

## **Social Sensitivity of Secondary School Principals and Teachers of Region III**

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**Abstract** – *The purpose of this study was to determine the level of social sensitivity of secondary school principals and teachers in Region III and its relationship with some selected profile variables during the school year 2019-2020. It also determined the profile of the secondary schools in terms of the following factors such as, enrolment size; number of faculty per school; faculty-student ratio; and facilities/equipment per school in relation to, number of classrooms, number of laboratory rooms, number of books in the library, and number of computer units. This study also assessed the level of social sensitivity of the school principals and the teachers in terms of the following aspects, social welfare, customs and tradition, environmental consciousness and community development. This study had likewise determined the significant relationship among the level of social sensitivity on the perceptions of the school principals and the teachers and their profile variables; and the school related factors which resulted to a proposed an intervention plan. The findings, conclusions and recommendations are hereby advanced, Administrators who have not finished their post graduate studies should pursue in order to acquire more knowledge and be more equipped professionally in meeting and solving the difficulties to be met especially towards planning, implementing and monitoring and evaluating extension activities.; (2) More relevant school undertakings like conferences, trainings and seminars should be conducted to increase the level of social sensitivity of the administrators from high to very high; (3) The level of involvement of the teachers in planning, implementing, and monitoring and evaluating extension programs should be enhanced. Faculty members should be more involved in planning and implementing extension activities. More financial assistance and moral support from the administration should be observed to increase their participation; and (4) DepEd should standardize the number of subjects handled by teachers or decrease the number of subjects to be taught from the eight regular classes to 6 classes to give more time for other activities like engaging in flexible instructional materials.*

**Keywords** – *community development, customs and traditions, environmental consciousness, social sensitivity, social welfare*

## INTRODUCTION

Education is one of the prime movers of the Philippine's economic and social development. It develops knowledge, skills, positive behaviours and attitudes of individuals to become self- confident, capable and committed to setting goals, making informed choices and acting in ways that improve living conditions. Industry 4.0 refers to the fourth industrial revolution. It calls for a dynamic transformation of how all aspects of business and production are done.

A new wave of global technology will change global production. Internationalization, in all aspects of business and industry, will be the norm. Countries can no longer remain confined within their borders but must become citizens of the world. Leaders in this new era will need to be critical thinkers, problem solvers, and be able to interact across the globe. In short, they need to be liberally educated, Gray [1]. The big question is: how can schools adapt to these demands? Students need to understand how they can correlate and use and apply different knowledge in diversified contexts, what they really mean and how they can create synergies problem solving and to learn how to be imaginative, creative, adaptable, flexible and to develop brain plasticity among different subjects to develop/create "something" that connects to the real world. This takes us to another very important point: students need to work in a framework of projects and from there they need to collaborate with their colleagues, with their teachers and with the outside world.

They need to develop new ways of communicating; they need to be put in front of complex situations to develop critical thinking and complex. As Horch [2], states that Industry 4.0 will require the world to produce a new kind of worker—a knowledge worker! Tomorrow's industry leaders and managers must possess new skill sets to adapt, to manage, and to take advantage of Industry 4.0. They must be critical thinkers, problem solvers, innovators, communicators, and provide value driven leadership. They must be able to see beyond the technology at play to the implications for society for the use of that technology. These traits define the knowledge worker. They must know the technology but be able to meet and solve all aspects of the challenges engendered by this technology. This kind of leader requires a new approach to education.

Social sensitivity describes the proficiency at which an individual can identify, perceive, and understand cues and contexts in social interactions along with being

socially respectful to others. This is an important social skill and having high levels of social sensitivity can make you more well-liked and successful in social and business relationships. Social sensitivity, which has been defined as the ability to accurately perceive and comprehend the behaviour, feelings and motives of other individuals, is generally viewed by personality theorists, social psychologists and clinicians alike to be a psychological variable of major importance for the understanding of such basic phenomena as the development of a conception of self, the acquisition of roles and the interaction within and between groups, Rothenberg [3].

Social sensitivity defined by Sarwono [4], as the ability of human beings to be able to adjust its behaviour according to its views and expectations of others. People who are not able to understand and adjust to social situations will be deemed not to have social sensitivity. Literally, the term sensitivity is derived from the word sensitive which means it is easy to feel, easy to accept the stimulus, or a condition of a person who is easy to react to a situation. If it is associated with social conditions then it can be termed social sensitivity which can be interpreted as a condition of a person who is easy to react to the problems of social which seen and experienced.

The development of information and communications technology has provided various improvements and facilities in various aspects of human life. Through technology, a variety of the world's citizens is now able to connect quickly and can access a variety of information indefinitely. But behind all these positive effects there are various problems that can not addressed properly to authority concerned, then it might cause people to lose essentially as a social creature and cultured. Turmudhi as cited by Nurdiansyah [5], describes this era are as an individualistic, egoistic, the nature of the contractual relationship, just based on profit and loss and exploitation by which are not adequate. It can be seen in the lives of today's society, where social aspects diminishing, the gap became obvious, even indifferent towards others which all of these indicators describe the start decreasing sensitivity to the social environment.

The decline in social sensitivity in people's lives would make them less likely to be sensitive to people and their surrounding social issues. Groups of middle class people to upper felt natural thing to wear things that are luxurious and sophisticated, but on the other hand the community economic middle and lower felt things were shown groups of people middle to top it is a vanity, finally arose perceptions and prejudices can lead to conflict between groups. As suggested by Madani [6], that the

more the world develops, the more prostitutions, criminal behaviours, teen fights, brawls, abortions, drug abuse and other phenomena that deviate from moral values.

Results of this study would challenge, therefore, the school principal's leadership and responsibility in upgrading the standard of living of the people in their respective localities. Furthermore, results would be a basis for institutional planning because it may give DepEd administrators and teachers relevant information needed in formulating relevant programs and services geared towards the improvement of the country's quality of life. It will highlight strengths, close problem areas and unmet needs, indicate areas for improvement along curricular and instruction development, trainings and seminar- workshops to be conducted that would give the DepEd principals and teachers better teaching techniques and strategies, skills and abilities, and transfer knowledge needed for the socio-economic development of the community. Thus, they could become more effective in their effort to make their tasks more relevant to the needs and aspirations of the community.

