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**SOCIAL GOALS AND ACADEMIC ACHIEVEMENT OF FILIPINO ADOLESCENTS
TOWARDS THE PROPOSED HOMEROOM GUIDANCE ACTIVITIES**

A THESIS

Presented to

the College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirement for the Degree

MASTER OF ARTS IN EDUCATION

With Specialization in Guidance and Counseling

EMMANUELLE A. SANTIAGO

April 2016

APPROVAL SHEET

This thesis entitled “**SOCIAL GOALS AND ACADEMIC ACHIEVEMENT OF FILIPINO ADOLESCENTS TOWARDS THE PROPOSED HOMEROOM GUIDANCE ACTIVITIES**” prepared and submitted by **EMMANUELLE A. SANTIAGO** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Guidance and Counseling, is hereby recommended for approval and acceptance.

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Abstract

Title: SOCIAL GOALS AND ACADEMIC ACHIEVEMENT OF
FILIPINO ADOLESCENTS TOWARDS THE PROPOSED
HOMEROOM GUIDANCE ACTIVITIES

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Degree: MASTER OF ARTS IN EDUCATION

Specialization: GUIDANCE AND COUNSELING

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Key Concepts: SOCIAL GOALS, ACADEMIC ACHIEVEMENT, HOMEROOM
GUIDANCE ACTIVITIES

The study aimed to determine the association of social goals on the academic achievement of sample Filipino adolescent students. In this study, social goals were defined as a set of standards or procedures that an individual does / performs to adapt to his / her social environment to meet his / her purpose in life. There were five dimensions of social goals proposed by Dowson and McInerney (2004): social affiliation (motivated by a desire to achieve academically in order to build, enhance, and maintain interpersonal relationships with peer groups); social approval (involves wanting to engage academically in order to gain approval of peers, teachers, and parents); social concern (characterized by a desire to achieve academically to be able to extend assistance to others in their academics and personal development); social responsibility (motivates effort for school to fulfill interpersonal commitment or satisfy social

role obligations); and social status (disposes the student to do more in academic undertakings in order to attain wealth and increase one's social status in a particular social space). Using a descriptive correlation research design, the study gathered data from survey and grades of 1068 high school students (Grade 7 to Grade 10) which were then analyzed using mean, standard deviation and Pearson Correlation Coefficient. Results showed that social affiliation, social status, and social responsibility were the social goals significantly associated with the academic achievement of the students in all levels. Among these three significant social goals, social status was the most significant predictor in the academic achievement of the students. It was said that most Filipino students were career and future oriented individuals and that the other factors were only sub predictors of academic achievement. Since homeroom guidance lessons and activities should also tackle three developmental domains which were the personal / social domain, academic domain, and career domain, the researcher have incorporated the results of this study to the said domains in developing modules (social affiliation = **Personal / Social domain**, social responsibility = **Academic domain**, and social status = **Career domain**).

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e.a.s

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CHAPTER 1

The Problem and Its Background

Introduction

Adolescence is the developmental period of transition from childhood to early adulthood, entered at approximately 10 to 12 years of age and ending at 18 to 21 years of age (Santrock, 2008). Adolescence is an enjoyable experience in one's life and yet a crucial stage when an individual is expected to act maturely (Cabigon, 1999). In this stage, an individual is faced with numerous problems such as adjustments; learning problems; punctuality in school; emotional, physical, and social needs; and career choices (Kapunan, 2005).

Such problems encountered by these young individuals may or may not affect their academic achievement in school. Academic achievement is the student's level of success in accomplishing a required task in school. Students who encountered problems in their academic achievement might be a result of many influencing factors such as peer influences, social mass media, environment and parental problems or can be also known as the internal or external factors.

The motivation to achieve comes from various social forces, which according to Dowson and McInerney (2001) as cited by King and McInerney (2012, p. 7), "students' social orientations are not peripheral to academic performance and achievement. Rather, these orientations may directly influence students' psychological processes as they strive toward academic achievement". Social goals are social purposes of trying to achieve academically that includes social affiliation, social approval, social concern, social responsibility, and social status. Social affiliation is motivated by a desire to achieve academically in order to build, enhance, and

maintain interpersonal relationships with peer groups; social approval involves wanting to engage academically in order to gain approval of peers, teachers, and parents; social concern is characterized by a desire to achieve academically in order to be able to extend assistance to others in their academic and personal development; social responsibility motivates effort for school to fulfill interpersonal commitment or satisfy social role obligations; and social status disposes the student to do more in academic undertakings in order to attain wealth and increase one's social status in a particular social space (Ouano, 2012).

