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Towards the Development of an Intervention Program on Selected Non-Intellective Skills for Grade 2 Pupils

Arleen B. Bactin

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Towards the Development of an Intervention Program on Selected Non-Intellective Skills for Grade 2 Pupils

A THESIS

Presented to College of Graduate Studies and Teacher Education
PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila

In Partial Fulfillment
of the Requirements for the
Degree Master of Arts in Education
with specialization in Child Study

By:

ARLEEN B. BACTIN

March 2016



APPROVAL SHEET

This thesis entitled **"TOWARDS THE DEVELOPMENT OF AN INTERVENTION PROGRAM ON SELECTED NON-INTELLECTIVE SKILLS FOR GRADE 2 PUPILS"** prepared and submitted by **ARLEEN B. BACTIN** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Child Study, is hereby recommended for approval and acceptance.

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And above all, to You, Oh God Almighty, who have been instrumental in keeping me aligned with my duty to serve, I humbly offer myself to the children of today's generation so I could pay all the wonderful blessings that You have showered on me for Your greater glory.

DEDICATION

I lovingly and wholeheartedly
dedicate this scholarly work
to

God Almighty,

My children, Arwin John and Wynne Bernadette,

My loving father, +Eutiquiano,

My mother, Flocerpida,

My sisters, Buenaflor, Roselyn, Zaydee, and Armie,

My brother, Gamy,

My mentors, advisers, and professors,

My close friends, and

My pupils...

Thank you very much for the love, inspiration and support.

Arleen Barzaga-Bactin

ABSTRACT

Researcher	:	Arleen B. Bactin
Title	:	Towards the Development of an Intervention Program on Selected Non- Intellective Skills for Grade 2 Pupils
Key Concepts	:	Non-Intellective Skills, Intervention Program, Academic Self-Regulation, Self-Concept, Temperament
Degree	:	Master of Arts in Education
Specialization	:	Child Study
Advisers	:	Aurora B. Fulgencio, Ph.D. Zhanina U. Custodio, M.A.

Developmental transition is a vital part of a middle childhood learner's non-intellective skills (NIS) development. Social, motivation and personality skills development are among the NIS in the learning process. The study described the level of maturity of three NIS of Grade 2 pupils. The researcher used the descriptive-developmental research design. Two standardized instruments that measure academic self-regulation and self-concept (translated into Filipino) and the Temperament Inventory for Pre-school (TIP) were administered to 362 Grade 2 learners and 8 classroom advisers respectively. The findings of the study

revealed that majority of learner-respondents have a high level of academic self-regulation skills. There is a moderately high level of general self-concept skills and a low to moderate level of temperament skills. An Intervention Program (IP) was designed based on these findings. The Three “i” Intervention Program (3iIP) is composed of three approaches (infused, integrated and interactive) addressing the three levels of the learners needs. The 3iIP was subjected to expert validation. An intervention program for non-intellective skills is an essential part of the early childhood learning process. NIS should be developed, nurtured and enhanced to promote positive academic experiences in order to limit, if not prevent the effects of negative school experiences. This will prepare the learner to the next academic level which is more thorough and complex. It is expected that the 3iIP will fill-in the gap between the K-12 curriculum implementation and the lack of appropriate educational resources. Implementation of the 3iIP is recommended to improve the learner’s academic self-regulation, general self-concept and temperament skills. Further assessment on other non-intellective skills and a correlational study between the original and translated versions of the instruments should be studied.

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Chapter I

The Problem and Its Setting

Introduction

The implementation of “Enhanced Basic Education Act of 2013”, also known as Republic Act 10533 has drastically changed the course of the basic education program in the Philippines. With this Act, the 10 years of basic education was increased to 13 years- that is one year of mandatory Kindergarten for children aged 5, six years of elementary, and six years of secondary (4 years junior high school and 2 years senior high school) education. Known to many as K to 12 Basic Education Program, this also caused the adjustment of the ages of pupils entering the second grade level from 8 to 9 years old to ages 7 to 8. In the new curriculum, these 7 to 8 years old pupils will now be exposed to the same concepts taught to 8 to 10 years old pupils under the old curriculum. Ages 7 to 8 years old is when pupils enter the period called developmental transition (Shonkoff & Phillips, 2000). It is when they are about to leave the stage of early childhood and about to enter middle childhood.

The new basic education curriculum aimed to develop a holistic person out of every Filipino child. Thus, early school experience of a child plays a significant role in his succeeding achievements. The education system sees to it that the learner is able to have a holistic experience of the learning process that

is both on the intellectual and non-intellectual skills development. Further, the education system needs to properly address problems on transitional development of the pupils as well as the transformation of the traditional classroom to a new environment that is open to learning possibilities under the new curriculum. This is in consideration of the fact that school environment becomes the child's early laboratory to learn how to cope, adapt, adjust, and understand more of themselves and the world beyond their family.

The key to achieve the K to 12 thrust of developing holistic learners is to nurture and enhance their non-intellectual skills over and above the development of their intellectual skills (Gutman & Schoon, 2013). Several studies from a variety of disciplines (like that of Heckman, et.al; Farkas; and Bowles & Gintis as cited in Gutman & Schoon, 2013) proved the association between the non-intellectual skills and academic outcomes, financial stability in adulthood and other life-long outcomes. Further studies also revealed that there are differently many non-intellectual skills that a learner should develop in his lifetime in order to become successful in life. Thus, poor or undeveloped non-intellectual skills, when left unaddressed will cause negative effects, such as low self-esteem, poor school performance, truancy and misbehavior. When continuously ignored, these negative effects will accumulate hence poses threat to pupils' development (Rosen et.al, 2010).

The majority of early educational researches (e.g. Jencks & Phillips, 1998; Carneiro P. et.al, 2007) focused more on the intellectual skills (cognitive

functioning) of the learners than the non-intellective skills (non-cognitive functioning). Much emphasis is given on intellective skills since they were proven to be highly correlated to academic success and considered predictive of pupil's future success (Holmund & Silva, 2009).

The need for researches to establish the importance of the non-intellective skills assessment and development is very timely in the course of the implementation of the Enhanced Basic Education Act of 2013, for this would somehow address the problems encountered during the transitional period.

In line with this thought, the researcher recognized the need to assess the non-intellective skills of the pupils entering Grade 2 to guide her in the development of the program. She firmly believes that a valid and reliable preventive intervention program can help in the enhancement of the non-intellective skills of the child-learners. Some intervention programs offered by local studies (e.g. Calderon, 2012; Batican, 2011; Lim, 2012; Elumba, 2011; Reyes, G.U, 2009) were designed either for older learners, for intellective skills or for effective parenting. Thus, the researcher deemed it necessary to work on a study that assesses the non-intellective skills of second graders and using the results as basis for the designing the intervention program of non-intellective skills. This program will address the problem on the transition period and the readiness of the learners which existed upon the immediate implementation of the K to 12 curriculum. The younger second graders need to adapt and achieve

the required readiness and skills that were previously possessed by their older counterparts.

The researcher finds it timely and appropriate to assess the non-intellective skills using multi-faceted tools and the profile of the second graders to serve as basis in the designing of the intervention program. It is expected that through the comprehensive profile endowed by the multi-faceted assessment tools, the results may be used for the preparation of the Proposed Intervention Program which could possibly address the problems on age adjustment, as well as curriculum adjustments. It is further assumed that the threat of accumulating negative effects of ignored poor and undeveloped non-intellective skills can be prevented by the Proposed Intervention Program. Thus, this study deemed necessary and timely.

Conceptual Framework

Recent studies in education (that of Mascarinas, 2010; Racadio, 2009) now recognize non-intellective skills to be as important as those skills measured by academic and cognitive tests to be a factor in the development of the child-learner in coping with life-long experiences. Researches on non-intellective skills are now gaining popularity on the onset of the implementation of the K to 12 Basic Education Program. Gutman & Schoon (2013) and Rosen, et.al (2010) posited that since non-intellective skills affect academic performance as much as intellective skills, they should also be developed, nurtured and enhanced during

the learners' early years. According to them, poor non-intellective skills when neglected could accumulate and lead a rippling effect to more serious outcomes. They further recommend that immediate intervention should be done whenever there are manifestations of poor non-intellective skills to limit if not totally avoid such accumulation of negative effects.

To determine which non-intellective skills should be considered among the many different skills, Gutman & Schoon (2013) specified major characteristics that should be observed on these skills. According to them, the skills to be considered should be malleable, or modifiable- that these non-intellective skills can be taught and improved; further, they should be causal- or have reciprocal cause and effect on other skills; and lastly, they should be strongly observable or evident within the specific period of development (i.e. second grade level).

Based on therecommendations of Gutman & Schoon (2013), three non-intellective skills were considered in this study, such as academic self-regulation, self-concept and temperament among the second grader students.

Academic Self-Regulation

According to Ryan & Deci (2000), academic self-regulationis basically the amount and kind of motivation that a learner applies towards academic tasks. It is the students' degree of response to school tasks during instruction with emphasis on how they choose, organize or create favorable environment to utilize their initiative and motivation towards achievement of their academic goals. Although the concept of academic self-regulation is anchored on the

theory of motivation, where a person who has no inspiration to move or act is considered as unmotivated, and someone who is energized towards an end is characterized as motivated. Ryan & Deci (2000) argued that motivation is hardly a unitary phenomenon, and that people have not only varying amounts, but also different kinds of motivation. That is, aside from the levels of motivation, there are varying orientations of that motivation-the underlying attitudes and goals, that give rise to action. Given that intrinsic motivation is the highest and most ideal form of motivation, it appears only on specific conditions - when social and environmental factors conduce towards its expression. Intrinsic motivation shall only be functional if the feeling of competence is accompanied by sense of autonomy and/or relatedness; this intrinsic motivation will be undermined.

Ryan & Deci (2000) further opposes the notion of intrinsic versus extrinsic motivation. They reasoned that extrinsic motivation has varying degrees of autonomy with reference to associated processes involved and the causality that they can contribute in internalization and integration of values to achieve self-regulation. These degrees of external motivation are external regulation, introjected regulation, identification and integrated motivation.

External regulation is the least autonomous form of extrinsic motivation where an individual performs or behaves out of external demand or obtain reward contingency (Henderlong, 2002). It is the only extrinsic motivation recognized by operant conditioning theorists (e.g. Skinner). The second type of external regulation is the introjected regulation which is still considered as

controlling. Here, an individual performs or behaves in order to avoid guilt or anxiety or to attain ego-enhancement or pride. Although the regulation is internal to the person, the performance or behavior is still not fully part of the self. Identification (Identified regulation) is a type of a more autonomous regulation. Here, the individual identifies himself with the personal importance of a performance or behavior and has thus accepted its regulation as his or her own. The most autonomous form of extrinsic motivation is the integrated regulation. It occurs through self-examination and bring new regulations in congruence with the individual's other values or needs. The more he internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined and is capable to self-regulate.

Not all learning activities are appealing, interesting and enjoyable for the learners, strengthening the extrinsic motivation is encouraged to foster internalization and integration of values and behavioral regulations (Ryan & Deci, 2000). Some performance or behaviors can start as introjects, some as identification. The challenge lies on prior and succeeding experiences to bring this motivation closer to integration to become part of his own self. Thus, the approaches and strategies of the teacher in dealing with not so appealing and less enjoyable activities in the classroom should reach the integration level enough to achieve the expected outcomes.

Self-Concept

There is no doubt that self-concept has been one of the influential theories in education and psychology. Self-concept was introduced in the mid-part of the 20th century and remains a spring of interest in dealing with psychosocial and educational concerns. It has three different parts- the self-image, or how an individual sees himself; the self-esteem, or how one values himself; and the ideal self, or how one wish he could be. One's self-concept is not always perfectly aligned with reality. Congruency, when one's self-concept matches with reality contributes greatly in promoting healthy self-concept.

Jiang (2000) defined self-concept as perceptions of oneself. These perceptions are formed through experience and is influenced by environmental reinforcement, significant others and one's attribution for his own behavior. For Jiang, self-concept is multifaceted and hierarchical which is developed as the age increased. The top of the construct based on his theory is "General Self-Concept" and is divided into academic (which includes Reading, Mathematics, and Other Subjects) and non-academic (which includes social, emotional, and physical self-concept). At the bottom of the hierarchical model, there are evaluations in specific situations.

In the Handbook of Motivation in School, Wentzel & Wigfield (2009) discussed that children's self-concepts are built on how they are treated, liked, cared for and how they performed in the past. According to them, the interplay between self-perceptions and behavior can create a vicious cycle. How children

evaluate their own performance depends on how it is as it compared to the performance of those around them specially that of their peers. Those who find themselves performing better than others are likely to develop more positive self-concept than those who consistently find themselves falling short.

Wentzel & Wigfield (2009) also cited that children's self-concepts are also affected by how others behave towards them. When people around them are more encouraging rather than critical, and when opportunities are given to them to do things rightly on their own, positive self-concept is more likely to be developed. It is during childhood that positive self-concept can best be nurtured. Since children tend to have an overall, general feeling of self-worth, they believe either that they are good, capable individuals or that they are somehow inept or unworthy. They are usually aware that they have both strengths and weaknesses, that they do some things well, and other things poorly. Cognitive, social and physical competencies are some areas where children can identify themselves more clearly.

Temperament

De Torres (1996) referred temperament as a behavioral style. It is a stylistic component of behavior that is "how" an individual behaves or responds emotionally to people and objects. It is part of the personality with which each child is born and are often regarded as innate, and reflected in orientations toward or away from objects, people and challenging events. Temperament is constitutionally based individual differences in reactivity and self-regulation, in the

domain of affect, activity and attention. In De Torres (1996) citation of the results of the New York Longitudinal Study (NYLS) in 1977, there are temperament characteristics which are distinct for particular age group; and that temperament can be altered through regular and well planned environmental intervention.

Temperament plays an important role in children's school functioning. Individual temperament affects the manner in which a child approaches school tasks and the way in which he interacts with other children and the teacher. De Torres (1996) discussed that the dimensions of temperaments, in addition to intellectual ability and motivation, is an integral aspect of the learning process in children. She pointed out that a child makes positive adaptation to school and learns best when the demands are dissonant and become sources of stress. It is the role of the teacher to recognize the temperament quality of his students and to provide equal opportunity for repeated exposure to the next learning tasks. The teacher should also ensure that highly temperamental students should not be accused of non-cooperation. With these, the child may learn to give himself a chance to become familiar with new situations, thus, giving the child a sense of security and dignity.

De Torres (1996) further discussed that the key issue to effective school functioning is to allow parents and teachers to give freedom and allowance to each child to adapt at his/her own tempo and to accept his/her individual pacing. The attention to temperament may add to better understanding of some types of

school misbehavior and underachievement and to plan for an effective intervention.

The researcher considered the results of the previous studies (e.g. Racadio, 2009; Lim, 2012) that when varying temperaments are given attention in the classroom, appropriate activities can be provided to encourage the pupils to participate and achieve better. Successive achievements can boost their self-concept, which will encourage them to participate and achieve more. This intervention in turn serves as an external reinforcement that when consistently nurtured, can motivate and enhance their academic self-regulatory skills. Internal types of academic self-regulatory skills once established, promotes academic independence and would therefore lead to academic success and to other future outcomes beyond school life.

Given that the association of these three variables (academic self-regulation, self-concept and temperament) to the young learners' academic outcomes, the researcher believes that the key to ensure positive development of these skills lies in the dependability of the data to be used as basis for intervention design. Assessment therefore plays an important role in planning and designing for a program.

Assessment

Assessment refers to the wide variety of methods or tools that are used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students (Stefanakis, 2002).

In the field of research, the Scholastic Assessment Handbook (2000) has identified an array of assessment tools that could be used in conducting varied types of research based on the purpose that they try to rule out. Some of these tools are anecdotal record, checklist, journal, observation, portfolio and self-assessment which are used to determine some skills that cannot be measured using academic tests. There are formal and standard assessment tools that have been field tested for reliability, consistency and validity and these usually assess attitude, personality, emotions, learning styles and more.

The main purpose of assessment is to collect relevant data in order to formulate a sound decision in developing a proposed intervention to address the issue of nurturing strengths and limiting delays of non-intellective skills among the second graders. The tools to be used should determine which areas and skills need attention the strongest.

To promote the consistency of data and minimize fallacious treatment estimates, the issues of some intervention researches on poor number of participants and greater possibility of sample bias should be addressed. (Frazer & Galinsky, 2011). The researcher attempted to address these issues by considering the entire population of second graders as this study's respondents.

To further illustrate the concepts previously discussed, Figure 1 has been designed to present this conceptual diagram.

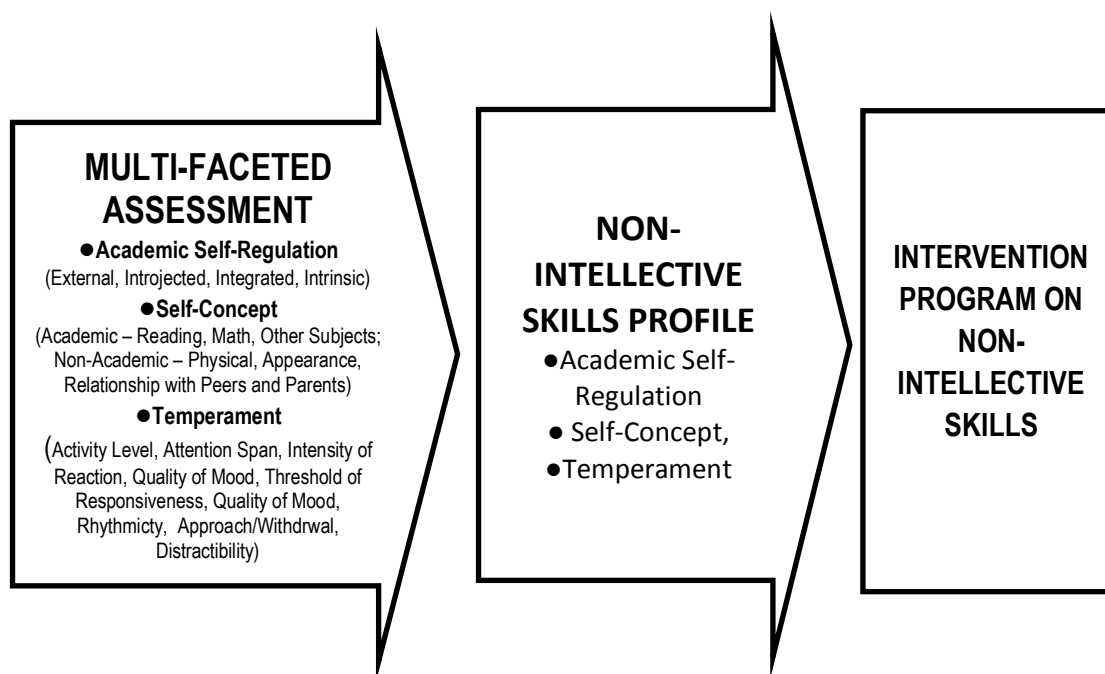


Figure 1. *The Conceptual Diagram of the Research Framework*

Non-intellective skills play an important role in pupil's holistic development. Positive non-intellective skills promote wellness and facilitate success, while unaddressed negative effect of unfavorable non-intellective skills can cause maladaptive behavior, academic failure and other future outcomes.

The second graders, who are in the developmental transition stage, are exposed to a lot of changes- biologically, socially and emotionally. In addition to this, they need to cope with the demand of cognitive skills advancement due to the implementation of the K to 12 curriculum. These grade two pupils should be provided with meaningful experiences that can cultivate their positive self-concept, adaptive temperament and strong academic self-regulation. Effective activities can be achieved if it recognizes individual differences among the pupils. In this effect, the result of a multi-faceted assessment from a largest possible amount of learners will produce an extensive and reliable information that will

serve as basis in determining an accurate profile of the non-intellective skills of the second graders. Hence, an effective intervention program that addresses the needs of the pupils in terms of their non-intellective skills development can be designed.

It is believed that when varying temperaments are considered in the classroom, appropriate activities can encourage the pupils to participate and achieve better. Successive achievements can boost their self-concept, which will encourage them to participate more. Such external reinforcement can enhance their academic self-regulatory skills. Academic self-regulation, once established, promotes success.

Statement of the Problem

The main objective of this study was to assess the three non-intellective skills of Grade 2 pupils of Francisco E. Barzaga Memorial School in Dasmariñas City, Cavite to determine their profile which will serve as basis in designing an Intervention Program.

Specifically, this study sought to address the following purposes:

1. Describe the non-intellective skills profile of grade two pupils in terms of:
 - 1.1 academic self-regulation
 - 1.2 self-concept and
 - 1.3 temperament

2. Identify the domains and facets of some non-intellective skills of grade two pupils that need intervention based on the assessment of the pupil-respondents and teacher-respondents.
3. Design an Intervention Program for the identified needs of the second graders' non-intellective skills.

Significance of the Study

As an **educator and researcher**, this study will provide data on the current needs and difficulties of pupils based on the assessment of the three non-intellective skills. These findings will be the basis for the researcher's proposal for an intervention program so that these needs will be addressed properly and more effectively.

For the **administrators**, this study plays a strong basis in providing the pupils an educational environment, including programs and structural materials, appropriate for their needs. This study will provide them the weak and strong areas of their non-intellective skills including the program necessary to enhance and develop those skills. Thus, this study will be a good source of information in planning for teachers' seminars and trainings adapted and addressed to the pupil's non-intellective needs.

For the **teachers**, as the significant persons to witness the daily adjustment and difficulties of the pupils in the classroom, this study will serve as basis in adjusting and adapting appropriate strategies on teaching-learning

process. Given appropriate training in executing the program, they could understand more of the pupils' status and needs. They could adjust their methodologies and strategies in handling pupils' individual differences which, when constantly practiced could result to better pupil-teacher relationship.

For the **parents**, this study could help them understand their children better. The school could offer a parent-effectiveness seminar or similar training for them where they could collaborate with other parents and teachers in helping their children enhance their non-intellective skills. Trainings based on the result of the assessment could be provided to them and could enlighten and equip them with necessary knowledge and skills in dealing with their children's needs and conditions.

For the **students**, this study is most beneficial to them, since they were the main concern of the researcher. Teachers and parents, thru their trainings and collaboration can better understand them and be more accommodating of their needs and individuality. Variety of intervention activities could facilitate interest that could motivate them to learn and be more confident to deal with their academic activities. Their achievements in classroom activities could improve their non-intellective skills; to understand their temperaments; improve their self-concepts; and eventually affect their self-regulatory skills. In effect, success in school and beyond could be achieved.

For **future researchers**, this study can provide them with data that they can use for their future studies. They can explore other non-intellective skills which further affect learning that were not included in this study.

Scope and Limitation

The study covered the three domains of non-intellective skills: the academic self-regulation, self-concept and temperament. The researcher considered these domains because they were proven to be malleable (modifiable, can be taught and be improved); strongly observable (evident within their period of development); and have shown their causality (has reciprocal cause and effect on other skills); in consideration of what were established by Gutman & Schoon (2013).