This study was undertaken to determine the level of social sensitivity of the secondary school principals and the teachers of the 12 National High Schools in the six Provinces in Region III during the school year 2019-2020 and its relation to selected personal and professional factors. The personal and professional factors included the following: sex, age, civil status, religion, highest educational attainment, length of administrative experience, present position, membership to professional organizations, and number of trainings/seminars attended. Likewise, length of teaching experience, area of concentration/major, and number of subjects handled will be included on the part of the secondary teachers. While the school-related factors included enrolment size, number of faculty per school, faculty-student ratio, and equipment and facilities specifically, the number of classrooms, number of laboratory rooms, number of books in the library, and number of computer units.

## OBJECTIVES OF THE STUDY

This study aimed to determine the level of social sensitivity of secondary school principals and teachers in Region III and its relationship with some selected variables during the school year 2019-2020. Specifically, it sought to answer the following questions:

- (1) What is the profile of the secondary school principals and teachers in terms of a) sex; b) age; c) civil status; d) religion; e) place of residence; f) number of dependents; g) position; h) highest educational attainment; i) length of administrative experience; j) membership to professional organization; and k) number of trainings/seminars attended?
2. What are the characteristics of the secondary schools in terms of a) enrolment size; b) number of faculty per school; c) faculty-student ratio; d) facilities/equipment per school -number of classrooms -number of laboratory rooms -number of books in the library - number of computer units?
3. What is the level of social sensitivity of the school principals and the teachers in terms of the following aspects a) social welfare; b) socio-economic; c) political; d) customs and tradition; e) community development?
4. Is there a significant relationship between the level of social sensitivity on the perceptions of the school principals and the teachers and their profile variables?
5. Is there a significant difference in the level of social sensitivity in the perceptions of the school principals and the teachers?
6. Is there a significant relationship between the level of social sensitivity of principals and the teachers in each of the school related factors? 8) What intervention plan can be proposed to address in the findings of the study?

## MATERIALS AND METHODS

The descriptive-comparative and correlation methods of research method of research were employed in this investigation, wherein the researcher was primarily interested in describing relationships among variables, without seeking to establish a causal connection.

### **Respondents of the Study**

This study involved public secondary schools from the seven (7) provinces of Region III, namely: Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales. The number of teachers and principals from each division was taken from the Planning Office of the Department of Education, Region III. Teacher-respondents were limited to those teaching different subjects while the secondary school principals were included only the head and/or Officer-In-Charge of the institutions.

### **Research Instrument**

The social sensitivity questionnaire was adopted from Alfonso [7]. These questionnaires used to gather information on social sensitivity of secondary school principals and teachers. Documentary analysis was also employed particularly under the school-related factors like determining enrolment size, number of faculty per school, faculty-student ratio, and identifying available facilities and equipment of each school.

### **Statistical Treatment**

The data gathered by the researcher were submitted to appropriate statistical tools. The researcher sought the help of the PSU-SAS Statistical Center for the appropriate tools to use for each of the specific problems. The data collected were interpreted and analyzed using the following statistical tools: Frequency count and percentage were used to describe the respondents of the study in terms of personal and professional factors and the schools in terms of selected factors.

Mean was employed to determine the level of social sensitivity of the respondents. Bivariate Correlation Analysis was utilized to find out the level of social sensitivity of the respondents and the following factors: principals and teachers' personal and professional factors as well as school-related factors. The One Way Analysis of Variance (ANOVA) procedure was employed to determine the significant differences in the level of social sensitivity as well as the level of involvement of the principals and teachers in extension programs among the schools in Region III. The Scheffe' Test was also used to further verify the pair of schools which were significantly different.

## RESULTS AND DISCUSSION

**Profile of the Respondents.** The respondents' attributes were categorized into two namely, personal and school related attributes. The variables included in the personal attributes of the respondents were their age and sex. There were four school-related attributes included in this study namely, civil status, and religion, place of residence, number of dependents, position, highest educational attainment, length of administrative experience, membership to professional organization, and number of trainings/seminars attended. Table 2 presents the frequency and percentage distribution according to the respondents' attributes.

**On Sex.** It can be seen from the table that out of the 60 administrator-principals majority of them are female (36 or 60%) while there are 24 (40%) male-principals which indicates that administrators in Region III are dominated by females. It is indicative that the school principal is the highest- ranking administrator in secondary schools in Region III. While the teacher-respondents, the data show that majority (210 or 67.09%) of the secondary teachers are females. There are only 103 or (32.91%) male respondents. This data indicates that the teaching profession is female-dominated. The data obtained confirm that the predominance of women in the teaching profession is an effect of the harmonization of the female respondents' habitus and their perception of the field they are entering.

**On Age.** It can be gleaned from the table that 21 (35%) of the administrator-principals generally belong to the age bracket 41-45 years old while 15 (25%) belong to the age bracket 46-50 years old. This indicates that the administrator-principals have acquired a long experience, more time, and training which have contributed much in becoming more effective and efficient in discharging their duties and responsibilities. By nature, matured and older-aged principals had strong leaders which tend to lead by example, with a tendency of wanting to do things by themselves, but it is important to learn how to delegate. Thus, it resulted to have better control of one's workload, develop core skills, and enables the team to meet their goals faster, produce the best results, and help accomplish more tasks.

Whereas among teachers, the table reveals that the highest percentage of the overall respondents fall within the 41-45 bracket (68 or 21.73%) while the smallest number (3 or 0.95%) fall under the above 61 years of age. There are only 14 (4.47%) respondents falling under the 25 years old and below. This picture indicates in general that secondary school teachers are at the peak or prime of their teaching careers and have acquired experiences beneficial to offering better service to the students.