According to the studies made by recent researchers about social goals, students' achievement in school is affected on how significant persons (family, friends / peers, school authorities) affirm the students' undertakings and how they have been recognized and praised by others. The importance of being well-known because of the achievements enables an individual to feel secure and possess confidence in achieving better performances in school.

In every school, it is important to identify factors that influence students' performances whether in their academic or behavior. Since there are few studies related to social goals and academic achievement in the Philippine school setting, the researcher have give importance in studying social goals and academic achievement of students in Our Lady of Peace School in Antipolo City. The results of the study will help the researcher to enhance school's existing homeroom guidance activities. There is a need to enhance the existing homeroom guidance activities in the said school because it only focuses on the personal-social development aspect of the students. Homeroom guidance activities should tackle or discuss three aspects of development namely personal-social, academic, and career to be able to have a holistic development of an individual. Hence, this study will cover the three aspects of development that

are also aligned with the five dimensions of social goals which will assist guidance counselors and teachers in giving activities to students.

The role of the guidance counselors in implementing homeroom guidance activities is important. Counseling services in the Philippine school setting, mostly in public schools, are not yet given emphasis due to a shortage number of licensed guidance counselors. In public schools, teachers who teach religion classes or catechism are the ones who play the role of being a guidance counselor. Most of the time these appointed guidance counselors cannot give their full attention to students who needs counseling because of the teaching loads that are also given to them. In some schools, guidance counselors also serve as an authority of discipline. Students who misbehave in class and with disciplinary cases are often brought in the guidance office for sanctions. These misconceptions need clarification as to what is the role and importance of guidance counselors in school.

Guidance counselors do implement homeroom guidance activities as a preventive measure in assisting students' needs. In view of the fact that not all students can be individually counseled inside the guidance office because of its numerous numbers, homeroom guidance activities can be a useful tool for guidance counselors in assisting them. Students who really needs help and assistance by their guidance counselors and who cannot adapt the skills they have learned in their homeroom guidance classes are required to have a one-on-one counseling sessions in the guidance office. With this, the guidance counselor can easily recognize and focus their attention to students who really need assistance and those who are not.

The researcher focuses on studying social goals and academic achievement of students in proposing homeroom guidance activities. Since academic achievement is the result of students'

performances in school, the researcher will make use of the five dimensions of social goal in determining students' success. Homeroom guidance activities will focus on the three aspects of development of the students and based from their identified social goals. Though there are existing homeroom guidance activities in Our Lady of Peace School, it is still necessary for the researcher, as one of the guidance counselor in the said school, to improve and aligned it to the present needs of the students.

Conceptual Framework

This study is anchored on the *five-factor theory of social goals preferred by Dowson and McInerney (2004)*. According to Urdan and Maehr (1995) as cited by Maehr and Zusho (2009, p. 95) in their book entitled *Handbook of Motivation at School*, “goal theorists have long contended that mastery and performance goals are the most important goals to consider when investigating achievement-related situations. Increasingly, however, a number of researchers have questioned this assumption, arguing instead for the need to expand goal theory to consider other kinds of goals.”

The five-factor theory of social goals preferred by Dowson and McInerney (2004) focuses on social affiliation, social concern, social responsibility, social approval, and social status which they believe have an influence in student's achievement. As cited in the work of Barker, Dowson, and McInerney (2006, p. 6), “evidence exists that social goals could be significant motivators for students in academic situations, especially those going through adolescence.”

Individuals under the developmental stage of puberty, also known as the adolescence stage, are considered to be dependent with others' decisions as well as in their behaviors. Proper assistance,

guidance and supervision of authorities and of people who are beyond their age really matters for them to clearly understand what is in their environment and how can they surpass to the different problems they might encounter. In school, not only teachers can provide proper assistance and guidance to students. Guidance counselors do help students, with or without problems and or specific needs, to understand himself or herself – their strengths and weaknesses, abilities, skills, potentials, and their future plans.

