LEARNING ASSESSMENT AND MONITORING OF STUDENTS UNDER RED FLAGS: A BASIS FOR REFERRAL AND INDIRECT INTERVENTION

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ABSTRACT

The Department of Education Memorandum DM-OUCI-2021-055 provides directions and guidelines among teachers on the system of referral of the students under red flags. It is where it presented as the notable change in academic performance, comments endorsing violence; expression of suicidal thoughts; and notable change in behavior or appearance; and others. With this, this study proposed to determine the percentage of the students who manifest red flag behavior in Pikit and Kabacan National High School and intended to help these students through referral systems from a mixed-method data analysis. From the results, there were only 26 students out of 142 students who manifest red flags behavior and majority of them were observed from the minimal submission of outputs from SLM's and financial constraints of the family or guardian. In response, indirect or implied referral was conducted to augment the need of these students by joining the program 'Linis mo, allowance mo' in which different positive changes when observed includes punctuality, courteousness, responsiveness, and more. In general, this study benefits the students under red flag for their finances, faith, manner, goals in life, and responsibility.

Keywords: Red flag, referral system, positive change

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CONTEXT AND RATIONALE

The temporary suspension of the normal paradigm of face-to-face learning paves way to the adoption of modular print distance learning. It is in the form of individualized instruction in module and is self-paced. However, even if modules are self-paced, some of the students still have a hard time in answering the questions. The common reasons are insufficient time, work, home loads, and technological interference. Reasons of manifesting emotional and psychological problem seems to be unperceived, but it is a possible cause why the students have unfulfilled module.

For any educational institution, students are the most important asset. But the frustration at interim time to check outputs is a realization that a student is struggling. It is easy to identify a student who is struggling even by just looking at his/ her on the submitted modules and behaviour. Pro-active intervention plan can be initiated among them by assessing the reasons behind their unfulfilled outputs and actions and referring them to an expert for some improvement, yet there is still a cycle of failure among missing students who quietly struggling and those who are no submitting outputs at all. Thus, there is a need to have an early warning system which is a set of red flags.

In monitoring, the students' progress can be tracked to see how a teacher could sift through all the information that would enable them to conduct a referral system. For instance, in distance learning, almost half of the students missed most part of the module. Some of them have a quiet downward slide, disengaged in the activities, and some are far behind which triggers red flag. Problems like these enable teachers to indirectly intervene by referring to an expert before students are mired in success. The numbers is few yet the indication of victimization if neglected is alarming and it is wise to seek more information through learning assessment and monitoring of the teacher.

Identification of red flags behaviors is uncommon. These are behaviors that are questionable, suspicious, or inappropriate that go beyond the norms or reasonable for the situation. But the recent memorandum of the Department of Education DM-OUCI-2021-055 provides directions and guidelines on counseling and the system of referral of the students under red

flags. It is where it presented as the notable change in academic performance which indicates the poor or inconsistent learning performance; writings and comments endorsing violence; expression of suicidal thoughts or feelings of hopelessness; impairment of thoughts; poor decision-making and coping skills; notable change in behavior or appearance; and others (www.lakelandcollege.edu, 2021). These behaviors may vary to any student and that teachers are advised to diagnose the situation and are asked to connect to counselling services.

Most of the teachers can generalize this situation as normal which coincides with the current norms thus tracking and planning of supports ahead of time for the students are not realized. There is an instance of not realizing that the non-submission or minimal submission of learning activities of the students might manifest an early warning for students to develop red flag which the students are mired in success. As such, this study will help assess and monitor students who do not submit outputs in this current modular distance learning or those students with minimal submission which will be used for the guidance referral.

The scarcity of related studies caught the attention to conduct this action research. Red flags mostly focus on academic concerns and not on students' behaviors. Thus, this study has the primary role or has an intervention plan to tightly focus on students to get back on the track academically from diagnosing the reasons behind the minimal submission of outputs of the students or the no submission at all that will further provide what type of referral that the student need such as financial referral or counseling referral. The research will only be interested on the observable changes of the students after the intervention given by the counselor such as on their outputs, personal reflections, and others observable behavior of the students and do not do any intervention for the confidentiality of the topic.

INNOVATION, INTERVENTION, AND STRATEGY

Some of the students from Kabacan National High School and Pikit National High School had a quick down slide in learning performance; and were uncooperative, disengaged, and uncomforted as observed in the previous school year. Before these failing students, teachers are advised to observe, monitor, and give them additional activities or remediations. However, in other cases, they failed to meet the remediation's standards, resulting in failure or a performance grade of 75.