**On Civil Status.** Majority (50 or 83.33%) of the administrator-principals are married and only ten (16.67%) are single. This shows that the principals value marriage, a reflection of Filipino culture. This further indicates that principals are men and women whose responsibility to duty is divided between family commitment and attention to work and service. On the other hand, it can also be gleaned from Table 2c that majority of the secondary school teachers (235 or 75.08%) are married and only six (1.92%) fall under widow. Generally, this implies that teachers in Region III value the importance of having a compact family, a reflection of positive Filipino culture.

**On Religion.** Out of the 60 administrator- principals, 39 (65.0%) belong to the Roman Catholic faith while the other 15 (25.0%) belong to other sects like Iglesia ni Kristo, and others (6 or 10%) are Born Again. This is a clear indication that majority of the principals are united in terms of faith and religious differences have a very minimal impact in carrying out their duties and responsibilities. On the part of the secondary school teachers' religion, as a whole, the data reveal that most teacher (223 or 71.24%) are Roman Catholics while there are very few belonging to the other sects especially Iglesia Ni Kristo and Born Again (45 or 14.38%), respectively. This could be attributed to the fact that in Region III could be attributed to the fact that Monasterio De Tarlac, was one of the centers of Catholicism. In general, the dominance of Roman Catholics among Region III is a reflection of Spanish dominance for more than three centuries.

**On Number of Dependents.** The data show that majority (18 or 30.0%) of the administrator- principals have three dependents; 11 or 18.33% have 4 dependents; 10 (16.67%) have no dependents; and one (1.67%) have more than six dependent. This implies that the principals have an ideal number of dependents which is two to three children based on the Philippine Population Commission. It could also be attributed to the kind of work they are doing which is very demanding that school work is brought



at home just to lessen or finish the load of work in school. In this case, it would imply that their children are already married and they have already their own families.

On the part of the teachers' number of dependents, Table 3 also reveals that out of the 313 teachers, 82 (26.2%) have two dependents, followed by 80 or (25.56%) with no dependents, 57 or (18.21%) with three dependents and only seventeen with five dependents. This is a clear indication that secondary school teachers adhere to family planning and responsible parenthood. Having equal number of children, i. e., 1-3 or 4-6 children, also reflects the demanding work of a teacher; that even school work is brought home sacrificing the time which should be spent for the husband or wife.

**On Place of Residence.** As a whole, equally (50%) principal-administrators are residing in either rural and urban areas, respectively, which means that majority of them are living nearby and away from the vicinity of their workplace.

Majority of the teacher-respondents (202 or 66.5%) are living in the urban areas while 105 or (33.5%) are living in urban areas. This data implies that most respondents are living apart from their place of work which could have an effect in joining/doing school activities especially beyond school and work hours.

**On Highest Educational Attainment.** Majority of the principal-administrators 21 (35%) have doctorate degrees; followed by (18 or 30%) finished MA/MS with Ed. D./ Ph. D. units, and only 11 (11.7%) of them are Bachelor's degree holders with MA/MS units. Generally, principal- administrators are highly qualified in their positions in terms of education and it also implies how they value pursuing higher education. It is also a clear indication that the demanding work of being a teacher or administrator is not a deterrent in finishing post-graduate studies. On the other hand, the significant number of administrators who did not pursue higher education could be attributed to their old age, considering that significant number of administrators belong to the old age bracket as shown in the Table 2b.

**On Length of Administrative Experience.** Most of the principal-administrators have administrative experience within the range of 5 to 8 years (30 or 50%); followed by (12 or 20%) have one to four years administrative service and only 2 (3.3%) belong to the bracket of more than 17 years. Generally, administrators do not have long years of administrative experience. This implies that DepEd secondary

schools are very objective and open for designations and re-designations to administrative positions. In addition to this findings that obtaining higher education can lead to many benefits, including a prosperous career and financial security. In the 21st century, education plays an even more significant role in other aspects of your life. Attaining a higher education can increase your opportunities and improve your overall quality of life. The higher education gives a person an opportunity to succeed in today's global economy. Modern universities provide their students with various programs aimed at preparing them for different economic sectors, helping them to stay and progress in the labor market for long, programs that make a difference for labor market outcomes and keep pace with changes in the global economy and changes in the innovation process. Universities promote lifelong learning; they offer opportunities to engage and attract professionals into training and professional development.

**Length of Teaching Experience.** In terms of teaching experience, the highest number of teacher-respondents (93 or 29.7%) have more 8 to 14 years of teaching experience followed by 15 to 21 years (83 or 26.5%). Bracket of 36 – 41 years have the least number with 4 (1.3%). This indicates the richness of experience of the DepEd secondary school teachers in teaching which could have a direct effect on their effectiveness and efficiency in teaching. In educational context, richness in experience is a critical element in the facilitation of meaningful learning, which describes the kind of pedagogy that allows deep integration of learned content with the experiential context of each student in the classroom. This integration, in turn, allows for learned content to be expressed both meaningfully and lastingly.

**On Area of Specialization.** Most of the teacher-respondents are distributed in their area of specialization, to wit, (60 or 19.2%) are teaching English, 56 or (17.9%) are Filipino, (54 or 17.3%) are Mathematics, (46 or 14.7%) are Social Science, (34 or 10.9%) are MAPEH, (30 or 9.6%), (17 or 5.4%) are TLE, (16 or 5.1%) are ESP. This picture reveals the varied expertise of DepEd secondary school teachers.

**On Seminars/Trainings Attended.** On table shows that the seminar and trainings attended by the respondents. Majority (37 or 61.7%) of the respondents have attended national seminars while the least (26 or 43.3%) attended international ones.

This data show that principal-administrators give high importance to seminars for there is a need to be aware of the upgraded and updated innovations in administration. The seminars and trainings will contribute greatly in upgrading their job competencies.