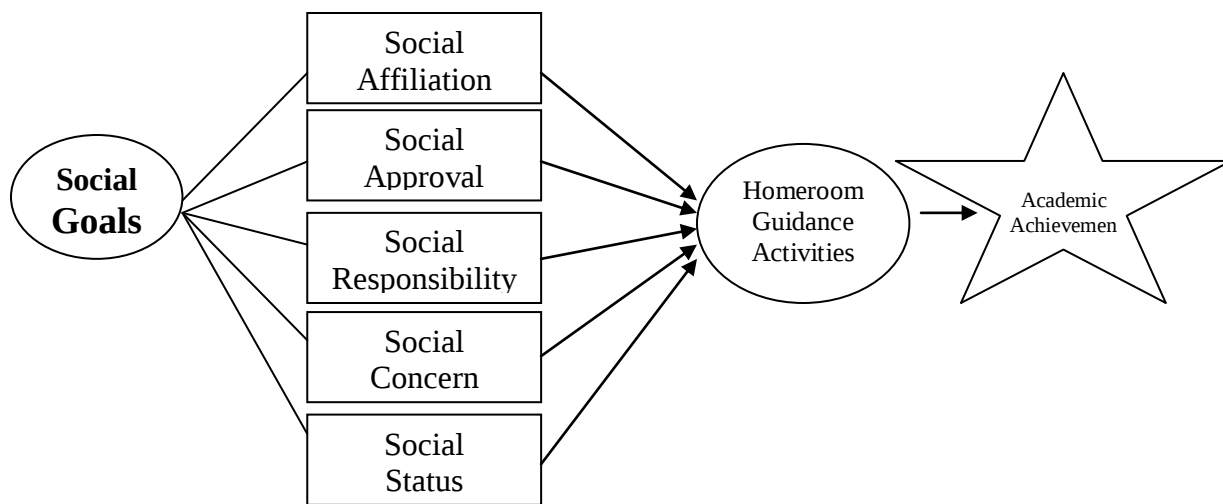


Figure 1. Homeroom Guidance Activities Based on Social Goal Dimensions of Adolescents

Guidance counselors, in collaboration with the homeroom advisers, do make plans and proposed activities which can assist students' needs. This is called the homeroom guidance. Homeroom guidance is an organized segment of the school's guidance services. It is given to a homeroom group usually a section or a class with the teacher adviser as the facilitator (Aquino & Razon, 2000). Traditionally, homeroom advisers are the ones who usually give homeroom activities to students. They make plans in support to their observed needs of the students or based from the previous activities they have learned in some books, co-teachers and even in their daily

life experiences. Not all schools have knowledge and clearer understanding on the importance of homeroom guidance in promoting holistic development of an individual.

With the present implementing decree under the Republic Act No. 9258, also known as the “Guidance and Counseling Act of 2004”, “it is hereby declared the policy of State to promote the improvement, advancement, and protection of the guidance and counseling profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient, and effective guidance and counseling professions services for the development and enrichment of individuals and groups”. Herewith, individuals who pursue a profession of being a guidance counselor obtain continuous education in the graduate studies for them to be well equipped in the field of guidance and counseling. In cooperation with the homeroom advisers, guidance counselors not only do counseling sessions to students but also they develop homeroom guidance activities to facilitate student’s needs in some particular areas.

In this study, the focus is on the five dimensions of social goal and its various effects in the academic achievement of the students. Since adolescents may be influence by internal and external factors, it is important to determine which among those factors really affects the academic achievement of the students. In this research, the said internal and external factors that influence the academic achievement of students are classified in the five dimensions of social goal. By means of identifying which among the dimensions of social goal has an effect in the academic achievement of the students, the researcher will be able to enhance and develop homeroom guidance activities that will support, motivate and encourage students to achieve better in school based on their present needs.

Statement of the Problem

The purpose of this study is to proposed homeroom guidance activities that aim to improve academic achievement of Filipino adolescents based on the dimensions of social goal.

Specifically, it seeks to answer the following questions:

1. What are the adolescents' levels of social goals per grade level in terms of the following social goal dimensions:
 - a. social affiliation?
 - b. social approval?
 - c. social concern?
 - d. social responsibility?
 - e. social status?
2. Is there a significant association between the social goal dimensions and the academic achievement of adolescents?
3. Which among the social goal dimension is the most significant predictor of academic achievement?
4. Based from the results, what activities can be made for homeroom guidance lessons?

Research Hypothesis

There is a significant association between the social goal dimensions and the academic achievement of adolescents.

Significance of the Study

The relevant information acquired from the study will encourage the following people or agencies to pursue research studies in regard to the proposed activities for the enhancement of

homeroom guidance program for the improvement of academic achievement of adolescents based on their social goals.

School Administrators – The results of this study will provide some insights and information on how they can include in the school curriculum preparation the important needs of the students based on their personal life experiences and goals.

Teachers – This could motivate and challenge the teachers to understand individual differences of the students and that each one of them has different needs, wants, and characteristics. Hopefully, this study will eventually help them to improve their strategies in teaching as well as their way of communicating to students as they are the ones known as the second parents of the students in school.

Guidance Counselors – This study can help boost the confidence of the guidance counselors to widen their knowledge in developing intervention plans that assist students in dealing with their own problems. The findings may also serve as a guide to encourage them to have further research and studies on students with personal problems and on various ways they can help them.