This study was conducted at Francisco E. Barzaga Memorial School (FEBMS), the Central School of District 1, Division of Dasmarinas City during the school year 2014-2015. The target population consisted of three hundred sixty-two Grade 2 pupils and their eight teacher-advisers.

The results of the assessment on the three non-intellective skills of the pupils, which were elicited by the three instruments used in this study, were considered in the formulation of the preventive and developmental Intervention Program.

Definition of Terms

For better understanding of this study, the researcher defined the following terms have been conceptually and operationally defined by the researcher:

Academic Self-Regulation. This refers to students' degree of response on school tasks during instruction with emphasis on how they choose, organize or create a favorable environment to utilize their initiative and motivation towards achievement of their academic goals. In this study, this refers to student's regulatory style in dealing with their academic tasks based on the types of motivation, as to internal type (intrinsic motivation, integrated regulation) or external type (extrinsic regulation, introjected regulation).

Infused – This refers to the first level of the Intervention Program that targets to further enhance the learners' non-intellective skills which are already within the standard levels of development based on the assessment conducted. The intervention shall be done in the form of positive external reinforcements and rewards across subject areas on a regular basis in any part of the teaching-learning process.

Integrated - This refers to the second level of the Intervention Program that targets the learners' moderately developed non-intellective skills, based on the result of the assessment, which needs further nurturance in order to reach the standard level of skill mastery. The intervention shall be done in conjunction with the second graders' curriculum and shall be conducted within the regular class schedules of specific subject areas.

Interactive. This refers to the third level of the Intervention Program that targets to the learners' poorly developed non-intellective skills, based on the assessment conducted, in order to achieve the certain standard level of skill mastery. The program shall be conducted on separate schedules beyond their class hours to ensure positive results, where modules are designed with no specific subject-area.

Intervention Program. This refers to the content for instruction intended for use in differentiated instruction and/or intensive instruction to meet student learning needs in one or more of the specific areas or domains.

In this study, it is named as Three i Intervention Program or the 3iIP, which is subdivided into three levels of intensities or degrees; the infused, integrated and interactive levels of activities.

Non-Intellective skills. This refers to those academically and occupationally relevant skills, traits and other factors that are not specifically intellectual or analytical in nature, thus cannot be measured by intelligence (IQ) and academic tests.

In this study, non-intellective skills are limited to three – temperament, self-concept and academic self-regulation.

Self-Concept. This is the image one has of himself, including his physical appearance and personality characteristics.

In this study, this refers to the learners' view of himself in two sub-domains; the academic and non-academic. They are categorized in the following

levels: high, moderately high, average, moderately low and low self-concept based on the instrument used.

Temperament. This refers to those aspects of an individual's personality that are often regarded as innate, and reflected in orientations toward or away from objects, people and challenging events.

In this study, this refers to the learners' actions and reactions on different stimuli in dealing with their school activities. It is sub-categorized in nine facets namely Activity Level, Adaptability, Approach/Withdrawal, Attention Span and Persistence, Distractibility, Intensity of Reaction, Quality of Mood, Threshold of Responsiveness, and Rhythmicity, based on the instrument used.

Chapter II

Review of Related Literature

This chapter presents local and foreign literature and studies which helped the researcher in conceptualizing and shaping this study.

Non-Intellective Skills

“Non-cognitive skills” is a term used to contrast a variety of behaviors and attitudes, personality traits and characteristics with academic skills, aptitude and attainment which affect learning. They are skills that cannot be measured by intelligence and academic tests but are proven to have impact on pupils’ school performance. They are recently considered to be important as- even more important than- cognitive skills in future outcomes beyond their school life (Gutman & Schoon, 2013).

Since non-intellective skills deal with a wide array of characteristics, they are classified by different researchers based on the areas they are trying to investigate. Recent reviews of literature have shown the causality and malleability of some non-intellective factors affecting young children’s outcomes. Gutman & Schoon (2013) have listed the following skills to have direct effects on pupils’ outcomes: self-perceptions (which includes self-concept of ability and self-efficacy); motivation (which includes achievement goal theory, expectancy-value theory, extrinsic and intrinsic motivations, and grit); perseverance (which includes

engagement); self-control; meta-cognitive strategies; social competencies (including leadership and social skills); resilience and coping; and finally, on creativity. Rosen et.al (2010) discussed that these non-intellective skills are also evident and recognized in the American culture.

Further, Lee & Shute (2009) have identified non-intellective skills specifically classified from the K to 12 premise. They have studied the following non-intellective skills: attitude (values, interest, and curiosity); personality or temperament (such as conscientiousness and extraversion); social relations (including leadership, social sensitivity, and the ability to work with others); self-constructs (such as self-efficacy and personal identities); work habits (such as effort, discipline, persistence, and time management); and emotions toward a specific task (such as enthusiasm and anxiety).

Some studies about the effect of poor non-intellective skills conducted locally are associated with the students' academic achievement.

Umandal, T. (2011) studied the effect of group-based learning activities in Reading on social skills of Kindergarten pupils. Umandal found out that the type of activities in Reading affects their performance in learning to read. Group-based activities are more effective than individual activities due to the social acceptance experienced by the learners. Those who were observed having difficulty in reading activities alone performed better when they were in a group set-up. In effect, group-based activities which are provided to the learners, affect their social competencies which also affect their academic performance.

Academic Self-Regulation

Self-regulation is the students' capacity to direct their own learning that affect their motivation, cognition and action towards a given goal (Boekaets & Corno, 2005). Therefore, academic self-regulation refers to students' degree of response to school tasks during instruction with emphasis on how they choose, organize or create favorable environment to utilize their initiative and motivation towards achievement of their academic goals (Ryan & Deci, 2000).

In this paper, academic self-regulation refers to how learners are motivated and lead to think, behave and do an act on academic tasks to address his physiological or psychological needs. It deals with the amount and kind of motivation a learner employs with their academic tasks, whether consciously or unconsciously. People not only have varying amounts, but also have different kinds of motivation; that is, aside from the kinds (external and internal types), there are different levels of motivation (amotivation, extrinsic motivation, and intrinsic motivation), which have varying orientation (the underlying attitudes and goals that give rise to action) towards satisfaction of their competence, relatedness and autonomy (Ryan & Deci, 2000).

Intrinsic motivational tendency appears only on specifiable conditions - when social and environmental factors conduce towards its expression. Intrinsic motivation shall only be functional if the feeling of competence is accompanied by sense of autonomy and/or relatedness. Else, this intrinsic motivation will be undermined.

Ryan and Deci (2000) further stated that, there are different levels of extrinsic motivation, with reference to associated processes involved and the causality that they can contribute in internalization and integration of values to achieve self-regulation. These are external regulation, introjected regulation, identification and integrated motivation. The most autonomous form of extrinsic motivation, the integrated regulation, occurs through self-examination and bring new regulations in congruence with the learners' other values or needs. The more they internalize the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined and is capable to self-regulate.

Since not all learning activities are appealing, interesting and enjoyable for the students, extrinsic motivation should be strengthening to foster internalization and integration of values and behavioral regulations (Ryan & Deci, 2000). Some performance or behaviors can start as introjects, some as identification. The challenge lies on prior and succeeding experiences to bring this motivation closer to integration to become part of his own self. Thus, the approaches and strategies of the teacher in dealing with not so appealing and less enjoyable activities in the classroom should be integrating enough to achieve the expected outcomes.

Some studies reviewed by the researcher deal with different components of self-determination which deal directly or indirectly to their self-regulation skills (i.e. motivation).

Ceballo (2006) investigated the effects of motivation on task performance attainment of fourth year High School students in Pililla National High School in Pililla, Rizal in SY 2005-2006. The study utilized pre-test-post-test experimental method of research using experimental and control group design. The study revealed that among the 60 High School student participants, the experimental group exhibited higher levels of task persistence and performance attainment than the control group.

Luzong (2005) conducted a study to identify the language difficulties encountered by students in learning English grammar in order to design language activities through enhancing students' motivation to learn English Grammar. Assessment has been conducted using multiple instruments such as researcher-made tests, evaluation of course guidelines, survey from the teachers. Luzong concluded that students are more motivated to learn, when they are given opportunities to engage in activities that will enable them to develop their communication skills. The researcher also found out that lessons that are presented initially with motivational activities such as re-enactment, group games, group dynamics and the likes, capture the interest of the learners, thus focus their attention in learning the lesson and do school tasks even when out of the school premises.

Regozo (2004) studied the effect of music on motivation for learning and performance of mentally challenged children in English. She used a pre test-post test method using music to facilitate learning in letter identification, word

identification and word comprehension. She also wanted to find out if there was a difference in their motivation level of the respondents for learning English before and after the use of music. Regozo concluded that music facilitates learning, increases the motivational level of mentally challenged students in learning English specifically before the lesson. Music helps sustain the motivational level of mentally challenged students from the start until the end of the English lesson.

A meta analysis on studies conducted between 1978-2000 from 22 studies regarding the effects of interventions to promote self-determination for individuals with disabilities has been studied by Algozzine,et.al (2001). The disabilities of the participants from the total of 992 subjects vary. Intellectual disability was the most frequently represented disability in this study. The participants were between 5 to 21 years old. The researchers found out that the self-regulated skills in self-determination, can be taught and learned, and can make a difference in the lives of individuals with disabilities. They also found out that group interventions that promote self-determination skills were moderately effective, while intervention for single-subject studies revealed strong effects. They further recommended that depending on the severity of disabilities, the kind of intervention, the interval, the duration and intensity should be properly addressed in developing the program.

Self-Concept

There is no doubt that self-concept has been one of the influential theories in education and psychology. Though its concept was introduced in the mid-part of the 20th century, it remains a spring of interest in dealing with psychosocial and educational concerns. Definitions of self-concept vary widely. Researchers in the field differed in their view of self concept.

Rogers, as cited in Quilang (2012), self-concept has three different parts- the self-image, or how an individual sees himself; the self-esteem, or how one values himself; and ideal self, or how one wish he could be. Quilang further stated that one's self-concept is not always perfectly aligned with reality. Congruency, when one's self-concept matches with reality, is essential in developing positive memories that contribute greatly in promoting one's healthy self-concept.

In the field of education, Argyle (2008) defines self-concept as learners' perceptions of oneself which are formed through experiences and influenced by four major factors: the ways in which others (particularly significant others) react to them, how they think they are compared to others; their social roles; and the extent to which they identify themselves with other people.

Since children tend to have an overall, general feeling of self-worth, they believe either that they are good, capable individuals or that they are somehow inept or unworthy (Harter, 1990). They are usually aware that they have both strengths and weaknesses, that they do some things well, and other things

poorly. Cognitive competencies, social competence and physical competence are some areas where children can readily identify their self-worth. Other children can make still finer distinctions when judging themselves and can even have differing belief about them regarding specific tasks and situations within a particular domain. Those who have positive views about themselves are more likely to succeed academically, socially, and physically (Ferla, et.al, 2009; Assor, et.al 2005).

In a study conducted by Kaur (2009), it was revealed that the self-concept of boys was better as compared to girls, whereas Al-Zyoudi as cited in Quillang (2012), found exactly the opposite. Girls more often blame their ability for poor performance than boys. Two similar studies were conducted by different authors in different settings on the relationship between self-concept and academic achievement. Sanchez and Roda (2009) conducted their study among primary pupils in Almaria, Spain while Ghazvini (2011) conducted it in Tehran, Iran among high school students. The results are in different degree but have the same descriptive findings: that there is significant association between academic self-concept and academic achievement; that high self-concept predicts academic achievement; and that improving one's academic achievement also improves one's self concept in the long run. These findings are similar to the findings of the ten-year longitudinal study conducted by Guay, et.al (2004).

In another study, Reyes, G. (2009) stated that the self-concept of young children is subject to change because it is generally influenced by opinions of

significant people in their lives such as parents, teachers and peers. She further discussed that the presence of parents is very important in developing self-concept. They are usually the children's first influential sources of information regarding whom and what they are. More so, it is from parents that children begin to establish their identities as individuals of a gender, race culture and to learn whether their identity is desirable.

Interestingly, there have been studies about the effect of teachers in students' self-concept development which yielded opposite results. In Assor, A. et.al (2005), backed by the Self-Determination Theory, teachers' controlling behavior, such as giving deadlines, giving frequent directives, interfering with children's preferred pace of learning, and not allowing critical and independent opinions could cause negative emotions among students. Consistent exposure to such negative emotions could cause anxiety and anger, which in turn affects students' self-concept in and out of school.

Temperament

Temperament has been defined as individual differences in reactivity and self-regulation assumed to have a constitutional basis (Rothbart et. al, 2000). Constitutional means the relatively enduring biological makeup of the organism, influenced overtime by heredity, maturation and experience. It is based in individual differences in reactivity and self-regulation, in the domain of affect, activity and attention. It is part of the personality with which each child is born. It is one of those aspects of an individual's personality that are often regarded as

innate, and reflected in orientations toward or away from objects, people and challenging events. There are nine temperament categories which they believed were present at birth that include activity level, rhythmicity, approach/withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, attention span and persistence (New York Longitudinal Study of 1997).

Temperament plays an important role in children's school functioning. Individual temperament affects the manner in which a child approaches school tasks and the way in which he interacts with other children and the teacher. Chess thru De Torres (1996) discussed that the dimensions of temperaments, in addition to intellectual ability and motivation, are integral aspects of the learning process in children. She pointed out that a child makes positive adaptation to school and learns best when the demands are dissonant and become sources of stress. It is the role of the teacher to recognize the temperament quality of his students and to provide equal opportunity for repeated exposure to the next learning tasks. The teacher should also ensure that highly temperamental students should not be accused of non-cooperation. With these, the child may learn to give himself a chance to become familiar with new situations, thus, giving the child a sense of security and dignity.

De Torres further discussed that the key issue to effective school functioning is to allow parents and teachers to give freedom and allowance to each child to adapt at his/her own tempo and to accept his/her individual pacing.

The attention to temperament may add to better understanding of some types of school misbehavior and underachievement and to plan for an effective intervention.

A study was conducted by Wang (2006) about the effects of creative music play on the temperament of fifteen educable mentally retarded (EMR) children at P. Gomez Elementary School. The researcher used a single group pretest post test experimental design, in which the participants' temperament was measured before and after the music play lesson. The researcher found out that the music play activities are effective in improving the temperament of EMR from negative to positive behaviors. Intellectually disabled children responded positively to music play activities. Thus, it was recommended that Functional Music Play should be integrated on the curriculum for the EMR children infusing daily activities, speech and language perceptual motor skills, arts, physical education, and other non-music subjects, reconciling them with the traditional formal instruction.

A study to identify the social competence and temperament of preschool children was conducted by Tangonan (2012) among 116 preschoolers in two Day Care Centers in Manila. It sought to determine the level of social competence of preschool children in terms of prosocial communication skills, academic skills and emotional regulation and their temperament using descriptive-correlational type of research. The study revealed that preschool children possess an average level of social competence. They are aware and responsive to other's needs,

cooperative, friendly and show empathy and helpful behaviors. They are observed to show difficulty in paying attention but are able to express their needs and follow rules. They exhibit an average level of temperament, deemed active, full of energy, adventurous but show hesitancy on new event and acquaintances. Based on the findings of the research, it was concluded that there was no significant relationship between preschool children's social competence with their temperament. The researcher recommended that skills that foster social competencies and temperamental adaptability should be taught by the child's significant others so as to obtain the optimal level of development.

Characteristics of Grade 2 Children (Ages of 6 to 8)

The age of 6 to 8, the middle childhood stage, is a time of important developmental advances, marked with increasing desire of becoming competent, independent, self-aware and involved beyond their family. It is the most neglected stage considering that most people think of dramatic changes during the ages of 2 to 3 and during puberty. Even Freud and Piaget called this stage as the latency stage and plateau in development respectively. This is the time when children are consolidating the gains they made during the rapid growth of the preschool period and when they prepared for the dramatic changes of pre-adolescence (Eccles, 1999), for the same reason, other scholars call it developmental transition stage (Shonkoff & Phillips, 2000).

Eccles further described the middle childhood as the “age of reason”. There is a crucial shift in cognitive skills between the ages of 5 to 7, due to growing biological and cognitive changes as well as surroundings and it is at around age 6 that a remarkable maturation of cognition that they begin to express their thoughts through verbal words. They continue to learn about the world outside the family, and they forge personal identity in building their self-concept.

Ericson’s Eight Stages of Man stresses the importance of this stage as a time when children should develop what he called “sense of industry” and learn to cooperate with their peers and adults. Children who do not master the skills required in these new setting are likely to develop what he called “sense of inferiority” which can lead, in turn, to long lasting intellectual, emotional and interpersonal consequences.

Middle Childhood is also the stage of beginning the “we” feeling that goes beyond cooperation. It is the stage when they learn to manage their own relationships by either controlling group dynamics or providing nurturance to each other. Their experiences in their growing environment with their mastery of confidence and competence beyond their family life contribute to their view of themselves and their self-concept (Eccles, 1999).

Shonkoff & Phillips (2000) posited the significance of proper timing for intervention activities in enhancing, preventing and reversing non-intellective skills. Researches such as Rosen, et.al (2010), Lee & Shute (2012), Gutman &

Schoon (2013) have proven that the age before adolescence is a right time for such intervention. They found out that the children's reaction towards stimuli is affected by their in-born characteristics known as temperament, and can be refined through their ability to adapt as fit to their environment. The age of six to eight is the period when they discover more of themselves, what they can do, what they cannot do and can do best (Harter, 1990). The continuous search for their capabilities lead them to master their thoughts, their feelings, their actions and reactions that facilitate their motives to self-regulate everything they do at their own liking.

Assessment

From the Glossary of Education Reform, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of pupils from preschool, through college and adulthood. It comes from the Latin word "assidere" which means to sit beside (Stefanakis, 2002), and so literally, to assess means to "sit beside the learner".

Meriam and Webster Dictionary defines assessment as the collection of relevant information that may be relied on for making decisions. In education, assessment is used to determine how well students are learning and it is an integrated part of the quest for improved education. It is always a process of reasoning from evidence but is imprecise to some degree. Results are only estimates of what pupils know and can do. Therefore, a wealth of and more

meaningful set of assessment practices are needed to seek for more definite feedback.

In the field of research, the Scholastic Assessment Handbook (2000) has identified an array of assessment tools that could be used in conducting varied types of research based on the purpose that they try to rule out. To list a few, tools like anecdotal record, checklist, journal, observation, portfolio and self assessment are used to determine some skills that cannot be measured using academic tests. There are formal and standard assessment tools that were field tested for reliability, consistency and validity that usually assess attitude, personality, emotions, learning styles and more.

Since the main purpose of assessment is to collect relevant data in order to formulate a sound decision in developing a proposed intervention to address the issue of nurturing strengths and limiting delays of non-intellective skills among the second graders, tools to be used should determine the areas and skills that need the strongest attention.

Intervention

The term “intervention” comes from the Latin word “intervenire” which means to come between (Thorndike and Barnhart, as cited by Mascarinas, 2010). It is usually applied to interfere with the outcome or course especially of a condition or process as to prevent harm or improve functioning. In the field of education, intervention could be a strategy or a complete program designed to serve students who are at risk of not reaching or maintaining academic grade

level, to obtain the necessary academic skills to reach grade-level performance in a given time. The philosophy of Murphy and Duncan as cited in Mascarinas (2010) stated that intervention is about two things. First, it must be designed to interrupt unsuccessful attempts to solve a problem, and second, it must be right for the client. Emphasis should be given on the contributions of the clients' unique situations, needs, and style to capitalize on their own strength in finding a solution that fits them. As they put it clearly, "Clients are inventors, we are the assistants".

The role of intervention in the educative process cannot be ignored. For Shonkoff & Phillips (2000), timing is a factor that greatly determines its success. For these authors, there is more multi-potentiality in the early childhood period than in later years. Interventions during childhood attempt to identify and mitigate the influence of existing risk factors as well as identify and enhance the buffering capacity of their available protective factors. Thus, they posited that early interventions, like environmental interventions and those that are in conjunction with children's baseline statuses can significantly improve developmental outcomes even though individual differences in those outcomes maybe strongly influenced by genetic processes.

In the earlier mentioned literature and researches, a lot of intervention programs have been reviewed and evaluated. Each program has been designed to address particular non-intellective domains that are believed to be malleable and create higher impact on pupils' outcomes.

Intervention Models

In some foreign settings like Canada, Australia and United States, many intervention programs have been designed to address specific needs of the learners. Gutman & Schoon (2013) examined some applied intervention programs for young students and reported that indeed programs like Mentoring Programmes (Big Brother/ Big Sister of America BB/BSA), Service Learning Programmes (i.e. volunteering), Outdoor Adventure Programs (like Wilderness Program), and Social and Emotional Learning Programs (Project SEAL- Social and Emotional Aspects of Learning) have brought tremendous effect on students' academic outcomes. They contributed to students' overall well-being, improved social and communication skills, developed confidence and lessen some delinquent behaviors like school-leaving, smoking, and bullying (Hallam et. al, 2006; Farrington et.al, 2012).

Although a lot of local researches (like that of Elumba, 2011; Mascarinas, 2010; Belandres, 2005, Nilo, 2007) designed specific intervention programs and were also designed and validated to address specific needs of the learners, they were mostly created for the older group of pupils. Favorably, there are some remarkable intervention programs to improve non-cognitive skills whose designs are appropriate for younger children (Garcia, 2001).

The Creative Arts Intervention Program (CAIP, by Racadio, 2009) was designed to address the specific needs and concerns of the institutionalized children to achieve psychosocial well-being. The program aims to develop and

strengthen seven components of well-being namely: (1) social support, (2) coping skills repertoire and efficacy, (3) goal-directed activity, (4) personal self-worth, (5) prosocial behavior (6) attachment style, and (7) attribution style. The program used creative activities such as interactive play technique, songs and dances, drawing and painting, role playing, rhythmic activities, film showing, clay molding, and other unconventional techniques. The activities were carefully selected to elicit responses while having fun. By the end of the sessions, the learners were expected to have known more of themselves, their feelings, talents and aspirations, capacities and capabilities.

Likewise, the study of Flores (2004) on the Validation of Art Activities for Children with Special Needs has proven the effectivity of Art Activities in dealing with the learners' non-intellective needs.

Many intervention researches chose the Philippine Normal University-Affective Cognitive Experiences for Self-direction (PNU-ACES) (Mascariñas, 2010; Gamoras, 2000) approach in designing learning modules and programs. It has been known to have a very high probability of "winning the hearts and minds" of the learners. The ACES approach puts a heavy premium on the affective development of the learners because it serves as the most vital force in the integration of individual's personality for a fuller and viable way of life. It starts with letting the learner become aware of himself, his strengths and weaknesses and how he can contribute to others by sharing his own experiences and

learning. The learning process in ACES approach has four stages: activity, analysis, abstraction and application.

