



# STUDENTS' CASES CONSULTED TO THE GUIDANCE OFFICE IN MARINDUQUE NATIONAL HIGH SCHOOL: BASIS FOR A PROPOSED BEHAVIORAL INTERVENTION PROGRAM

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**ABSTRACT**

**Title** : Students' Cases Consulted To The Guidance Office In Marinduque National High School: Basis For A Proposed Behavioral Intervention Program  
**Research Design** : Descriptive Method  
**Sampling** : Complete Enumeration  
**Data Collection** : Validated Checklist  
**Data Analysis** : Frequency, Percentage, Rank

**Executive Summary:**

This study focuses on determining the most common students' cases consulted to the Guidance Office in Marinduque National High School from SY 2017-2018 to SY 2019-2020. The 369 students who consulted to the Guidance Office from SY 2017-2018 to SY 2019-2021 were used as subjects of the study except the Grade 10 students.

The main instrument used in this study was a checklist. The data were analyzed using descriptive statistics such as frequency, percentage, and rank.

The significant findings revealed that the most common case consulted to the Guidance Office is fighting. Likewise, most of the involved students were Grade 8 male who were 14-15 years old.

Therefore, the researchers crafted an intervention program called B.E.S.T which stands for Behavior Enhancement and Self-monitoring Training. This aims to modify students' behaviors to avoid fighting, and address cases of attendance and discipline.



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## **I. Context and Rationale**

School is an institution for learning and development. At young age, youth are engaging their time in the quest of acquiring knowledge in school. The formal education offered by different schools whether public or private are developing the school children in all aspect of human development; physical, mental, emotional, social, and spiritual development are being inculcated to them that will provide them to acquire the needed skills to cope with the challenges of life.

The Department of Education adopts the policy to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development. DepEd further reiterates a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying, and other forms of abuse (DepEd Order No. 40 s 2012). Other studies revealed that high school students face different problems such as relationship with family members, peer pressure, and bullying.

Schools' guidance and counseling programs seek for the realization of students' potentialities, help children with developing problems, contribute to the development of school's curriculum, provide teachers with technical assistance, and contribute to the mutual adjustment of students and the school.

In Marinduque National High School, there are more than 5000 students from Grade 7 to Grade 12. It is a big school that is why it is inevitable that every day there are students' cases consulted to the Guidance Office concerning several issues such as fighting between students, abuse, violence, bullying, taking of property, humiliation, pinching, pulling of hair etc.

In this regard, the researchers conducted a study to determine the most common students' cases consulted by the students to the Guidance Office in Marinduque National High School from SY 2017-2018 to SY 2019-2020.



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## **II. Review of Related Literature and Studies**

This chapter presents related literatures and studies about the cases consulted by the students.

A guidance counselor is an indispensable part of any school administration in the elementary and high school levels. They are advocates in the students' whole being because they administer guidance of both their personal and school life (TeAchnology, 2020). They may make referrals for issues outside scope of their practice or if students need higher level of care. This is to empower the students to make positive changes and learn personalized strategies for coping with difficult situations and managing stress. Here are some concerns addressed in counseling. These are adjustment, alcohol, anger management, anxiety/stress, behavioral mood changes, eating concerns, self-esteem, grief and loss, gender identity, relationship conflicts, spirituality and suicidality (University of North Alabama, 2020). Salgong (2016) said that lack of enough guidance and counseling may lead to lack of students' discipline in school. There is also lack of legal and policy framework and trained teachers hence making it difficult for guidance and counseling to succeed in promoting student discipline.

There are common students' problems. One is relationship with family. Some problems are students undergoing the separation of parents or lack of time they spend with them. More often than not, their stress come from their time spent at home than in school. Some teens have a hard time talking to their parents regarding personal matters like peer pressure and sex, so they need an unbiased opinion of an adult from time to time. Moreover, substance abuse is another problem. Adolescents are pressured into drinking alcohol or trying drugs in order to get their peers' approval. A counselor is an advocate in raising awareness of these abusive substance to the students. They develop programs to educate students on the risks and health hazards of substance abuse. In addition, the decision about the course to take is also





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another problem consulted by students to the guidance counselor. Some of them are unsure of what they want to do with their lives after graduation.

Moreover, the cases consulted to the Guidance Office are divided into four: academic, personal, social, and suspected abuse.

### **SCHOLASTIC FAILURE**

As reported by Albert (2018), several issues have also been known in association with the low performance of the Philippines' basic education system, such as a significant proportion of out-of-school children. The issue of out-of-school children in the Philippines is associated with psychological, health, and economic factors. It was revealed that a significant 36% and 44.1% of students reported a "lack of personal interest" as a reason for not attending school in primary and secondary levels, respectively. Likewise, a glaring 34.7% and 12.4% of students reported "illness or disability" as a reason for not attending school in primary and secondary levels, respectively. Moreover, 14.1% and 29.4% reported "high cost of education" as a reason for not attending school in primary and secondary levels, respectively.

### **ATTENDANCE**

Global School-Based Student Health Survey (GSHS) Philippines (2015) reported that school attendance remains largely an economic issue. For instance, 3 in every 5 (58.7%) students aged 5–15 years in 2017 belonged to families in the bottom 25 percent of the per-capita income distribution. Moreover, two-thirds (65.0%) of these students are boys, some portion of which may be caused by the need to augment the family income. Given that boys can work for income earlier in their lives, mostly are



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informally employed laborers, they are pulled out of school at younger ages than girls when the family is poor.

One of the most common reason among primary-school-age was the “lack of personal interest”, followed closely by illness and disability and by the high cost of education rate for primary-school-age. Among those aged 12–15 years and not in school, over half (53%) reported that their reason was lack of personal interest, followed by 21 percent saying it was cost of education. Lack of personal interest has a gender dimension, with a bigger share of boys more likely to lack interest in schooling. The “lack of interest” reason deserves further unpacking given the high rate of occurrence and the vague nature of the response option in the survey.

For primary-school-age children, every 1-percent change in per-capita expenditure was associated with a 0.42-percent decrease in the odds for not attending school. The association was more pronounced for secondary-school-age children, for whom the decrease in odds for not attending school is 0.74 percent. Compared to 6-year-old children, children aged 7–11 years were less likely to be out-of school youth.