On Seminars/Trainings Attended. It can be gleaned from the table that most teacher-respondents (207 or 66.1%) have attended seminars sponsored by the institution or the school division. This would imply the preference of joining seminars within the school vicinity due to convenience as well as monetary considerations. This is further reflected by considerable attendance in national seminars with 206 (65.8%) respondents. International seminars have the least (2 or 0.6%) which could be attributed to financial constraints. Attending seminars on international category entails a lot of money and this is only given to a very limited number of personnel at a time.

**On Membership in Organizations.** The data show that 36 (60.0%%) are members of professional organizations, 44 (73.3%) belonging to social organizations, and 46 (76.7%) are members of religious organizations. This high membership in professional organizations implies that principal-administrators are fully aware of the advantages of being a member of an organization. The significant membership in religious organizations reflects also the awareness of the administrators in the advantages of being a member of such organizations. Likewise, high percentage membership in social organizations would indicate that principal-administrators have manageable time to devote for such although most of their times are demanded by their professional duties and responsibilities.

On the other hand, teachers' membership in organizations, most of the secondary school teachers (163 or 52.1%) are members of professional organizations, however, significantly high (210 or 67.1%) membership in social organizations. In terms of membership in religious organizations have a frequency and percentage show that 36 (60.0%%) are members of professional organizations, 44 (73.3%) belonging to social organizations, and 46 (76.7%) are members of religious organizations. This high membership in professional organizations implies that principal-administrators are fully aware of the advantages of being a member of an organization. The significant membership in religious organizations reflects also the awareness of the administrators

in the advantages of being a member of such organizations. Likewise, high percentage membership in social organizations would indicate that principal-administrators have manageable time to devote for such although most of their times are demanded by their professional duties and responsibilities.

### **DepEd Region III Profile of the Secondary Schools**

Region III is composed of seven (7) provinces, namely, Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales. The frequency and percentages of six selected DepEd Division Schools are hereby presented in Table 3. Table 3 shows the distribution of the DepEd secondary schools division in Region III in terms of the school factors. It can be seen in the table that in terms of enrolment, out of 60 secondary schools division, the highest number of students 41.7% (3,0001-5,100), followed by 33.3% (5,101-7,200) and 8.3% has the lowest number with 11,401- 13,500. In terms of number of teachers, the highest number of teacher faculty members 41.7% that ranges from 44-95 and 96-147, respectively. As to the teacher-student ratio, 40:1 where one faculty member has either 40 or 45 students.

In terms of facilities and equipment, it can be seen that 40 to 66 (50%) has more number of classrooms compared to the other secondary schools in Region III. This further explains then why it has more number of classrooms than the rest. 25 or (41.7%) schools has the number of laboratory rooms of 12 to 14. Among the schools in Region III, 25 or 41.7% has the highest collection of books in the library with 8,083- 11,124. Moreover, DepEd secondary schools have more number of computer units- 35 or 58.3% have 90 to 142 Computer units, followed by 10 (16.7%) schools having 143 – 194 and 195 – 246 computer units. of teachers, the highest number of teacher faculty members 41.7% that ranges from 44-95 and 96-147, respectively. As to the teacher-student ratio, 40:1 where one faculty member has either 40 or 45 students. In terms of facilities and equipment, it can be seen that 40 to 66 (50%) has more number of classrooms compared to the other secondary schools in Region III. This further explains then why it has more number of classrooms than the rest. 25 or (41.7%) schools has the number of laboratory rooms of 12 to 14. Among the schools in Region III, 25 or 41.7% has the highest collection of books in the library with 8,083- 11,124. Moreover, DepEd secondary schools have more number of computer units- 35 or 58.3% have 90 to 142 Computer units, followed by 10 (16.7%) schools having 143 – 194 and 195 – 246 computer units.

## Level of Social Sensitivity of the School Principals and the Teachers

The positive interaction of a person with others leads to a pivotal role in his success or failure in occupational and social life, since he lives in an interlocked environment of relation, and the social intelligent behaviour is characterized with its interest in people, practicing accepted behaviour from society, and retaining with good relationships with others, so the success of an individual does not depend on cognitive intelligence but on social intelligence. Table 4 presents the level of social sensitivity of the school principals and the teachers in relation to social welfare; socio-economic; political; customs and tradition; and community development.

A close inspection on the table reveals in relation to level of social welfare on the social sensitivity of the school principals, that a large majority of the school principal-administrators perceived that they were high in three task indicators as manifested in the computed weighted mean values, these tasks were participates actively in community undertakings aimed to alleviate the problems of juvenile delinquency, alcoholism, drug addiction and prostitution (4.25); manifests concern for out-of-school youth (3.83); and renders assistance to distressed victims of disasters such as floods, drought, fire, wars, and other calamities and social disorganization (2.25). This implies that an important trend evident in any of the effective strategies and programs is a close coordination between law enforcement, treatment providers, and prevention professionals address substance abuse and related problems. Thus, these partnerships are vital to the success of programming because they minimize redundancies, help to streamline service delivery, and improve access to expertise and financial sources. All types of initiatives in prevention, treatment, and enforcement seem to work better and have a greater impact if interagency collaboration is well-developed and well-orchestrated.

Such collaborations are vital to providing a continuum of care that can effectively intervene at all stages of an individual's life. The findings showed positive impact on the social welfare on the sensitivity as Reno [9], that communities looking to implement promising anti-drug approaches should first assess the areas of greatest need. In some communities underage drinking may be the most prominent problem, in which case prevention, treatment, and enforcement activities should be enhanced. Other communities may face problems of violence linked to illicit drug trafficking

requiring law enforcement activities to target “hot spots” of heightened drug activity. Determining the gaps in services currently provided by and for the community is an essential step. The local health department, police department, and other state and local agencies often track data and services that will help identify community needs.

While the two task indicators has the least computed weighted mean values, and these were, Provides childcare for the community’s children to free parents from work and enable them to pursue their interest and activities (3.33); and shows concern on the growth of street children in the locality 2.82) which falls under the level, moderately high. The overall weighted mean of 3.70 falls under the level, high which indicates that the school principal-administrators, in general, are high in relation to social welfare on the social sensitivity.