“Activity” refers to the activities to be performed both by the learners and the facilitators. Activities involved are either for individual or for small groups. They target to arouse interest, engage the learners and set the mood for the succeeding processing stage. “Analysis” refers to the processing of cognitive and affective learnings that surfaced in the discussions. The facilitator helps the learners clarify their affective learnings- how the student felt while going through the learning process, what he felt about his self-discovery or about her group’s decision, how he related with his group members and how he shared his personal insights about the learning activity.

“Abstraction” refers to the process of generalizing the values and insights gained from the analysis of prior activity. Here, the teacher/facilitator leads the learners in making a decision on the issues raised in the activity phase. Abstraction is essential in bringing out the learners’ inner issues which are usually not commonly being discussed in the regular teaching-learning process.

“Application” follows after the abstraction and decision-making where learners are provided with activities that can simulate real-life scenarios and validate the decision that they made. In this phase, the teacher/facilitator could generate feedback and observation on the effect of the intervention to the skills that are targeted to be developed.

An intervention model which gained success in the United States is the Response-to-Intervention (RTI) (rtinetwork.org). RTI, is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

RTI is designed to address cognitive skills issues, specifically Reading and Mathematics. Assessment is the backbone of RTI in order to establish a clear understanding of the learners' needs to serve as strong basis for the design. The heart of Response-to-Intervention (RTI) model lies in the use of multi-level instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are basically essential in the implementation process, it is the manner of how the program was implemented and the quality of instructions that directly affect the outcomes. Multi-level instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties.

The first step in the RTI model is screening. All students are screened in one or more areas that need attention, such as those identified as at risk for learning or behavior difficulties. After identifying the at-risk learners, these struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of students. Educational decisions

about the intensity and duration of intervention are based on the response or progress of the students.

CHAPTER III

Research Methodology

This chapter presents the research design of the study, research locale, the respondents and sampling, the instruments, the data gathering procedure and the statistical treatment used in the study.

Research Design

This study utilized both the descriptive and developmental methods of research. The descriptive research method was used to allow the researcher to describe the nature of the problem as it exists and explore its causes as cited by Mascariñas (2010). Questionnaires, as survey instruments, were used to assess and establish the non-intellective skills profiles of the respondents. Survey studies are employed to measure the existing phenomenon without inquiry into why it exists and does not take into account the relationship between variables. The only intention is to use the data not for hypothesis testing, but for problem solving. Survey has two scopes, the census and the sample. In this study, census was used since the study aims to investigate the normative standard based on what is prevalent among Grade 2 pupils.

To enhance the three non-intellective skills based on the results endowed by the multi-level and multi-faceted assessment, this study also used the

developmental method of research since it developed an intervention program for Grade 2 pupils.

Research Respondents

Table 1. *Frequency and percentage distribution of respondents according to sex*

Sex	F	Percentage
Boys	195	54%
Girls	167	46%
Total	362	100

Table 1 shows the distribution of the respondents from the grade two pupils and their classroom advisers for the school year 2014-2015. There were eight teachers for eight sections and with a total of three hundred sixty-two grade two enrollees. There are one hundred ninety-five males which comprise 54% of the total population and one hundred sixty-seven females which comprise 46%.

Table 2. *Summary of ages of grade two pupil-respondents*

Age	Boys		Girls		Total	
	f	%	f	%	f	%
5-1/2 – 6-1/2	6	4	15	9	21	6
6-1/2 – 7-1/2	100	51	104	62	204	56
7-1/2 – 8-1/2	89	45	48	29	137	38
TOTAL	195		167		362	

The distribution of the ages of the respondents is shown in Table 2. It shows that 204 (56%) of the respondents are aged 6 ½ to 7 ½ and only 21 (6%) aged 5 ½ - 6 ½. About 137 (38%) aged 7 ½ to 8 1/2.

Research Locale

This study was conducted at Francisco E. Barzaga Memorial School, the central school of the City Schools Division of Dasmarinas. It is located along D. Mangubat St., Zone II in Dasmarinas City. FEBMS presently provides Kindergarten, Elementary, Special Education and Alternative Learning System for Elementary.

FEBMS had a total of 2,915 enrollees for the school year 2014-2015. One hundred twenty-six of which were from the Special Education Program, two hundred fifty-one from Kindergarten, and two thousand five hundred thirty-eight from Elementary.

Sampling Procedure

Purposive sampling was utilized in the selection of the respondents of this study. According to Jupp V. (2006) purposive sampling is a technique where samples are chosen according to the purpose of the research. However, Frazer, et.al (2011) suggested the use of a larger sample to prevent sample bias. In this research, the entire population of Grade two pupils from FEBMS was chosen as pupil-respondents.

Research Instruments

The researcher used three instruments in gathering the data needed for the study. They were survey questionnaires from various sources: The Temperament Inventory for Pre School (TIP, de Torres), Self-Description

Questionnaire I (SDQ I, Marsh), and Academic Self-Regulation Questionnaire (SRQ-A, Ryan). These instruments were ready-made tools which have been tested and used in various experimental researches (i.e. Kaplan, H., Assor, A. (2012), Guardia (2009); Jiang (2000)). However, SDQ-I and SRQ-A, were both designed for foreign culture, and the TIP was designed for Preschoolers. The researcher conducted the first validation of the two tests, SRQ-A and SDQ-I from the local experts in the field of child psychology, child development and instrument design for their contents' face and language validity and culture propriety.

The validation thence resulted to language translation to suit the age and culture of the pupil-respondents. New sets of translated questionnaires were then prepared by two Filipino Language experts. Another expert in the field of English Language was requested to validate the Filipino translated versions of both SDQ-I and SRQ-A through back translation in English (see Appendix B). The final Filipino versions of the two instruments were then approved for administration (See Appendix B).

Self-Regulation Questionnaire A (SRQ-A)(Regulasyong Pang-Akademiko sa Sarili para sa mga Bata, RPAS). The SRQ-A was designed by Richard Ryan and Edward Deci to measure overall academic regulation of the students. The questionnaire helped in identifying the reason/s why children do their school work or do specific school tasks. The responses are on a 4-point scale where 4 represents very true and 1 to be not at all true. It measures four

sub-scales, external regulation, introjected regulation, identified regulation and intrinsic motivation. It has been designed and widely used for children ages 8 and older. This, as recommended by the author of the instrument, can be adapted to ages 6 to 8 by deleting some inappropriate questions for lower ages without affecting the internal validity and reliability. However, the researcher decided to retain all the items in the questionnaire as deemed fit in the level of the participants.

The scale below was used to interpret the mean of the facets of the academic self-regulation of the pupil-respondents.

Means			Verbal Interpretation
3.25	-	4.00	Very High (Intrinsic Motivation)
2.50	-	3.24	High (introjected regulation)
1.75	-	2.49	Low (Identified regulation)
1.00	-	1.74	Very Low (external regulation)

Self-Description Questionnaire I (SDQ I) (Katanungan Ukol sa Pagkakilala sa Sarili, KUPS). This is a 72-item questionnaire rated in 5 scales, 1 as false and 5 as true (See Appendix). It is designed to assess three areas of academic self-concept, seven areas of non-academic self-concept and general self-concept derived from Shavelson's hierarchical model. Specifically, the facets being measured are Physical Abilities, Physical Appearance, Relationship with Peers, and Relationship with Parents, Reading, Math and All School Subjects. This instrument has been tested and validated between children from public and private schools abroad (Lee & Shute, 2009). The researcher believes that this

instrument, when adapted to Philippine setting will give a clearer and better defined self-concept profile of the respondents of this research. The researcher was assisted by five local experts in the field of Psychology and Languages.

The scale below was used to interpret the mean of the facets of the self-concept of the respondents.

Means		Verbal Interpretation	
4.50	above		HIGH
3.50	-	4.49	Moderately High
2.50	-	3.49	Average
1.50	-	2.49	Moderately Low
1.00	-	1.49	LOW

Temperament Inventory for PreSchool (TIP, Sis. Gloria De Torres).

This is used to assess Temperament of Preschool children which has been named Temperament Inventory for Preschool or quickly referred to as TIP. It was designed to assess the temperament characteristic of the Preschool children whose ages range from five to six years old. Temperament in this inventory refers to the characteristic style with which a child responds to different stimuli in the school setting. It is a 57-item instrument clustered to nine categories of temperament which are specifically Activity Level, Adaptability, Approach/Withdrawal, Attention Span and Persistence, Distractibility, Intensity of Reaction, Quality of Mood, Threshold of Responsiveness and Rhythmicity.

Each category contains behavior item statements which are indicators that correspond to the description of the temperament category being measured. The

items are categorically arranged. The responses are made on a 5-point Likert-Scale type, as follows: A-very rarely; B-rarely; C-sometimes; D-often; E-always.

The inventory has proven its reliability and validity through inter-rater agreement, internal consistency correlations, convergent and divergent validation and known groups' technique. Although TIP has been designed for Pre-School aged 5 to 6, it has been field tested among groups of children ages 4 to 11, thus it is deemed fit for the pupil- participants of the study specifically, aged 6 to 8.

To interpret the means of the facets of temperament, the following shall be used.

Mean			Interpretation
1.00	-	1.49	Almost absent
1.50	-	1.99	Very low
2.00	-	2.49	Low
2.50	-	2.99	Low moderate
3.00	-	3.49	Moderate
3.50	-	3.99	High moderate
4.00	-	4.49	High
4.50	-	5.00	Very high

Data Gathering Procedure

Five Phases were followed in the conduct of this research.

The first phase was the Planning and Coordination with the School Principal. After conceptualization and approval of the research problem, the researcher sought permission from the school principal of Francisco E. Barzaga Memorial School to conduct the study among the second graders. This is in relation to their non-intellective skills, specifically academic self-regulation, self-

concept and temperament. Permission was then obtained to retrieve the students' personal data from the classroom advisers. This was to determine the age and gender profile of the respondents.

The second phase was the Instrumentation and Assessment. Three instruments, Self-Regulation Questionnaire-Academic (SRQ-A), Self-Description Questionnaire I (SDQ-I), and Temperament Inventory for Preschool (TIP) were used to assess the respondents' levels of non-intellective skills in this research.

Considering that SRQ-A and SDQ-I will be administered to children whose culture and language are entirely different from the children they were originally designed for, the two instruments were subjected to experts' validation. Validators were local experts in the field of child study, psychology and program development. SRQ-A and SDQ-I were validated in terms of language and content appropriateness to this study's respondents. Although the two instruments were evaluated as age and culture appropriate for the respondents, translation in Filipino was highly recommended by the validators.

SRQ-A and SDQ-I were translated into Filipino by two experts in the field of Filipino Language (See Appendix B). The first drafts of the Filipino Translated versions of SRQ-A and SDQ-I were subjected to back translation by an expert, in the field of English Language. The back translated versions were then compared to the original English versions for proper editing (see Appendix B). The final Filipino translated versions of SRQ-A (Regulasyong Pang-Akademiko sa Sarili

para sa mga Bata) (RPAS) and SDQ-I (Katanungan Ukol sa Pagkilala sa Sarili) (KUPS) were approved for administration.

The learners' temperament was assessed by the class advisers using the Temperament Inventory for Pre School (TIP). An orientation on the nature and procedure of the assessment was conducted among the teacher-respondents prior to administration. Observation and assessment of the learners' temperament skills in terms of its' nine facets were completed in two weeks.

To measure the academic self-regulation and self-concept skills of the pupils, "Regulasyong Pang-Akademiko sa Sarili para sa mga Bata" (RPAS) and "Katanungan Ukol sa Pagkilala sa Sarili" (KUPS), were personally administered by the researcher among the second graders. They were administered on separate dates to ensure that the learners' responses are distinctly for each instrument.

After the administration of RPAS and KUPS among pupil-respondents and retrieval of all the questionnaires from the teacher-respondents, the researcher proceeded to the third phase of the study, the Analysis of the Gathered Data. The data were encoded and tabulated for proper statistical treatment. The weighted arithmetic mean was generated from all the responses to establish the profile of the second graders' non-intellective skills. The researcher analyzed and compared the data from the reviewed results of previous studies abroad and locally. The data also provided descriptive interpretation of the current weak and strong facets of the three non-intellective skills of the pupil-respondents.

As discussed in Chapter 1, younger learners should obtain ideal levels, or “High Self-Concept” (Rosen, et.al 2010); “Very High Temperament-Management Skills” (de Torres 1996), and “Very High Academic Self-Regulation Skills” (Ryan & Deci, 1990) to achieve success in their academic tasks. This will be the basis of the researcher in identifying the strong and weak facets of their non-intellective skills. The general non-academic profile of the respondents endowed by the analysis shall be the basis in designing and developing an intervention program, which is the fourth phase of this research.

The fourth phase of the study is the Development of the Intervention Program based on the skills that need to be enhanced and developed. This phase is composed of three steps, the Profiling, Program Development and Expert Evaluation.

The results of the assessment in phase three described the general profile of the pupil-respondents in terms of their academic self-regulation, self-concept and temperament. Domains of skills that were identified weak and did not meet the standard levels as implied by theorists were given focus in the intervention program.

The needs were addressed in this program in the second step, by adapting three intervention models, Philippine Normal University- Affective Cognitive Experiences for Self-direction (PNU-ACES) (adapted by Mascariñas, 2010) ; Creative Arts Intervention Program (CAIP) (Racadio, 2009) and Response to Intervention (RTI) (rtinetwork.org). These models are non-

conventional and non-intrusive approaches that considered the learners' passion for arts and creativity and their inability to specifically express their feelings and ideas.

The initial design of the intervention program is composed of three degrees of intervention (minimum, moderate and intensive). The intensive degree of intervention is comprised of nine inter-active modules addressing each facet of temperament skills. The moderate degree of intervention is constituted with seven integrated activities addressing each facet of self-concept. Infused activities consisted the minimum degree of intervention for the academic self-regulation skills.

The Expert Evaluation and Validation of the Intervention Program comes as the third and last step in Phase 4. The program was validated by four validators who are experts in their own fields of study (child study, child development and program design). The validation tool that has been used was adapted from Flores (2004) in her study of Validation of Art Activities for Children. Each module in the program was evaluated using the following criteria: 1.) congruence of the activities to the objectives, 2.) suitability of the activities to the learners, 3.) appropriateness of the materials to the activities, 4.) clarity of instructions and 5.) adequacy of the activities to develop the skill. Each criterion was rated and given an equivalent score according to the following scale: highly appropriate (5), moderately appropriate (4), appropriate (3), needs revision (2), inappropriate/propose another module (1). An average score of 3 or higher for

each activity/module indicates that the proposed intervention is appropriate to proceed to the next step (pilot testing and implementation). An average score of less than 3 suggests that the proposed intervention should be improved and revised based on the suggestions of the expert validators (See Appendix E).

Phase Five of the research was the Initial Try Out of the Program to some second graders. The main objective of the try out is to observe the process involved in executing the program to collect information from the actual activities. There are four areas to be observed in the try out namely: Situation, Task, Action and Result (STAR) (see Appendix B). The STAR Observation Technique has been proven effective in determining the factors that affect the success or failure of the end result or outcomes of the specific activity. After trying out some activities, the observation was consolidated and provided further recommendations on enhancing and further developing the intervention program.

Figure 3 shows the Phases and Steps in gathering the data for this research study.

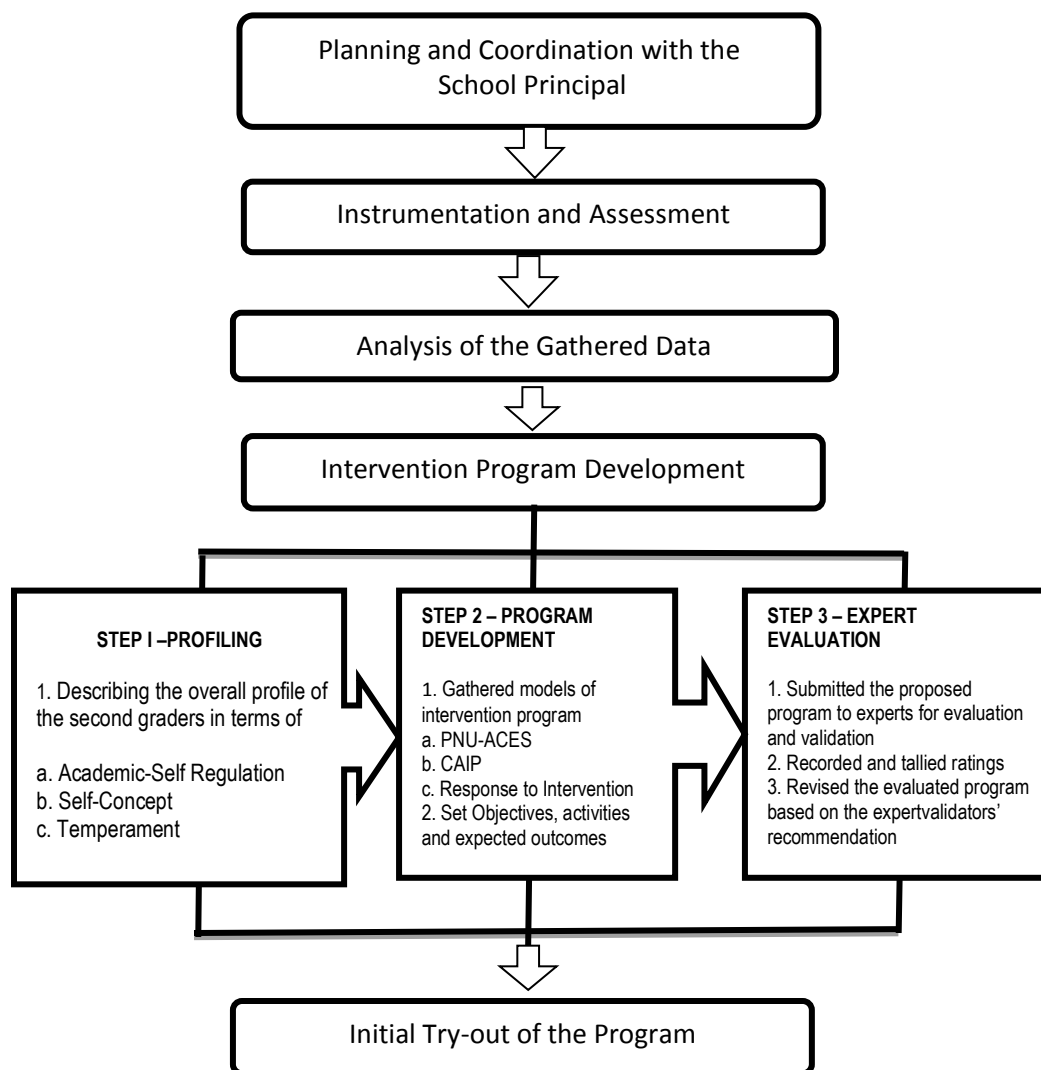


Figure 3. Schematic Design of the Procedure in conducting the study.

Statistical Treatment

Descriptive statistics was applied for the analysis of the data. The researcher used frequency and percentage to determine the overall degree of

responses in each facet of the three non-intellective skills. Weighted arithmetic mean was used to determine the weighted responses of the participants.

Below is the statistical formula employed in generating the academic self-regulation of the pupil-respondents:

$$\bar{x} = \frac{(n_1 \times 4) + (n_2 \times 3) + (n_3 \times 2) + (n_4 \times 1)}{(n_1 + n_2 + n_3 + n_4)}$$

While this was employed in generating their temperament and self-concept skills:

$$\bar{x} = \frac{(n_1 \times 5) + (n_2 \times 4) + (n_3 \times 3) + (n_4 \times 2) + (n_5 \times 1)}{(n_1 + n_2 + n_3 + n_4 + n_5)}$$

where:

$\bar{x}$ (sometimes called the X-bar) is the symbol for the weighted mean

n is the symbol for the number of scores.

Chapter IV

Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis and interpretation of the results of the study. It includes a discussion on the answers to the questions stipulated in Chapter I.

1. The Non-Intellective skills profile of Grade 2 pupils

As discussed in Chapter II, non-intellective skills include a variety of behaviours and attitudes, personality traits and characteristics, which affect learning. They are skills that cannot be measured by intelligence and academic tests but are proven to have impact on pupils' school performance. They are recently considered to be important as- even more important than- cognitive skills and in future outcomes beyond their school life (Gutman & Schoon, 2013).

Three of these skills were considered in this study: the academic self-regulation, self-concept and temperament. These three domains of non-intellective skills were selected on the basis of their proven malleability-those that can be modified and enhanced; being observable and evident in the participants' ages; and are causal or have reciprocal cause and effect on other skills (Phillips & Shonkoff, 2000). These selected domains were further characterized to be multi-faceted, thus this study assessed the pupils-participants in multiple facets of each domain.

1.1 Academic Self-Regulation

One of the many domains of non-intellective skills is the academic self-regulation. It refers to students' degree of response to school tasks during instruction. Its emphasis is on how they choose, organize or create favorable environment to utilize their initiative and motivation towards achievement of their academic goals.

The quality of self-regulation skills that the students apply in every situation and circumstance depends on the degree and kind of their motivation towards learning and schooling. Their regulatory skills can be one of its four facets, the internal types- which are intrinsic motivation and identified regulation or the external types- which are external regulation and introjected regulation. Since not all school activities and tasks are interesting to the learners, the challenge for the teachers and the schools lies in leading the students to achieve the internal type of academic regulatory skills. External regulatory skills, once nurtured, enhanced and developed can become internal and could elicit internally regulated motivation skills.

Tables 3 and 4 show the overall academic self-regulation profile based on the results of the assessment using the translated version of Self-Regulatory Questionnaire-A (SRQ-A)- the “Regulasyong Pang-Akademiko sa Sarili para sa mga Bata”. The questionnaire assessed the self-regulation style of the learners in dealing with their academic tasks. Each answer in four major questions is rated in four scales with 4 as “Very True” and 1 as “Not at all True”. In general, learners

who obtained “Very High” score are driven by intrinsic motivation, while those with “High” score are driven with identified style of regulation. Those who obtained “Low” and “Very Low” are driven by introjected and external styles of regulation respectively.

Table 3. *Academic self-regulation profile of the grade two pupils*

Facets	f	%
External Regulation	38	10%
Introjected Regulation	17	5%
Identified Regulation	98	27%
Intrinsic Motivation	209	58%

Note: $N = 362$

As shown in Table 3, among the 362 grade two pupil-participants, 209 or 58% of them are intrinsically motivated to learn and do their school tasks. Children at this age are believed to be intrinsically motivated as Eccles (1999) discussed that ages between six to eight are on the stage of discovering their environment, thus, coming to school and trying to do well in their tasks are innately part of them. Some items in the questionnaire that support this is when they were asked about “Why I try to do well in school”, the response “Because I enjoy doing my school work well” on item 27, and “Because it’s fun” on item 13, got the highest mean of 3.33.