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## **ABSENTEEISM**

Moreover, Abdullah (2020) stated that student absenteeism is one of the alarming problems of public high schools. Absenteeism of males was significantly higher than females. Students' reasons of chronic absences were supported by their parents. However, they were opposed by their friends. Student absenteeism had a negative impact on academic performance. Personal attitude is among the top three reasons of student absenteeism. The first-two factors of student absenteeism are health problems and classroom atmosphere. They also found out that chronic absence from classroom instruction definitely results to academic under-achievement, difficulty of making friends which could lead to boredom and loss of self-confidence and most especially the risk of dropping out of school early. In addition, male students registered higher number of absences compared with female students. He also stated that more female students received perfect attendance compared with male students.

## **DISCIPLINE**

Martin (2020) believed that students act out in a variety of ways, impacting their own ability to learn as well as those around them. Students speak and act in a disrespectful way to adults and peers. Students openly refuse to listen to adults or follow directions and students become physically or verbally violent. Likewise, Shamnadh (2019) enumerated the reasons why students misbehave in school. these are : students are bored in learning activities, they seek attention, something is wrong with the classroom environment, lack of interest in the subjects, and for their special needs.

Moreso, Kashyap (2020) believed that the causes of indiscipline in school are loss of respect for teachers, lack of ideals, defective educational system, effective freedom-fight, and economic crisis. Teachers are not getting that much respect from students which they used to get in the past. Continuous



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pressure of poverty has helped man to destroy the good feelings. Due to bad effects of economic dissatisfaction and other elements, good ideals and values are neglected. Defective educational system generated enough dissatisfaction and dejection in children. When the students develop a habit of breaking some laws, they also develop the habit of violating all sorts of laws.

Thus, Manalo (2016) reiterated that discipline is a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students.

However, Global School-Based Student Health Survey (GSHS) Philippines (2015) reported that 11.0% of students smoked cigarettes on one or more days during the past 30 days preceding the survey. The boys (16.0%) were significantly more likely to smoke than the girls (6.4%). Almost 6 in 10 or 56.7% of students had their first drink of alcohol before age 14 , with boys more likely to have drunk alcohol before 14 years old than girls.

### **CONFLICT WITH PEERS**

Bloustein (2021) reiterated that children find themselves in precarious situations that often lead to escalated conflict with their peers. Conflicts arise in the classroom, lunchroom, library, school bus, playground, while standing in line, and any place where kids gather. During adolescence into the developing stages of puberty, many children act out their emotions in the form of teasing, gossip, and physical aggression. If left unchecked, these same behavioral patterns will transfer over into the teenage years, where stiffer competition exists among peer groups. The inability to resolve conflict without resorting violence is symptomatic of youth's inability to handle confrontation. Teaching youth how to resolve conflict in a peaceful way can help reduce incidents of violence and criminal mischief.



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## **SOCIAL ACCEPTANCE**

Telen (2016) said that the sense of belonging and acceptance, anchorage and refuge, collaboration, connivance and negative influence. As look upon to their challenges in mingling with peers, the themes were created: blending in, being candid and open, and imposing boundaries. As to their insights, the themes were generated: social support and influence, kinship and camaraderie, and commitment.

Global School-Based Student Health Survey (GSHS) Philippines (2015) reported that adolescents (young people between the ages of 10 and 19 years) are often thought of as a healthy group. Nevertheless, many adolescents die prematurely due to accidents, suicide, violence, pregnancy related complications and other illnesses that are either preventable or treatable. Many more suffer chronic ill-health and disability. In addition, many serious diseases in adulthood have their roots in adolescence. Most young people are healthy. However, in 2009, more than 2.6 million young people worldwide, aged 10 to 24 die each year, mostly due to preventable causes. A much greater number of young people suffer from illnesses which hinder their ability to grow and develop to their full potential. Further, this age group engages in risky behaviors that jeopardize not only their current state of health, but often their health for years to come. Nearly two-thirds of premature deaths and one-third of the total disease burden in adults are associated with conditions or behaviors that began in their youth including: tobacco use, lack of physical activities, unprotected sex or exposure to violence, and other risky behaviors.

## **BULLYING**

The first problem in school is bullying (Salgong, 2016). It was noted that 90% of elementary students have experienced being bullied by their classmates and peers while 6 out of 10 in the secondary. Furthermore, the most common problems in high school are more complex because this is the transition



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period into adulthood. They are beginning to search for their independence and peer pressure is very powerful in influencing their decisions.

According to the National Prevention Bullying Center (2021) one out of every five (20.2%) students are being bullied. A higher percentage of male than of female students report being physically bullied (6% vs. 4%), whereas a higher percentage of female than of male students reported being the subjects of rumors (18% vs. 9%) and being excluded from activities on purpose (7% vs. 41%) of students who reported being bullied at school indicated that they think the bullying would happen again. Of those students who reported being bullied, 13% were made fun of, called names, or insulted; 13% were the subject of rumors; 5% were pushed, shoved, tripped, or spit on; and 5% were excluded from activities on purpose. A slightly higher portion of female than of male students report being bullied at school (24% vs. 17%).

Moreover, bullying occurred in the following places: the hallway or stairwell at school (43%), inside the classroom (42%), in the cafeteria (27%), outside on school grounds (22%), online or by text (15%), in the bathroom or locker room (12%), and on the school bus (8%), 46% of bullied students report notifying an adult at school about the incident. School-based bullying prevention programs decrease bullying by up to 25%. The reasons for being bullied reported most often by students include physical appearance, race/ethnicity, gender, disability, religion, sexual orientation. The federal government began collecting data on school bullying in 2005, when the prevalence of bullying was around 28 percent. Rates of bullying vary across studies (from 9% to 98%). A meta-analysis of 80 studies analyzing bullying involvement rates (for both bullying others and being bullied) for 12-18 year old students reported a mean prevalence rate of 35% for traditional bullying involvement and 15% for cyberbullying involvement. One in five (20.9%) tweens (9 to 12 years old) has been cyberbullied, cyberbullied others, or seen cyberbullying, 49.8% of



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tweens (9 to 12 years old) said they experienced bullying at school and 14.5% of tweens shared they experienced bullying online, 13% of tweens (9 to 12 years old) reported experiencing bullying at school and online, while only 1% reported being bullied solely online. Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school. Students who are both targets of bullying and engage in bullying behavior are at greater risk for both mental health and behavior problems than students who only bully or are only bullied.