In response to these observed behaviors or in the possible formation of a mental health concerning learners, this study strategized a mechanism to determine the root cause of these concerns. The work of the students will be assessed whether they submitted complete outputs, minimal or no output at all. From this, an intake form or interview guide was adopted. A referral was made next in either financial referral or counseling referral to help the student amid his or her concern. After at least two of making follow-ups, observable behavior will be monitored and, in this case, it will be indicated whether the student will pursue or not to higher counseling session.

In general, following the guidelines in referring students to guidance counselor, the indirect referral was used to facilitate students who encountered counseling (with the permission of the parents and students). There were 6 stages in this process:

Stage 1: Initial concern regarding a students' progress.

Stage 2: Information gathering.

Stage 3: Information sharing and team discussion.

Stage 4: Discussion of possible strategies.

Stage 5: Implementation and monitoring of strategies.

Stage 6: Evaluation and decision making.

Minimal submission or those who failed to submit work on time were given accurate and complete counseling service that helped students in their learning performances. Individual Learning Monitoring plan was used in order to track and assess the effectiveness and appropriateness of the intervention. This study has no intention to gather what methods or strategies

that the counselor had employed the respective students. The research, on the hand, will only be interested in the observable changes of the students after the intervention given by the counselor such as on their outputs, personal reflections, and others observable behavior of the students. Furthermore, this study will attest whether indirect referral helped students under red flags in their learning performances.

ACTION RESEARCH QUESTIONS

This study generally aimed to assess and monitor the learning performance of students under red flags in an indirect intervention. Specifically, it sought to answer the following questions:

a. What was the number of the students under red flags?
b. What were the main reasons for the students' red flags?
c. What type of referral helped students under red flags?
d. What were the changes in the observable behavior of the students under red flags?
e. How did the referrals help students under red flags?

Operational Definition of Terms

Community Referral refers to endorsing a student under red flag to different institutions of the society for fund sourcing or grant of any scholarship.

Counseling Referral refers in endorsing a student under flag to other step of counseling process for an in-depth analysis of the situation

Direct Referral refers to the advisers to address the need of the student under red flag

Implied Referral refers in endorsing a student under red flag to other advisers or teachers, and to other individuals capacitated in funding

Red Flag refers to a warning system for assessing student's behavior, social, and mental health.

Referral refers to the action taken to address the needs of the students under red flags

ACTION RESEARCH METHODS

a. Research Design

This study used descriptive research design. It quantitatively described the assessment and observation gathered from monitoring students under red flags. It also qualitatively described the benefits of this study among these students in their behavior, mental, and social condition.

b. Participants and other Sources of Data

The respondents of the study were chosen purposively from assessing the outputs of Grade 9 students in the sections Faraday and Chadwick of Kabacan National High School and section Cabana of Pikit National High School.These students who had submitted an incomplete output or no answers at all.

c. Data Gathering Methods

This study employed mixed methods of quantitative and qualitative approaches to explore diverse perspectives and determine relationships between the multifaceted factors of red flags to learning performance. The quantitative method will be used to determine the percentage of the students who submit outputs minimally or no outputs at all. This will be further used to determine what type of referral will the students need for an intervention.

On the referral of learners, the proponents/advisers accomplished the intake interview form and parent consent with the reason for referral and type of intervention to be implemented. When the learners need utmost attention, referral form was accomplished and was submitted to the Guidance Counselorvia physical submission and/or electronic mail while observing confidentiality. From this case, the guidance counselor informed the student under concern to undergo some mental health services and monitored its progress or status.

Qualitative data will be collected, transcribed, and thematized interviews and conversations with the respondents after indirect intervention. The interviews or chat messages aim to identify what are the reasons behind the students' incomplete answers or submission, reasons of lagging behind academically, and other external factors that may manifest red flag.