Scope and Delimitation

The study focused on the social goals and academic achievement of Filipino adolescents towards the proposed homeroom guidance activities. High school students from Grade 7 to Grade 10 level in Our Lady of Peace School were the respondents in this study. The GOAL-S (Goal Orientation and Learning Strategies Survey) developed by Dowson and McInerney (2004) were used to assess the social goals of the adolescents. Since GOALS-S measures four sets of constructs which are the academic goals (mastery performance and work avoidance), social goals (social affiliation, social responsibility, social status, social concern, and social responsibility),

cognitive (elaboration, organization, and rehearsal), and metacognitive strategies (planning, monitoring and regulating), the study focused on one construct only which is the social goals.

Proposed homeroom guidance activities were evaluated by professionals such as licensed guidance counselors and professors in counseling subjects.

Operational and Conceptual Definition of Terms

Academic Achievement. It is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals.

Adolescence. It is a transitional period from childhood to adulthood when an individual experiences physical changes in their body, mental, and emotional maturity.

Adolescents. It refers to individuals that are prone to risky decisions and actions because of psychological immaturity, or weak inhibitory control (Faller, 2012).

Guidance Counselor. It is an individual who works in a school that screens, evaluates, and helps students on their personal-social, academic and career matters.

Homeroom Adviser. He / She aims to develop desirable pupil-teacher relationship and to assist students improve their well-being particularly in personal-social, academics, spiritual and career aspects.

Homeroom Guidance. It is an organized segment of the school's guidance services. It is given to a homeroom group usually a section or a class with the teacher adviser as the facilitator (Aquino & Razon, 2000).

Social Affiliation. It is motivated by a desire to achieve academically in order to build, enhance, and maintain interpersonal relationships with peer groups (Ouano, 2012).

Social Approval. It involves wanting to engage academically in order to gain approval of peers, teachers, and parents (Ouano, 2012).

Social Concern. It is characterized by a desire to achieve academically in order to be able to extend assistance to others in their academic and personal development (Ouano, 2012).

Social Goals. They refer to a set of standards or procedures that an individual does / performs to adapt to his / her social environment to meet his / her purpose in life

Social Responsibility. It is responsibility motivates effort for school to fulfill interpersonal commitment or satisfy social role obligations (Ouano, 2012).

Social Status. It disposes the student to do more in academic undertakings in order to attain wealth and increase one's social status in a particular social space (Ouano, 2012).

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This section puts together materials that focus on nature of adolescence, dimensions of social goal, and their implications to academic achievement. Thus, it specifically reviews literature and studies related to dimensions of social goal, their importance to school achievement and students' social goals in the design of homeroom guidance program.

Nature of Adolescence

The period of adolescence among Filipinos is best defined by the local terms, *pagbibinata* and *pagdadalaga*. These words reflect the process of becoming and a stage of blossoming, from childhood to adulthood, a process that is believed to be replete with challenges centered not only around the definition of one's self, but also on establishing one's perspective and values regarding the different domains of one's sexuality (Ujano-Batangan, 2012).

During adolescent years, the youth simultaneously undergo physical, mental, and psychosocial changes and adjustments. These are often associated with emotions such as tension, confusion and uncertainty. During the adolescent development process, conflicts arise as they rationalize and redefine their complex relationships with people around them such as their parents, peers, and the opposite sex. This is a critical period in the youth's life: many decisions and actions they take may have consequences directly affecting their future life as adults (Ogena, 1999).

According to Gines and colleagues (1998), "psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights... This integration into

adult society has many affective aspects, more or less linked with puberty... It also includes very profound intellectual changes... These intellectual transformations typical of the adolescent's thinking enable him / her to achieve his / her integration into social relationship of adults, which is, in fact the most general characteristic of this period of development" (p. 201).

As children enter adolescence, they confront a "physiological revolution." Simultaneously, they must answer the question "Who Am I?" They try on many new roles as they grope with romantic involvement, vocational choice, and adult statuses. In the process adolescents must develop an integrated and coherent sense of self. When the adolescent fails to develop a "centered" identity, he or she becomes trapped in either role confusion or a "negative identity." The identities and roles of "delinquent" and "hoodlum" are illustrations (Gines, Dizon, Obias, Uriarte, & Vendivel Jr., 1998).

In the history of adolescents, Aristotle argued that the most important aspect of adolescence is the ability to choose, and that self-determination is not unlike some contemporary views that see independence, identity, and career choice as the key themes of adolescence. He also recognized adolescents' egocentrism, commenting once that adolescents think they know everything and are quite sure about it (Santrock, 2008). According to Steinberg and Morris (2001), adolescence has long been characterized as a time when individuals begin to explore and examine psychological characteristics as a time of the self in order to discover who they really are and how they fit in the social world in which they live.