In addition, bullied students said that bullying has a negative effect on how they feel about themselves (27%), their relationships with friends and family (19%), their school work (19%), and physical health (14%). Students who experience bullying are twice as likely as non-bullied peers to experience negative health effects such as headaches and stomachaches. Tweens who were cyberbullied shared that it negatively impacted their feelings about themselves (69.1%), their friendships (31.9%), their physical health (13.1%), and their schoolwork (6.5%).

### **CYBERBULLYING**

The National Prevention Bullying Center (2021) also reported that among students ages 12 – 18 who reported being bullied at school, 15% were bullied online or by text. Reports of cyberbullying are highest among middle school students, followed by high school students, and then primary school students. The percentages of individuals who have experienced cyberbullying at some point in their lifetimes have more than doubled (18% to 37%) from 2007. When students were asked about the specific types of cyberbullying they had experienced, mean and hurtful comments (25%) and rumors spread online (22%) were the most commonly-cited. The type of cyberbullying tends to differ by gender. Girls were more



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likely to say someone spread rumors about them online while boys were more likely to say that someone threatened to hurt them online. Those who are cyberbullied are also likely to be bullied offline.

Thus, there is a strong association between bullying and suicide-related behaviors, but this relationship is often mediated by other factors, including depression, violent behavior, and substance abuse. Students who report frequently bullying others and students who report being frequently bullied are at increased risk for suicide-related behavior. A meta-analysis found that students facing peer victimization are 2.2 times more likely to have suicide ideation and 2.6 times more likely to attempt suicide than students not facing victimization. Students who are both bullied and engage in bullying behavior are the highest risk group for adverse outcomes. The false notion that suicide is a natural response to being bullied has the dangerous potential to normalize the response and thus create copycat behavior among youth. Two-thirds of tweens are willing to step in to defend, support, or assist those being bullied at school and online when they see it.

## **FIGHTING**

The National Center for Education Statistics (2021) revealed that in 2019, about 17 percent of students in grades 9-12 reported having been in a physical fight anywhere 1 to 3 times, 3 % reported having been in a physical fight anywhere 4 to 11 times, and 1 percent reported having been in a physical fight anywhere 12 or more times. When students in these grades were asked about physical fights on school property, 7 percent reported having been in a physical fight on school property 1 to 3 times. A higher percentage of male students than of female students in Grades 9–12 reported having been in a physical fight. Moreover, the Center for Disease Control and Prevention (2021) reported that 8% of high school students had been





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in a physical fight on school property one or more times. More than 7% of high school students had been threatened or injured with a weapon. The prevalence of physical fighting generally decreases with age.

In the same vein, Albert (2018) found out that nearly four out of ten (38.7%) 13-15 years old high school students were involved in a physical fight in one or more times. Males (43.7%) are more involved than females (34.0%) Almost half (49.7%) of the students were seriously injured one or more times.

### **SUSPECTED ABUSE**

Cameleon Association (2021) reported that about 7,000,000 children are sexually abused every year in the Philippines. More than 70% of sexually abused children are between 10 and 18 years old. Among those victims, 20% are under 6 years old. Cases of child sexual abuse are one of the most common issues that the Department of Social Welfare and Development (DSWD) has to handle after abandonment and neglect. Despite the Anti-Rape Law of 1997, rape remains the most frequent type of sexual abuse, followed by incest and fondling. 98% of rape victims are women. The incest percentage is 33% which is very alarming.

Even though the total number of child abuse cases handled by the DSWD decreased, the number of child prostitution cases slightly increased. Most of the time, it is very difficult to have a clear view of the situation and even harder to take action since the bars and the prostitution and sexual tourism networks are controlled by influential politicians or people.

Moreover, Cameleon Association (2021) also reported that 98% of these sexually abused children are girls. The 2015 Child Protection Network Annual Report states that 87% of all cases of sexual violence are girls, 11.7% of which occurred in the family home. While victims of sexual exploitation for



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commercial purposes are predominantly 13 to 18 year-old girls, some of them were forced into prostitution from age 10 for the youngest ones.

UNICEF (2020) reiterated that the physical and emotional harm to children resulting from the experience of violence is devastating. The effect and impact on children creates lasting emotional and psychological scars, as well as physical pain and suffering; the damage can last a lifetime. Victims may themselves become perpetrators of violence as a result of their experiences. The burden of violence to society is enormous; the costs of health care, child welfare support services, as well as the increased costs to the criminal justice system when child victims are at an increased risk of becoming children in conflict with the law. Finally, society also loses when abused children are less able to contribute and become productive members of their community.

### **PSYCHOLOGICAL ABUSE**

UNICEF (2020) revealed that about 3 in 5 respondents (66.3%) experienced any form of physical violence during childhood. More than half (60%) of these cases happened in the home. In particular, one in two (54.5%) received corporal punishments in the home such as spanking with a bare hand, rolled paper or small stick, and pulling the hair, pinching or twisting of ears, while a third (30.3%) suffered from more severe forms of abuse such as slapping, kicking, smothering, tying, drowning, burning. About 4.6 percent were physically harmed in the home which harm that required hospitalization. More males experienced physical violence in the home than females (males = 66.6%, females = 62.5%). Mothers, followed by the fathers, brothers and sisters (in this order) were the most commonly mentioned perpetrators of any form of physical violence in the home. Fathers, however, were deemed responsible for most severe physical violence. About 14.3 percent of those who attended school experienced physical violence in school.



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Pinching (32.5%), being hit with an eraser or chalk (31.5%), twisting ears (25.8%) as well as spanking with a bare hand, rolled paper or small stick (23.5%) by a teacher or an adult in the school were the most common forms of physical violence in school. Of the children who had ever worked, 7.1 percent of children received any form of physical violence in the workplace during childhood. About 2 percent of children with romantic partners reported experiencing any form of physical violence during dating. More males (5.7%) claimed to have been physically harmed by their partners than females (3.1%). Physical violence in the community was reported by 12.5 percent of children. The majority of these (10.6%) were reports of “milder” forms of corporal punishment such as being smothered, tied up or chained, made to stand with a heavy object or made to stand on mongo seeds or pebbles.

Furthermore, the lifetime prevalence of psychological violence during childhood was estimated at 59.2 percent. This indicates that almost 3 out of 5 children have been verbally abused, threatened and/ or abandoned by their parents or guardian. A third (33.0%) of the children aged 13. Severe psychological violence during childhood lifetime prevalence of severe psychological violence during childhood was indicated by felt or actual abandonment by parents or guardian, hence it was only measured in the home setting. The lifetime prevalence of severe psychological violence during childhood is at 7.9 percent. No significant differences in prevalence estimates were found between boys (7.9%) and girls (8%). For current prevalence, 3.3 percent of children aged 13-15.