Another form of documentation for qualitative data that was used was case notes or observation notes. This will be an opportunity for reflections and appreciation of students' achievements through writing or recording. It

includes the topics discussed, counseling plan goals and objectives, intervention and techniques used, observations, progress or setbacks, and other student's current strengths and challenges. As such, the teacher could also check the progress of these students from their observable performance like the answers provided in their self-learning modules.

d. Data Analysis Plan

A quantitative method was used to determine the frequency and percentage for the number of students who were manifesting red flag and percentage for the type of referral that a student had received. Qualitative analysis with the use of triangulation method was used to interpret the difference of outputs of the students before and after the indirect intervention, and the reasons behind their poor academic performance.

e. Ethical Consideration

The researcher ensured that the study was conducted in accordance with ethical standards. Prior to their participation, the respondents were informed by providing a letter of consent from their parents or guardians. Before signing, they were oriented to further explain its objectives and potential results that will benefit their academic performance. The information gathered from respondents was strictly confidential, anonymous, and solely for research purposes.

DISCUSSION OF RESULTS AND REFLECTION

The Department of Education through Republic Act 11036 or the Mental Health Law provided the framework of this study in assessing and monitoring 41 students of Pikit National High School and 101 students of Kabacan National High School. As such, this study sought to determine the number of the students under red flags in each school; determine the main reasons of their red flag behaviors; determine the referral suited to each student under red flags; observed the changes in their behavior; and how the intervention helped them in any aspect in a mixed method of data analysis.

Number of students under red flags

The word red flag was used to describe a warning system for assessing a student's behavior, social, and mental health. It was noted during the submission and retrieval timetables, posts on various social media pages, and other observable behavior in many areas. As stated in table 1, there were seven red flag behaviors detected during the first quarter of the school year 2021-2022 in this study.

Of the 7 observed red flag behaviors, 5 were observed in Pikit National High School. From the whole coverage of first quarter, 3 (7.31%) of the 41 grade 9 students under Cabana section were observed to have minimal submission and close to non-submission of outputs respectively. There was 1 (2.44%) from each of the behaviors, which included lateor failed submission of work, manifest deterioration in grooming and hygiene, and talks or posts about suicide and other frightening matters. In this case, 9 out of 41 students (21.94%) were observed to have some red flags behaviors.

In Kabacan National High School, on the other hand, 6 of the 7 indicated red flag behaviors have been observed. Many of these behaviors were on minimal submission, which constitutes 7 (6.93%) of the 101 students in the Chadwick and Faraday sections. Close to non-submission and late or failed to submit work on time were followed, which constitutes for3 (2.97%) students respectively. Other red flags were being exhausted, anxious, depressed, irritable, angry, etc., as well as talks or posts about suicide and other threatening matters, which both had a frequency of 1 (0.99%). There were 17 (16.83%) students who were observed to have some red flag behaviors in these two sections.

Table 1. Frequency table of students under red flags

Red flag Behaviors	Name of Schools			
	Pikit NHS (n=41)		Kabacan NHS (n=101)	
	f	%	f	%
Minimal Submission	3	7.31	7	6.93
Close to non-submission	3	7.31	3	2.97
Late or failed to submit work on time	1	2.44	3	2.97
Shows lack of interest and motivation	-	-	2	1.98
Seems to be perpetually tired, anxious, depressed, irritable, angry, etc.	-	-	1	0.99
Manifest Deterioration in grooming and hygiene	1	2.44	-	-
Talks or posts about suicide and other threatening matters	1	2.44	1	0.99
TOTAL	9	21.94	17	16.83

Main reasons of the students' red flags

The major underlying reasons or main theme for each of the detected red flag behaviors were determined as presented in table 2. Among 9 students under the red flags from Pikit National High School, 3 (33.34%) responded their main concern as a working student. They are unable to control their timetables in answering to each module till it is submitted. They're also concerned about the time of submission, which causes a conflict with their job because submissions are only made on weekdays.

Table 2. Main root causes of the students' red flags

Root Causes	Schools			
	Pikit NHS (n=9)		Kabacan NHS (n=17)	
	f	%	f	%
Working student	3	33.34	4	23.53
No allowance or limited allowance	2	22.22	7	41.19
Far distance	1	11.11	1	5.88
Unmotivated in the current situation	1	11.11	1	5.88
Resembled behavior of a family member	-	-	1	5.88
Belittled or reprimanded by family members	1	11.11	1	5.88
Influence of friends	1	11.11	1	5.88
Separation of parents	-	-	1	5.88
TOTAL	9	100.00	17	100.00

There were 2 (22.22%) students who had a main concern of limited allowance to travel during retrieval and distribution timetable. Since they were in a far-flung area, they opted to submit once a month where their education become at risk from a wider scope. Furthermore, there was 1 (11.11%) students each who had main concern of far distance of house and school; who were unmotivated in the current situation; who was belittled or reprimanded by one of their family members; and whose friends have great influence on his behavior.