On the other hand, the table pictures the general perception of the public secondary school teachers on the level of social sensitivity along social welfare. On the whole, mean values of five individual indicators related to the level of social sensitivity along social welfare fall under the level of moderately high. The two highest computed weighted means were, provides childcare for the community’s children to free parents from work and enable them to pursue their interest and activities (3.33), and renders assistance to distressed victims of disasters such as floods, drought, fire, wars, and other calamities and social disorganization (3.06). But nonetheless, the weighted means of three remaining indicators related to the level of social sensitivity along social welfare fall under the same level of moderately high. This might conceptualize warning response as a form of collective behaviour that is guided by emergent norms brings several issues to the fore. One is that, far from being automatic or governed by official orders, behaviour undertaken in response to warnings is the product of interaction and deliberation among members of affected group activities that are typically accompanied by additional confirmatory information. Circumstances that complicate the deliberation process, such as conflicting warning information that individuals and groups may receive, difficulties in getting in touch with others whose views are considered important for the decision- making process, or disagreements among group members.

On the Table 4b, it can be surmised from the overall responses of the school principal- administrators that they generally perceived themselves to be very high in relation to social sensitivity along customs and traditions. Majority of them generally perceived that they were very high in customs and traditions having a weighted mean

value of 4.57. Specifically, the modal responses in three individual indicators fall under the level category of very high, to wit, shows respect for Filipino customs and traditions and advocates for the revival of traditional Philippine arts (5.00), advocates the traditional value of cooperation (4.78), and engages in religious activities and participates in celebrating community festivities (4.58). The findings manifest that our culture is a big reflection of our great and complex history, as it is influenced by most of the people we have interacted with. A blend of the Malayo-Polynesian and Hispanic culture with the influence from Chinese, Indians Arabs, and other Asian cultures really contribute to the customs and traditions of the Filipinos. And Filipino culture is unique compared to other Asian countries, and beliefs apply every day in the life of the Filipinos and reveal how rich and blessed the culture the people have.

This notion supports Bennett's [10], in his research paper is to complicate the genealogies of the concept of culture as a way of life that have held sway within cultural studies, reviewing key aspects in the development of this concept within the tradition of anthropology focus on three issues: the respects in which the 'culture concept' was shaped by aesthetic conceptions of form; its spatial registers; and its functioning as a new surface of government, partially displacing that of race. In relating these concerns in the processes through which culture is 'made national', it indicates on how the spatial registers of the culture concept anticipate contemporary approaches to these questions, it also outline what cultural studies has to learn from the evolution of the culture concept in view of the respects in which the latter was shaped by the racial dynamics of a 'settler' society. It concluded that the broader implications of the fusion of aesthetic and anthropological forms of expertise that informed the development of the culture concept.

The two task indicators that has least weighted mean values were, advocates the preservation of Philippine culture and tradition (4.33), and transmits the nation's cultural heritage, resolving past accomplishments and insights (4.13). The results indicative that DepEd advocacy groups do not much promote or support Filipino Heritage considering that Heritage Conservation Society are highly technical in nature and their membership is limited to professionals such as the regional museum associations for museum workers, professional historical associations, and librarian associations.

The table discloses the secondary school teachers' responses on their level of social sensitivity in terms of customs and tradition. The overall weighted mean value of

3.49 falls under the level of moderately high which indicates that the teacher-respondents, in general, are moderately high in relation to customs and tradition. The computed average weighted mean and majority of the public secondary school teachers' responses fall in the level of either high or moderately high. The three task indicators that were rated high were, shows respect for Filipino customs and traditions and advocates for the revival of traditional Philippine arts (3.93), engages in religious activities and participates in celebrating community festivities (3.83), and advocates the traditional value of cooperation (3.59). This result under this social sensitivity on customs and traditions was surprising because enhancing the social fabric requires promoting cultural awareness, identifying and inculcating values for the common good, cultivating creativity, and promoting culture-sensitivity in governance and development efforts. In the first year, limited strategies were employed, mostly focusing on consolidation and systematization of efforts or "putting the pieces in place" in preparation for bigger and broader reforms and actions. These primordial strategies of the culture sector include institution-building; systematic documentation and monitoring of on-going programs; and identifying and addressing data gaps.

The means of the two remaining tasks related to social sensitivity on customs and traditions fall under the level, moderately high. These two tasks were, advocates the preservation of Philippine culture and tradition (3.33), and transmits the nation's cultural heritage, resolving past accomplishments and insights (2.76). Despite these two latter task whose means fall under moderately high level, the overall mean of 3.49 signifies that on the whole, the public secondary school teachers generally perceived that they were moderately high in social sensitivity along customs and traditions.

It is reflected on the table, it can be observed from the overall responses of the school principal- administrators that they generally perceived themselves to be high in social sensitivity along community development. Majority of them generally perceived that they were high in community development having a weighted mean of 4.38. However, the highest mean percentage to this task-indicator, i. e., Cooperates with the development units of the province or the people for developing villages/barangays (3.70). While the computed mean values of other task indicators fall under the level, high, and these task were, takes the initiative of planning and organizing school sponsored community projects such as cleanliness, beautification and technology transfer (4.45), and allows himself to serve as an adviser/ consultant with the people on matters involving community development (4.42).



On the other hand, referring to the same table, the computed mean percentage and majority of the public secondary school teachers' responses fall under the level, moderately high. However, the only task indicator where majority of responses (.61) falls under the level, high, that is, cooperates with the educational, social, religious, and civic leaders of the community to discuss ways and means for the promotion of the social welfare and improvement of community life.