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### A. Conceptual Framework

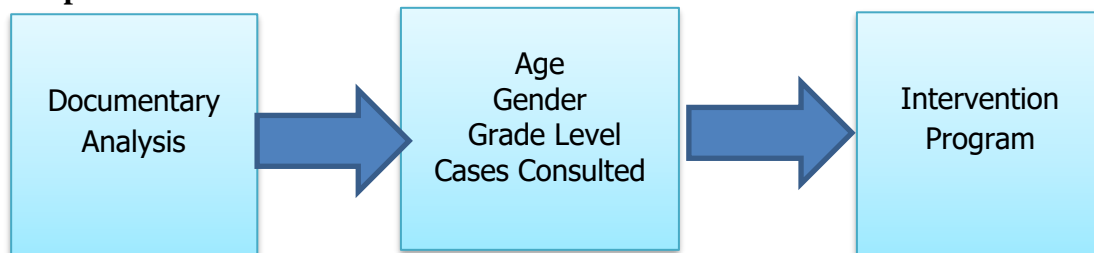


Figure 1. Research Paradigm

The figure above shows the flow of the study. It begins with documentary analysis that leads to determine the age, gender, grade level, and case consulted by the students. Finally, an intervention program serves as the output of this study.

### Definition of Terms

**Behavioral Intervention Program** refers to a programs that aims to modify the behavior of the students who were involved in fighting.

**Students' Cases** (academic, personal, social, or suspected abuse ) are incidents consulted by the students to the Guidance Office.

### III. RESEARCH QUESTIONS

This study aimed to determine the most common students' cases consulted to the Guidance Office in Marinduque National High School from SY 2017-2018 to SY 2019-2020.

1. What is the profile of the respondents in terms of:
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Grade Level
2. What are the common students' cases consulted to the Guidance Office from S.Y. 2017-2018 to SY 2019-2020?
3. What assistance is provided by the Guidance Counselors to the students?
4. What intervention program can be crafted based on the results of the study?



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#### **IV. SCOPE AND LIMITATIONS**

This study aimed to determine the most common students' cases consulted to the Guidance Office in Marinduque National High School from SY 2017-2018 to SY 2019-2020. The study covered only the Grade 7,8,9,11 and 12 students during the mentioned school years. Cases consulted by Grade 10 students were not included in the study because the Guidance Counselor for that grade level just retired and she could not find the records. Moreover, the only variables that the researchers looked into were age,gender, grade level, and cases consulted by the students. In addition, the correlation of the cases consulted and academic performance was not included in this study.

#### **V. RESEARCH METHODOLOGY**

##### **A. Sampling**

The researchers used complete enumeration in this study. The 369 students who consulted to the Guidance Office from SY 2017-2018 to SY 2019-2020 were used as subjects of the study except Grade 10 students whose records could not be found by the retired Guidance Counselor.

##### **B. Data Collection**

The researchers sent a letter of approval to the Principal to inform him about the study and to request also the assistance of the Guidance Counselors assigned for each grade level. After the approval of the study, the researchers personally talked to the Guidance Counselors to explain to them the purpose of the study and to ensure that the confidentiality of data would be taken into consideration. Then, the researchers gave the checklists to the Guidance Counselors. After two weeks, the Guidance Counselors provided the



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researchers with the data. The researchers then carefully examined the checklists. Finally, the data were tallied and analyzed for appropriate interpretation.

### C. Data Analysis

In analyzing the data gathered, the researchers utilized these descriptive statistics.

- a. Frequency-this was used to determine the actual number of students who consulted to the Guidance Office, their age, gender, grade levels and the assistance given by the Guidance Counselor.
- b. Percentage-this was used to determine the percentage of students who consulted to the Guidance Office, their age, gender, grade levels and the assistance given by the guidance Counselors.
- c. Rank-this was used to determine the most common cases consulted to the Guidance Office, the gender, grade levels of those who consulted and the assistance given by the guidance Counselors.

## VI. DISCUSSION OF RESULTS AND RECOMMENDATIONS

**Table 1. Profile of the Respondents**

| <b>Profile Indicators</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| <b>A. Age</b>             |                  |                   |
| 12-13                     | 115              | 31.17%            |
| 14-15                     | 206              | 55.83%            |
| 16-17                     | 41               | 11.11%            |
| 18-above                  | 7                | 1.90%             |
| <b>Total</b>              | <b>369</b>       | <b>100%</b>       |



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| <b>B. Gender</b>      |            |             |
|-----------------------|------------|-------------|
| Male                  | 300        | 75.76%      |
| Female                | 69         | 17.42%      |
| <b>Total</b>          | <b>369</b> | <b>100%</b> |
| <b>C. Grade Level</b> |            |             |
| 7                     | 85         | 23.04%      |
| 8                     | 136        | 36.86%      |
| 9                     | 130        | 35.23%      |
| 11                    | 13         | 3.52%       |
| 12                    | 5          | 1.36%       |
| <b>Total</b>          | <b>369</b> | <b>100%</b> |

Table 1 presents the profile of the respondents in terms of age, gender, and grade level. The data shows that out of 369 respondents, 206 (55.83%) are 14-15 years old. The 115 or 31.17% are 12-13 years old, 41 (11.11%) are 16-17 years old and only 7 (1.90%) belong to 18 years old and above. This means that most of the respondents who consulted to the Guidance Office of Marinduque National High School are 14-15 years old. According to Lakeside (2010) at this age, there are fluctuations in mood and behavior due to raging hormones. They normally have low self-esteem and are vulnerable to comments from others. They are also prone to anxiety and fear. Their emotions can shift radically from feeling superior to feeling inferior. They also want to have a best friend. There is still some awkwardness physically, and there can be a lot of emotional pain, loneliness and a sense of isolation. The 14-to-15 year olds feel that they need to move away from parents emotionally. This behavior is characterized by acting or feeling angry. In fact, they may try to find parental substitutes.

Moreover, 300 (75.76%) respondents are male and 69 (17.42%) are female. This means that most of the students who consulted to the Guidance Office of Marinduque National High School are male. This is because male students are mostly the ones who are outside due to lack of classrooms for them to stay.