Adolescent's Relationship with Others

As adolescents become physically mature, they often seek more independence and autonomy, and they may question family rules and roles, leading to conflicts over issues such as

dress and appearance, chores, and dating. Parents and adolescents also have fewer interactions and do fewer things together outside the home than they did at earlier periods. The “distancing” in the relations between adolescents and parents may be a natural, evolutionary part of puberty. There is evidence from nonhuman primates that puberty is the time at which parents and offspring go their separate ways. Even without taking an evolutionary perspective, one can argue that distancing in parent-adolescent relations has a functional value for adolescents in that it fosters their independence, prompts them to try more things on their own, and develops their sense of self-efficacy (Eccles, 1999).

A number of researchers have focused on the parent as an agent in the parent-adolescent relationship in an attempt to associate parenting with various adolescent emotional and behavioral outcomes. Positive pattern of adolescent-parent relationship is linked to adolescent development in many aspects (Santrock, 2001).

Adolescent period poses unique challenges to the parent-child relationship because of the adolescent’s increase need of autonomy, independence, and the influence of peers (Killen & Coplan, 2011). In order that adolescent gain autonomy, parents must abandon control by degrees. This abandonment of control must be very difficult because parents must move from a state of fairly close monitoring and authority to a much more equitable relationship with the child. One of the factors that may influence whether parents feel comfortable granting more autonomy is to trust their teenagers. It is said that spontaneous disclosure by adolescents about their daily activities facilitates in building trust which helps for healthy adjustment. In the same way, interrogative monitoring is seen not being helpful in the development of trust (Williams, 2003).

Another, fundamental issue in adolescent parent relationship is communication, the open and close communication. It is said that open disclosure communication between parents and children where children are likely to foster parents' trust leads to further positive outcome. On the other hand, high monitoring, where the parents are demanding more disclosure than the child wants to volunteer may yield just the opposite outcome. It represents another struggle during the adolescence when privacy and personal boundaries are more important. Parents want to honor youngsters' privacy but in the same way they also want the disclosure and openness that build trust. Parents feel compelled to monitor children in various ways, but it is likely that as monitoring increases so does interference in privacy. Thus, such situation may precipitate evasive action by youngsters (Williams, 2003).

Good interpersonal relationship is said to be indicative of better psychological well-being. For Filipino adolescents, psychological well-being is translated as having good, harmonious, and meaningful interpersonal relationships with significant others and important in-groups – one's family and peer group (*barkada*) (Ramos, 2007). Research studies suggest that receiving support, affection, and affirmation from parents is a vital source of positive self-image. Low family support was consistently found to be predictive of depression (Barrera & Garrison-Jones, 1992); while high family support boosted self-esteem (Flaherty & Richman, 1969). Likewise, relationships with peers and teachers in school are also considered important social factors that could impact the well-being of adolescents (Feldman & Newcomb, 1969). As adolescents build relationships outside their homes, peers are considerably gaining greater influence than parents (Slavin-Williams & Berndt, 1990).

Henderson and Berla (1994) state that, “the evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but also throughout life. In fact, the most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family is able to (1) create a home environment that encourages learning; (2) express high (but not unrealistic) expectations for their children’s achievement and future careers; and (3) become involved in their children’s education at school and in the community” (p. 15).

A recent publication by the National Education Service (2002) summarizes the impact of parent/family involvement as it relates to student achievement. When parents are involved, students tend to achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents’ educational level. When parents are involved in students’ education, those students generally have higher grades and test scores, better attendance, and more consistently complete homework. Further, students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education.

Peer groups serve a number of important functions throughout adolescence, providing a temporary reference point for a developing sense of identity. Through identification with peers, adolescents begin to develop moral judgment and values (Bishop & Inderbitzen, 1995). Another important function of peer groups is to provide adolescents with a source of information about the world outside of the family and about themselves (Santrock, 2001). Peer groups also serve as powerful reinforcers during adolescence as sources of popularity, status, prestige and acceptance (Gentry & Campbell, 2002).

Who actually are peers? What roles do they have? The answers to these questions are briefly described below. According to Santrock (2008), peers are the individuals who are about the same age or maturity level. Same-age peer interaction serves a unique role in culture of developed countries. One of the most important functions of the peer is to provide a source of information about the world outside the family. From the peer group, adolescents receive feedback about their abilities. Adolescents learn whether what they do is better than, as good as, or worse than what other adolescents do. Learning this at the home is difficult because siblings are usually older or younger, and sibling rivalry can cloud the accuracy of comparison (Rubin, Bukowski, & Laursen, 2011).