Specifically, means of four out of five individual tasks related to community development fall under the level, moderately high. These were as follows, cooperates with the development units of the province or the people for developing villages/barangays (3.32); allows himself to serve as an adviser/ consultant with the people on matters involving community development (3.17); and takes the initiative of planning and organizing school sponsored community projects such as cleanliness, beautification and technology transfer (.03). Table 4d illustrates the general perception of the school principal-administrators and teachers on their level of social sensitivity along the area of environmental consciousness.

A closer look at the table reveals that in all task-indicators related to social sensitivity on environmental consciousness, the computed mean percentages and majority of the public school principal-administrators' responses fall under the level, Very High. The two highest task indicators that obtained higher mean percentages were, allows individuals to keep the sustainability of the environment to raise the awareness of individuals to protect from all hazards activities; and cooperates with the whole community including, educators.

### **Relationship between the Level of Social Sensitivity of the School Principals and Teachers and Their Profile Variables**

The Point Biserial, and Spearman's Rho Correlation Statistical Test is the most appropriate statistical tool to use in finding its relationship with the level of social sensitivity of the school principal-administrators and teachers in relation to social welfare, customs and traditions, community development, environmental consciousness and their profile variables. As reflected on the Table 5a presents the summary of computed Point Biserial and Spearman's Rho Correlation Statistical Tests, its relationship between the level of social sensitivity along social welfare of the school principal-administrators and the school and division levels' number of seminars and

trainings have computed Point Biserial values at 0.321 and 0.260\* which have significance level of \*0.012 and 0.045, respectively. This means that the relationships are significant at the 0.05 level. Therefore, the corresponding null hypothesis which state that there are no significant relationships that exist between the level of social sensitivity of the school principal-administrators and the school and division levels' number of seminars and trainings and social welfare are rejected.

Along environmental consciousness, its relationship with school principal-administrators and place of residence, has computed Point Biserial value at -0.3118\* which have significance level of 0.016, and likewise significant at the 0.05 level. In terms of environmental consciousness, its relationship with school principal-administrators' place of residence, the Point Biserial value was computed at -0.311\* which have significance level of 0.05.

And lastly, in the overall weighted mean of principal-administrators, its relationship with the place of residence, the Point Biserial value was computed at -0.283\* which have significance level of 0.029., and thus, significant at the 0.05 level. This may be attributed to the fact that the place of residence might influence every principal- administrator as educators to provide the conditions under which people's learning curves go off the chart. Place of residence, within schools, the principal-administrator is in a unique position to influence the implementation of these guiding principles and to affect the overall quality of teacher professional development. One of the primary tasks of school principal-administrators is to create and maintain positive and healthy teaching and learning environments for everyone in the school, including the professional staff.

### **Test Relationship between the Level of Social Sensitivity of the Teachers and their Profile Variables**

Table 5b depicts the summary of Point Biserial and Spearman's Rho Correlation Statistical Test obtained between the level of social sensitivity of the secondary school teachers across the profile variables. As could be gleaned from the table, the relationship between the social sensitivity along social welfare and the public secondary school teachers' position the Spearman's Rho have computed value at 0.112\* which have significance level of 0.048. It follows that the corresponding null hypothesis is rejected at the 0.05 level of significance. This implies that in determining the relationship between the social sensitivity along social welfare and the public secondary

school teachers' position significantly affects teacher's position, the fact that teachers play a critical role in schools and educational settings whose immediate concerns is. provide services to students to enhance their emotional well-being and improve their academic performance, having such multiple roles, they extended help students, families, and teachers address problems such as truancy, social withdrawal, overaggressive behaviours, rebelliousness, and the effects of special physical, emotional, or economic problems.

The result above can be related to the study of Baker [12], that teachers as school social workers play a vital role in addressing the various needs of students in an educational setting. Through the roles social workers assume, they have the opportunity to collaborate in the improvement of the lives of those they serve. Social workers who provide mental health services are required to be licensed by the state in which they practice. Their roles can vary from student to student, providing a variety of experiences on a daily basis. However, like many social workers, the caseloads of school social workers are often high. School social workers can be assigned to more than one school, requiring time to travel between locations. Often the school social worker performs in isolation and may not have access to consistent supervision. There also may be limited resources to support service delivery such as a lack of confidential and private space, supplies, and training.

### **Significant Difference in the Level of Social Sensitivity in the Perceptions of the School Principals and the Teachers**

Social sensitivity, which has been defined as the ability to accurately perceive and comprehend the behaviour, feelings and motives of other individuals, is generally viewed by personality theorists, social psychologists and clinicians alike to be a psychological variable of major importance for the understanding of such basic phenomena as the development of a conception of self, the acquisition of roles and the interaction within and between groups.

To substantiate and strengthen the general findings in determining the significance difference on the level of social sensitivity in the perceptions of the public

school principal-administrators and teachers, the Multivariate Statistical Test result was utilized and is hereby tabulated in Table 6.

Result of Multivariate Test in Table 6 revealed that the public school principal-administrators and teachers have higher level in all social sensitivity related to social welfare, customs and traditions, community development and environmental consciousness. All the Multivariate Test F- values which range from 68.861 to 137.846 reach the critical value at 0.05 level of significance. This indicates that whatever the difference that exist between the public school principal-administrators and the teachers and their level of social sensitivity are considered statistically significant. Therefore, the corresponding null hypothesis which state that there are no significant differences that exist between the public school principal-administrators and the teachers and their level of social sensitivity are rejected. These results lend support to Sullivan's [13] notion that an understanding of others' feelings toward oneself as well as the reasons for these feelings are crucial for the development of good interpersonal relations. Moreover, Horowitz [14] has shown that individuals who relate successfully to others tend to feel more positively about themselves than individuals whose interpersonal relations are less - 2- successful" Thus it would appear that feelings about oneself, one's ability in interpersonal relationships, and one's skill in social sensitivity are closely related, although there is relatively little evidence on these relationships.