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Thus, making them prone to fighting and other incidents. According to Educational Psychology (2020) boys tend to be more active than girls. They are also more prone than girls to rely on physical aggression if they are frustrated. They actually get in trouble for being restless or aggressive. Boys more often gravitate to large groups. Whether on the playground, in a school hallway, or on the street, boys' social groups tend literally to fill up a lot of space.

As to grade level, there are 136 (36.86%) Grade 8 respondents, 130 (35.23%) are Grade 9 and 85 (23.04%) are Grade 7. The 13 (3.52%) are Grade 11 and only 5 (1.36%) are Grade 12. This only means that most of the respondents who consulted to the Guidance Office in Marinduque National High School are Grade 8 students because they are 14-15 years old. One factor why Grade 8 students have the most number of consulted cases to the Guidance Office is because this level has the most number of enrollees especially in SY 2018-2019. Aside from that, Montessori (2020) specified that Grade 8 students normally struggle with sense of identity. Concerned with physical appearance, striving for independence, at home, and like to be alone. The desire to be honest can conflict with other pressures. They want to try new things; but are often afraid because of fear and self-consciousness. Striving for independence and autonomy is greatly increased.

**Table 2. Common Cases Consulted to the Guidance Office**

| Cases Consulted    | Frequency | Percentage | Rank |
|--------------------|-----------|------------|------|
| <b>A. Academic</b> |           |            |      |
| Scholastic Failure | 16        | 4.34%      | 8    |
| Attendance         | 74        | 20.05%     | 2    |
| Tardiness          | 20        | 5.42%      | 6    |
| Lack of Interest   | 12        | 3.25%      | 9    |





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| <b>B. Personal</b>        |            |             |    |
|---------------------------|------------|-------------|----|
| Conflict with Peers       | 23         | 6.23%       | 5  |
| Negative Attitude         | 19         | 5.15%       | 7  |
| Discipline                | 52         | 14.09%      | 3  |
| Family Problem            | 2          | 0.54%       | 15 |
| Health                    | 5          | 1.36%       | 12 |
| <b>C. Social</b>          |            |             |    |
| Bullying                  | 45         | 12.20%      | 4  |
| Cyberbullying             | 8          | 2.17%       | 10 |
| Fighting                  | 75         | 20.33%      | 1  |
| Stealing                  | 5          | 1.36%       | 12 |
| Gambling                  | 5          | 1.36%       | 12 |
| <b>D. Suspected Abuse</b> |            |             |    |
| Sexual                    | 5          | 1.36%       | 11 |
| Physical                  | 2          | 0.54%       | 15 |
| Emotional/Psychological   | 1          | 0.27%       | 17 |
| <b>Total</b>              | <b>369</b> | <b>100%</b> |    |

Table 2 shows the common cases consulted by the students to the Guidance Office. These consulted cases are divided into four: academic, personal, social, and suspected abuse. From these cases, fighting ranked first with 75 or 20.33% followed by attendance with 74 or 20.05%. In attendance, it includes habitual absenteeism and cutting classes. The third in rank is discipline with 52 or 14.09%. This includes disrespectful of the authority and misbehavior in the classroom such as playing games while the classes are going on and shouting inside the classroom. The fourth one is bullying with 45 or 12.20 %, this is followed by conflict with peers with a total of 23 or 6.23%. Other cases consulted by the students are tardiness, negative attitude, scholastic failure, lack of interest, cyberbullying, sexual abuse, health, stealing, gambling, family problem, physical abuse, and emotional/psychological abuse.



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This means that the most common case consulted by the students to the Guidance Office is fighting. The result of this study is supported by the National Center for Education Statistics (2021) which revealed that in 2019, about 17 percent of students in grades 9-12 reported having been in a physical fight anywhere 1 to 3 times, 3 % reported having been in a physical fight anywhere 4 to 11 times, and 1 percent reported having been in a physical fight anywhere 12 or more times. Moreover, the Center for Disease Control and Prevention (2021) reported that 8% of high school students had been in a physical fight on school property one or more times. More than 7% of high school students had been threatened or injured with a weapon. The prevalence of physical fighting generally decreases with age.

In the same vein, Albert (2018) nearly four out of ten (38.7%) 13-15 years old high school students were involved in a physical fight in one or more times. Males (43.7%) are more involved than females (34.0%) Almost half (49.7%) of the students were seriously injured one or more times.

As to attendance, the Global School-Based Student Health Survey (GSHS) Philippines (2015) reported that school attendance remains largely an economic issue. For instance, 3 in every 5 (58.7%) students aged 5–15 years in 2017 belonged to families in the bottom 25 percent of the per-capita income distribution. One of the most common reasons among students was the “lack of personal interest”, followed closely by illness and disability and by the high cost of education rate . Among those aged 12–15 years and not in school, over half (53%) reported that their reason was lack of personal interest, followed by 21 percent saying it was cost of education. Lack of personal interest has a gender dimension, with a bigger share of boys more likely to lack interest in schooling. Moreover, Albert (2018) found out that more than three out of ten students also, missed classes or school without permission (34.8%).



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Moreover, Abdullah (2020) stated that student absenteeism is one of the alarming problems of public high schools. Absenteeism of males was significantly higher than females. Students' reasons of chronic absences were supported by their parents. However, they were opposed by their friends. Student absenteeism had a negative impact on academic performance. Personal attitude is among the top three reasons of student absenteeism. The first-two factors of student absenteeism are health problems and classroom atmosphere. They also found out that chronic absence from classroom instruction definitely results to academic under-achievement, difficulty of making friends which could lead to boredom and loss of self-confidence and most especially the risk of dropping out of school early. Male students registered higher number of absences compared with female students. He also stated that more female students received perfect attendance compared with male students.

For discipline, Martin (2020) believed that students act out in a variety of ways, impacting their own ability to learn as well as those around them. Students speak and act in a disrespectful way to adults and peers. Students openly refuse to listen to adults or follow directions and students become physically or verbally violent. Likewise, Shamnadh (2019) enumerated the reasons why students misbehave in school. these are : students are bored in learning activities, they seek Attention, something is wrong with the classroom environment, lack of interest in the subjects, and for their special needs.

Moreso, Kashyap (2020) believed that the causes of indiscipline in school are loss of respect for teachers, lack of ideals, defective educational system, effective freedom-fight, and economic crisis. Teachers are not getting that much respect from students which they used to get in the past.



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Thus, Manalo (2016) reiterated that discipline is a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students.