Ninety-eight or 27% of the respondents were learners driven by the internal type of regulatory skills facilitated by external motives- the identified regulation. Ryan & Deci (2000) through Self Determination Theory (SDT) discussed that external factors can nurture and enhance the learners’ internal

type of motivation. According to them, pupils who are driven by identified type of regulation, value their academic tasks and try to do their best. Thus, their external accomplishments become internal which could hone a higher type of regulation. This stance of SDT is supported by the result of the assessment where they were asked “Why do I work on my class work?” and the answer “Because I want to learn new things” in item 11 got the highest mean of 3.31 among other answers for this facet. It was followed by “Because it’s important to me to work on my class work” in item 16 with 3.30 as mean (see Appendix).

The rest of the second graders are driven by the other two external regulatory types of motivation in dealing with their school works- the external and introjected regulations. A total of 38, where 22 are males and 16 are females, or 10% of the respondents are driven by the external regulation- the lowest degree of motivation. In the questionnaire, the question “Why do I try to do well in school?”, the answer “Because that’s what I’m supposed to do.” has the highest mean of 3.36. In SDT, external type of regulation is short-lived and diminishes when learners are left unattended. Although only a small number of pupils are in this regulatory type, SDT argues that this number can affect the overall learning experience of the entire class.

In introjected regulatory type of motivation, a low level of internal process is involved which is overpowered by the demands of environment. Seventeen or 5% of the 362 pupils-respondents are driven by this type of motivation. Like the external type, introjected type of regulation is weak and needs to be reinforced by

appropriate actions and activities to make learning more meaningful to the pupils. In the questionnaire, the question “Why do I do my homework?”, the most common answer was “Because I want the teacher to think I’m a good student.” in item number 1 which has a mean of 3.29. Evidently, these few pupils are still in the process of acquiring necessary internal type of regulatory skills in order to develop diligence in doing their school tasks.

When the means of individual responses were analyzed, Table 4 shows the overall academic self-regulation profile of the second graders.

Table 4. *The means of individual facet of academic self-regulation skills of Grade two pupils.*

Facets	Mean Score	Interpretation
External Regulation	3.07	High
Introjected Regulation	3.06	High
Identified Regulation	3.22	High
Intrinsic Motivation	3.25	Very High

N=362

The second graders are generally “Very High” in intrinsic motivation and have “High” introjected, external and identified regulation skills. It could be noted that there is a gap of 0.17 to 0.19 between the internal types (intrinsic motivation and identified regulation) regulatory style and the external (external and introjected motivation) types.

Being in the developmental transition stage, the pupils-participants are generally intrinsically motivated to learn and explore his environment (Ryan et.al,

2000). They are at the same time controlled by external factors, such as their relationship with their teachers and peers, and the type of activities and tasks in the classroom. The results of the assessment revealed that as Grade 2 pupils, they were able to identify their need to learn, but at the same time are being influenced by environmental stimuli. The school, where these children spend a great number of hours a day could only provide a minimal amount of activities that reinforces extrinsic motivation. Thus, the stand of SDT on thriving external stimuli to nourish these external and introjected types of regulation to unfold identified regulation and intrinsic motivation is further affirmed.

Academic self-regulation proponents through the Self-Determination Theory further discussed that during early childhood years, girls are more academically self-regulated than the boys. The data obtained in this study was further analyzed to examine if a significant difference between the regulatory skills of boys and girls can be obtained. The data were run through a t-test (IBM SPSS version 19) and the result indicated that there has been no significant difference between boys and girls in every facet of their academic self-regulatory skills.

In essence, the above-mentioned findings confirm the position of Rosen, et.al (2010); Lee & Shute (2012); and Gutman & Schoon (2013), that the early childhood stage is the appropriate time in developing and nourishing non-intellective skills, specifically academic self-regulation, to establish better academic performance. Interestingly, the data confirmed that despite their nature

of being dominated by innate desire to learn, explore and perform, they are still affected by external stimuli. These children are in the stage where non-intellective skills are still unstable, further encouragement and enrichment from their learning environment are still needed. However, care must be observed so as not to exaggerate any action to improve their regulatory skills to avoid distortion and confusion (Zimmerman, 1990). Since the data showed favourable level of internal regulatory skills, a minimum degree of external regulation reinforcement is recommended.

1.2 Self-Concept

Another domain of non-intellective skills of the second graders that has been assessed in this study is the self-concept. It is the way a person looks at himself in relation to how others perceive him. Self-concept in this study is categorized in two sub-domains, the academic, and non-academic. Each sub-domain is multi-faceted, having reading, mathematics and other subjects under academic domain, and physical, appearance, relationship with parents and relationship with peers under the non-academic. The translated version of Self-Description Questionnaire I (SDQ-I) by Marsh (1990), “Katanungan Ukol sa Pagkilala sa Sarili” was utilized to determine the participants’ self-concept and the hierarchical order of each facet. According to Shavelson’s Multi-faceted, Hierarchical, Stable and Causal Model (1976), there are seven facets of self-concept which follow a definite hierarchical order. The order in hierarchy dominates the person’s innate values and motives. In this model, whenever a

person is faced with a complex situation, the succeeding actions or decisions will be based on this order of hierarchy.

Through SDQ-I, the second graders rated themselves in different facets of self-concept based on five scales. “High” level of self-concept could mean that the participant has high-regard for himself and his ability, and people around him believe the same way. Other levels of self-concept are “Moderately High”, “Average”, “Moderately Low” and “Low” which indicate the participant’s degree of self-regard in relation to how others perceive him.

Table 5 presents the results of the assessment of Grade 2 pupils in relation to their self-concept.

Table 5. *The means of each facets of self-concept of grade two pupils*

Domain		Mean	Interpretation
Academic Self-Concept	Reading	4.14	Moderately High
	Mathematics	3.98	Moderately High
	School subjects	4.41	Moderately High
	<i>Overall Academic</i>	4.09	Moderately High
Non-Academic Self-Concept	Relationship to peers	3.99	Moderately High
	Relationship to parents	4.20	Moderately High
	Physical	3.86	Moderately High
	Appearance	4.09	Moderately High
	<i>Overall Non-Academic</i>	4.04	Moderately High
General Self-Concept	Academic & NonAcademic	4.06	Moderately High

N= 345

As shown in Table 5, the respondents generally have “moderately high” self-concept in both academic and non-academic sub-domains, with means of 4.09 and 4.04 respectively. It could be noted that among the facets in the academic sub-domain assessed, the respondents’ strongest skill was their

dealings with other school subjects with a mean of 4.41. Between Reading and Mathematics self-concepts, they perceived themselves to have better skills in Reading than Mathematics. This can be observed in their obtained means of 4.14 and 3.98.

In further analysis of the results from the given assessment, the data obtained from the boys were compared with those from the girls. In this study, the obtained means in Mathematics self-concept were 4.01 and 3.94 in favor of the boys, while means of 4.22 and 4.06 were obtained in Reading self-concept in favor of the girls. There had been a similar study among the primary grade pupils in Hongkong conducted by Jiang (Marsh et.al, 2010) which compared the level of academic self-concept of boys from girls. The study revealed that boys have higher Mathematics self-concept than girls; and that girls have higher Reading self-concept than that of the boys.

Table 5 also presented the results of the assessment in relation to second graders' self-concept on the non-academic sub-domain of their non-intellective skills. Non-academic sub-domain has four facets; the relationship to parents and relationship to peers self-concepts; the physical self-concept; and the appearance self-concept. Eccles (1999) and Marsh et. al (2010) discussed that young children under the ages of 6 to 8 are in the transition stage wherein they are learning to be independent but are still strongly influenced by their attachment and experiences with their parents. Marsh et. al further discussed that as children discovered about their environment, they begin to see

themselves as part of a bigger group, which has certain unspoken criteria and standard to meet. Thus, self-concept of these children is still unstable but already following a certain order of hierarchy of significance in terms of their relationships and physical attributes. All these facets are crucial skills that the learners have to deal in their academic lives.

Although, generally, the participants' non-academic self-concept obtained "Moderately High" as the overall level, their personal perception in different facets has the order of hierarchy which can be observed in the presented results in Table 6. The second graders' strongest skill is in relation to their relationship to parents, with the highest mean of 4.20. It was followed by their perception about their appearance which obtained a mean of 4.09. They value their relationship to their peers more than they value their physical characteristics which are presented by their means of 3.99 and 3.86. Jiang's study in Hongkong in Marsh et. al (2010) also obtained physical self-concept as the facet where they are least confident with the mean of 3.86.

Considering all the seven facets under the academic and non-academic self-concept domains, the general self-concept of the respondents is "Moderately High" with a mean of 4.06. According to Marsh, the primary goal of education is not only to develop the pupil's intellective skills, but also their non-intellective, where obtaining a "High" level of self-concept would provide better and more meaningful learning experiences. The results on the self-concept assessment in

this study confirmed the need for further intervention so as to increase the level of self-concept of pupils from “moderately high” to “High”.

Table 6 shows the profile of the second graders in relation to their self-concept. The results are presented in different perception levels for all of its facets in order to examine their strongest and weakest skills. As discussed earlier, obtaining “High” self-concept through intervention, involves timing and appropriateness. A thorough analysis of the data provided by the assessment would be a strong source of an effective intervention.

Table 6 *Self-concept profile of grade two pupils*

Self-Concept	Facets	High		Moderately High		Average		Moderately Low		Low	
		f	%	f	%	f	%	f	%	f	%
Academic	Reading	145	42	144	42	45	13	9	2.5	2	0.5
	Mathematics	120	34	147	42.7	66	19	14	4	1	0.3
	School subjects	142	41	157	46	39	11	7	2	0	0
Non-Academic	Relationship to peers	98	28	185	54	54	15.7	6	1.7	2	0.6
	Relationship to parents	155	45	145	42	34	10	7	2	4	1
	Physical Appearance	68	20	182	53	85	25	7	2	3	1
		121	35	166	48	49	14	9	2.4	2	0.6

Note: N=345

As shown in Table 6, 145 or 42% of the 345 participants have “High” Reading self-concept, while another 144 or 42% perceived that they have “Moderately High” Reading self-concept. 45 or 13% of the participants have “Average” and only 2 or 0.5% have “Low” self-concept in Reading. In the

Mathematics self-concept, 120 or 34% have “High” perception of their skills. 147 or 42.7% of the second grade participants perceived their mathematical skills to be “Moderately High”. 66 or 19% have “Average”, 14 or 4% have “Moderately Low” and only one equivalent to 0.3% perceived himself with “Low” self-concept in Mathematics.

The participants also considered themselves to have “Moderately High” skills in other schools subjects, as perceived by 157 or 46% of the 345. This is higher by 5 participants compared to those who have “High” self-concept on other school subjects which was perceived by 142 or 41%. Thirty-nine or 11% have “Average” level of skill in this facet, and “Moderately Low” skills were perceived by 7 or 2% of the participants. Nobody or 0% perceived “Low” skills in the facet of other subjects’ self-concept.

The non-academic self-concept of the respondents is generally “Moderately High” as they perceived and rated themselves in each facet shown in Table 6. The second graders have relationship to peers as the facet they are most confident, where 107 or 59% of them have “Moderately High”, 46 or 25% have “High” self-concept and 1 or 0.5% has “Low” self-concept. On their relationship to parent’s self-concept, eighty-three or 46% have “moderately high” and 2 or 1% rated themselves “Low”.

The result also showed that for 105 or 58% of the respondents has “Moderately High” regard to their physical attributes and only 2 or 1% regarded themselves “Low”. Their self-regard on their appearance was higher with 56 or

31% considered themselves “High” and 96 or 53% considered “Moderately High”. Only 2 or 1% of them had “Low” self-regard on their appearance.

To further analyze the data resulted from the assessment thru SDQ-I, a t-test was run to investigate if there is significant difference between the self-concept skills of boys from the girls. The result of the study by Jiang in Hongkong thru Marsh et.al (2010), discussed that boys have higher Mathematics Self-concept than girls and girls have higher Reading self-concept than boys. Further, such study stated that there is significant difference between the Physical self-concept of the boys and girls. The result of the t-test thru IBM SPSS Version 19 presented that there was no significant difference between self-concept in different facets of boys and girls.

Considering all the seven facets under the academic and non-academic self-concept domains, the general self-concept of the respondents is “Moderately High” with a mean of 4.06. According to Marsh, the primary goal of education is not only to develop the pupils’ intellective skills, but also their non-intellective, where obtaining a “High” level of self-concept would provide better and more meaningful learning experiences. The results on the self-concept assessment in this study confirmed the need for further intervention so as to increase the level of self-concept of pupils from “Moderately High” to “High”.

1.3 Temperament

Another non-intellective skills considered in this study is the respondents’ temperament. Temperament, according to Chess & Thomas (1987), is a

behavioral style, a part of the personality with which each child is born. It is one of those aspects of an individual's personality that is often regarded as innate, and reflected in orientations toward or away from objects, people and challenging events. It is the role of the teacher to recognize the temperament skills of the students to be able to provide equal opportunities for learning.

Temperament in this research was assessed through the use of Temperament Inventory for Preschool (TIP) by Sis. Gloria de Torres and was accomplished by respective classroom advisers as teacher-participants. TIP measures nine facets of pupil's temperament as observed by teachers in different classroom situations. Each behavior was rated in 5 scales, having 5 as "Always" and 1 as "Very Rarely", with 4, 3 and 2 as "Often", "Sometimes", and "Rarely". Table 7 shows the results of the assessment of the grade two pupils' nine facets of temperament as observed by their teachers. The result was interpreted in seven scales, "Very High" (4.50-5.00), "High" (4.00-4.49), "High Moderate" (3.50- 3.99), "Moderate" (3.00-3.49) "Low Moderate" (2.50-2.99), "Low" (2.00-2.49), "Very Low" (1.50-1.99) and "Almost Absent" (1.00-1.49)

Table7. *Means of the Facets of Temperament of Grade 2 Pupils*

Facets	Means	Interpretation
Activity Level	2.83	Low Moderate
Adaptability	2.63	Low Moderate
Approach/Withdrawal	3.15	Moderate
Attention Span and Persistence	3.15	Moderate
Distractibility	2.99	Low Moderate
Intensity of Reaction	2.51	Low Moderate
Quality of Mood	3.42	Moderate
Threshold of Responsiveness	3.07	Moderate
Rhythmicity	3.35	Moderate
<i>Overall Temperament</i>	<i>3.01</i>	<i>Low Moderate</i>

Note: *N* = 414

Table 7 shows that the teacher-respondents evaluated the grade two pupils to have “Low Moderate” measure of their temperament skills in four of its facets. Those were activity level, adaptability, distractibility, and intensity of reaction with 2.83, 2.63, 2.99 and 2.51, means respectively. They have “Moderate” skills in its four facets; the approach/withdrawal, quality of mood, threshold of responsiveness and rhythmicity with 3.15, 3.42, 3.07 and 3.35 means. TIP measures “Intensity of Reaction” through the amount of energy spent in reveling positively or negatively to situations or stimuli. It concerns whether the child shows low or high energy when reacting to it. The pupils were evaluated to have “Low Moderate” measure in this skill with a mean of 2.51.

The Grade two pupils were also assessed to be weak in their ability to display appropriate movement on various activities and settings. This pertains to

their “Activity Level” having a mean of 2.83 classified as “Low Moderate”. Thus, this revealed their general inability to behave appropriately in dealing with various classroom activities. “Quality of Mood” as facet of temperament concerns whether the pupil-participant is generally happy and pleasant or unhappy and unpleasant. As observed by the teachers, the pupils’ mood is the most important factor in making their school experiences worthwhile. Likewise, considering the causality in nature of temperament would mean that the kinds of school experiences contribute most to the quality of their mood in a given learning activity.

It is also noted in the result that most of these pupils have mastered the skill of “Rhythmicity” with the mean of 3.35. “Rhythmicity” is the regularity and predictability with which the child acts on various situations and concerns whether the child is predictable or unpredictable. This confirms the finding of Thomas, Chess and Birch in the New York Longitudinal Study 1997 that “Rhythmicity” as a skill is being mastered as people grow and mature.

“Approach/Withdrawal” skills together with their “Attention Span and Persistence” skills are very evident among the Grade two pupils as shown by their means of 3.15 and 3.16, respectively. “Approach/Withdrawal” skill refers to the children’s nature of initial response to a new stimulus. While “persistence” refers to how long will the child continue at an activity despite difficulty or interruption, “attention span” refers to how long a period of time can the child maintain interest in an activity. The result indicated that these pupils, being in the

transitory stage are still in the process of mastering their own style of attending and adjusting to their environmental stimuli.

Eccles (1999) discussed that the nature of children aged 6 to 14 is to be reactive of any stimuli in the environment, and that their experience on the way their immediate environment accepts or rejects their reactions affects their personality development. Chess, et.al thru Torres (1996) and Shonkoff & Phillips (2000) recommended that in order to help children master their skills in reacting, adjusting and adapting to varied stimuli, the environment should also be adjusted. School environment includes physical set-up, the people within and beyond the school and the curricular and non-curricular activities. It cannot be ignored that the assessment in this study revealed that the pupil-participants having “Moderate” and “Low Moderate” assessments on temperament, may result to poor academic and non-academic performance. Thus, an intervention program which targets most of its facets should be designed and implemented.

To further classify the profile of the grade two pupils’ temperament skills Table 8 presents the frequencies and percentages of the second graders in its individual facets.

Table 8. *Overall temperament profile of grade two pupils*

<i>Facets</i>	<i>Very High</i>		<i>High</i>		<i>High Moderate</i>		<i>Moderate</i>		<i>Low Moderate</i>		<i>Low</i>		<i>Very Low</i>		<i>Almost Absent</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Activity Level	18	4	47	11	18	4	120	29	48	12	114	28	18	4	31	8
Adaptability	3	0.7	16	4	2	0.5	134	32.4	54	13	179	43	20	5	6	1.4
Approach/ Withdrawal	15	4	45	11	59	14	184	44	29	7	71	17	8	2	3	1
Attention Span & Persistence	4	1	63	15	72	17	197	48	49	12	28	6.8	1	0.2	0	0
Distractibility	3	0.7	26	6.3	26	6.3	214	51.7	110	26.6	33	8	0	0	1	0.2
Intensity of Reaction	4	1	6	1.8	13	3	133	32	50	12	170	41	29	7	9	2.2
Quality of Mood	35	8.5	69	17	83	20	189	46	22	5	14	3	2	0.5	0	0
Threshold of Responsiveness	5	1.2	29	7	78	18.8	206	50	60	14.5	35	9	1	0.2	0	0
Rhythmicity	16	4	112	27	71	17	168	41	23	5	20	5	4	1	0	0

N=414

As shown in Table 8, 120 or 29% of the 414 pupils have “Moderate” skills in their activity level as observed and rated by their teachers. It is a little more than 114 or 28% who were observed to have “Low” skills in the same facet. On their adaptability skills, it can be noted that 134 or 32.4% of them have “Moderate” level while 2 or 0.5% have “High Moderate” level. In terms of their approach/withdrawal skills, 184 or 44% of the pupils have “Moderate” ability to sustain their interest and initial response to a new stimulus while to 3 or 1% of them have “almost absent” ability in this facet. 197 or 48% of the pupils were observed and rated to have “Moderate” ability in dealing with how long they will continue pursuing a particular activity despite difficulty or interruption or their “attention span” and “persistence”. In relation to their skills in handling distractibility, or the frequency with which extraneous or irrelevant stimuli interfere with their ongoing behavior in a given situation, 214 or 51.7% of the 414 pupils have “moderate” level of skills. The level to which these pupils react on positive

or negative situations or stimuli or their skills in handling the intensity of their reactions are rated “Low” and “Moderate” for 170 or 41% and 133 or 32% of their respective teachers. 9 or 2.2% of them are rated with “almost absent” level of skills.

The second graders’ skills in handling their quality of mood or whether they are generally happy and in pleasant mood or unhappy and in unpleasant mood are mostly “Moderate” as 189 or 46% were rated by their teachers. 35 or 8.5% and 69 or 17% of them have “Very High” and “High” levels of skills in dealing with their moods. While majority of the pupils, 206 or 50% were rated to have “Moderate”, 29 or 7% and 78 or 18.8% have “High” and “High Moderate” levels of skills in sustaining their threshold of responsiveness. This pertains to their ability to manage the level of stimulation required to evoke a describable response in any specific form from any sensory process. In terms of the pupils’ rhythmicity, or the regularity and predictability of the pupils’ actions and reactions on various situations, 168 or 41% and 112 or 27% have “Moderate” and “High” levels of skills.

In general, the result of the assessment indicates that the temperament skills of the second graders are still in need of nurturance and enrichment. Chess, et.al thru De Torres (1996) discussed that the dimensions of temperaments, in addition to intellectual ability and motivation, is an integral aspect of learning process in children. And that the individual temperament affects the manner in which a child approaches school tasks and the way in

which he interacts with other children and the teacher. DeTorres further discussed that the key issue to effective school functioning is to give freedom and allowance to each child to adapt at his/her own tempo and to accept his/her individual pacing. The attention to temperament may add to better understanding of some types of school misbehavior and underachievement and to plan for an effective intervention. Thus, the current level of temperament skills, to be in generally “Moderate” level should be considered in designing a program. An intensive form of intervention with emphasis on the four weakest facets: the intensity of reaction, adaptability, activity level and distractibility is recommended in order to narrow the gap between the adjusted age of the second graders and the academic competencies expected of them.

2. The domains and facets of the non-intellective skills of grade two pupils that need intervention as assessed by the pupil-respondents and teacher-respondents.

With reference to the review of literature on the three non-intellective skills, it was indeed proven that early school success affects the future performance of the learners (Rosen, et.al 2010; Gutman & Schoon, 2013). Succeeding school success after the second grade therefore will be affected by their achievements and experiences during their earlier levels. SDT proposes that early grade learners should achieve a “Very High” level of intrinsic motivation to ensure a successful middle grade level school success. Gutman & Schoon (2013) stated that “High” levels of self-concept are associated to higher levels of achievements. They

further stated that self-control and its related terms (including self-discipline, delay of gratification, self-regulation, and impulse control) goes with the ability to forgo short-term temptations, appetites and impulse and to alter one's own responses to bring them with standards such as social expectations, values and morals. They further stated that self –control, in dealing with temperament issues are only malleable until the age of 10-12, but after this point, it is largely unresponsive to any external intervention effort.

Table 9 presents the different facets on each of the non-intellective skills that needed intervention. The results of the assessment conducted among pupil-respondents and teacher-respondents, were compared to the standards set by experts and proponents of the three non intellective skills in order to determine the decision as to intervene or not. The core content and the degrees or level of intensity of intervention program to be adapted were likewise based on the given results.

As shown in Table 9, intervention is recommended to majority of the facets of the three non-intellective skills. The objective of this study is to limit the effect of the developmental transitional phase they are passing, including the transition of the entire education system from old curriculum to the new K to 12 program. Children should reach a “High” level of self-regulatory skills during their early school years to achieve better school outcomes. This could be obtained upon mastery of external regulatory skills to progress into introjected regulatory type of motivation, which in turn could progress to identified type of regulation.