As also shown in table 2, 17 students from Kabacan National High School were in union with the main reasons gathered from Pikit National High School. However, the main concern of the students under red flags was the limited amount of money to submit their answers with the frequency count of 7 (41.19%). It was secondly followed by the main concern of being a working student with the frequency count of 4 (23.53%). Moreover, frequency count of

1 (5.88%) to each of the main reasons were recorded for far distance; unmotivated in the current situation; resembled behavior of a family member; belittled or reprimanded by one of their family members; influence of friends; and separation of parents.

Type of referral that helped students under red flags.

To address the main concerns of the students under red flags, this study proposes possible solutions to overcome such conditions as revealed in table 3. One of the referrals made was the direct approach of referral. In this type, the advisers of the identified sections conducted the mandate of Department of Education stipulated in its memorandum no. 55 s. 2017 which is home visitation. There were 9 (34.61%) students who were visited in their respective houses. This method determined their living status, treatment of their family members to them, as well as, to know deeper on how they developed such red flags. Another method was also used which is the adoption of a student that includes a scholarship program. This method helped 3 (11.53%) students under red flags to lessen their burdens from being a working student and had limited resources. Each adviser selected a student with a corresponding agreement to them to have a well-focused education.

Table 3. Type of referral that helped students under red flags

Type of Referral	Particular	Frequency(f) (n=26)	Percent (%)
Direct	Home Visitation	9	34.61
	Adopt-a-student	3	11.53
Implied	Working Student	1	3.85
	Linis mo, allowance mo	11	42.31
Community	Barangay LGU	1	3.85
Counseling	Psychological First Aid	1	3.85
	TOTAL	26	100.00

Another type of referral was made was the implied approach. This type of referral was used to endorse these students under red flags to other advisers or teachers, and to other individuals who have the capacity to fund the needs of these students. As such, 1 (3.85%) student was adopted by a teacher to be its working student whose academic related fees and travel as well as to live in the same house were given in exchange of doing any household chores. There were also 10 (42.31%) students who received an amount in lieu of their

work from a specific time during a specific day. In this case, some teachers gave directives like cleaning the classroom or other areas in exchange for a certain amount or a refund of their travel and meal expenses during that day.

Community referral, the third type of referral made, was used to endorse a student under the red flag to different institutions for fund sourcing or grant of any scholarship like 4Ps and other program. From this, there was 1 (3.85%) student who was given a chance of being a scholar in one of the barangays in Pikit municipality. This student was endorsed to Barangay Local Government Unit represented by Barangay Kagawad for Education.

The last type of referral made was the counseling referral. This type was used to endorse student under flags to other step of the process for in-depth counseling of the Guidance Counselor. As 1 of the students (3.85%) felt mild symptoms on mental health concern, a guidance counselor took charge of it for a psychological first aid and a constant monitoring. In general, all students under red flags behavior were referred to different methods to help them in their current conditions.

Changes in the observable behavior of the students under red flags

a. Punctuality

Most common observed behavior during distance learning was the punctuality of the students. Teachers observed students' tardiness and promptness during distribution and retrieval schedules. As shown from figure 1, student- respondent 9 submitted outputs after the scheduled date. The lack of available finances of the parents to be used during the scheduled date was the reason of the red flag. Finally, the progress of this student was perceived from its promptness during the scheduled date.

b. Courteousness

Courteousness was observed from the messages of the students either in chats or messaging or through personal greetings. This courteousness conveys positive tones of the message which is clearly a dangerous behavior when neglected. During distance learning, netiquette or proper etiquette shall be embodied by these students using or not using the internet. As shown in figure 2, student- respondent 2 before, chatted with the teacher without proper salutation nor clear gratitude when the question or clarification was answered (shown in before photo). But after, although informal, the same student asked properly its question from the start of the conversation to the

end (as shown in after photo).

c. Responsiveness

Aside from group chats, teachers can communicate with the students through personal messages. The student's unresponsiveness to the teacher's questions may represent a possible red flag. Although, responsibilities are less specified upon the students other than answering the self-learning modules properly, their responsibilities of being responsive may be actualized in the way how they respond in a certain moment that the teacher asked them to answer. In an instance, as presented in figure 3, in the first month of the school year 2021-2022, student- respondent 4 did not respond to any of the teachers' questions even though the concern was about Learners Information System (LIS). This student was unmotivated due to financial constraints of his family, but with deep understanding and consideration, this student gradually regained its motivation to continue learning.