As to bullying, according to the National Prevention Bullying Center (2021) one out of every five (20.2%) students report being bullied. A higher percentage of male than of female students report being physically bullied (6% vs. 4%), whereas a higher percentage of female than of male students reported being the subjects of rumors (18% vs. 9%) and being excluded from activities on purpose (7% vs. 41%) of students who reported being bullied at school indicated that they think the bullying would happen again.

Moreover, bullying occurred in the following places: the hallway or stairwell at school (43%), inside the classroom (42%), in the cafeteria (27%), outside on school grounds (22%), online or by text (15%), in the bathroom or locker room (12%), and on the school bus (8%), 46% of bullied students report notifying an adult at school about the incident. Albert (2018) revealed that more than half (51.2%) of the 13-15 years old high school students were bullied on one or more. Males (53.3%), having been bullied more than the females (49.3%) on one or more days. The highest proportions of students were those bullied and could not sleep at night, with a total of 63.4%. Females (65.4%) were more likely than males (59.8%) to experience not sleeping at night when bullied.

Peer group and students' environment are strong predictors in affecting students' decision making (Tortor, 2020). Telen (2016) said that the sense of belonging and acceptance, anchorage and refuge, collaboration, connivance and negative influence.

Similarly, Bloustein (2021) reiterated that children find themselves in precarious situations that often lead to escalated conflict with their peers. Conflicts arise in the classroom, lunchroom, library, school bus,



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playground, while standing in line, and any place where kids gather. During adolescence into the developing stages of puberty, many children act out their emotions in the form of teasing, gossip, and physical aggression.

**Table 3. Assistance Given by the Guidance Counselor**

| Assistance Given                     | Frequency  | Percentage  | Rank |
|--------------------------------------|------------|-------------|------|
| Referred to the Principal            | 22         | 5.96%       | 3    |
| Referred to Specific Agency          | 9          | 2.44%       | 4    |
| Conducted Monitoring                 | 5          | 1.36%       | 5    |
| Conducted Counseling/Coaching        | 2          | 0.54%       | 6    |
| Facilitated an Intake Interview      | 28         | 7.59%       | 2    |
| Conducted Parent/Guardian Conference | 303        | 82.11%      | 1    |
| <b>Total</b>                         | <b>369</b> | <b>100%</b> |      |

Table 3 shows the action taken and assistance given by the Guidance Counselors. The most common action made by the Guidance counselors is conducted parent/guardian conference with 303 or 82.11%. The second one is facilitated an intake interview with 28 or 7.59%. The next one is referred to the principal with 22 or 5.95%. Others are referred to specific agency with 9 or 2.44%, conducted monitoring with 5 or 1.36% and conducted counseling or coaching with 2 or 0.54%.

This means that the most common action taken and assistance given by the Guidance Counselors are conference with parent/guardian. This means after the consultation to the guidance office, it was immediately followed by a conference with parents to inform them about the case or incident their children are involved in and to address such incident immediately.



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According to Sabella (2018) parent conference is a natural choice. The main purpose is to help the student more effectively achieve and succeed. However, parent conferences become reporting and complaining sessions for what is going wrong with a student. Sometimes all parties quickly begin engaging in the blame game. Thus, parents can quickly find themselves overwhelmed, discouraged, and angry.

### **Proposed Intervention Program**

Since fighting is the most common case consulted by the students to the Guidance Office, the researchers crafted an intervention program called B.E.S.T which stands for Behavior Enhancement and Self-monitoring Training. This aims to modify students' behaviors to avoid fighting, and address cases related to attendance and discipline. *(See Appendix A for the proposed intervention)*

### **Conclusion**

Based on the findings of the study, the researchers concluded that the most common case consulted to the Guidance Office in Marinduque National High School from SY 2017-2018 to SY 2019-2020 is fighting.

### **Recommendations**

*For the Department of Education (DepEd)*

1. They may strictly implement rules and regulations to lessen the cases consulted by the students.
2. They may adopt the proposed intervention as a way to lessen the incidents that involve students.



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*For the School Administrators*

1. They may determine the circumstances and patterns of disciplinary incidents in their schools, including how incidents are being addressed, in order to prevent student misbehavior to better respond to it.

*For the Guidance Counselors*

1. They may deal with the students with intelligence and strategize carefully how to help them solve their consulted problems.
2. They may ensure that disciplinary incidents are addressed and all students are being treated fairly.

*For the Teachers*

1. They may see patterns that may not be obviously understood through anecdote and individual experience.
2. They may think of the most suitable strategies for addressing students misconduct within the classroom.

*For the Parents*

1. They may bear in mind that they are responsible also in the moral, mental, social, emotional and physical development of their children.
2. They may allot enough time to listen to their children and understand what they are going through.

*For the Students*

1. They may bear in mind that they are in school to refine their behavior to become disciplined individuals.



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2. They may realize that dealing with other people by loving and respecting them is the basic rule of life and not fighting.

*For Future Researchers*

1. A study similar to this may be conducted and may try to correlate the age, gender, and cases consulted to the students' academic performance.

## **VII. Dissemination and Advocacy Plan**

The findings of this study will be disseminated through the Division and Regional Research Summits and through the school publication.

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## **IX. APPENDICES**

### *A. Proposed Intervention*

**Project Title** : Behavior Enhancement and Self-Monitoring Training (BEST)  
**Proponents** : Alma Teresa B. Del Mundo  
Jojo A. Matre  
Mylen M. Agapito

#### **Project Rationale:**

According to UNICEF (2018) education is the key to building peaceful societies, and yet, for millions of children around the world, school itself is not safe. Every day, students face multiple dangers, including fighting, pressure to join gangs, bullying – both in person and online, violent discipline, sexual harassment and armed violence. In the short-term this impacts their learning, and in the long-term it can lead to depression, anxiety and even suicide. Violence is an unforgettable lesson that no child needs to learn. Furthermore, it was also revealed that physical fights disrupt the education of 150 million 13-15 years old students worldwide. As reported by the National Center for Education Statistics (2019) in 2019, about 17 percent of students in these grades reported having been in a physical fight anywhere 1 to 3 times, 3 percent reported having been in a physical fight anywhere 4 to 11 times, and 1 percent reported having been in a physical fight anywhere 12 or more times. A higher percentage of male students than of female students in grades 9–12 reported having been in a physical fight. The findings of this study revealed that fighting is the first in rank, attendance is the second and discipline is the third from the cases consulted by the students in the Guidance Office of Marinduque National High School. Thus, the researchers crafted this intervention program to address the top 3 most common students' cases. This program takes into consideration the age, gender, and grade level of the students who will consult to the Guidance Office.