Research suggests that adolescents spend much less time with their parents than they spend with them as children (Larson, Richards, Moneta, Holmbeck & Duckett, 1996). Research directly comparing peer and parental influences has determined that while parents continue to provide support for their adolescents during this age, peers appear to become a major source of socialization (Beal, Ausiello & Perrin, 2001; Collins & Laursen, 2004; Laursen & Bukowski, 1997).

Research has supported the notion that friendship becomes increasingly important in early to middle adolescence, supplementing and perhaps exceeding the role that parents play (Brown, 2004; Crockett, Losoff & Peterson, 1984; Hartup & Abecassis, 2002). As these children entered early adolescence they reported increasing perceived importance and prevalence of “cliques” within their schools. Building on these findings, Collins and Steinberg (2006) in a review of the literature suggested that beginning in early adolescence, individual peer networks

begin to grow in complexity and size. These structures remain high in complexity during early and middle adolescence and appear to diminish during later adolescence.

Several studies of self-esteem have supported its roots in interpersonal relationship (Dayan, Doyle, & Markiewicz, 2001). In a sample of adolescents, social support from a best friend predicted higher self-esteem in those youth characterized as independent and self-reliant, but not in more reticent youth (Dayan, Doyle, & Markiewicz, 2001). Furthermore, in another adolescent sample, the inability to establish positive friendships is associated with deficits in both social competence and self-esteem (Bullock, 1992). According to Fenzel (2000), strained relationship with peers is associated with diminished self-esteem; yet perceptions of one's social competence and social support from close friends tend to moderate this relationship such that competence and support predict increased self-esteem.

Social Goals

Social goals are essentially tied to students' social relationships whose characteristics and dynamics vary in the school-life span. Differences in the achievement-related behaviors and characteristics across childhood and adolescence have been universally acknowledged. Children are characterized by increased effort to socialize with peers (Rubin, Bukowski, & Parker, 2006), but this effort may be temporarily reduced during early adolescence due to a host of developmental changes adolescents go through that may direct their attention to the changes they experience. As they approach the later part of adolescence toward the transition to early adulthood stage, however, the effort to socialize is expected to catch up.

Not only does the desire for social affiliation change across childhood and adolescence, but also their consciousness of social obligations and their sense of social responsibility.

Children characteristically have a strong desire to achieve. For the families of these children, school-related matters become very important (Collins, Madsen, & Susman-Stillman, 2002); and since power resides in the parents during this period when the setting of social role obligations starts, children's achievement drive is more likely directed by parents' expectations. Eventually, children may desire to meet the expectations and fulfill the social obligations set before them. This desire, however, may be weakened at the onset of adolescence, as this is the time when adolescents experience tension between dependency on their parents and the need to break away from them (Papalia, Olds, & Feldman, 2001). Nevertheless, as with social affiliation, the desire to be socially responsible may also catch up by the second half of adolescence.

The endorsement of social goals has been recently confirmed among Filipino students (Dowson & McInerney, 2001; 2004; King, McInerney, & Watkins, 2010; Ouano J. A., 2010). These social goals include affiliation, approval, concern, responsibility, and status (Dowson & McInerney, 2004). Social affiliation is motivated by a desire to achieve academically in order to build, enhance, and maintain interpersonal relationships with peer groups. Social approval involves wanting to engage academically in order to gain approval of peers, teachers, and parents. Social concern is characterized by a desire to achieve academically in order to be able to extend assistance to others in their academic and personal development. Social responsibility motivates effort for school to fulfill interpersonal commitment or satisfy social role obligations. Social status disposes the student to do more in academic undertakings in order to attain wealth and increase one's social status in a particular social space (Ouano, 2012).

According to the study conducted by Ouano and Pinugu (2012), students' satisfaction with their family can take sources from their social approval goals. Their desire to please their

significant authority figures generally gives a feeling of being connected to them. When students want to achieve academically in order to please or be praised by their parents and teachers, their effort may gradually strengthen their relationship with these authority figures. Similarly, when these students are motivated by the desire to fulfill role obligations or to help others, their effort becomes instrumental to the development of responsible behavior, which is very well appreciated by parents and teachers at this time in the students' lives as adolescents. The praises and appreciation students gain from pleasing their significant authority figures can enhance a sense of affirmation and social connectedness, thus increasing the feeling of security.