d. Voluntarily Participating

With the type of referral employed to each student who was under red flags, these students gained motivation. One of the representations was their voluntary participation when the teacher asks them to render any help at school. It may be possibly attributed to a reward after or with diligence that comes from motivation. As shown from figure 4, student- respondent 10 with red flag volunteered for such work when being asked to do so. The image (after) shows the students gratitude for how the teacher builds her confidence.

e. Decrease in Nuisance Chatting

It may feel irritating when a student asks the same question in a different instance, as for example, this student asked for the submission even though the distribution had just begun a day after. It is one of the red flags that needs attention. As presented in figure 5, student- respondent 13 consistently chatting in the chat group (before picture). It was found out after assessment that this student was not confident enough in his classmate's answers and even with his own decision because of his experience inside their

house. But after a series of talks and advice, this student asked questions for academic purposes and inculcated a positive mindset whatever the instance will be. In this case, this student became the leader of the group and was tasked to incorporate peace and harmony during any conversation (during and after photo).

f. Positivity in Social Media Stories

One of the avenues which students release their anxiety, stress, and even depression is the social media. Although the internet gives knowledge on how to handle these hard emotions, student- respondent 1 still posts negative messages in Facebook (as shown in before photo) which become a red flag as revealed in Figure 6. This student was endorsed as a guidance counselor. After the referral, it was observed that this student is not posting any negative messages on Facebook instead this student shared memes which reflects a better emotion. But the most heartfelt message in her post was her realization of what her parents did especially for her goals in life (as shown in after photo).

g. Increase in Learning Performance

This study sought to determine whether students under red flags could have better learning outcomes after the intervention. As shown in figure 7, student-respondent 5 observed an increase in their learning performance as reflected in their scores. It can be justified that assessing students' needs and constant monitoring could increase the learning performance of a student as long as this student is willing to learn the subject matter.

Benefits of referrals for students under red flags

a. Finances

Student-respondent 6had a history of behavioral problem about on-time submission as observed from the start of the pandemic season and as quoted by his previous adviser. Then, around the beginning of the 2nd month of this study, his behavior changed. When asked what he thought that caused his changes in behavior, he stated:

"...Napakablessed ko po pala... narealize ko dahil ko sa mga natatanggap ko po mula sa inyo at sa iba.... Mas lalo pa po akong nainspired na magpasa sa tamang oras kahit pa po mag lilinis pa ako sa paaralan. Pasalamat parin po ako talaga..." *(I realized that I was blessedbecause of the rewards and privileges given by you [adviser] and other teachers.... I am inspired tosubmit on time because of these. Although, I know I need to do something in the school, still, I am thankful)*

As his behavior improved, student-respondent 6 had stated that he observed that his behavior had improved dramatically up to the last part of the second quarter of the school year 2021-2022, when asked why, he responded:

"…Hindi ko sigurado sir. Ang alam ko lang parang gusto ko na magpunta lagi sa school kasi alam ko na may pera… galing sa trabaho ko dito sir. Doon kasi sa bahay sir, wala ako pagtrabahuan para magkapera… Minsan may construction. Minsan sa palayan ni angkel ko kasama si ama… Basta sir mahirap lang kasi kami."
(I am not really sure sir. What I want is to go each day at school because of the money in lieu of works because in our house, I have no job. I am working in construction site sometimes, there were also time that I worked in the farm of my uncle with my father… I do it just because we are poor)

Other student-respondents also stated almost the same thought with the answer of the student-respondent 6. They added the responses:

"…di ko alam sir/maam na importante pala ako. Salamat po kasi [sa] tulong mo/niyo kasi mayron akong pamasahe, pangkain, at iba pa…" po."
(…I don't know sir/ma'am that I am that important person. Thank you for your help that augments my need to fare, food, and others…)

"…bukod nga po sa pera, mayron pa pong isang teacher na nagbigay po sa akin ng bigas… pinakain din po ako ng patil noon…"
(…other than money, one teacher had given rice and give me before a food to eat…)

These students were also a product of home visitation. Aside from observing their behavior when they are at home, their parents' action also matters. In that way, some parents were also interviewed to determine what significant changes had they observed to their respective child. One of the parents significantly observed positive changes for his child, he stated