#### **Objectives:**

1. To promote a child-friendly space to all MNHS learners by providing them educational activities for them to become informed on the existing rules of the school;
2. To provide learners with techniques to reduce the level of stress that could result to anger;
3. To train the learners on how to do the self-monitoring technique such as screening of one's thoughts and feelings, and be mindful of the actions to be exhibited;
4. To provide learners experiences that could help them improve their behavior and teach them skills on monitoring and handling the emotions of displeasure, annoyance, and anger towards their peers/others; and
5. To develop an awareness of self and how they will use their strengths and weaknesses in times of provocative behaviors. Also, will provide them skills on resolving issues in a manner expected of them.



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**Desired Impact and Outcome of the Project:**

1. The expected outcome of this program is to see more disciplined students who have love for their peers, can control their anger and do not promote fight as a way to resolve conflicts. Moreso, it is expected that students constantly go to school and give importance to every minute in school.

**Project Duration**

This program will be conducted once face -to -face classes are implemented.

**Strategies of Implementation**

These are strategies to be done for the completion of the program:

|  | <b>MOST COMMON CONSULTED CASES</b>  |                              |                                |
|--|---|------------------------------|--------------------------------|
|  | <b>RANK 1<br/>FIGHTING</b>  | <b>RANK 2<br/>ATTENDANCE</b> | <b>RANK 3<br/>DISCIPLINE</b>   |
| <b>Psycho-<br/>Education<br/>Activity</b>                        | <ul style="list-style-type: none"> <li>✓ To promote a child-friendly space to all MNHS learners by providing them educational activities that will encourage or motivate them to</li> </ul>   |                              |                                |
|  | <ul style="list-style-type: none"> <li>➤ Information Campaign</li> <li>➤ Orientation/Assembly</li> <li>➤ Distribution of Brochures/Leaflets</li> <li>➤ Updating of Bulletin Boards/Hanging of Tarpaulins (Campus and Classrooms)</li> <li>➤ Invite Resource Speakers</li> <li>• Upon opening of classes every school year, one of the services of the Guidance Program is information dissemination or orientation on the school's personnel, facilities, and rules and regulations..</li> <li>• After the activity, the learners are updated of the school's rules and regulations and the corresponding sanctions if there are violations.</li> </ul> |                              |                                |
| <b>Conference<br/>with Learner/s<br/>Parents<br/>Involvement</b> | <ul style="list-style-type: none"> <li>• Parents should be informed of the learner's activities in school, especially if it requires permission or consent from them.</li> <li>• Parent's involvement in a child's well-being is highly encouraged.</li> </ul>  |                              |                                |
|  | <ul style="list-style-type: none"> <li>✓ Learners who are involve in physical fight</li> </ul>  | Conference with the Learner  | Conference with the learner as |



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|  |   |  |  |
|--|---|--|--|
|  | <p>referred by any school personnel will go through different activities.</p> <ul style="list-style-type: none"> <li>✓ During this meeting, learners will be given a short conference and discuss matters on the consequences of the exhibited behavior.</li> <li>✓ Conference will follow if learners are ready.</li> </ul> <p>For minor offense with no signs of injury:<br/>       End of Session:</p> <ul style="list-style-type: none"> <li>✓ If both parties have recognized their mistakes and have agreed to make truce with each other.</li> </ul> <p><i>Note: (Learner who may show aggressive behavior towards his rival may be left for a short while to give him time to calm himself. Security Personnel may be requested to stay near the office for safety and security).</i></p> | <p>(If there is a referral from the adviser/subject teacher)</p> <ol style="list-style-type: none"> <li>1. To discuss the reasons of the conference.</li> <li>2. To determine the reasons of truancy.</li> </ol> <ul style="list-style-type: none"> <li>• The Guidance Counselor will call-up the referred learner for a short conference.</li> <li>• An intake interview will be conducted.</li> <li>• A short discussion on the rules and regulations of the school on learners attendance.</li> </ul> <p><i>(Learner may be scheduled for another session if there's a need to do so)</i></p> | <p>referred by any school personnel.</p> |
|  | <ul style="list-style-type: none"> <li>✓ To develop an awareness of self, and how they will use their strengths and weaknesses to find ways to resolve their issues.</li> </ul>   |  |  |



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|                                     |  |  |   |
|-------------------------------------|--|--|---|
| <b>Structured Learning Activity</b> | <p>✓ The Guidance Counselor will schedule the session of self-awareness, conflict resolutions and value clarifications.</p> <p><i>Note: Any serious offense shall be dealt by the Discipline Officer or the Principal</i></p>  |  |   |
|                                     | <p><b>Anger Management Activity</b></p> <ol style="list-style-type: none"> <li>1. To provide learners with techniques to reduce the level of stress that could result to anger.</li> <li>2. To train the learners on how to do the self-monitoring technique such as screening of one's thoughts and feelings, and be mindful of the actions to be exhibited.</li> </ol> | <ol style="list-style-type: none"> <li>1. Monitoring of Learner's Attendance through his/her Adviser or Subject Teacher.</li> <li>2. Student Contract</li> </ol>                             | <p><b>Anger Management Activity</b></p> <ol style="list-style-type: none"> <li>1. To provide learners with techniques to reduce the level of stress that could result to anger.</li> <li>2. Student Contract</li> </ol> |
|                                     | <p>a. Relaxation Technique</p> <p>Whether the result of the physical fight is minor or serious, both learners will be given exercises to relax and calm themselves.</p> <ul style="list-style-type: none"> <li>• Breathing exercises shall be provided to both</li> </ul>  | <p>After identifying the reasons of problem in attendance:</p> <ol style="list-style-type: none"> <li>a. Support system in school (mentoring/tutoring, financial assistance, etc)</li> </ol> | <p><b>Relaxation Technique</b></p> <p>Whether the result of the physical fight is minor or serious, both learners will be given exercises to relax and calm themselves.</p>   |