### **Relationship between the Level of Social Sensitivity of Principals and The Teachers in each of the School Related Factors**

This portion answers the problem which states that "Is there a significant relationship between the level of social sensitivity of principals and the teachers in each of the school related factors?" To provide a more valid and reliable value, the Pearson Product-Moment Correlation Coefficient or known as Pearson r were used in determining the significance in the differences between the level of social sensitivity of school principal- administrators and teachers across each of the school related factors. From the correlation table, it can be seen that the correlation coefficient (r) equals 0.208 (Social Welfare), -0.024 (Customs and Traditions), -0.043 (Community Development) and 0.059 (Environmental Consciousness) indicate weak relationship and coefficient are not significant at  $p < 0.05$ . These suggest that the social sensitivity of the School Principal in terms of Social Welfare, Customs and Traditions, Community Development and

Environmental Consciousness have nothing to do with enrolment sizes. Likewise, the overall correlation coefficient ( $r$ ) of 0.080 shows weak relationship and not significant, hence, it could be concluded that the Social Sensitivity of the School Principals has no relationship with the enrolment sizes.

The correlation coefficient ( $r$ ) along with the number of teachers equals 0.217 (Social Welfare), -0.020 (Customs and Traditions), -0.036 (Community Development) and 0.099 (Environmental Consciousness), also signify weak relationship and coefficient are not significant at  $p < 0.05$ . The same goes to its overall correlation coefficient of 0.087. These data show that there is no evident relationship between the number of teachers and to the Social Sensitivity in Social Welfare, Socio-economic, Political and Customs and Tradition of the School Principals.

In the variable of average number of students per teacher the computed correlation coefficient ( $r$ ) equals to -0.085 (Social Welfare), -0.039 (Socio-economic), -0.033 (Political) and 0.120 (Customs and Tradition) imply weak relationship and not significant at  $p < 0.05$ . These mean that average number of students per teachers have nothing to do with the Social Sensitivity in Social Welfare, Socio-economic, Political and Customs and Tradition of the School Principal. Even the overall coefficient of -0.049 shows that the Social Sensitivity of the School Principals has no relationship with the average number of students per teachers.

In the same manner the correlation coefficient ( $r$ ) along with the classroom suggests weak relationship with the Social Sensitivity and its different level as the computed  $r$  equals 0.216 (Social Welfare), -0.015 (Customs and Traditions), -0.032 (Community Development) and 0.080 (Environmental Consciousness), and the overall correlation coefficient of 0.096. These data imply no evident relationship between the classrooms in all level Social Sensitivity, Customs and Traditions, Community Development and Environmental Consciousness of the School Principals.

The school factor of Laboratory Room the obtain correlation coefficient ( $r$ ) equals to 0.113 (Social Welfare) no relationship, 0.730 (Customs and Traditions) strong relationship, 0.322 (Community Development) weak relationship and 0.640 (Environmental Consciousness) moderate relationship. These means that Laboratory Room has nothing to do with the Social and Political level of Social Sensitivity of the Teachers, while if the number of the Laboratory room increases the Customs and Traditions concern of the teachers also increases. The overall coefficient of 0.789

indicates strong relationship, that is if the number of Laboratory rooms increases the Social Sensitivity of the Teachers also increases.

Likewise, Books as school factor is not significant to School Principals' Social Sensitivity as the correlation coefficient ( $r$ ) equals 0.149 (Social Welfare), -0.042 (Customs and Traditions), -0.140 (Community Development) and 0.141 (Environmental Consciousness) indicate weak relationship and coefficient are not significant at  $p < 0.05$ . These suggest that the social sensitivity of the School Principal in all levels have nothing to do with the Books. In the same manner, the overall correlation coefficient ( $r$ ) of 0.021 shows weak relationship and not significant, hence, it could be concluded that the Social Sensitivity of the School Principals has no relationship with the books in the school.

Meanwhile, the computer units' correlation coefficient also suggests weak relationship with the Social Sensitivity and its different level as the computed  $r$  equals 0.280 (Social Welfare), 0.093 (Customs and Traditions), -0.045 (Community Development) and 0.169 (Environmental Consciousness), and the overall correlation coefficient of 0.222. These data imply no evident relationship between the computer units in all level of Social Sensitivity, Social Welfare, Customs and Tradition, Community Development, and Environmental Consciousness of the School Principals. All coefficient under this factor are not significant except the coefficient of 0.280 under the level of social welfare which significant in the  $p < 0.05$ .

On the other hand, the teachers Social Sensitivity correlation coefficient ( $r$ ) equals 0.112 (Social Welfare) has weak relationship to enrollment sizes, 0.858 (Customs and Traditions) and 0.745 (Community Development) found to have a strong relationship with the enrolment sizes and while  $r$  of 0.656 (Environmental Consciousness) shows moderate relationship. These means that the social sensitivity of the Teachers in terms of Social Welfare has no or weak relationship with the enrolment sizes. The Customs and Traditions and Community.

Development factors have strong relationship with the enrolment sizes this suggest that as the enrolment sizes become bigger the level of social sensitivity in the Socio-economic and Political of the Teachers also increase. While the level of Customs and Tradition has a moderate relationship with enrolment sizes, as the enrolment sizes increase there is a moderate increase of the Teachers' Social Sensitivity in the level of Environmental Consciousness. Likewise, the overall correlation coefficient ( $r$ ) of 0.544

has a moderate relationship, hence, it could be concluded that the Social Sensitivity of the Teachers moderately increase as the enrolment sizes increase.

The correlation coefficient (r) in the number of teachers equals 0.095 (Social Welfare) signifies weak relationship, 0.879 (Customs and Traditions), 0.785 (Community Development) and 0.712 (Environmental Consciousness) show strong relationship. These mean that the number of teachers' factor has nothing to do with the Social Welfare of the Teachers. On the other hand, as the number of teachers increases the level of social sensitivity in Custom and Traditions, Community Development and Environmental Consciousness also increases. The overall correlation coefficient of 0.509 has a moderate relationship, generally, these data suggests that as the number of Teachers increases the Social Sensitivity of the Teachers also moderately increases.