"Napansin…ahhh…napansin ko yung di na siya humihingi ng pera kung magpunta siya sa room ninyo. Dati nakasimangot kay hindi magbigyan. Mag iyak din. Kung wala ako trabaho ma'am, ah, wala talaga ako mabigay. Tignan mo ito [bahay] ma'am di ko rin maayos. Kahirap ng buhay talaga." *(I witnessed that he is not asking for money when he go to your school. He frowned when he received nothing before, cried sometime. When I have no job ma'am, I have nothing to give. Try to give a look to my house, I cannot repair it because our life is in despair.)*

Student-respondent 11, on the other hand, is a working student of a teacher. She was chosen because of her academic excellence before she manifests red flag behavior of minimal to late submission of outputs. It was observed that she had significant changes that increased her performance for

the past two quarters. She said:

> "…ang laking tulong po ni Ma'am. Hindi ko po alam kung
> makakapag-aral pa ako kung wala po si ma'am na nagpapakain
> saken at nagbibigay ng allowance kapalit ng pagtrabaho ko sa
> bahay nila… natutulungan po talaga ako nito [program] sa
> financial problems ko po… Salamat po ma'am A."
> *(…She, indeed, was a big help. I cannot go to school when she did not
> give me food, allowance in lieu of my work in their house… the referral
> really helped me for my financial problems… thank you very much
> ma'am A)*

Student-respondent 18 had the same thought with student-respondent. 11. This student was also manifested a red flag behavior but significantly changed when he was chosen to be a scholar of the Barangay Local Government Unit of Pikit.

b. Active in Faith

Islam have strong faith that almost every Friday, each member devoted themselves for this service. But there was a case where student-respondent 13 goes to their mosque solemnly yet when she returned to their home, she encountered a negative experience from her own family itself. One of them was shouting and giving negative words from her minimal mistake that resulted from her negative post. With the help of the referral system of this study, she responded:

> "…kung nagkamali ako, kailangan ko po maghingi ng tawad lalo
> na sa mga magulang ko. Yan po sabi sakin ni ma'am V [guidance
> counselor]. Sa halimbawa, nagnakaw ako tapos di na ako
> mapagkatiwalaan masyado…. Sa ginawa po ninyo saken, nakikita
> ko na po lagi. Natulungan niyo po ako na di na po ganun sila saken
> sa bahay. Salamat po ng marami…marami na po nagbago saken….
> Mag-aaral na po ako ng mabuti talaga."
> *(…when I commits an act, I need to apologize for being disrespectful
> specially to my parents. It was told by the guidance counselor. In an
> instance, when I steal, you know,I am not that being trustworthy
> anymore…. I see all you have taught from each time. You
> [program]helped me more, also with my parents to teach the
> sameconcepts at home. Thank you very much… I'd changed… I will
> now study hard)*

When the same student was asked once more on what she had observed the most significant changes in her life, she quoted:

> "Ang pagsamba ko po. Kahit ano man mangyari sa bahay dapat
> magsambayang parin po ako dapat… Si Allah dapat lagi."
> (My faith. It should become stronger even what will happen in
> our house… My Allah [God] should always be the first.

c. Manner Above All

Student-respondent 13 has a behavior problem–disrupting the chat room while student respondent 6 was being disrespectful to the teacherfromusingimproper emojis and salutation.Although these students asked forgiveness right after, it was then a possible red flag. From a home visitation, student-respondent 6 responded:

> *"Mali lang po napindot ko noon ma'am, sa bilis po nong pag chat ko iba napindot… Sorry po talaga. Alam ko na po gagawin ko. Tinuruan niyo po ako magrespeto sa inyo kung paano po dapat ang pagchat at pagsagot sa mga sinisend niyo po sa gc. Sa buong time po na nagkumusta ka po saken, sabi ko po sa sarili ko na dapat may respeto ako kahit kanino.,. hindi dapat yung send agad dapat isipin po muna… tsaka Salamat po sa time ninyo na magpunta po sa bahay noon, pinagalitan din po ako ni ina noon bakit daw ganun ako. Pero Salamat po kasi nalaman ko po yong pagkakamali ko."*

(I pressed a wrong emoji in the keyboard because of my carelessness in chatting. I am really sorry. I know now what I should do because you taught me how to respect you in chatting and in answering your question in the chat group. The time that you greet me how am I, I told myself that I should have to respect everyone… I should not go on chatting without thinking what my message is… thank you so much for your time when you went in our house. Actually, my mother scolded me that time from my disrespectfulness. I appreciate it because I now know my mistakes.)