Thus, intervention activities that target external and introjected types of regulation are needed so they could capitalize on their strong Identified regulation and intrinsic motivation.

Table 9. *The identified needs of the respondents in relation to the three non-intellective skills*

Domain	Facet	Result	Standard Level	Decision
Academic Self-Regulation	External Regulation	Very Low	High	Intervene
	Introjected Regulation	Low	High	Intervene
	Identified Regulation	High	High	
	Intrinsic Motivation	Very High	Very high	
Self-Concept	Academic			
	Mathematics	Moderately High	High	Intervene
	Other Subjects	Moderately High	High	Intervene
	Reading	Moderately High	High	Intervene
	Non-academic			
	Physical	Moderately High	High	Intervene
	Relationship with peers	Moderately High	High	Intervene
	Appearance	Moderately High	High	Intervene
	Relationship to parents	Moderately High	High	Intervene
Temperament	Intensity of reaction	Low moderate	High	Intervene
	Adaptability	Low moderate	High	Intervene
	Activity Level	Low moderate	High	Intervene
	Distractibility	Low moderate	High	Intervene
	Threshold of Responsiveness	Low Moderate	High	Intervene
	Quality of Mood	Moderate	High	Intervene
	Approach/Withdrawal	Moderate	High	Intervene
	Attention Span & Persistence	Moderate	High	Intervene
	Rhythmcity	Moderate	Very High	Intervene

Table 9 also presents the level of the respondents' self-concept skills. Although they were generally assessed to have "Moderately High" level of self-

concept skills on all of its seven facets, theorist such as Marsh (2010) pointed out that young children with “High” level of self-concept are more adaptive to the school environment and respond to academic stimulus better than those with lower levels of self-concept. Thus, intervention activities should be provided to help the pupils improve their self-concept skills.

Table 9 further presents the assessed profile of the second graders in terms of nine facets of their temperament skills. New York Longitudinal Study (NYLS) highlighted ages 6 to 8 as the stage when children should have mastered their Rhythmicity skill. Beyond the age of 8, rhythmicity slowly diminishes and other facets of temperament are expected to set-in as they age. The result of NYLS further posited that among the nine facets of temperament present on these ages, a “High” level of mastery on handling their individual temperament styles should be achieved. Thus, aiming to reach “High” for the eight facets and “Very High” for rhythmicity skills, an appropriate intervention program is highly recommended.

To summarize, in consideration of the data in Table 9, Table 10 presents the degrees of intervention needed for each of the respondents’ weak facets of their three non-intellective skills to enable them to reach the standard levels.

Table 10. *The levels of the facets of second graders' non-intellective skills and the degrees of intervention needed to achieve the standard level*

Non-Intellective Skills	Facets that needs intervention	Assessed Level	Standard Level	Extent of Intervention Needs
Academic Self-Regulation	External Regulation	Very low	High	Minimum Degree
	Introjected Regulation	Low	High	
Self-Concept	Academic Self-Concept • Mathematics, • Other Subjects • Reading	Moderately High	High	Moderate Degree
	Non Academic SC • Physical • Appearance • Relationship with parents • Relationship with peers	Moderately high	High	
Temperament	• Intensity of reaction	Low mod	High	Intensive Degree
	• Adaptability	Low mod	High	
	• Activity Level	Low mod	High	
	• Distractibility	Low mod	High	
	• Threshold of responsiveness	Low mod	High	
	• Quality of Mood	Moderate	High	
	• Approach/Withdrawal	Moderate	High	
	• Attention Span & persistence	Moderate	High	
	• Rhythmcity	Low moderate	Very high	

Preventive intervention aims to achieve positive immediate and distant outcomes. In this study, an effective program that emphasizes the participants' strengths, resources, and potentials that limits their deficits and weaknesses should be considered (Catalano, et. al in Gutman & Schoon, 2013). Specific needs in consideration of individual choices, values and culture should be addressed (Lerner, 2005) and should also consider appropriate timing (Fraser & Galinsky, 2011). The result of the assessment, as summarized in Table 11,

should be regarded in determining the varying kinds of activities and varying degrees of exposure deemed fit to achieve the standard level.

The second graders' succeeding grade levels will demand more on their intellectual development. Not to mention some additional subjects, more complicated academic requirements including adjustment on having multiple subject-teachers. This means subsequent expectations both from teachers and parents. Their non-intellectual skills should be well developed during their earlier grade levels, specifically grade two, in order to prepare themselves for the anticipated greater academic demands. The effects of the previous failures and frustrations in terms of their early school experiences will be intensified by their future deficiencies. In order to prevent such non-performance, multi-disciplinary preventative intervention activities should address the varying levels of needs in varying degrees.

Table 11 presents the nature of intervention recommended to address the intensity of needs of the respondents in relation to their non-intellectual skills based on the data in Table 10.

Table 11. *The varying degrees of intervention for the levels of needs in relation to non-intellective skills of the second graders.*

Non-Intellective Skills	Nature of Intervention		
	Minimum	Moderate	Intensive
Academic Self-Regulation	“Infused Activities” across subject areas		
Self-Concept	“Integrated Lessons” on related subject areas		
Temperament	“Interactive Modular Program” to develop skills in handling Temperament		

Taking some concepts from the Response to Intervention (RTI) Model (see Chapter II), Table 11 presents the three degrees or intensities of intervention to address the three levels of needs in relation to second graders' non-intellective skills. In the RTI Model, schools use a multi-level prevention system to target students who need additional support and provide more intensive services for students to further make progress.

In this research, the first degree of intervention shall be called “Infused”. This refers to the first level of the Intervention Program that targets to further enhance the learners' non-intellective skills which are already within the standard levels of development, based on the assessment conducted. The intervention shall be done in the form of positive external reinforcements and rewards across subject areas on a regular basis in any part of the teaching-learning process. “Infused” approach caters to all the learners to encourage further enhancement of the given non-intellective skills.

RTI Intervention Model elevates the intensity of intervention approach if assessment suggests that the existing level of skills fall short of the required standard level. Review of literature in Chapter II proved that negative experiences in school, regardless of its intensity affect future learning outcomes of the early grade learners. Thus, intensifying the degree of intervention, from minimum to moderate level, which in this paper is named “Integrated”, is recommended to address nurturance of the skills that they already possess but still fall short from the required level.

RTI Model elicits approaches based on how learners react to prior intervention. On the “Integrated” approach, intervention shall be done within the regular class period and shall be integrated across subject areas. Integration approach has been considered in the design of the second degree of intervention in this paper since it has been proven that learning experiences differentiated to fit the individual needs of each child have the most positive outcomes (Marbina, et.al 2001). The best learning outcomes for children occur when there is a balance between child-directed play, guided play and adult-led learning.

In this paper, several integrated activities are designed to target enhancement of the learners’ non-intellective skills through the combination/adaptation of PNU-ACES and Creative Approach Intervention Program (CAIP) (see Chapter II). Creative activities are provided in order to encourage creativity, expression and socialization. The objective of integration is basically to engage the learners in some structured activities that specifically

target their socio-emotional at self-awareness skills while engaging on the normal day-to-day classroom lessons. Such activities, when carefully processed and abstracted by the teacher, can lead to further nurturance and enhancement of their current non-intellective skills' status.

In the RTI Intervention Model, students who need a more intensified intervention but are not appropriate for referral to special education classes are provided with a more intensified program. Although RTI Model generates its program based on the response of the learners to intervention, in this study, an "intensified" degree of intervention is designed to address the needs of the second graders' non-intellective skills through an "Interactive" approach. "Interactive" refers to the action and communication between two people or things (Metha, 2014). "Interactive" approach involves facilitator and learners. It enables the learners to develop critical thinking skills through stimulating questions; and adjust and work well with the group through hands-on experiences. Learners are encouraged to become attentive and engaged through sharing of experiences, expressing their own ideas, manage their time, follow directions and organize activities. They often perceive their activities as "fun", thus are encouraged to sustain their attention and participate actively in activities (Sanchez, 2010).

"Interactive" approach has been considered in this paper in the design of the intensive degree of intervention, since researches (e.g. Marbina et.al, 2011) have proven that: learning experiences, differentiated to fit the individual needs

of each child have the most positive outcomes; and that the most successful approaches in early learning build on children's interests and their curiosity to make sense of the world around them (Marbina et. al, 2011). Early childhood professionals use integrated approaches to children's learning and take an active role in extending learning.

Since self-awareness and socio emotional skills are significant in developing and enhancing the temperament management skills of the learners, PNU-ACES unified with the Creative Arts Intervention approach deemed fit for this intervention program design.

3.0 The proposed intervention program on selected non-intellective skills for Grade 2 pupils

The program modules were conceptualized based from the findings of the study. The results indicated that the non-intellective skills of grade two pupils are of varying levels. They have "High" level of academic self-regulation skills (internal types-integrated and intrinsic regulations), have "Moderately High" level of self-concept skills, and have "Low Moderate" level of temperament skills.

The present study shows how the results of the survey on the non-intellective skills directed the development of the intervention program (see Tables 9 and 10). The results obtained were used as baseline data in developing a three-degree module to address the three-level needs of the respondents (see Table 11).

The proposed program which is named Infused, Integrated and Interactive Intervention Program (3iIP), is a planned sequence of activities in three degrees of intensity. It is distinctively designed for teachers of grade two pupils under the K to 12 program. It provides useful information and guidance that are necessary to achieve the standard levels of the aforesaid non-intellective skills.

The program has been reviewed and evaluated by some experts in the field of child study, child development and program design. Some of the major comments and suggestions are the following: (1.) include citations for the (a.) motivational stamps in “Infused” activities; (b.) short animated films in “Integrated” activities; and (c.) “Ang Barumbadong Bus” storybook in “Interactive” activities. (2.) It has been recommended that the titles in the short animated films festival in “Integrated” activity, be translated into Mother Tongue to further comply with the K to 12 thrust. (3.) One evaluator also suggested that the activities in “Math Tinik” be as creative as with other programmed modules in “Interactive” activity. (4.) Rationale and objectives of each of the three levels of intervention should also be included in the program design (see Appendix D for the complete details of the recommendations).

The 3iIP is similar to some of the programs that have been reviewed in the sense that they all have a common objective: to provide opportunities to develop, enhance and nurture the pupils’ characteristics in order to adapt and achieve future success. The special feature of 3iIP is its multi-level of intervention through three varying degrees of approaches that address the study’s uncovered needs.

Moreover, the 3iIP is aligned with the goal of the K to 12 Basic Education Program of the Department of Education that promotes cooperative learning and holistic approach in teaching-learning process. In it, the students will be able to: (1) develop balanced academic regulatory skills through the teachers' enhancement of external types of academic self-regulation (external regulation and introjected regulation); (2) develop a high level of general self-concept by enhancing both academic and non-academic self-concept through integrated activities; and (3) develop effective temperament-management skills through varied creative and interactive activities.

The program would be implemented in different approaches. It could be practiced daily on their day-to-day classroom activities or through series of special sessions on weekdays after class hours, or on consecutive Saturdays, or during summer breaks for a period of time as the need arises. It consists of multi-modal activities and sessions that could be given on a specified time frame.

Consequently, this program involves three varying degrees of intervention to address the three levels of non-intellective skills as measured by the three instruments, Self-Regulation Questionnaire A (Regulasyong Pang-Akademiko sa Sarili para sa mga Bata, RPAS), Self-Description Questionnaire (Katanungan Ukol sa Pagkilala sa Sarili, KUPS) and Temperament Inventory for Pre-School (TIP).

“Minimum Intervention”, aims to enrich and nurture the learners' developed non-intellective skills so as to maintain or further progress their skills

to achieve the respective standard levels. Activities are designed and to be executed by the teachers in their daily teaching-learning routines in different learning areas. Praises and motivational activities are “**infused**” on the day-to-day classroom activities; on ice breakers; as springboard for new lessons; and in-between activities or classes.

“**Moderate Intervention**” aims to further build and develop the learners’ non-intellective skills which fall short of the required standard level. Like the “minimum intervention”, the activities shall be “**integrated**” in the daily classroom activities. Under “moderate intervention”, the program shall be used across teaching-learning process in different subject areas. Creative arts and/or socio-emotional activities shall be used during motivation, development of the lesson, application and/or evaluation on a regular basis. There is processing of the responses involved in this level of intervention, but are anchored and tailor fitted on the nature of the subject areas and specific lessons of integration.

“**Intensive Intervention**” which specifically targets “Self-Awareness” in relation to participants’ identification and handling their respective “temperament” effectively shall be applied. The program shall be conducted in a structured setting beyond class hours. Designed activities process-driven and are characterized by the learners’ actual involvement and participation on different creative arts and socio-emotional activities. The activities are “**interactive**” which are highlighted by the teacher’s processing and abstraction of the learner’s

experiences on the particular sessions. Varied activities usually involve group interaction where outputs are presented and discussed.

The three levels of the program unified the concepts of three intervention models which has been proven effective. They are the PNU-ACES (Affective Cognitive Experiences for Self-direction) of Punzalan et. al. , the Creative Arts Intervention Program or CAIP (Racadio, 2009) and the Response-to-Intervention (RTI) (rti.org). PNU-ACES approach has proven its effectiveness in developing personal value system while CAIP is effective in enhancing psychosocial and socio-emotional well-being of children ages 6 to 12. RTI framework has been very effective in dealing with interventions for multi-level of intensity of needs both for regular and special education. The use of creative arts, such as play, music, movement, arts, storytelling and role playing will help learners to discover more of themselves and the abstraction process could lead them to better actions and reactions in dealing with their succeeding challenges and academic tasks. The multi-level approach, based on assessments, leads the intervenor in better design of the program thus promises utmost results.

To implement the program effectively, the second grade teachers are guided by the following principles which are adapted from the Creative Arts Therapy by Racadio (2009).

1. It is not necessary to be an artist. Participants shall not worry about technical skills, nor grades and judgement. During the conduct of the program, participant's worth, dignity and self-direction are respected and supported.

2. Trust your intuition. To feel free to express themselves thru creative arts, one must first understand where their negative messages come from and how they inhibit them. Creative arts do not depend on logic or rational thoughts and have no rules. Participants can use their intuition to make decision about colors, lines, shapes and other qualities. Creative arts involve a sense of play – playing generally involves feelings of pleasure, relaxation, spontaneity, freedom and renewal.

3. The process, not the product is important. The immediate goal of the participant is not to produce a beautiful painting or sculpture, and the likes, but to express themselves and enjoy the creative process and see what emerges. They should be encouraged not to worry whether what they created is an art or not. It should be emphasized to them that they let go of their worries about the quality of their works and simply enjoy the process of creating.

4. Do not analyze what the pupils have created. Most of the art activities ask one to be spontaneous, to put aside preconceived notions about an art-making, and to express oneself in an authentic way. Responding intuitively and with a sense of play will help the participants. Becoming absorbed in creative arts-making is also important. Assist the participants to try not to be distracted by what they are doing and to just allow it to take shape.

5. Have an intention. The participant's intention can be a basis in exploring new experiences to reduce stress and enhance sense of well-being through creativity.

6. Release fear and concern about what others might think. As noted, it is important to simply trust the process and follow one's instinct and intuition. Creativity flourishes when people have an inner sense of knowing what is right for them not when they rely on the praise or judgement of others.

7. Let go of self-criticism. In order to feel free to experiment and explore, participant must let go of inner voice that say things like "Be careful". "Don't waste materials" or "Should you not be doing something else?" An important gift to oneself in art making is to allow oneself the freedom to explore and experiment without worrying about how or how many materials one will use or how much time one spends in the process. In addition, they should not worry about whether they are making something "useful"- that the activity is simply to create and enjoy the activity.

8. Accept that there is no right and wrong answer. This requires setting aside rules about right and wrong and treating one's perceived errors with respect because out of these, often come new insights. Making an accidental line in drawing or spilling the paint across the paper can lead to new discoveries and unexpected results.

Matrix of the Intervention Program

There will be three levels of Intervention to be applied in the program: “Minimum” level in the form of Infused approach, “Moderate” level in the form of “Integrated” approach and the “Intensive” level through the “Interactive” approach to develop their Academic Self-Regulation, Self-Concept and Temperament skills.

Table 12 shows the intervention activities for the three degrees of approaches. They are activities carefully chosen to address the three levels of needs in enhancing, nurturing and developing the learners’ non-intellective skills.

Table 12. *The three approaches of intervention activities and the targeted non-intellective skills levels*

INTERVENTION ACTIVITY	Level 1 (Minimum)			Level 2 (Moderate)			Level 3 (Intensive)		
	ASR	SC	T	ASR	SC	T	ASR	SC	T
Infused Approach									
Activity A – “Ang Passport Ko” A Reward and Incentive Collection Book	✓	✓	✓						
Activity B --“Ang Galing, Galing, Galing!” Incentive Progress Chart	✓	✓	✓						
Activity C – “Gusto Namin Ito!” Outdoor Activity Incentive	✓	✓	✓						
Activity D – “Ikaw Na!” “Teachers’ Encouraging Words”	✓	✓	✓						
Activity E – “Follow the Leader”	✓	✓	✓						

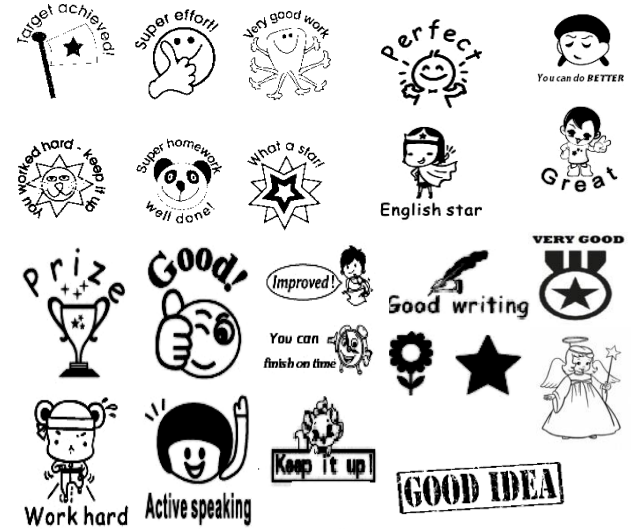
Activity)									
4. Bola Bol (A Tempering Temper Activity)							✓	✓	✓
5. Hayahay ang Buhay (A Music Intervention Approach)							✓	✓	✓
6. Puzzle Museum (A Group Activity)							✓	✓	✓
7. The Domino Effect (A Creative Play Approach)							✓	✓	✓
8. My Monster (A Creative Play Approach)							✓	✓	✓

A. Minimum Level of Intervention through “Infused Approach”.

Extrinsic motivation is developed based on what the second graders had experienced from their environment. The teachers are the best agent to enrich the school environment and nurture their non-intellective skills. The teachers can use any of the following approaches to stimulate the learners’ external regulation across subject areas without necessarily processing or abstracting the learners’ outputs. The objective is to increase the level of extrinsic motivation thru enjoyment and engagement in day-to-day classroom routines and activities in order to elevate their academic self-regulatory skills to highest possible level for their age.

Infusing praises and motivational activities further boost the learners’ self-esteem that affect their self concepts and lead to more positive teaching-learning experiences. Consistent and regular positive academic experiences of the

learners also contribute to ease of adjustment and adaptation thus improves their temperament-management skills (De Torres, 1996).

Facets of Skills to be Enhanced	Intervention Activities	Expected Outcomes
1. External Regulation, academic self-concept, all facets of temperament	Use reward system to encourage learners to regularly come to school, listen attentively, actively participate in class activities and communicate well with peers. The teacher can use the designs below or can prepare some more encouraging designs that could serve the above mentioned purpose.  http://www.aliexpress.com/store/product/Motivation-cartoon-teacher-stamps-Collection ACTIVITY A “Ang Passport Ko” A teacher-made passport or a commercially available tickler can be used to accumulate rewards in the form of stamps or stickers. Such passport can be brought home. Parents are encouraged to follow up the status of the learner’s achievement, also in	Learners attended, complied and actively participated in day-to-day school tasks.

	the form of praises and rewards. ACTIVITY B “Ang Galing, Ang Galing Galing, Ang Galing Galing Galing!” Incentive Progress Chart Make use of a motivation chart that accumulates incentives such as stamps or stickers which will earn bigger or more exciting incentives whenever a certain rank or points have been achieved. ACTIVITY C “Gusto Namin Ito!” Outdoor Activity Incentive Second grade learners are excited to do some learning activities outside their classrooms. An agreement between the teacher and the learners can be made, where rewards in the form of outdoor activities will be awarded to the class after an achievement (e.g. behaving appropriately, keeping the classroom neat and tidy, completing a difficult academic task etc.) 1. Nature Walk – A simple school tour, where pupils can stay in a designated place (like in the school butterfly garden or vegetable garden) for a short time. 2. A simple race or relay done outside the classroom 3. A simple parade within the school to showcase the learners’ outputs 4. A visit to the school library or multi-media room	
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2. Introjected Regulation, General Self-Concept, Temperament skills	ACTIVITY D “Ikaw Na!” The teacher will employ more personalized and verbalized rewards thru varied encouraging statements, cheers and body gestures. Encouraging Words (Karen Stephen, 2007) • Your skills are really improving; you’ve outdone yourself today! • How kind of you to share toys with your friend. That’s very generous. • Now that’s what I call a thorough job! Thanks for picking up your litters • That’s a great effort; don’t worry about that small mistake. • Keep at it; I know you’ll figure it out. How can I help? • I love the sound of your voice. Keep on reading • You are such a good learner! I’m impressed by your concentration. • You’ve really improved! That’s great! • It’s wonderful to see you so happy with your performance. • You’re doing a great job of controlling your anger. • Way to go! Excellent! Superb! Amazing! Fantastic! • Your attitude is a very respectful attitude. I	Learners discovered their self-worth after joining successive ego-involving activities
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	appreciate that. • That is wonderful! Your confidence is really showing! • Look how much progress you've made. You should be proud. • What a good memory you have. That effort deserves a high five! • I really enjoyed your performance. Congratulations, you can be proud of your achievement! (Note: Care must be observed on not to over-praise learners on doing easy tasks. (Brophy, 1981) ACTIVITY E "Follow the Leader" Most second grade learners love to lead their peers. Being a leader motivates these learners to do better and in turn affects the learning atmosphere in the class. The teacher will choose leader/s for the day or for specific activities to encourage a more socialized learning experiences to the learners. Everyone in the class must be given equal opportunity. Those learners who are not comfortable or competent to lead could be guided by the teacher or by a classmate.	
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B. Moderate Level of Intervention for Self-Concept Development and Enhancement through "Integrated Approach"

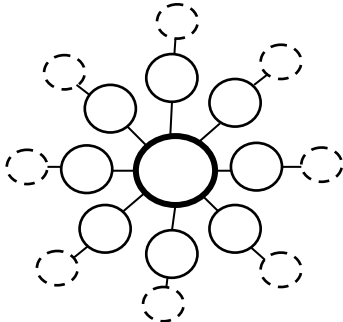
The pupils' self concept skills greatly affect their dealings with academic tasks. It has been proven by many researches that the quality of their

experiences before they come to school determines the way they perceive themselves, their capacity to deal with peers and the manner they perceive how others see them. At an early age of 7 or 8, the effects of these prior encounters (good or bad) can still be altered by the quality of their succeeding school experiences. The teacher and their immediate activities in this young age are the best agent to achieve a more positive nurturance to enhance their self-concept's different facets.

