to detention	3.88	4.00	4.00	4.00	3.97
29. Explaining to the student the severity of offense and the corresponding punishment	3.74	3.87	4.00	4.00	3.90
30. Applying detention as disciplinary measure with fairness and firmness	3.72	3.78	4.00	4.00	3.88
AVERAGE	3.66	3.83	4.00	4.00	3.87

F_c = 230.396 $\quad\quad$ $F_{.05}$ = 2.84 $\quad\quad$ *Significant

Table 14. Effectiveness of supervisory functions in terms of measuring students' achievements

MEASURING STUDENTS' ACHIEVEMENTS	1-5 years	6-10 years	11-15 years	16-20 years	MEAN
31. Evaluating student's readiness to take the check-up, self, and PACE tests	3.81	4.00	4.00	4.00	3.95
32. Administering self tests individually and orally to students after accomplishing one PACE work	3.72	4.00	4.00	4.00	3.93
33. Determining if a student accomplish the check –up and self tests conscientiously and honestly.	3.61	4.00	4.00	4.00	3.90
34. Maintaining self-discipline among students while taking PACE tests with "dos" and "don'ts"	3.72	3.87	4.00	4.00	3.90
35. Referring to score keys and evaluating their PACE works daily	3.70	4.00	4.00	4.00	3.93
36. Entering PACE test results daily in the Supervisor's Progress Chart	3.81	4.00	4.00	4.00	3.95
37. Filling up merits and demerits in the Goal Check Reports daily for individual students	3.75	3.87	4.00	4.00	3.91
38. Recording homework, attendance, and memory verses in the Goal Check Reports	3.79	4.00	3.67	4.00	3.87
39. Filling up of Progress Report Cards of students quarterly	3.88	4.00	4.00	4.00	3.97
40. Discussing the strengths and weaknesses of individual student to parents before issuing the Progress Report Card	3.82	4.00	4.00	4.00	3.96
AVERAGE	3.76	3.97	3.97	4.00	3.93

$F_c = 45.69$ $F_{.05} = 2.84$ *Significant

Table 15. Extent of difficulties encountered by the supervisors according to civil status

DIFFICULTIES ENCOUNTERED	Single	Married	Widow	MEAN
1. Understanding the School of Tomorrow and educational system	1.76	1.64	1.50	1.63
2. Motivating students to finish the required PACEs	2.41	2.20	1.50	2.04
3. Memorizing the A.C.E implementing guidelines and procedures	2.21	2.36	1.50	2.02
4. Facilitating student activities in the learning center	2.03	1.72	1.50	1.75
5. Controlling untoward behaviors of pupils	2.38	2.10	2.00	2.16
6. Monitoring violations of pupils in scoring PACE works	2.14	2.00	1.50	1.88
7. Inspecting the individual PACE works of the children	2.03	1.74	1.50	1.76
8. Training pupils to accomplish goals on time	2.03	1.82	2.00	1.95
9. Applying appropriate disciplinary measures to pupils with violations	1.82	2.00	2.00	1.94
10. Accomplishing Goal Check Reports everyday	1.69	1.67	1.50	1.62
11. Checking individual goals of pupils everyday	1.59	1.64	1.50	1.58
12. Dealing with pupils who do not attain their goals daily	2.31	2.07	2.00	2.13
13. Availability of curriculum materials	2.00	1.72	2.00	1.91
14. Checking individual homework of pupils everyday	1.83	1.59	1.50	1.64
15. Issuing homework slips daily after checking their set goals	1.55	1.44	1.50	1.50
16. Dealing with repeated violations of pupils in the learning center	2.52	2.10	2.00	2.21
17. Assessing student's achievements quarterly	1.79	1.67	2.00	1.82
18. Recording the result of PACE tests in the Supervisor's Progress Chart	1.55	1.36	1.50	1.47
19. Dealing with the parents of children with problems	2.10	2.18	2.00	2.09
20. Doing many paper works daily in the learning	1.45	1.80	2.00	1.75
AVERAGE	1.96	1.84	1.73	1.84

F_r = 11.725 $X^2_{.05}$ = 5.991   *Significant

Table 16. Extent of difficulties encountered by the supervisors according to educational attainment

DIFFICULTIES ENCOUNTERED	Bachelor's Degree	With Master's Units	MEAN
1. Understanding the School of Tomorrow and educational system	1.79	1.47	1.63
2. Motivating students to finish the required PACEs	2.24	2.06	2.15
3. Memorizing the A.C.E implementing guidelines and procedures	2.09	1.77	1.93
4. Facilitating student activities in the learning center	1.92	1.59	1.76
5. Controlling untoward behaviors of pupils	2.30	1.94	2.12
6. Monitoring violations of pupils in scoring PACE works	2.09	2.00	2.05
7. Inspecting the individual PACE works of the children	1.91	1.77	1.84
8. Training pupils to accomplish goals on time	1.98	1.88	1.93
9. Applying appropriate disciplinary measures to pupils with violations	2.06	1.82	1.94
10. Accomplishing Goal Check Reports everyday	1.77	1.41	1.59
11. Checking individual goals of pupils everyday	1.68	1.35	1.52
12. Dealing with pupils who do not attain their goals daily	2.21	1.88	2.05
13. Availability of curriculum materials	1.83	1.77	1.80
14. Checking individual homework of pupils everyday	1.79	1.47	1.63
15. Issuing homework slips daily after checking their set goals	1.57	1.29	1.43
16. Dealing with repeated violations of pupils in the learning center	2.28	2.00	2.14
17. Assessing student's achievements quarterly	1.87	1.41	1.64
18. Recording the result of PACE tests in the Supervisor's Progress Chart	1.57	1.29	1.43
19. Dealing with the parents of children with problems	2.11	2.06	2.09
20. Doing many paper works daily in the learning	1.77	1.41	1.59
AVERAGE	1.94	1.68	1.81