In reviewing the record of student-respondent 13, he received warnings from his previous teacher and was called many times. Still, he did not change. From the conduct of home visitation of the school year 2021-2022, it's been quite alarming how his parent reacted on why the teachers need to visit his child at their house. He argued that his child is good and there's nothing wrong with him. But student-respondent 13 provided different justification in a separate day on what really happening inside their house and on why he acted a red flag behavior, he said

> *"Ganun po talaga si papa. Lagi rin po ako pinapagalitan non…. Kaya po siguro wala bilib sa sarili ko kaya siguro po tingin niyo saken wala na rin ako respesto. Natatakot din po ako…"*
> (My father is like that. He always scolded me…. maybe that's the case on why I have low self-esteem and maybe because of that you think that I have no respect to you. I am afraid also…)

The same with his subject teacher, she said that student-respondent 13's behavior continues to be challenging. He certainly 'talks the talk' but still has a challenge in making it work for him. But interestingly, although

uncertain, the teacher said that there's a little change in how the student frequently chatted in the chat group. The student justified this as:

> *"Alam ko na po ang magiging consequences sa ginagawa ko.*
> *Dapat po maghintay na ako sa chat ni teacher"*
> (I know what will be the consequences of my action. I should
> wait with the announcement of the teacher)

When asked on what significantly changed from him, student-respondent 13 denoted:

> *"Respeto po. Dapat di mawala. Yan po tinuro niyo sa'ken."*
> (Respect should always there. You taught me that)

d. Build attitude on Continue Dreaming

Student-respondent 11 began experiencing academic and behavioral problemsin her 8th grade that leaded to be retained. Shehad three younger siblings who were described by her as good students academically. Through assessment, she was chosen to be a working student. She stated:

> *"Dati po mataas naman ang mga grado ko. Nagsimula*
> *lang po magbaba nong nagworking na ako sa tindahan*
> *ng tita ko. Madami po kasing bumibili kaya di na rin po*
> *nakakabasa kaya rin mababa mga grado ko. Pero*
> *ngayon po, kasi working student na po ako ni ma'amA,*
> *nakakafocus na po sa studies ko."*
> (I received high grades before but I started to work in my
> auntie's store, my grades begin to fall. Because of many
> customers, I had no time to answer the modules. But
> now, because of being a working student of ma'am A, I
> can now focus with my studies)

She further responded when she was asked what would best help her by being a working student. She responded and added:

> *"Mas maganda na po. Kahit maglinis pa po ako sa bahay*
> *at sa labas, may mas time na ako magbasa at magsagot*
> *sa modules… mag-aaral po ako ng Mabuti para*
> *matulungan ko ang pamilya ko lalo na yung mga kapatid*
> *ko. Di po ako susuko lalo na sa pangarap ko kahit ano*
> *man pong hirap ko ngayon. Salamat po kay ma'am, sa*
> *tingin ko mas maabot ko na yung pangarap ko dahil sa*
> *kanya."*
> (It is better now. Even I will clean all things inside and
> outside the house, I can still find time to read and answer
> my modules… I will study hard so that I can help my
> family in the future especially my siblings. I will not stop

chasing my dreams even struggles will block my way.
Thank you, ma'am. I think I can now reach my dreams
because of her")

e. Being Responsible and Keeping me in Track

During the conduct of this study, student-respondent 10 was asked if he had responsibilities at home, such as arranging his bed, burning trashes, washing plates and utensils, feeding cats or a goat, or cleaning their house, he responded, "no", to each question. When asked why, he stated "because my mother and sister do all these jobs. Another question was asked, what do you do when you are at your house? He said, "hmmm, none?". Thus, when this student was visited, it was asked the same questions to his mother and younger sister, they both agreed that this student had no other work in their house but only playing mobile games. This scenario warrants why this student has low grades during the first quarter.

After a quarter, the student was asked on what things have changed him best from the entire study, he then said:

> "Sa una, alam ko po mabait ka. Pinakita mo po yung respeto at
> yung dapat naming gawin sa classroom. Alam ko [nag]mature na
> rin ako at alam ko po na dahil ito doon sa pagremind mo saken
> ma'am. Nahiya po kasi ako kasi tamad po ako pati sa module."
> (At first, I know you are generous. You have promoted respect
> and classroom responsibility from day one. I think am maturing,
> and I think the majority of it comes from the daily reminders
> about character ma'am. I am cautious becauseam lazy even in
> modules [before].)

