



ABSTRACT

Title	: CORE VALUES, SCHOOL CULTURE TYPOLOGY AND ACADEMIC PERFORMANCE: BASIS FOR CHRISTIAN COLLABORATIVE PROGRAM
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This study has two major purposes: (1) to look into the relation of the community core values, school culture typology, and students' academic performance at Philippine Christian University-Dasmariñas, and (2) to make recommendations to support the Christian Collaborative Program.

The students', parents', and teachers' core values and perceived school culture typology as well as the students' academic performance were assessed through surveys and academic records from the school registrar, respectively. The core values of each group of students were treated according to the school values, faith, character, and service. Each result was then tabulated, analyzed, and correlated to both school culture typology and academic performance of students.



The findings show that the academic performance of the students is very satisfactory. The perceived school culture as assessed by the students is contrived collegiality, indicating that they perceive the school leadership enforces and heads collaboration. For parents and teachers, comfortable collaboration is the evident school culture typology. This generally indicates that the collaboration comes from open communication, advice-giving, and comfortable support from both parents and teachers.

Results of the correlation studies show that the students' academic performance is not affected by their core values on faith, character, and service. The core values of the parents and teachers on the same parameters are not associated with the perceived prevailing school culture typology. However, the school culture typology affects the academic performance of students as shown by the statistical treatment employed.

These results can serve as a basis for the implementation of school programs, as well as development and enhancement of new curricula which will address arising issues and concerns within the school community. The results can also be used for modifying and adapting school processes as seen fit by the administrators, in case a modification is desired.