“Intergrated approach” module for teachers has been designed as second part of the 3iIP. Adapting the RTI model, the second level of intervention in the 3iIP, is a more structured program and is designed to develop the learners’ general self-concept, self-regulation and self-awareness more intensely than those in the ‘infused approach’. Creative Activities that are provided in the program are “integrated” in different subject areas which could make the intervention more relaxed and effective. Multi-modal approach was applied to specific learning areas which are part of the K to 12 Grade 2 curriculum.

Title/Learning Area	Objectives	Learning Activities	Expected Outcomes
1.Incredible You! (Integrated to P.E. “Mga Kilos na Lokomotor at Di-Lokomotor”)	Increase awareness on their physical qualities and characteristics Do various body movements with confidence	1. <i>Motivation</i> Do the routine physical exercises from the head to the toes at the count of 16 for each sequence 2. <i>Development of the Lesson</i> a. Ask the pupils to find a partner and do tug-of-war. b. Halt for a minute while the pairs are on the process	Learners showed /manifested appreciation over their physical qualities Learners showed awareness

		of tugging using single hand. c. Ask the rest of the class to act like “Incredible Hulk” and ask them to Call on other pair to touch their muscles while on halt d. Describe how their muscles look like when at rest and when on stress. e. Demonstrate different movements as to locomotor and non locomotor 3. <i>Generalization</i> Body movements can be locomotor or nonlocomotor. 4. <i>Application</i> a. Demonstrate the proper posture in doing locomotor and non locomotor movements. b. Call on participants and ask for some locomotor and non-locomotor movements. 5. <i>Evaluation</i> <i>Group Presentation</i> Group Members will present in front of the class in ala-“Incredible Hulk” stance doing varied movements.	of the physical activities that they can do poorly and do best. Enhanced Physical Self-Concept and Social Self-Concept, improved temperament skills.
2.Incredible You! (Integrated to P.E. “Mga Kilos na Lokomotor at Di-Lokomotor)	Identify significant friends in and out of school Create a sociogram Create a guest list and invitation card for a specific event	1. <i>Motivation</i> When is your birthday? How do you want to celebrate your birthday? 2. <i>Development of the Lesson</i> a. Read the story on ESP 2 Book. b. Discuss the values featured in the story about friendship. c. Ask the learners if they have encountered similar	Appreciated oneself while working with peers Improved Social Self-Concept on Relationship with Peers Improve temperament

		instances and what they did in the situation. d. Ask some learners to name their favourite friend/s and what they like about these friend the most. 3. Generalization Lead the learners in generalizing about “pakikipag kapwa-tao” in “Tandaan Natin”. 4. Application a. We are having a party and you will organize everything to make it memorable. b. What party do you want to organize? Why? c. Encourage learners to think about the details of the party, including the theme and the guests that they want to invite. d. Allow enough time to work on their invitation cards and guest lists. 5. Evaluation Complete the sociogram by writing the names of your friends and their friends whom you also know.  After completing the diagram, the teacher will call on some pupils and process the result why some pupils	skills
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		are chosen by most number of classmates and why others are not. Discuss how one can improve his social skills and provide some more activities that will let others work with the rest of the class.	
3. Short Animated Films Festival (Integrated to Mother Tongue: Mga Elementong Kwento") Featured Films 1. Ang Kakaibang Bibe (The Ugly Duckling) 2. "Si Lambert, ang Leon na May Pusong Tupa" (Lambert the Sheepish Lion) 3. "Si David at si Goliath" (David and Goliath)	Increase self-awareness of one's inner strength	<i>1. Motivation</i> "May paborito ka bang kwento? Ano ang paborito mong kwento? Bakit mo ito naging paborito? (<i>Do you have a favourite story? What is this? Why did it become your favourite?</i>)" <i>2. Development of the Lesson</i> a. Present a picture of a scene in each of the films. Have a short discussion about each picture. b. Let the learners watch the three featured animated films. b. Discuss that stories have elements. c. Discuss the elements of each story in the film festival. d. Ask varied questions about the value of each story leading to self realization of one's inner strength and weaknesses. <i>3. Generalization</i> What are the elements of a story? <i>4. Application</i> Read the story "Ang Inahing Manok" in the Manual.	Appreciated one's inner strength and power. Enhanced Self-Worth Self-Concept on Personal Appearance Better temperament skills

		Identify the elements of the story. <i>5. Evaluation (group work)</i> Ask the pupils to choose one story from the festival and let them draw their favourite scene/s.	
4. Pamilya Ko Yata Yan!(Integrated to Araling Panlipunan : Mga Karapatan at Tungkulin ng Batang Pilipino")	1. Express ideas on how their families grant them their rights. 2. Identify ways on how children can contribute in building a better community	<i>1. Motivation</i> Short animated film viewing "Ang Inahing Manok" <i>2. Development of the Lesson</i> a. Recall the animated film "Ang Kakaibang Bibe". b. Relate it to the recently viewed film "Ang Inahing Manok" c. Compare the characteristics of the two mothers. d. Ask "Whom of them would you want to be your mother? Why" e. Identify the Rights of Children through these stories. Allow them to tell their own stories on their experiences how they were enjoying their rights from the love of their own families. f. Lead the learners in telling some anecdotes in encountering other children who were denied of their rights to belong in a loving family. g. Discuss how the children	Enhanced Self-Worth and Self Concept on Relationship with Parents

		in the recent film showed their support to their mother. <i>3. Generalization</i> As children, let them identify some ways to show their appreciation for the rights that they are enjoying (The right to a loving family.) Lead them in saying that each right has corresponding responsibilities. <i>4. Application</i> a. Generate situations from the animated films as the references in asking learners on what ways they could help their families and their communities. b. Ask the pupils to tell stories where they think other children are not enjoying their rights; at home, in school and in the community. Solicit ideas on how they can show their appreciation to what their families have provided them. <i>5. Evaluation</i> Creative Work: Discuss that aside from helping in house chores, as children, they could show their appreciation for what their families provided them thru creative work. Make a collage of yourself with your family doing things together. Ask some pupils to present their work and have a short discussion about them.	
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5. Math-Tinik (Integrated to Mathematics: Addition, Subtraction, Multiplication, Division Facts) “ A simulation approach”	1. Participate actively in class activity 2. Show mastery and accuracy of different operation facts through role playing on simulation activities	<i>1. Drill</i> Using flash cards have a drill on different mathematical operations. <i>2. Motivation</i> “Imagine you are all contestants in a game show and winners will receive a special prize, who among you wants to win?” <i>3. Development of the Lesson</i> a. Recall the concept of joining groups together (for addition)/ taking away (for subtraction)/ repeated addition (for multiplication)/ repeated subtraction (for division) using concrete objects. b. Through simulations let the pupils play “Marketing, Shopping for clothes, toys, shoes and bags, etc., dining in a fast food, working for a service” c. Present simple problems and solve each through concrete objects, then through finger counting while having the simulated play. <i>4. Generalization</i> Lead the learners to generalize mathematical operation being studied. <i>5. Application</i> a. Using cassette tape and player, let the pupils sing the addition/subtraction/ multiplication/ division tables. b. Have somebody movements while reciting	Enhanced Academic Self-Concept in Mathematics Improved temperament skills
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		the equations. c. Do this repeatedly until learners have the grasps of the mathematical facts. c. Present a chart for the operation being studied. Let learners read and answer the equations aloud in groups. d. Repeat c. but this time, let the learners answer individually. e. Using the flash cards, have some more drills to master the operation table. 6. Evaluation The teacher will pretend as customer in different commercial stores owned by the pupils. They can be a small Sari-sari store, fastfood, laundry shop, bookstore, groceries, etc. Label their merchandise with the prices. Let the pupils compute for what the teacher will purchase.	
6. It's a Small World (Integrated to Music: Pag-awit ng Isahan at Pangkatan)	1. Identify different singing groups 2. Sing simple foreign songs 3. Explain the role of music in promoting one's culture	1. Motivation Singing of familiar songs in English and Filipino. "Do you want to learn songs from other countries" 2. Development of the Lesson a. Use the last song as a springboard in introducing the lesson in Solo and other singing groups. b. Explain that songs can be sung in different groups-, solo, duet, trio, quartet, choral and the difference by each.	Enhanced Academic Self-Concept on Other Subjects Improved temperament skills

		c. Introduce some children's songs from other countries. d. Explain the importance of songs in keeping one's culture alive through the years. <i>3. Generalization</i> Songs can be sung by different singing groups depending on the number of participants. <i>4. Application</i> a. Through groups, in solo, duet, trio, quartet and choral, assign foreign songs to be sung in a simple presentation in class in time for United Nations celebration. b. Encourage the participants to devise disposable costumes out of colored papers for the group presentation. <i>5. Evaluation</i> Identify the singing groups being presented by each group.	
7. Teatro Ka Kiko (Integrated to Filipino, Mother Tongue and English: Elements of the story)	Show confidence in Reading short stories and dialogues aloud. (in Filipino, English and Mother Tongue)	<i>1. Motivation</i> What is your favourite television show?" <i>2. Development of the Lesson</i> a. Who among you have watched a puppet show? a play? b. Discuss that reading can be made in different form, and encourage each participant to practice in reading books, magazines etc. more so they could have	Enhanced Academic Self-Concept in Reading Improved temperament skills

		enough confidence in doing their future activity. c. Discuss that effective reading involves a deep understanding of the elements of the story being read. d. Discuss the 5 elements of the story. e. The teacher will read some short stories and ask about their elements. <i>3. Generalization</i> A good story has different elements- setting, character, plot, conflict, and theme. <i>4. Application</i> Group activity: a. Assign a short story to each group and let each group present in class in the form of play, ala- "Teatro Ka Kiko". b. Encourage pupils to prepare simple costumes for the play. <i>5. Evaluation</i> Identify the elements of the story in each of the presentation.	
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C. Intensive Intervention through "Interactive Approach"

Children's temperament skill affects the learners' ability to learn and adapt to school set-up especially during their early childhood years. In this study, the participant's general temperament skills range from "Low Moderate" to "Moderate" which indicates that these second graders are far behind the necessary level in order to function well in school. An intensive level of

intervention is needed in order to progress into a better level of temperament skills that would prepare the participants into more complex activities in the third grade.

The following module is designed to develop the participants' self-awareness to effectively manage their Temperament in relation to their dealings with school activities. It further develops general self-concept skills and self regulation towards their academic tasks which are shown by their successive experiences of achievement and self-expression in the activities. To achieve optimum result, it is recommended that the activities be implemented on specific series of sessions beyond regular class hours. The Processing/Abstraction phase for each module must be given enough attention and should encourage maximum participation in order to achieve better results.

Title	Materials/ Time Frame	Objectives	Learning Activities	Processing/ Abstraction	Expected Outcomes
1. I am ME	half cartolina with string, punch-hole colored papers, glue (20 to 30 minutes)	1. Gain a wider perspective of oneself 2. Accept and appreciate one's similarities and uniqueness	1. Fold the cartolina into half. 2. Ask the pupils to write their names in big font possibly occupying more than half of the space. 3. Let them color their letters by pasting the punch-hole colored papers of their choice. Using their preferred color/s, pupils will stick the punch-hole papers to write one's name in big font. 2. Ask the pupils to think of anything that can be associated to them whose names begin with each letter of their names. 3. Ask them to hang their posters on their neck 3. Let them share their identities in small groups.	Call on some pupils in front. Discuss some similarities and differences on their choices.	Showed appreciation on other's preferences Manifested acceptance of one's similarities and uniqueness
2. "Ako at ang Aking Mga Panga-rap" (Me and My Dreams)	Output on Activity 1, enlarged picture of one's head, crayons, (20 to 30 minutes)	1. Express one's dreams and ambitions through illustrated self	1. Begin the activity with pictures and stories of different people (significant and not so significant). 2. Explain that one's dream can be achieved by determination and dedication and it usually starts during childhood. They can be someone as significant as others and can be not so significant like most other people but their happiness will be based on how well they reach their dreams. 3. Ask the learners to imagine them-selves	1. Discuss what they feel when they were drawing their dreamed selves. 2. Discuss their feelings when they were working and presenting with peers of the	1. Express-ed one's dreams and ambitions through illustrated self 2. Showed improve-ment in adaptability

			to be what they wanted to be in the future. 4. Using another half of the cartolina, let the pupils paste their enlarged head and draw their bodies and dress them up to portray their dreams. 5. Group them according to their dreams and let them dance the music with faster beats holding their illustrated selves.	same dream. 2. Identify situations when they could face conflicts in realizing their dreams and how they could cope through the help of their peers.	skills by working with peers of same interest
3. “Ang Barumbadong Bus” (An Anger Awareness Activity)	Big Book or Multi-media Story Presentation Crushed Egg shells, glue, poster color (30 to 40 minutes)	1. To identify and describe the good and bad characteristics of the main character of the story 2. Be able to identify themselves based on the characters they presented.	1. The teacher will read the Big Book entitled “Ang Barumbadong Bus” (Rene O Villanueva, Adarna House, 1999) without interruption. 2. The story will be read for the second time, this time stopping on some scenes and ask the learners to enact or voice over the dialogues. 3. Ask questions for further comprehension and values internalization of the moral of the story. 4. Prepare an outline drawing of “Kas” and let them paste some crushed egg shells. Ask them to color their works using poster color.	1. Who are the characters of the story? Describe each one. 2. Whose character can you identify with the most? Why? 3. What part of the story struck you the most? Why? What significant learning/ insights the story taught you?	Managed Intensity of Reaction upon knowing the consequence of their actions and reactions and through valuing temperance .
4. “Bola	Magic Box	1. Identify their	1. This is a relay game (like in charade) of	After leading the	Improved

Bol” (Temper- ing Temper)	with several squeeze balls with different feelings/emotions (30 to 40 minutes)	feelings in particular situations 2. Discover the patterns that trigger their emotion/s or feelings	sharing one’s experiences that triggered their emotions in the past (happy, sad, angry, surprised) 2. One model will initiate the relay, picking one squeeze ball from the magic box. 3. The emotion in the squeeze ball shall be enacted by the model and the rest will guess the emotion. 4. Then s/he will enact a particular situation when she felt the given emotion. Again the rest of the class will identify the situation being enacted. 5. The teacher will lead the learners to verbalize and realize and validate that certain feeling. 6. Let the model verbalize by saying “I feel_____ when _____”. 7. The squeeze ball will then be tossed to someone who guessed the model’s acts. 8. The process is repeated.	learners to identify the situation/s that trigger/s their feelings, the teacher will explore the alternative behaviour towards that circumstance.	Threshold of Temper upon repeated exploration of one’s feelings and alternative behaviour.
5. “Haya-hay ang Buhay” (A Music Intervention Approach)	1.Musical Player 2.Baroque musical pieces (Bach, Mozart, Hendel – 50 to 80 beats per minute)	1. Acquire skills in overcoming barriers to self-control 2. Learn simple relaxation technique	1. This intervention can be a stand-alone approach or a preparatory activity to another program. 2. Classical music shall be played from Baroque period in order to calm and set the mood for silencing. 3. After 2 musical pieces have been played, a 2-minute silence shall be observed. 4. Encourage the participants to close their eyes and think of the times when they feel	1. Discuss their experiences in listening to Baroque music. 2. Ask them what thoughts have entered their minds while listening to that music	Showed awareness of things that distract them and ways to control themselves by doing some

			they don't like going to school. Ask them why. 5. While the music plays, teach them to inhale/exhale the proper way while imagining the things that they like doing in school, the people they meet in school, and the activities they like doing the most. 6. Inhale/exhale repeatedly.	3. Were they able to get relaxed during the silencing activity? 4. Ask which they prefer between noisy or quiet atmosphere. Why?	quieting and relaxing activity.
6. "Puzzle Museum"(A group activity)	Large scale jigsaw puzzles with more than 100 pieces each (30 to 40 minutes)	1. To work harmoniously in a group to achieve a common goal 2. Show engagement and persistence in forming the puzzle	1. Group the participants according to places they want to visit. (depends on available puzzled scene) 2. Each group will be given 100 points represented by coins or bills. 3. The goal is to complete the puzzle through group effort and group discipline. 4. When the time starts, each group should work on the puzzle as quietly as possible. 5. The group shall be fined every time they make excessive noise, unco-ordinated moves and inattentive member. Bonus Points (coins or bills) shall be given to the group that finishes first. 6. Another set of smaller puzzles shall be distributed for each participant. Ask them to complete their respective puzzles. 7. When all groups are finished, their puzzles shall be exhibited and thus be called "Puzzle Museum".	1. Ask them how they were able to complete the puzzles as big as theirs. 2. Discuss what they felt when doing the puzzle as a group, and when doing alone. 3. Which did they enjoy more? Why do they think so? 4. Ask further questions about their experience in fixing puzzle pieces from	Improved self-awareness on their attitude in working with peers Enhanced attention and persistence that improves engagement in school tasks.

				group and individual work. When do they feel more focused?	
7. “The Domino Effect” (A Creative Play Approach)	Black and white domino tiles or mosaic ceramic tiles	1. Identify the effect of their attitude/behaviour on their own performance and to their environment	1. Begin the activity with the game “The boat is sinking”. 2. Observe the behaviour of the participants in choosing their “boat-mates”. 3. Group the participants based on the last members of the group in the game. 4. “Since you were with these mates while the boat almost sank, let us see how you will work together”. 5. Distribute the domino tiles. Explain the mechanics of “domino effect” and how they should work as a team in order to form a figure carefully. 6. Provide some simple figures to be done for practice. 7. Play background music with different beats. 8. Observe how they work and react to the music. 9. Discuss how their moods affect the way they work and interact. 10. Let them form a more complex figure as a group using the piles of upright domino tiles. 11. Play classical music while they work.	1. What did you feel when you were working with the upbeat music on? With classical music? 2. The teacher will discuss her observation on the participants’ behaviour. 3. What did you feel when you were working on your last project? Who do you think helped the group most? 4. Discuss some scenarios that you observed when they were busy working. 5. Have emphasis on the effect of their	1. Expressed appreciation of the help extended by peers to achieve a common goal. 2. Showed appreciation on the contributions of each member and their ability to work towards the end of a task. 3. Improved Perseverance on challenges brought by falling of

				own attitude and behaviour to their group. Discuss the effect on their shifting of approaches in working to complete the task as a group.	tiles to complete the assigned task 4.Improved Approach/ Withdrawal Skills
8. “My Monster” (Taming the Inner Feelings) A Creative Activity	Cookie dough or fondant dough Choco chips or candy sprinkles Wax paper or plastic (30 to 40 minutes)	1. To identify their inner feelings on different situations 2. Befriend their inner “monster” that keep them from doing inappropriate actions and reactions	1. Begin the session with pictures of different monsters. 2. Let the participants give each monster a name. Encourage them to express their reasons for calling them so. 3. Call on participants to share experiences that they felt: frustrated, angry, out raged, scared etc. 4. Ask them to make faces showing their feelings after each anecdote. If possible, take some shots while they make faces. 5. Collectively show their “monstrous faces” in video or power point. 6. Solicit some reactions about their pictures 7. Distribute available edible dough to each participant. 8. Tell them to create their own monsters as many as they can. Give their monsters their names.	1. After small group sharing, ask the participants about their feelings while making their monster figures. 2. Ask how they were able to come up with such figure and names. 3. What were their realizations in making Monster? 3. What do they think would happen if they	1. Showed Self-awareness on their own feelings and the reason behind most of their actions and reactions 2. Improved self-control on the quality of their moods

			9. After they have created their monsters, let them discuss their monsters in small groups.	had enough power to beat those monsters? 4. While eating their monsters, how did they feel? After eating?	
9. “Kiliti-Kilitian” (Bubble s, Feather s and Breathing)	Bubble maker and bubble solution, long feathers, cotton balls	1. Use varied materials to unleash anxiety and other negative feelings which lead to uncontrolled heightened activity level 2. Find meaningful and productive ways of using excess energies	1. This activity will use creative play in unleashing anxiety among the participants. Children’s anxiety is related to a sense of powerlessness in an environment that they can’t change. Relaxation technique can be a vehicle for children to control their reactions on the things they have no control. 2. Unlike the “Hayahay ang Buhay” Technique, “Kiliti-Kilitian” involves deep breathing and visualization without needing to close their eyes. When eyes are closed and are required to visualize, anxious participants can be overwhelmed and could lead to more anxiety. 3. The participants could sit, slouch or lie comfortably with their eyes open while the teacher narrates anecdotes or stories that involve humor. While doing the story telling, bubbles can be blown which forms part of the story- cracking jokes, tickling by their	1. Ask the participants to tell something about their experience-how they felt before the activity and how the activity affected them. 2. Discuss the significance of relaxation, and humor in dealing with the things they have no power over with.	1. Improved self-management in dealing with anxiety and other negative experience that lead them to uncontrolled heightened activity level.

			peers or with the use of very light materials like feathers and cotton. 4. Strong imagery and mood setting should be encouraged to ensure success of this activity.		
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CHAPTER V

Summary of Findings, Conclusions and Recommendations

This chapter contains the presentations of findings, the conclusions and the possible courses of actions or recommendations to help the second graders develop, enhance and manage some domains of non-intellective skills. This study aims to improve their early school experiences, to promote positive non-intellective skills and to address problems encountered due to the transition in the K to 12 curriculum and the adjustment on the age of the pupils entering second grade level in the basic education program.

Findings

Based on the analysis and interpretation of data, the following results were revealed.

1. The non-intellective skills profile of the grade two pupils revealed the following results.

1.1 Academic self-regulation. The results show that 85% of the Grade 2 pupils are driven by internal types of motivation in dealing with their academic tasks (58% intrinsic motivation and 27% identified regulation); 15% of them are motivated external types of motivation (10% external and 5% introjected). The overall academic self-regulation profile in terms of means, is very high in intrinsic motivation (3.25) and high in external, introjected and identified regulation (3.07, 3.06 and 3.22).

1.2 Self-concept. The overall self concept of the Grade II pupils is 4.06 which is “moderately high”. The frequency of pupils with moderately high self concept ranges from 144 to 185 pupils or 42% - 52% of the respondents.

1.3 Temperament. The Grade II pupils have an overall mean of 3.01 or have “low moderate” temperament skills.

2. The domains and facets of some non-intellective skills that need intervention based on the assessment of second grade learners and teachers are the following:

2.1 For academic self-regulation, a minimum degree of intervention is needed focusing on the external and introjected regulation facets.

2.2 In the self-concept domain, second grade learners needed moderate degree of intervention with focus on the physical attributes, relationship to peers and appearance for their non-academic self-concept. Their mathematics self-concept and reading self-concept likewise needed moderate degree of intervention.