When questioned about whether they were still quarrelling with his sister in doing household chores, he responded:

> "Opo pero di na masyado. Dati gaaway kami ng walang rason
> tsaka doon sa trabaho sa bahay. Pero okay na po, alam ko na
> ang responsibilidad ko dahil sa pagpapalinis mo po sa amin dito
> sa room. Ngayon, alam ko na maglinis."
> (Yes, but not often. Before we used to fight with my sister for
> no reason and about the household chores. Now, cleaning the
> classroom taught me my responsibility. Now I know how to
> clean.)

From another home visitation conducted, his mother was asked on what significant changes happened to her child, she stated:

> "Nagbago na siya kunti. May time na naglilinis na siya at
> nagmomodule. Paggising niya mag module... hindi ko alam sa
> ginawa niyo ma'am sa kanya, basta nagbago na siya..."
> (Yes, he had a little change [matured]. He has the time to do
> something and answering [his] module. When he get himself

up in the morning, he is answering his module... I do not know what you have done but he has changed [that is responsibility'])

Although, student-respondent 10 only received direct referral which is home visitation, he still recognized its importance to his character. The importance of responsibility when it is taught; his responsibility in school that helped him in the track of better academic performance. This student ended his answer as:

"Malaki po ang naging tulong. Tinulungan ako nito sa araw araw. Natutunan ko pong maging responsable, ayusin ang sagot sa module, pati narin sa sarili ko po"
([Yes], it helped me a lot. It [home visitation] helped me to weaved each day. It taught me my responsibility, to answer my module responsibly, and even in myself [confidence])

The same circumstance with student-respondent 10, student-respondent 25 was a very shy and withdrawn student and had struggled academically in answering the questions from the modules. When her teachers were asked, they said, "I followed up them.", "I am giving another source to help them.", "I considered their needs", and "She did not answer any of the performance tasks given". It was observed that at the beginning of the year, she did not complete her work, did not ask questions, and was not very responsible when it came to keeping up with either her modules. This student answered:

"...nong sinabihan mo ako sir... nahihiya po kasi ako pati ngayon. Di ko alam paano gawin, mahiya po ako magtanong sa'yo sir. Tinanong mo ako noon sir kung bakit mababa scores ko sa Math, di lang po ako nag imik na nahihirapan po ako. Pero, tsaka nalaman ko lang sir nong chinat mo ako para tulungan ako, dyan ko sinimulan na magsagot ng maayos sir kasi nagtatanong ka po kung paano nakuha yung ganun na sagot sir... tsaka nong naghome visit kayo sir, naisip ko na importante pala ako sa mga teacher kaya nagsasagot na ako sir kahit mahirap sir... lalo na sa Math sir"
(... when you told me... I am hesitant even now. I don't know what to do because I am not confident to ask something from you sir. You asked me before on why my scores in Math are low, I opted not to say that I am struggling. But when you chatted me sir, it captures me to answer the modules properly because you are asking why did I arrive with my answer. Then, when you visited me in our house, I felt that I am important to my teachers so I answered it responsibly even it is hard... especially in Math)

CONCLUSIONS, AND RECOMMENDATIONS / REFLECTIONS

a. Conclusions

1. There was only a small percentage of the students who manifests red flag behaviors; however, it is alarming when neglected;

2. Financial constraint of the family was the main reason why students manifest red flag behaviors.

3. The adviser as well as the community of teachers could be of big help for students under red flags;

4. The impact of the teacher's physical, emotional, and financial support mitigates the adverse effect of red flag behaviors through changed in observable behaviors, and

5. Referrals could help the students under red flag behaviors to build or change their own character, attitude, and confidence.

b. Recommendations

1. Teachers should monitor and assess students' need to reduce the manifestation of red flag behaviors;

2. Education and other sectors should invest to the students in aid from family's financial constraints, and to be a driving factor to attain their goals and aspirations;

3. Teachers should understand different aspects of students' actions and give further considerations (if needed) in support to students under developing or had developed red flag behaviors;

4. Referrals should be used by other teachers to develop the positive character, attitude, and confidence of the students on their own supervision; and

5. Future studies shall conduct the same study to test whether the result corroborates with the result of this study.

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