Students who think of their future and engage academically in order to get a gainful job in the future may feel closely connected with their families. Among Filipinos, work-related ambitions are generally drawn from family situations in which family members strive to have a good future in order to help their families improve their living condition and live a better life. With basis on Markus and Kitayama's (1999) explanation about people's interdependence on how society thinks, feels, and acts, it is plausible to assume that Filipino students being interdependent are likely to formulate their social status goal with reference to their families. Hence, these ambitions not only give hope to the self but also to the family, and produce in the students a sense of belonging and a feeling of closeness to their family (Ouano & Pinugu, 2012).

Satisfaction with friends may also take source from social affiliation goal in that students' motive to be in solidarity with their groups in school, especially their academic groups, can enhance relationship with group members and friends. Within their groups, students' social concern is also important in maintaining social solidarity because when they help their friends, relationships within groups are strengthened (Dowson & McInerney, 2001). Their feeling of

connectedness within their social groups can build a sense of belonging and security. Satisfaction with friends may be further sustained when students endorse social approval goal in as much as when the significant authority figures are pleased; or when praises from them are gained, students may feel they are being indirectly permitted to be with their friends (Ouano & Pinugu, 2012).

Environment related satisfaction also draws from social affiliation, social approval, social concern, and social responsibility goals. These goals provide resources for social connectedness such that students strive in academic situations in order to promote solidarity with friends, gain the appreciation of their parents and teachers, assist friends who need help, and meet social expectations or fulfill obligations. It is very likely that these dimensions of social goals facilitate the creation of stronger social network where students enjoy their harmonious relationship with friends and peers. Similarly, students' success in trying to adhere to the expectations of the authority figure may recruit a happy feeling (Ouano, 2011). This implies that students may feel good in school and in their living environment when they are able to do what they are asked to do because they gain the appreciation of their significant authority figure. Enhanced relationships with friends and authority figure give a sense of community within the broad social environment, and therefore, students feel more satisfied (Ouano & Pinugu, 2012).

However, there has been a lack of continuity on how these goals are defined by researchers. Three goals that have been more consistently agreed on are the goals of responsibility, intimacy or relationships, and status (Patrick, Anderman, & Ryan, 2002).

Perhaps one of the key reasons responsibility, relationship, and status goals have been investigated more thoroughly than others is because of the development of survey items to identify these goals (Mansfield, 2007).

In the study conducted by King, McInerney, and Watkins (2012), results show that social status goals were the most highly endorsed goal for the students. In an early study conducted by Church and Katigbak (1992), they found that Filipinos compared to Americans tend to focus more on education as a means to a better career and more money. They also found out that Filipino students were four times more likely to mention economic concern as the primary reason for schooling compared with learning or knowledge acquisition. Bernardo's (2008) research showed that most students mentioned economic or social status reasons as important why they study in school.

Social responsibility goals (King, McInerney, & Watkins, 2012) indicate that studying for the sake of keeping interpersonal commitments or obligations seems to be a salient issue. Results showed that social responsibility goals were adaptive and that students who have a higher sense of responsibility towards their parents or family in general exhibit more positive educational outcomes (Fuligni, 2001). In other words, a sense of responsibility could serve as facilitator of academic engagement. This could partly explain why social responsibility goals were consistent predictors of academic engagement in the present study (King, McInerney, & Watkins, 2012).

In an early study among Filipino students, Church and Katigbak (1992) showed that seeking approval of parents / teachers in school is not that strong compared to other motives such as improving oneself or seeing education as a means for economic improvement. Chang and Wong (2008) indicated that social approval goals might not be that powerful in motivating

student learning. This provides further support for the findings of earlier studies which showed that social approval goals were either weak or non-significant predictors of learning outcomes.

In a study conducted by Church and Katigbak (1992) who noted that affiliation motives in school (seeing interacting with others as an important part of school) among Filipino students were weaker compared to focusing on education as a means to attain economic status or seeing school work as a way to improve oneself. This largely coincides with previous studies conducted by McInerney and his colleagues (McInerney, 2003; McInerney et al., 1997; Watkins et al., 2002) who showed that social affiliation goals are not systematically related to any academic outcomes. This might be due to the fact that education still remains to be a largely individualistic pursuit, thus wanting to be with friends does not systematically relate to achievement outcomes.

Homeroom Guidance Program

Revitalized Homeroom Guidance Program or RHGP is a curriculum that addresses or guides the learner's need in making sound decisions that match his/her aptitude and interests. Presently, the program is now being institutionalized in secondary schools nationwide after a week-long training of program implementers at the division and school levels.