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|                               |   |   |  |
|-------------------------------|---|---|--|
|                               | <p>parties to release the negative energy of anger.</p> <ul style="list-style-type: none"> <li>The Guidance Office may have a necessary equipment to help the learners to vent out their negative feelings, whether its annoyance or anger.</li> </ul> <p><i>The learners will have the opportunity to apply different techniques in managing and controlling their anger.</i></p>  | <ol style="list-style-type: none"> <li>1. Collaboration with the outside community (laws enforcement, barangay officials, and other organizations)</li> </ol> |  |
|                               | <p>Self- Monitoring</p> <ol style="list-style-type: none"> <li>1. A journal may be provided to write their feelings, thoughts, and possible actions to prevent them from unexcused absences, physically harm their peers/others.</li> </ol>   |   |  |
| <p><b>Home Visitation</b></p> | <p>✓ To know the real situation at home.</p>  |   |  |
| <p><b>Linkages</b></p>        | <ol style="list-style-type: none"> <li>I. To provide learners assistance that will help them realize the consequences of their actions.<br/> <i>(Only for those learners who habitually and frequently misbehaved)</i></li> <li>II. Referrals to outside agencies depending on the need of both learners.       <ol style="list-style-type: none"> <li>a. Counseling Session<br/>           The Guidance Counselor may provide counseling sessions following its protocols.</li> <li>b. Referral to other Professionals/Agencies<br/>           School Personnel may refer the learners to other professionals or agencies for further provisions of assistance.</li> </ol> </li> </ol> |   |  |



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**Follow-Up**

a. Monitor progress of each learner being referred.

**Proposed Budget**

Below are the budgetary requirements for the completion of the program.

| <b>Expenditures</b>       | <b>Quantity</b> | <b>Unit</b> | <b>Unit Cost</b> | <b>Total</b>    |
|---------------------------|-----------------|-------------|------------------|-----------------|
| Bond paper                | 2               | ream        | 170.00           | 340.00          |
| Tarpaulin                 | 2               | pcs.        | 400.00           | 800.00          |
| Reproduction of Materials | 25              | cps.        | 10.00            | 250.00          |
| Honorarium of Speakers    | 6               |             | 1000.00          | 6000.00         |
| <b>Total Cost</b>         |                 |             |                  | <b>7,390.00</b> |

**Staffing And Organization**

| <b>Persons Involved</b> | <b>Roles</b>  |
|-------------------------|---|
| 1. Principal            | For cases that need the decision of the principal           |
| 2. Teachers             | For the prevention of the occurrence of the possible fights |
| 3. Parents              | For support and assistance                                  |
| 4. Guidance Counselors  | For the proper implementation of the whole program          |
| 5. School Nurse         | For serious injuries that need immediate treatment          |
| 6. Security Personnel   | For maintaining the safety of all involved                  |

**Monitoring and Evaluation**

A simple survey will be done at the end of the program to check its effectiveness. A simple action research may also do.

Prepared by:

**ALMA TERESA B. DEL MUNDO**  
Researcher



Republic of the Philippines  
**Department of Education**  
MIMAROPA Region

**X. Financial Report**

The table below shows the breakdown of the expenses for the study.

| <b>Item of Expenditure</b>   | <b>Quantity</b> | <b>Unit</b> | <b>Unit cost</b> | <b>Total</b>    |
|--|-----------------|-------------|------------------|-----------------|
| Reproduction of the Research Paper for District Resaerch Summit (6 pages x123 )                                  | 6               | cps.        | 132.00           | 792.00          |
| Reproduction of Research Paper for Division Summit ( 48 pages x 8 copies)  | 8               | cps         | 47.00            | 371.00          |
| Reproduction and Binding of Final output (3) researcher, (1) school, (2 )Region, 1 SDO, (1) for the panel member | 8               | pcs         | 200.00           | 1600.00         |
| Ink for Printer (Black # 790)  | 1               | pc.         | 450.00           | 450.00          |
|  |                 |             | <b>Total</b>     | <b>3,213.00</b> |





Republic of the Philippines  
**Department of Education**  
MIMAROPA Region

*Letter to the Principal*



Republic of the Philippines  
**Department of Education**  
SCHOOLS DIVISION OF MARINDUQUE

September 17, 2021

**ELVIN C PERLAS, PhD**

Principal IV  
This School

Sir:

The undersigned and his group is conducting a research entitled “**STUDENTS’ CASES CONSULTED TO GUIDANCE OFFICE IN MARINDUQUE NATIONAL HIGH SCHOOL: BASIS FOR POLICY FORMULATION.**” This research is under the Basic Education Research Fund (BERF) which is expected to be finished this October 2021.

In this regard, may we ask for your approval to conduct this study. May we also ask the assistance of the Guidance Counselors of this School since the records are under their custody. The researchers assure you that all the data that will be gathered will be treated confidentially and will be used for this purpose only. Attached is the instrument to be used by the researchers.

Thank you very much for your positive action.

Very truly yours,

**JOJO A. MATRE**  
Researcher



Republic of the Philippines  
**Department of Education**  
MIMAROPA Region

*Checklist*

**CHECKLIST FOR THE CASES CONSULTED TO THE GUIDANCE OFFICE**

**I. RESPONDENT'S PROFILE**

Name (optional): \_\_\_\_\_ : Age: \_\_\_\_\_ Gender: \_\_\_\_\_  
Address: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
S.Y. \_\_\_\_\_ Date & Time Consulted: \_\_\_\_\_ Adviser : \_\_\_\_\_

**II. CASES CONSULTED**

**A. Academic**

\_\_\_\_\_ Scholastic failure  
\_\_\_\_\_ Attendance  
\_\_\_\_\_ Tardiness  
\_\_\_\_\_ Lack of interest

**B. Personal**

\_\_\_\_\_ Conflict with peers  
\_\_\_\_\_ Negative attitude  
\_\_\_\_\_ Discipline  
\_\_\_\_\_ Financial  
\_\_\_\_\_ Family problem  
\_\_\_\_\_ Health

**C. Social**

\_\_\_\_\_ Bullying  
\_\_\_\_\_ Cyber bullying  
\_\_\_\_\_ Fighting  
\_\_\_\_\_ Stealing  
\_\_\_\_\_ Gambling  
\_\_\_\_\_ Damaging of Property

**D. Suspected Abuse**

\_\_\_\_\_ Sexual  
\_\_\_\_\_ Physical  
\_\_\_\_\_ Emotional /Psychological

**III. ACTION TAKEN AND ASSISTANCE GIVEN**

\_\_\_\_\_ referred to the Principal  
\_\_\_\_\_ referred to specific agency/office/professional  
\_\_\_\_\_ conducted monitoring  
\_\_\_\_\_ conducted counselling/ coaching  
\_\_\_\_\_ facilitated an intake interview  
\_\_\_\_\_ conducted parent/guardian conference