2.3 In the temperament domain of the pupils, an intensive degree of intervention is needed for the eight facets of the temperament skills namely, intensity of reaction, adaptability, activity level, distractibility, quality of mood, threshold of responsiveness, approach withdrawal and attention span and persistence.

Significantly, the stated facets for each domain that need intervention are in three levels, “minimum intervention” for the current “high” level of non-intellective skills; “moderate intervention” for the assessed “moderately high” level of non-

intellective skills and “intensive intervention” for the “low moderate” level of non-intellective skills.

3. Based on the assessment of needs as elicited from the responses of the Grade 2 learners and teachers, the needed intervention for each domain was identified. Three levels of intervention are needed for the learners’ non-intellective skills; minimum, moderate and intensive levels. As to the nature of intervention, infused, integrated and inter-active approaches are recommended.

Conclusions

Based on the findings of the study, the researcher presents the following conclusions:

1. Grade two pupils of Francisco E. Barzaga Memorial School in Dasmarinas City have varying levels of non-intellective skills. These skills need to be developed, nurtured and enhanced to promote positive academic experiences in this specific time of their school lives.
2. Intervention should be done in varying degrees and of different typologies according to the participants’ needs. Activities that target a specific non-intellective skill also affect other skills thus making intervention more effective.
3. Non-intellective skills affect pupils’ performance in school and should be given equal importance as much as intellective skills. Varied activities should be provided to promote better motivation through their academic self-regulation skills, improved general self-concept, and well managed temperament.

Recommendations

Based on the findings and conclusions of the study, the researcher presents the following recommendations:

1. Implement the Three “i” Intervention Program (3iIP) to maximize, enhance develop and nurture the non-intellective skills of the second graders.
2. Conduct a formal evaluation to gauge the efficiency and the effectivity of the intervention program.
3. Conduct a correlational study between the original and Filipino versions of the two instruments, Katanungan Ukol sa Pagkilala sa Sarili (KUPS) and Regulasyong Pang-Akademiko sa Sarili para sa mga Bata (RPAS).
4. Conduct further study on the participants’ other non-intellective skills to identify other specific needs. This is to address the gap in literature on the significance of non-intellective skills in younger children’s academic experiences and the achievement gap between the adjustment of curriculum and expected competencies brought by the implementation of the K to 12 in the basic education program.
5. Implement the Three “i” Intervention Program (3iIP) to other second graders in other schools to establish its validity.

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APPENDIX A

LETTERS

August 18, 2014

Dr. TERESITA T. RUNGDUIN
Philippine Normal University
Taft Avenue, Manila

SAMPLE COPY

Dear Dr. Rungduin:

Good day! I am **ARLEEN B. BACTIN**, a Master of Arts in Education candidate from the Philippine Normal University and currently doing a research entitled "**A PROPOSED INTERVENTION PROGRAM FOR SELECTED NON-INTELLECTIVE SKILLS AMONG GRADE 2 PUPILS**". The selected skills to be determined among the respondents are temperament, self-concept and academic self-regulation.

These instruments were all prepared, validated and field tested by authors of different settings. It is best that these will be re-validated to make them appropriate for the respondents. These respondents are Grade 2 public school pupils whose ages range from 6 to 8 years old.

Knowing your expertise in the field of Research and Child Development, I would like to request for your assistance in validating the attached questionnaires.

The following are the instruments for your validation:

I. **ACADEMIC SELF-REGULATION QUESTIONNAIRE (SRQ-A)** by Ryan and Deci (1998, as permitted by one of its author, Dr. Edward Deci). SRQ-A assesses domain-specific individual differences in the type of motivation or regulation. That is, the questions concern the regulation of a particular behavior or class of behaviors in relation to their academic activities. It has 32 questions to be answered by the pupils. The answers are in 4 scales which are to be encircled by the respondents, **Very True** is scored 4; **Sort of True** is scored 3; **Not Very True** is scored 2; and **Not at All True** is scored 1.

II. SELF DESCRIPTION QUESTIONNAIRE II (SDQ-II) by Herbert Marsh (1990, as permitted by the author). SDQ-II is a multi-dimensional instrument designed to measure seven facets of self-concept as hypothesized in Shavelson's Multifaceted Hierarchical Model of Self Concept. It has been validated and adapted to different nationalities and has proven its reliability across culture. It has 72 questions under 7 domains, which are to be answered in 5 Likert scale, 5 to be **True**, 4 to be **Mostly True**, 3 to be **Sometimes True and Sometimes False**, 2 to be **Mostly False** and 1 as **False**.

Please check the corresponding items according to appropriateness of the components/scales to the construct for the age of second graders. Further, please feel free to write your comments and suggestions to items that need improvement.

Thank you very much.

Respectfully yours,


ARLEEN B. BACTIN
Researcher

Noted:


Dr. AURORA FULGENCIO
Adviser


PROF. ZHAMNA CUSTODIO
Co-Adviser

INSTRUMENT VALIDATION FORM

Name: TERESA T. MANZOUINExpertise: Developmental & Clinical PsychologyPresent Position Senior Program Manager **SAMPLE COPY** ExperienceInstitution Connected with: Research Center for Teacher Quality, PNLS

PART I: WHY I DO THINGS

(ACADEMIC SELF-REGULATION QUESTIONNAIRE FOR CHILDREN)

Name: _____ Birthday: _____ Age: _____

Grade and Section: _____ () Boy () Girl Teacher: _____

Instruction: Encircle your best answer to the following questions. There is no right and wrong answers.

	Appropriate	Not Appropriate	Needs Revision Comments/Suggestion
A. Why do I do my homework?			
1. Because I want the teacher to think I'm a good student. Very true Sort of true Not very true Not at all true	/		
2. Because I'll get in trouble if I don't. Very true Sort of true Not very true Not at all true	/		
3. Because it's fun. Very true Sort of true Not very true Not at all true	/		

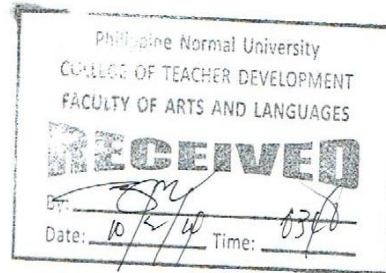
SAMPLE COPY

PROFESSOR JHONA ACUNA

Associate Dean

Faculty of Language Teaching

Philippine Normal University



Dear Professor Acuna:

Good day! I am **ARLEEN B. BACTIN**, a Master of Arts in Education candidate from the Philippine Normal University and currently doing a research entitled "**A PROPOSED INTERVENTION PROGRAM FOR SELECTED NON-INTELLECTIVE SKILLS AMONG GRADE 2 PUPILS**". The selected skills to be determined among the respondents are temperament, self-concept and academic self-regulation.

The instruments to be used in determining those skills were all prepared, validated and field tested by different authors of different settings. Since the respondents are Grade 2 public school pupils whose ages range from 6 to 8 years old, the instruments were translated in Filipino by language experts from PNU, Dr. Joel Malabanan and Professor Voltaire Villanueva.

As part of the validation process for the translated versions of **SELF DESCRIPTION QUESTIONNAIRE** and **WHY I DO THINGS** (Academic Regulation Questionnaire for Children), they should be translated in English and be compared to their respective original English version.

Knowing your expertise in the field of Arts and Languages, I would like to request for your assistance in translating the attached questionnaires.

ACADEMIC SELF-REGULATION QUESTIONNAIRE (SRQ-A) by Ryan and Deci (1998, to be adapted with permission from one of its authors, Dr. Edward Deci). SRQ-A assesses domain-specific individual differences in the type of motivation or regulation. The questions concern the regulation of a particular behavior or class of behaviors in relation to their academic activities. It has 32 questions to be answered by the pupils. The

answers are in 4 scales which are to be encircled by the respondents, **Very True** is scored 4; **Sort of True** is scored 3; **Not Very True** is scored 2; and **Not at All True** is scored 1.

SAMPLE COPY

SELF DESCRIPTION QUESTIONNAIRE II (SDQ-II) by Herbert Marsh (1990, to be adapted with permission from the author). SDQ-II is a multi-dimensional instrument designed to measure seven facets of self-concept as hypothesized in Shavelson's Multifaceted Hierarchical Model of Self Concept. It has 72 questions under 7 domains, which are to be answered in 5 Likert scale, 5 to be **True**, 4 to be **Mostly True**, 3 to be **Sometimes True and Sometimes False**, 2 to be **Mostly False** and 1 as **False**.

Please translate the corresponding items appropriate to the age and comprehension level of second graders in public school.

Thank you very much.

Respectfully yours,


ARLEEN B. BACTIN
Researcher

Noted:


DR. AURORA FULGENCIO
Adviser


PROF. ZHANINA CUSTODIO
Co-Adviser

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APPENDIX B

RESEARCH INSTRUMENTS



Pamantasang Normal ng Pilipinas
 Ang Pambansang Sentro sa Edukasyong Pangguro
 Fakulti ng mga Sining at Wika
KAGAWARAN NG FILIPINO
 Maynila

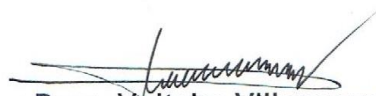


KATIBAYAN

Pinatutunayan ng papel na ito na ang Instrument Form na Self-Description Questionnaire I at II na gagamitin na instrumentong panukat sa tesis sa masteral ni Gng. Arleen B. Bactin na pinamagatang “A Proposed Intervention Program for Selected Non-intellective Skills Among Grade 2 Pupils” ay isinalin sa Filipino nina Prop. Joel Costa Malabanan at Prop. Voltaire Villanueva ng Pamantasang Normal ng Pilipinas.

Nilagdaan ngayong ika-22 ng Setyembre, 2014 sa silid ng Kagawaran ng Filipino, ikatlong palapag sa gusaling Bonifacio P. Sibayan.


 Prop. Joel Costa Malabanan
 Fakulti, Kagawaran ng Filipino


 Prop. Voltaire Villanueva
 Kagawaran ng Filipino

BACK TRANSLATION OF SRQ-A

INSTRUMENT TRANSLATION FORM

Name: _____

Expertise: _____

Present Position _____ Years of Experience _____

Institution Connected with: _____

BAKIT KO GINAGAWA ANG MGA BAGAY? (REGULASYONG PANG-AKADEMIKO SA SARILI PARA SA MGA BATA)

Pangalan: _____ Kaarawan: _____

Baitang at Pangkat: _____ Guro: _____ () Lalaki () Babae

Ito'y pagkakataon para kilalanin ka. Hindi ito isang pagsusulit. Walang tama at maaaring magkaiba ang sagot. Siguraduhing ang iyong sagot ay nagpapakita kung paano mo ipinalagay ang iyong sarili at iyong pag-aaral. Pananatilihin naming pribado ang iyong sagot at hindi ipakikita sa iba.

Piliin at bilugan ang tamang sagot sa sumusunod na katanungan. *Huwag sabihin o pag-usapan ang sagot kahit kanino.*

TRANSLATION:



FILIPINO	ENGLISH
Bakit ko ginagawa ang aking takdang aralin?	Why do I accomplish my homework?
Dahil gusto kong isipin ng aking guro na ako'y mabait na mag-aaral. ___ Totoong-totoo ___ Medyo totoo ___ Medyo hindi totoo ___ Hindi totoo	Because I want my teacher to know that I am a studious student. ___ Very true ___ Slightly true ___ Somewhat true ___ Not true
Dahil may mangyaring masama kapag hindi ko ginawa.	Because something wrong will happen if I don't do it.



Ma Jhona Acuna

Why do I have to do things?
An Academic Self Regulation for Children



Ma Jhona Acuna



Ma Jhona Acuna

Name



Ma Jhona Acuna

Birth day

SAMPLE COPY



Ma Jhona Acuna

Teacher



Ma Jhona Acuna

Male



Ma Jhona Acuna

Female



Ma Jhona Acuna

This task is one way to know more about yourself. This is not a test and there is no right or wrong answer. However, your answer may vary. Be sure that your answer reflects about yourself and your studies. Confidentiality will be observed regarding your answers and will not be shown to others.



Ma Jhona Acuna

Encircle the correct answer to the following questions. Do not share and talk about your answers with any one.

BACK TRANSLATION OF SDQ-I

KATANUNGAN UKOL SA PAGKILALA SA SARILI (SELF-DESCRIPTION QUESTIONNAIRE)

SAMPLE COPY

Pangalan _____ ☐ Lalaki ☐

Baitang _____ Paaralan _____ Guro _____

Ito ay pagkakataon upang kilalanin ka. Hindi ito pagsusuli. Walang tama o maling sagot at maaaring bawat isa ay magkakaiba ang sagot. Tiyakin na ang iyong sagot ay mula sa pagkakakilala mo sa iyong sarili. **PAKIUSAP NA HUWAG MONG SABIHIN SA IBA ANG IYONG SAGOT.** Ang sagot mo ay mananatiling lihim at hindi malalaman ng iba.

TRANSLATION:

Kung handa ka na, basahin mo ng tahimik ang mga tanong at isiping mabuti ang iyong kasagutan. May limang maaring sagot sa bawat tanong—*Toxoo, Hindi Toxoo, at tatlo pang sagot sa pagitan ng mga Ito, Madalas Hindi Toxoo, Minsan Hindi Toxoo/Minsan Toxoo, Madalas Toxoo*. May limang kahon sa tapat ng bawat tanong at ang sagot ay nakasulat sa itaas ng mga kahon. Pillin ang iyong sagot at lagyan ng tsek / ang kahon sa tapat ng iyong sagot. **HUWAG bibigkasin nang malakas ang iyong sagot o huwag itong sasabihin sa iba.**

TRANSLATION:

Bago ka magsimula, may tatlong halimbawa sa ibaba. Upang maturuan ka ng dapat mong gawin, tingnan kung paano sinagutan ni Bob ang unang dalawang tanong. Sa ikatlong tanong, ikaw naman ang pumili ng iyong sagot at maglagay ng sarili mong tsek /.

TRANSLATION:

Halimbawa:

1. Gusto kong magbasa ng komiks

☐ ☐ ☐ ☐ ☐

(Lagyan ng tsek / ni Bob ang kahon sa tapat ng *totoo* na gusto nyang magbasa ng komiks. Kung magbasa ng komiks, ang dapat nyang lagyan ng / kaya ay ang *Madalas Hindi Totoo*.)

		Minsan		
		Hindi		
		Totoo/		
Hindi	Hindi	Minsan	Madalas	
Totoo	Totoo	Totoo	Totoo	Totoo

Totoo. Ibig sabihin, hindi nga gusto ang ay *Hindi Totoo* o

TRANSLATION:



Ma Jhona Acuna

This task is to know more about yourself. This is not a test and answers to the questions are either right or wrong. Be sure that answers to the questions reflects on how much you know yourself. Please don't share your answers to others. Your answers will remain confidential and will not be known to others.



Ma Jhona Acuna

If you are ready, read the questions silently and think of your answers. There are five choices for each question, Always True, Frequently True, Occasionally Not True, Seldom True, Never True. There are five boxes for every question with the choices written on on top of each box. Pick your answer and write a check on the boxes for your answers. Please don't share your answers to others.



Ma Jhona Acuna

Before you start to answer, there are three examples below. To answer correctly, study how Bob answered the first two questions. For the third question, choose and write your answer.



Ma Jhona Acuna

I want to read comics.



Ma Jhona Acuna

Bob wrote a check inside the box that has Always True. This means that Bob wants to read comics. If Bob doesn't want to read comics, he will write a check on Never True or Seldom True.

BAKIT KO GINAGAWA ANG MGA BAGAY? (REGULASYONG PANG-AKADEMIKO SA SARILI PARA SA MGA BATA)

SAMPLE COPY

Pangalan: _____

Baitang at Pangkat: _____ () Lalaki () Babae Guro: _____

Ito'y pagkakataon para kilalanin ka. Hindi ito isang pagsusulit. Walang tama at maaaring magkaiba ang sagot. Siguraduhing ang iyong sagot ay nagpapakita kung paano mo ipinalalagay ang iyong sarili at iyong pag-aaral. Pananatilihin naming pribado ang iyong sagot at hindi ipakikita sa iba.

Piliin at bilugan ang tamang sagot sa sumusunod na katanungan. ***Huwag sabihin o pag-usapan ang sagot kahit kanino.***

A. Bakit ko ginagawa ang aking takdang aralin?

1. Dahil gusto kong isipin ng aking guro na ako'y mabait na mag-aaral.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

2. Dahil may mangyaring masama kapag hindi ko ginawa.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

3. Dahil masaya.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

4. Dahil malulungkot ako para sa aking sarili kapag hindi ko ginawa.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

5. Dahil gusto kong maunawaan ang aking aralin.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

6. Dahil yun ang dapat kong gawin.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

7. Dahil masaya akong gawin ang aking takdang aralin.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

8. Dahil mahalaga sa aking gawin ko ang aking takdang aralin.

☐ Totoong-totoo
 ☐ Medyo totoo
 ☐ Medyo hindi totoo
 ☐ Hindi totoo

KATANUNGAN UKOL SA PAGKILALA SA SARILI
(SELF-DESCRIPTION QUESTIONNAIRE I)

Pangalan _____ ☐ Lalaki ☐ Babae Edad _____
Baitang _____ Paaralan _____ Guro _____

Ito ay pagkakataon upang kilalanin ka. Hindi ito pagsusulit. Walang tama o maling sagot at maaaring bawat isa ay magkakaiba ang sagot. Tiyakin na ang iyong sagot ay mula sa pagkakakilala mo sa iyong sarili. **PAKIUSAP NA HUWAG MONG SABIHIN SA IBA ANG IYONG SAGOT.** Ang sagot mo ay mananatiling lihim at hindi malalaman ng iba.

Kung handa ka na, basahin mo ang itaas na mga tanong at isipin mabuti ang iyong kasagutan. May limang maaring sagot sa bawat tanong—**Totoo**, **Hindi Totoo**, at tatlo pang sagot sa pagitan ng mga ito, **Madalas Hindi Totoo**, **Minsan Hindi Totoo/Minsan Totoo**, **Madalas Totoo**. May limang kahon sa tapat ng bawat tanong at ang sagot ay nakasulat sa itaas ng mga kahon. Piliin ang iyong sagot at lagyan ng tsek / ang kahon sa tapat ng iyong sagot. **HUWAG bibigkasin nang malakas ang iyong sagot o huwag itong sasabihin sa iba.**

Bago ka magsimula, may tatlong halimbawa sa ibaba. Upang maturuan ka ng dapat mong gawin, tingnan kung paano sinagutan ni Bob ang unang dalawang tanong. Sa ikatlong tanong, ikaw naman ang pumili ng iyong sagot at maglagay ng sarili mong tsek /.

Halimbawa:

1. Gusto kong magbasa ng komiks

(Nilagyan ng tsek / ni Bob ang kahon sa tapat ng "Totoo". Ibig sabihin, totoo na gusto nyang magbasa ng komiks. Kung hindi nya gusto ang magbasa ng komiks, ang dapat nyang lagyan ng / ay "Hindi Totoo" o kaya ay ang "Madalas Hindi Totoo".)

2. Sa pangkalahatan, ako ay malinis at maayos

(Pinili ni Bob ang "Minsan Hindi Totoo/Minsan Totoo" dahil hindi siya malinis na malinis ngunit hindi rin naman siya maruming marumi.)

--	--	--	--	--

3. Gusto kong manood ng T.V.

(Ikaw naman ang pumili ng sagot sa tanong na ito. Una, isipin mong mabuti kung ito ay "Hindi Totoo", "Totoo" o nasa pagitan ng mga ito. Kung gustong gusto mo talaga ang manood ng T.V., lagyan mo ng tsek ang Totoo, kung hinding hindi mo naman gustong manood ng T.V., lagyan mo ng tsek ang "Hindi Totoo". Kung ang sagot mo naman ay nasa pagitan ng dalawang ito, lagyan mo ng tsek / ang isa sa tatlong nasa gitnang kahon.)

--	--	--	--	--

Kung sakaling nais mong palitan ang nauna mong sagot, lagyan ito ng ekis at lagyan ng tsek ang bago mong sagot sa pareho ring linya ng mga kahon. Siguruhing ang kahon na lalagyan mo ng tsek para sa napiling sagot ay katapat ng tanong na iyong sinasagutan. Isa lamang ang maaari mong maging sagot sa bawat tanong. Sagutin mo ang lahat ng sumusunod na tanong.

Kung may tanong ka pa, magtaas lamang ng kamay. Buksan na ang susunod na pahina at simulan na ang pagsagot. **Pakiusap, huwag magsalita habang nag sasagot.**

THE TEMPERAMENT INVENTORY FOR PRESCHOOL

Directions: The following is a series of behavior inventory statements of Temperament Inventory for Preschool. It is designed to gather information on the way a child responds or behaves in the different activities and situations of everyday school life. There is no right or wrong answer.

In each statement, you are asked to indicate the extent to which the child's behavior is demonstrated at a given period in different classroom situations.

Please try to make these judgments to the best of your ability based on how you observed the child's responses pairs with other children of about the same age.

Encircle the appropriate letter code which corresponds to your answer on the answer sheet.

To help you in accurately and consistency estimating the corresponding description with which the child exhibits the specified behavior, the following guidelines are given below.

Letter Code	Description
A	Very Rarely
B	Rarely
C	Sometimes
D	Often
E	Always

ACTIVITY LEVEL

- | | |
|---|-----------|
| 1. Moves and roams around the room during class hour/activity period | A B C D E |
| 2. Joins play/relays rather than table games | A B C D E |
| 3. Runs, brisk walks in moving around the classroom/playground | A B C D E |
| 4. Rocks chairs, plays with objects while sitting | A B C D E |
| 5. Keeps on standing, jumping, changing seats while working on a given task | A B C D E |
| 6. Plays actively, runs, jumps and stumbles during free play | A B C D E |
| 7. Roams around the classroom where impulse takes him/her | A B C D E |

ADAPTABILITY

- | | |
|--|-----------|
| 1. Gets along with others even at first time | A B C D E |
| 2. Cries and pouts when left alone or not being attended to even for just a minute or two | A B C D E |
| 3. Makes faces and turns head away when things, toys, foods, offered are not of his/her liking | A B C D E |
| 4. Follows a given direction | A B C D E |
| 5. Volunteers even to unfamiliar tasks | A B C D E |
| 6. Silently observes how the teacher demonstrate a new activity | A B C D E |
| 7. Refuses to meet, greet, when somebody comes for a visit | A B C D E |

EXPERT VALIDATION FORM

Proposed 3iIP for Non-Intellective Skills Needs of Second GradersName: _____ **SAMPLE COPY**

Present Position _____ Years of Experience _____

Institution Connected with _____ PHILIPPINE NORMAL UNIVERSITY _____

Directions: Please encircle the number corresponding your rating of the criteria where :

- SCALE**
- 5** – Highly Appropriate
 - 4** – Moderately Appropriate
 - 3** – Appropriate
 - 2** – Needs Revision/Improvement
 - 1** – Inappropriate/Propose another Module

For comments and suggestions, please write them on the space provided following each criterion.