$T_c = 2.92$ $t_{.05} = 2.093$ *Significant

Table 17. Extent of difficulties encountered by the supervisors according to length of service

DIFFICULTIES ENCOUNTERED	1-5	6-10	11-15	16-20	MEAN
1. Understanding the School of Tomorrow system	1.75	1.11	1.33	2.00	1.55
2. Motivating students to finish the required PACES	2.26	2.00	2.33	2.00	2.15
3. Memorizing the A.C.E implementing guidelines and procedures	2.07	1.78	1.67	1.00	1.63
4. Facilitating student activities in the learning center	1.91	1.56	1.33	2.00	1.70
5. Controlling untoward behaviors of the pupils	2.32	1.89	2.00	1.00	1.80
6. Monitoring violations of pupils in scoring PACE works	2.14	1.78	1.67	2.00	1.90
7. Inspecting individual PACE works of the children	1.98	1.33	2.00	1.00	1.58
8. Training pupils to accomplish goals on time	2.04	1.67	1.67	1.00	1.60
9. Applying appropriate disciplinary measures to pupils with violations	1.98	2.00	1.67	2.00	1.91
10. Accomplishing Goal Check Report everyday	1.90	1.56	1.67	2.00	1.78
11. Checking individual goals of pupils everyday	1.67	1.44	2.00	1.00	1.53
12. Dealing with pupils who do not attain their goals daily	2.26	1.78	1.67	2.00	1.93
13. Availability of curriculum materials	1.90	1.44	1.67	2.00	1.75
14. Checking individual homework of pupils everyday	1.75	1.44	2.00	1.00	1.55
15. Issuing homework slips daily after checking their set goals	1.49	1.44	1.67	2.00	1.65
16. Dealing with repeated violations of pupils in the learning center	2.37	2.11	1.33	2.00	1.95
17. Assessing students' achievements quarterly		1.56	1.33	1.00	1.44
18. Recording the results of PACE tests in the Supervisor's Progress Chart	1.51	1.22	1.33	2.00	1.51
19. Dealing with the parent's children with problems	2.18	2.00	2.00	2.00	2.05
20. Doing many paper works daily in the learning center	1.74	1.56	1.33	2.00	1.66
AVERAGE	1.94	1.63	1.68	1.68	1.73

$F_r = 10.665$ $X^2_{.05} = 5.991$ *Significant

BIOGRAPHICAL SKETCH

The author, Leonora Basallo Javonillo, was born at Garcia, Tubao, La Union on November 11, 1965. She is the fourth child among ten children. Her loving parents are Santiago Basallo and Josefina Asprer, who both hail from Rosario, La Union.

She is from a low -income family whose main source of income is farming. But in spite of hardships in life, her parents sacrificed a lot in order to send their ten children to school. She completed her elementary education at Tubao Central School with honors from Grade I to VI and her secondary education at San Alberto Magno Academy (S.A.M.A), Tubao, La Union. In first year high school, she had high grades and was in the honor roll; however, from second to fourth year, she was dropped from the honor roll. She was not disheartened. Instead, she took this event as a challenge. She graduated with passing grades. She obtained her degree of Bachelor of Science in Agricultural Education at Don Mariano Marcos Memorial State University, Bacnotan, La Union in 1986. In college, she was a scholar even as she was a working student to support her studies. Although she had a poor situation in life she had supportive parents who inspired her to reach her goal in life. Her parents implanted in the minds of their children that education was the only inheritance they could give to them.

Just after graduation, she was hired as Vacation Bible School teacher with Mrs. Isabel Licudine for one week. On June 1986, she was accepted at UCCP Nursery-Kindergarten School, now UCCP Integrated School, La Trinidad, Benguet, with Mrs. Evelyn Angiwan. She became a Teacher Aide on probationary status. She enjoyed working with Christians. She was granted a permanent status on June 1987 after passing the Licensure Examination (LET) for teachers.

On.March 25, 1989 she decided to settle down with Mr. Enrico Quiming Javonillo of Anonas East, Urdaneta, Pangasinan. They are blessed with four children: Joash, Gamaliel, Ezekiel and Jochebed.

She obtained a Certificate in Early Childhood Education at Union Christian College, San Fernando, La Union in Summer 1992. During the closure of the school due to building renovations, she was hired as a staff member at UCCP Highland Conference Office, La Trinidad, Benguet for five months. In the same year she decided to teach as a substitute teacher for Grade III for just one month at Baguio Central School, Baguio City. From June 1992 to March 1993, she was employed at Young Men's Christian Association (Y.M.C.A) as a pre-school teacher. She returned to UCCP Integrated School in June 1993 and continued teaching at the pre-school. As part of her ministry, she volunteered as a Sunday School

teacher helping the children understand the goodness and existence of God and sharing with them God's word.

Up to now, she works at UCCP Integrated School happily serving the Lord by teaching the children. After 19 years of teaching, she feels satisfied and contented with what the Lord has given her with the unending support of her family.