The school variable under average number of students per teacher the computed correlation coefficient (r) equals to -0.516 (Social Welfare) express moderate relationship which says that an increase in average number of students per teacher will have a moderate increase in the Social Welfare of the Teachers. The correlation coefficient (r) equals 0.769 (Customs and Traditions) and 0.800 (Community Development) obtained shows that there is a strong relationship between average number of students per teacher, hence, an increase in the number of average of students per teacher, the Customs and Traditions and Community Development level of Social Sensitivity of teachers also increases. While the r equals to 0.362 (Environmental Consciousness) imply weak relationship, This mean that average number of students per teachers have nothing to do with the Environmental Consciousness of the School Principal. In general, the overall coefficient of 0.711 shows that the Social Sensitivity of the Teachers have a strong relationship with the average number of students per teachers, such as this school factor increases the Environmental Consciousness of the teachers also increases.

The correlation coefficient (r) along with the classroom suggests weak relationship with the Social Sensitivity as the obtained coefficient equals to 0.465. But in its different level the coefficient equals 0.098 (Social Welfare) means has no relationship, 0.910 (Customs and Traditions) and 0.810 (Community Development) have strong relationship, and 0.544 (Environmental Consciousness) is moderate relationship. These data imply that there is no evident relationship between the classrooms and Social Welfare, but as the number of classroom increases the Teachers' Social Sensitivity to Customs and Traditions and Community Development also increases. Lastly, as the

number of classes increases the Environmental Consciousness of the Teachers moderately increases.

The school factor of Laboratory Room the obtain correlation coefficient ( $r$ ) equals to -0.207 (Social Welfare), -0.045 (Customs and Traditions), -0.130 (Community Development) and 0.062 (Environmental Consciousness) also imply weak relationship and not significant at  $p < 0.05$ . These propose that Laboratory Room has nothing to do with the Social Sensitivity of the School Principals, specifically in Social Welfare, Customs and Traditions, Community Development and Environmental Consciousness of the School Principal. Even the overall coefficient of -0.035 shows that in general, Social Sensitivity of the School Principals has no relationship with the Laboratory Room.

Likewise, Books as school factor is not significant to School Principals' Social Sensitivity as the correlation coefficient ( $r$ ) equals 0.255 (Social Welfare), 0.286 (Community Development) and 0.281 (Environmental Consciousness) indicate weak relationship. These suggest that the social sensitivity of the Teachers in the Social Welfare, Political and Custom and Tradition have nothing to do with the number of Books. While the coefficient in Customs and Traditions  $r$  equals 0.749 indicates strong relationship, where the number of books increases the Customs and Traditions of the teachers increases as well. The overall correlation coefficient ( $r$ ) of 0.875 shows strong relationship hence, it could be concluded that the Social Sensitivity of the Teachers, in general, has strong relationship, that as the number of books increases the Social Sensitivity also increases.

Meanwhile, the computer units' correlation coefficient suggests weak relationship with the Social Sensitivity as the overall coefficient  $r$  equals to 0.088. In its different level the table presents  $r$  equals 0.030 (Social Welfare) no relationship, 0.479 (Customs and Traditions) weak relationship, 0.735 (Community Development) strong relationship and 0.197 (Environmental Consciousness) weak relationship. The results suggest that number of computer units have no relationship or nothing to do with the Social Welfare, Customs and Traditions and Environmental Consciousness. While as the number of computer units increases the Political welfare of the Teachers also increases.

After the analysis and interpretation of the data, the results were scrutinized closely and thoroughly, and the areas of improvement were identified for possible development plan which are all stated in the specified matrix which consists of six



columns. It is also considered the significant differences that were found out which may have an impact on the

## **CONCLUSION AND RECOMMENDATION**

Based on the foregoing significant findings, the following conclusions were drawn: 1) Majority of the principal-administrators in Region III are female, generally belong to the age bracket of 41- 50 years old, married, Roman Catholics, residing in either urban and/or rural areas and have dependents. They occupy the position of Head Teacher II and Principal I, holders of doctorate degrees, have administrative experience within the range of five to 8 years, belong to the professorial level, members of professional, social and religious organizations. They attended international, national, regional, and locally sponsored seminars and conferences. 2) Majority of the secondary school teachers in Region III are females, fall within the 41-50 age bracket, married, Roman Catholics, have two dependents, and living in the rural areas. They are bachelors' degree holders with master's units concentrated on the social sciences, teacher education, mathematics and communication arts; have been in the service for 8 to 14 years; and graduated from SUCs and are level of implementation of the social sensitivity public school principal-administrators and teachers. Other columns include objectives and activities that could possibly solve the problems. Materials needed, persons involved and the timeframe were integrated to surely address the problems.

Therefore, based on the findings and conclusions arrived at, the following suggestions and recommendations are hereby advanced: 1) Administrators who have not finished their post graduate studies should pursue in order to acquire more knowledge and be more equipped professionally in meeting and solving the difficulties to be met especially towards planning, implementing and monitoring and evaluating extension activities. They will also serve as good examples to faculty members in pursuing higher educational levels. 2) More relevant school undertakings like conferences, trainings and seminars should be conducted to increase the level of social sensitivity of the administrators from high to very high. 3) The level of involvement of the teachers in planning, implementing, and monitoring and evaluating extension programs should be enhanced. Faculty members should be more involved in planning and implementing extension activities. More financial assistance and moral support from the administration should be observed to increase their participation. 4) DepEd

should standardize the number of subjects handled by teachers or decrease the number of subjects to be taught from the eight regular classes to 6 classes to give more time for other activities like engaging in flexible instructional materials. 5) To encourage the involvement of administrators and teachers in conducting extension activities, more incentives should be given like monetary assistance and reduction in load. Likewise, constant recognition should be given to those who are always and dedicatedly involved in extension activities to keep their continuous participation and perhaps inspire others to get involve. 6) A similar study should be conducted using more or other variables to determine the level of social sensitivity of administrators, teachers and students of DepEd in Region III.

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