PART I – INFUSED ACTIVITIES

For Academic Self-Regulation Skills

PART II – INTEGRATED ACTIVITIES

For Self-Concept Skills

PART III – INTER-ACTIVE ACTIVITIES

For Temperament Skills

**Measures of Overall Appropriateness of
3iIP for Non-Intellective Needs of Second Graders**
(Adapted from Flores, M. 2005)

Part I – Infused Activities

A. External Regulation Enhancement

SAMPLE COPY

1. Congruence of the activities to the objectives	5	4	3	2	1
2. Suitability of the activities to the learners	5	4	3	2	1
3. Appropriateness of the materials to the activities	5	4	3	2	1
4. Clarity of instructions	5	4	3	2	1
5. Adequacy of the activities to develop the skill	5	4	3	2	1

Comments/Recommendations

B. Introjected Regulation Enhancement

1. Congruence of the activities to the objectives	5	4	3	2	1
2. Suitability of the activities to the learners	5	4	3	2	1
3. Appropriateness of the materials to the activities	5	4	3	2	1
4. Clarity of instructions	5	4	3	2	1
5. Adequacy of the activities to develop the skill	5	4	3	2	1

Comments/Recommendations

STAR OBSERVATION SHEET

Teacher	:	_____	Grade	:	_____
School	:	_____	Section	:	_____
District	:	_____	Date	:	_____
Division	:	_____	Time Started	:	_____
Subject	:	_____	Time Ended	:	_____

OBJECTIVES/LEARNING TASKS:

Title of Intervention: _____ Intervention Level: _____

What to Observe	Observations (Record in detail if possible)
SITUATION: (Focus and observe closely the context and teaching episode, i.e. learning environment, motivation, presentation of the lesson, evaluation, others in the lesson)	
TASK: (Focus and observe closely the teacher's actions in the particular <u>Situation</u> described above)	
ACTION: (Focus and observe closely the learners' actions relative to the teacher's <u>Task</u> described above)	
RESULT: (Focus and observe the end results or outcomes of the <u>Teacher's Task</u> and the <u>Learners' Action</u> described above in both quantitative (i.e. 85% of the learners were able to identify nouns) and qualitatively (most of the learners actively participated in the class))	
General Comments for Teacher Support:	

Conformer:

Name of Teacher_____
Observer/SchoolAdapted from: <http://www.star.k12.or.us>

APPENDIX C



SAMPLE COPY

3iIP



Infused, Integrated and
Interactive Intervention
Program to Improve
Second Graders'
Non-intellective Skills

ARLEEN B. BACTIN
11.2015

Introduction:

Non-Intellective skills are skills that include a variety of behaviors and attitudes, personality traits and characteristics, which affect learning. They are skills that cannot be measured by intelligence and academic tests but are proven to have impact on pupils' school performance. They are recently considered to be important as- even more important than- cognitive skills and in future outcomes beyond their school life (Gutman & Schoon, 2017).

SAMPLE COPY

Non-Intellective skills play important role in pupils' holistic development. Positive non-Intellective skills promote wellness and facilitate success, while [unaddressed negative effect of unfavorable non-Intellective skills can cause maladaptive behavior, academic failure and other future outcomes. They can be enhanced or reversed through an effective intervention. Effective intervention can be achieved if it recognizes individual differences among the pupils.

The second graders belong to middle childhood stage of development (Eccles, 1999). As a developmental transition stage, second graders are exposed to a lot of changes- biologically, socially, emotionally. With the growing expectation from their environment and cognitive milestones they are into, second grader is the appropriate time to provide meaningful experiences that can cultivate their positive self-concept, adaptive temperament and strong self-regulation.

In the Implementation of "Enhanced Basic Act of 2013", known as the K to 12 curriculum, learners should be provided with opportunities to explore themselves and their environment in order to promote well-being and holistic development.

This Three L Intervention Program (3IIP) offers activities and modules that target to develop, enhance and improve three of the many non-Intellective skills of the second graders, namely academic self-regulation, self-concept and temperament.

There are three varying levels of intervention in three different degrees of intensity in this Program. They all aim to achieve the necessary standard levels of non-Intellective skills to ensure positive school experiences and achievements among the second graders.

It is hoped that thru the Implementation of the 3IIP program, these learners will enter the next grade level with higher self-concept; better self-regulation in their academic tasks; and better temperament management skills. They would be self-determined learners who are inquisitive, confident and adaptive of their environment.

The Three i Intervention Program (3iIP)

Level I

Minimum Level of Intervention for Academic Self-Regulation Enhancement through “Infused Approach”.

Since extrinsic motivation is developed based on what the second graders have experienced from their environment, the school environment and nurture, the

SAMPLE COPY

The teachers can use the following approaches to enrich the external motivation among second graders in the form of enrichment, as ice breakers and assignments across subject areas without necessarily processing/abstracting the learners’ outputs.

The objective is to increase the level of extrinsic motivation thru enjoyment and engagement in day-to-day classroom activities in order to elevate their academic self-regulatory skills to highest possible level for their age.

Infusing praises and motivational activities further boosts the learners’ self-esteem that affects their self-concepts and leads to a more positive teaching-learning experiences. Consistent and regular positive academic experiences of the learners also contribute to ease of adjustment and adaptation thus improves their temperament-management skills (de Torres, 1996).

INFUSED ACTIVITY I

Objective: To enhance the pupils’ External Academic Self-Regulation Skills, Academic Self-Concept, and Temperament management skills

The second graders have generally high intrinsic motivation as evidenced by their eagerness to come to school regularly despite the bad weather or their illing conditions. However, they were assessed to have low external regulatory style which

APPENDIX D

SUMMARY OF EXPERT EVALUATION on the

**Three i Intervention Program (3iIP)
for Grade 2 Pupils**

SUMMARY OF EVALUATION FOR THE VALIDATION OF 3iP FOR NON-INTELLECTIVE SKILLS OF GRADE TWO PUPILS

5- Highly Appropriate 4- Moderately Appropriate 3- Appropriate
2- Needs Revision/Improvement 1-Inappropriate/Propose Another Module

Validator	1 MCM	2 MM	3 PBD	4 TTR	AVERAGE
Program Module					
LEVEL 1 – Infused Approach					
A	4.0	5.0 Just make sure the materials to be used are lead free (for health reason)	4.0	2.0 Indicate the source of the stamps	3.75 Decision: Adapt the module
B	4.0	5.0 Please consider the use of mother-tongue language	4.0	2.6 Provide proper citation for the “Encouraging Words”	3.90 Decision: Adapt the module and apply the recommendation
Level II – Integrated Approach					
1 INCREDIBLE YOU!	3.0 Focus more on the physical features like height, complexion etc.	5.0 Please execute the activities in a sound environment	4.0 Include a short justification for the inclusion of particular activity	3.2 Introduce the character in case other pupils are not familiar with “Incredible Hulk”	3.80 Decision: Adapt the module and apply the recommendation
2 IT’S MY PARTY!	3.0 Include activities that will allow the pupils to interact with others	4.0 Consider economic background and socio-economic status	4.0 Write specific instructions or questions to show where and how to integrate concepts	3.4 Indicate how will the pupils benefit from the sociogram,	3.60 Decision: Adapt the module and apply the recommendation

3 Short Animated Film Festival	3.0 Indicate the amount of time each film will run. Is 1 hour time enough?	5.0	4.0 Write the specific questions the teacher will ask to integrate awareness of strengths and weaknesses	2.4 Choose or <i>Translate the Titles of the story in Mother tongue</i>	3.6 Decision: Adapt the module and apply the recommendation
4 Pamilya Ko Yata Yan!	3.0 Please consider other question on Application part, community building is heavy for the pupils	5.0 You may encourage the children to bring family picture for the collage	4.0	2.0 Discuss the Rights of the Filipino Child Before doing the activity. Ask them how their rights are promoted by their parents	3.5 Decision: Adapt the module and apply the recommendation
5 Math-Tinik	4.0	5.0 Make sure the group who will not win will be handled in a positive manner	4.0 Indicate how you will integrate self-concept in the lesson	3.0 The reward encourages external motivation, better if the pupils are self-determined. How come other lessons are presented creatively and this one is not?	4.0 Decision: Adapt the module and apply the recommendation
6 It's a Small World	3.0 Consider time in requiring the pupils to prepare costumes	5.0	3.0 Indicate how you will integrate self-concept in the lesson	3.2 Indicate what songs and how will they be presented	3.6 Decision: Adapt the module and apply the recommendation
7 Teatro Ka Kiko	4.0	5.0	3.0	3.2 Indicate the title of the story to be presented in the "theater"	3.8 Decision: Adapt the module and apply the recommendation

LEVEL III- INTERACTIVE APPROACH					
1 I am Me	3.2 Please be specific in making instructions. (similarities and differences in what?)	4.2	3.0 Please write instructions clearly	4.0 ok	3.8 Decision: Adapt the module and apply the recommendation
2 Ako at ang Aking mga Pangarap	3.2	5.0 Awareness on the different professions may be of help to the children to identify their dreams	3.0	3.6 You may cite known Filipinos Indicate what should be presented	3.7 Decision: Adapt the module and apply the recommendation
3 Ang Barumbado ng Bus	3.6	5.0	3.6	4.0 Provide proper citation for the story	4.0 Decision: Adapt the module and apply the recommendation
4 Bola Bol	3.4	5.0	2.8	4.0 Indicate how you will process students whose emotion are triggered in this activity	3.8 Decision: Adapt the module and apply the recommendation
5 Hayahay ang Buhay	3.0 Describe how sitting program should be done	5.0	3.6	3.4 Indicate why "baroque" music will be used	3.75 Decision: Adapt the module and apply the recommendation
6 Puzzle Museum	4.0 Write the instructions in the Evaluation phase clearly	5.0	4.0	4.0	4.21 Decision: Adapt the module and apply the recommendation

7 The Domino Effect	3.0	3.8	3.6	3.0	3.35 Decision: Adapt the module and apply the recommendation
8 My Monster	3.0	3.0 You may need an expert to supervise this activity, instruction is a bit blurry	4.0	3.0 Is “Kontra Bida” a healthy activity? Prove a more healthy approach	3.25 Decision: Adapt the module and apply the recommendation
9 Kiliti-Kilitian	4.0	5.0	2.2 Give more time to discussing anxiety and how children will process their own anxiety in the future	4.0	3.8 Decision: Adapt the module and apply the recommendation

APPENDIX E

CONSOLIDATED PROCESS OBSERVATION on Selected Intervention Activities of the

**Three i Intervention Program (3iIP)
for Grade 2 Pupils**

Module Title: **"ANG PASSPORT KO!"**

Intervention Level: Infused Approach (Minimum Level)

Grade and Section – Grade II - Jade

Implementation Date: January 5 to 30, 2015

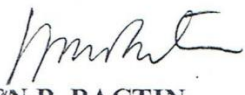
Narrative Observation:

The passports used by the participants were the commercially available ticklers. Each time the pupils achieved something or has done some good deeds in the class, they were rewarded with stamps (see page 2). At first, the pupils were excited to have their first stamps in their passports. After days of accumulating stamps and stickers, it could be noticed that their attention was shifted to who had the most number of accumulated stamps to date.

The teacher observed that this activity is effective in promoting external motivation. There is a need to regularly shift stamps or sticker designs in order to sustain its effectiveness. Teachers and parents are encouraged to monitor the pupils' progress constantly.

However, it is recommended that the teacher will utilize this approach over a specific time frame. After the pupils have achieved the certain level of external motivation, it is important that the teacher will gradually withdraw the activity. A processing activity can be made after the final infused activity elevating their motivation from the least external type to a more internal type of self-regulation.


SUSANA B. HAYAG
Principal IV, FEBMS


ARLEEN B. BACTIN
Teacher II, FEBMS

Module Title : **It's my Party!**

Intervention Level : Integrated Approach (Moderate level)

Grade and Section – Grade II Jade

Observation Date: January 23, 2015

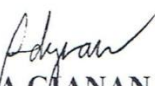
Observers: Mrs. Pacita Gianan, Mrs. Susana B. Hayag

Narrative Observation:

The teacher started her activity by doing the routine in physical exercises. It helps in increasing child's awareness on their physical qualities and characteristics. The pupils were asked to find a partner and explain the game tug-of-war with their favorite friends. Some said that the reason they chose their friend to tug with them it is because it is easier to work with someone, they are familiar with. Another said that a friend will be always be ready to help. Almost everybody was happy about the activity.

The teacher gave another task to the pupils. They were asked to organize a party. Most of the children chose birthday party. They plan their own party starting from the motif, the character to be used, and the guest list. The teacher guides the pupils in accomplishing the bubbles as serve as their guest list. Pupils were so excited to read and present their guest list while others were waiting for their names to be called. For the frequently called pupils they felt happy and other came up with an idea that the reason they are always called because they are the leader in the class. For those who were least mentioned in the guest lists, they said they also are happy because somebody remembered them. The teacher was able to process the emotions through further questioning. She was able to draw from the pupils the value of "pakikipag- kapwa tao". The pupils learned that by simply smiling everyday can make other people happy and eventually gain friends.


SUSANA B. HAYAG
 Principal IV, FEBMS


PACITA GIANAN
 Teacher II, FEBMS

Module Title : **“SHORT ANIMATED FILM FESTIVAL”**

Intervention Level : Integrated Approach (Moderate Level)

Grade and Section : Grade II Jade

Observation Date: December 5, 2015

Observers: Mrs. Evelyn Gonzales, Mrs. Susana B. Hayag

Narrative Observation:

The class was held in the school’s Multi-Media Room where a wide screened interactive whiteboard is installed. The pupils were instructed to sit in a comfortable position and given instructions on proper decorum while films are shown.

The teacher started the lesson with a question about their favorite stories and asked something about them. The films were played one after the other. The pupils were attentive and reactive while watching the films. Some pupils commented on the story, character, and music of the films. Some clapped after watching “Ang Kakaibang Bibe” and requested to watch the films over again.

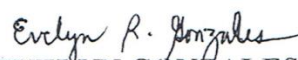
The teacher made use of the films in discussing the elements of the story. The pupils were able to identify the elements of each story. A group work was then conducted in order to check the mastery of the lesson. Three groups were able to get perfect scores while one group was not able to accomplish the task on time.

During the processing session, the teacher was able to lead the pupils in realizing the characters’ inner strengths and was able to encouraged them to identify their own strengths and weaknesses. The processing ended when pupils were able to answer the things they appreciate about themselves.

The pupils were again grouped into four and asked to choose an episode from any story in the film fest and enact some scenes that they prefer. The reenactment created a happy atmosphere and everyone was able to participate.

The activity took longer than expected. It is suggested that films shall be shown separately in order to have enough time in processing.


SUSANA B. HAYAG
 Principal IV, FEBMS


EVELYN GONZALES
 Master Teacher I, FEBMS

Module Title : **“ANG BARUMBADONG BUS”**

Intervention Level : Interactive Approach (Intensive Level)

Grade and Section : Grade II Jade

Observation Date: December 5, 2015

Observers: Mrs. Mennie Gagatiga, Mrs. Susana B. Hayag

Narrative Observation:

The class started with an action song. The pupils were active in singing. The teacher set the mood by asking the pupils to form a circle and close their eyes while listening to the audio clips. First and second audio were classical piano music, followed by upbeat music and two heavy rock music.

The pupils were observed to be calm and quiet while listening to the classical music. Their facial expressions were changed when the music became wild. Most of them opened their eyes even when the teacher instructed them not to open until she said so. The teacher asked the pupils some questions from time to time while they were doing the quieting activity.

After the quieting activity, the teacher told the story “Ang Barumbadong Bus” which started with unlocking difficult and new words. The pupils were attentive in listening to the story. The teacher encouraged the pupils to interact with the text by asking them to point some words or scenes from time to time.

Discussion followed after the reading session. The pupils were asked to identify the character and plot of the story. They shared past experiences similar to the topic. They easily identified somebody who has similar temper as with the character “Kas”.

Through question and answer, the teacher was able to relate the story to some classroom scenarios and was able to generate answers leading to the discussion of how one’s temper affected their teacher, classmates and classroom situations in general. Identifying proper action and reaction for the given situation shown in the picture cards followed the activity. Some pupils were asked to portray the scenes shown in the pictures.

Creative output through egg mosaic was conducted after reminding the pupils to deal with peers positively and avoid unnecessary arguments while doing the tasks. Soft and mellow music was played while pupils were doing the activity.

The teacher observed how the pupils passed the activity paper, how they grouped themselves and do their group works. After majority of the class have submitted their completed works, the teacher processed their experiences in doing the group tasks through series of questions. The pupils were hesitant to answer at first, but after some prodding they were able to share their experiences that lead to lively discussion. Some boys defended themselves when their classmates reported some misbehavior.

The class realized that their behavior affects other people. Some pupils promised to do their best in handling their temper so as not harm other. Some promised to tolerate minor acts in order to avoid further fights.

The class ended with the pupils showing their "busses" to the class

SUSANA B. HAYAG
Principal IV, FEBMS


FILOMENA D. GAGATIGA
Master Teacher I, FEBMS

STAR OBSERVATION SHEET

150

Teacher : Arleen B. Bacton Grade : III
 School : Francisco E. Bayoga Memorial School Section : Amethyst
 District : I Date : Jan. 23, 2015
 Division : Dasmariñas City Time Started : 12:00
 Subject : E.S.P. Time Ended : 12:50

OBJECTIVES/LEARNING TASKS:

Create a sociogram and use it to identify significant and not so significant friends in making a guest list for one's birthday party.
Organize social hierarchy then analyzing the result of sociogram

Title of Intervention: It's my Party! Intervention Level: Moderate Level

What to Observe	Observations (Record in detail if possible)
SITUATION: (Focus and observe closely the context and teaching episode, i.e. learning environment, motivation, presentation of the lesson, evaluation, others in the lesson)	The teacher uses the activity sociogram for evaluation. Where in the lesson are task to complete the diagram based on their previous activity organizing a party wherein pupils choose their own guest list.
TASK (Focus and observe closely the Teacher's actions in the particular <u>Situation</u> described above)	The teacher allow the pupils to express themselves. Some pupils were least chosen but they were happy about it and contented. Others realizes that it ok even if you were only chosen once.
ACTION (Focus and observe closely the learners' actions relative to the teacher's <u>Task</u> described above)	The learners enjoy the activity. Others were a bit emotional learning that he/she has so many friends. When the number of friends then was written in the sociogram.
RESULT (Focus and observe the end results or outcomes of the <u>Teacher's Task</u> and the <u>Learners' Action</u> described above in both quantitative (i.e. 85% of the learners were able to identify nouns) and qualitatively (most of the learners actively participated in the class)	As a result, 95% were able to share their sociogram and happy with what and whom they listed in the diagram. The Teacher was able to prove the essence of popularity pyramid. As while the activity was fun.
General Comments for Teacher Support As a whole, The teacher presents the activity logically and in developmental manner. She manages pupils to actively participate in their sharing and from time to time proves the emotional value of popularity pyramid. In return pupils' realization in popularity pyramid was internalized.	

Conforme:

ARLEEN B. BACTON
Name of Teacher

PACITA M. GIANAN
Observer/School
Head/Administrator

NOTED:

SUSANA B. HAYAG
PSOS



Philippine Normal University
College of Graduate Studies and Teacher Education Research
PUBLICATION OFFICE



AUTHENTICITY RESULT

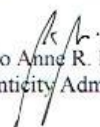
Date of Release: February 9, 2016
Result Code: 2016-061
Submission ID: 629690281
Title Of Output: Towards the Development of an Intervention Program on Selected Non-Intellective Skills for Grade 2 Pupils
Author(s): Arleen B. Bactin

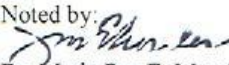
Authenticity Report:

- **Similarity Report: 11%**
- **Interpretation:** A similarity report of 11% means that 11% of the whole paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (8%), publications (5%) and student papers (7%) for the remaining similarity percentage.
- **Highlighted text in the Manuscript:**
 - Red marks and highlights are set of texts directly or exactly copied from online sources
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Recommendations:

- Use of quotations for exactly copied text is suggested.
- For assumed to be cited parts of the manuscript but highlighted, it is recommended that authors rephrase these portions.


 Rio Anne R. Maño
 (Authenticity Administrator)

Noted by:

 Dr. Marie Paz E. Morales
 Director, Publications Office



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Mobile: 09183967860/09151465784

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WORK EXPERIENCES

Grade School Classroom Teacher - Francisco E. Barzaga Memorial School

June 2008 – present

Grade Level Chairman – Francisco E. Barzaga Memorial School

June 2011 – March 2012

Pre School Department Vice Principal / Pre School Classroom Teacher

1998- 2003 Mary Help of Christians Montessori, Dasmarinas, Cavite

Pre School Department Vice Principal / Pre School Classroom Teacher

1998- 2003 St Vincent de Paul College, Bacoor, Cavite

Subject-Area Coordinator – Technology and Home Economics Department

1995-1996 Elizabeth Seton School, Las Pinas City

Pre School Classroom Teacher – Elizabeth Seton School, Las Pinas City

1992-1995

EDUCATIONAL ATTAINMENT

Graduate Studies

June 1998 – present

Philippine Normal University (PNU)

Taft Ave., Manila

®Master of Arts in Education with specialization in Child Study

Tertiary

October 1983 – 1988

Far Eastern University (FEU)

Nicanor Reyes St., Manila

®Bachelor of Science in Architecture: University Scholar

Undergraduate Certificate Programs

October 1991-1993

Philippine Normal University (PNU)

Taft Ave., Manila

®Pre School Specialization Course

October 1988-1989 De La Salle University
Dasmaringas City, Cavite

[®]*Certificate in Teaching Program*

Para – Professional Short Term-Courses

2006 MICRO CADD
Bacoar, Cavite

®Auto Cad Operations and Design Course – TESDA Accredited

1990 Imus Computer Center
Imus, Cavite

[®]*Disk Operating System Course*

1983 National Manpower and Youth Council
Taguig City

®BASIC Language Computer Programming Course

PROFESSIONAL QUALIFICATION

Professional Board Examination for Teacher (PBET)
December 1989

AFFILIATIONS

2012 – Present	Alliance of Concerned Teachers (ACT)	Quezon City
<i>Member</i>	Region IV-A Chapter	

2012 – Present	Silab ArtReach	Marikina City
<i>Volunteer Member</i>		

2011 – Present	Cancer Warriors Foundation (CWF)	Paco, Manila
<i>Volunteer/Member</i>		

2009 – Present <i>Member</i>	Dasmarinas Public School Teachers Association (DPSTEA)	Dasmarinas Cavite
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PERSONAL DATA

Age:	48years old		
Birthdate:	December 24, 1967	Birthplace:	Dasmarinas City, Cavite
Citizenship:	Filipino	Language:	Filipino and English
Status:	Widowed		
Children:	Arwin John B. Bactin – 24 years old Wynne Bernadette – 19 years old		