Most educators today agree that there is a great need for a closer contact between the teacher and the pupil, and between the school and the home. High schools are much more non-selective. They contain classes of students who formerly did not continue their education beyond the elementary school. Many of them come to school with no definite aim or purpose, except that it seems to be the popular thing to do. There is a need for someone to take these students in small groups, and weld the conflicting interests and ideals into an integrated group which realizes its duties and responsibilities as a social unit without losing the individuality of each of its members.

This requires a close study of individuals, of their abilities, their weaknesses, their ambitions, and their problems. It is not a task for ten or fifteen minutes a day, but one which should go through the entire four years, with the same teacher, studying their problems together, making the needed adjustments, rejoicing over their successes, and attempting to prevent the recurrence of failures (Moore, 1931).

According to the guidelines on the implementation of the revitalized homeroom guidance program under DECS Order No. 52, s. 1998, the teacher assumes the role of a facilitator of learning. As class/homeroom adviser, he/she is expected to generate a congenial adviser-teacher relationship during the RHGP meetings. This will allow him/her to know each student more intimately and for the latter to understand better his/her teacher. A family-like interactive setting thereby ensues where the students, through the structured learning experiences explained in the Resource Manual, are guided in their personal growth and development, particularly in making sound decisions such as the choice of a career or a vocation.

Synthesis

Adolescence is a crucial stage wherein individual's maturity begins to develop. Some of the factors that influences the development of an individual during this stage are peers or friends, relationship towards family and relatives, interests, hobbies, and environmental factors such as mass media. It is in this stage that adolescents have "identity versus role confusion" behavior that may also somehow affects their decision making.

Factors mentioned earlier may not only influence their personality and interpersonal relationship but also in their school achievement. Adolescents who feels motivated, encourage, and supported by their significant others performs well in class as compared to adolescents who

are not. Parents, teachers, and guidance counselors should assist these young individuals towards their development. They should be able to address their needs through various ways like counseling and even in their homeroom guidance classes. Homeroom guidance is an efficient way of promoting not only camaraderie among students but also in developing a holistic personality among them.

This research focused on the association of social goals in the academic achievement of adolescents. Proposed homeroom guidance activities were made to support student's academic achievement. A need for a collaboration among teachers, guidance counselors, and parents are needed to promote a well-rounded personality to these young individuals.

CHAPTER 3

METHODOLOGY

This chapter presents the description of how the study gathered pertinent details that would address the problems posed. It details the design of the study, the participants and their selection, the process, as well as the procedures for the data gathering and analysis.

Research Design

A descriptive correlation design was employed in this study to describe dimensions of social goal and academic achievement of Filipino adolescents, and also to examine the association between those variables.

Participants

Participants in this study were high school students in Our Lady of Peace School from Grade 7 to Fourth Year consisting of 354 students from Grade 7; 326 students from Grade 8; 377 students from Grade 9; and 365 students from Grade 10 with a total number of 1142 students. Samples were selected by getting the 75% of the total population per grade level as the criteria in getting the sample number of participants from the total population. This ensures that the researcher has an adequate number of subjects per grade level.

There were 266 Grade 7 representatives (105 male students and 161 female students) with age ranging from 11 to 14 years old; 245 Grade 8 representatives (109 male students and 136 female students) with age ranging from 12 to 14 years old; 283 Grade 9 representatives (125 male students and 158 female students) with age ranging from 13 to 15 years old; and 274 Grade 10 representatives (114 male students and 160 female students) with age ranging from 14 to 18 years old.

Instruments

The GOALS-S (Goal Orientation and Learning Strategies Survey) developed by Martin Dowson and Dennis McInerney (2004) was used in this study to assess students' social goals. The GOALS-S was an instrument designed to assess four sets of constructs which were the academic goals (mastery performance and work avoidance); social goals (social affiliation, social responsibility, social status, social concern, and social responsibility); cognitive (elaboration, organization and rehearsal); and metacognitive strategies (planning, monitoring, and regulating) among young people where age ranges from 11 years old to 16 years old (Dowson & McInerney, 2004).

A five-point Likert scale was used ranging from 1 (strongly disagree) to 5 (strongly agree). Hand-scoring was made to determine the test results. As cited by King and Watkins (2011), construct validation through an assessment of within- and between-network validity was used to examine GOAL-S validity. The internal consistency reliability of the instrument was good as shown through the Cronbach's alpha coefficient for the various subscales of the instrument.

Students' school grades based on their average grade scores during the first and second quarter were used as a measure of their achievement in school. Dimensions of social goal were associated in the academic achievement of the students to determine if social goal could affect the performance of the students in school.

Sample items per social goal dimensions

Social affiliation

1. I want to do well at school so that I can feel close to my group of friends.

2. I try to understand my school works so that I will feel part of my group of friends.

Social approval

1. I want to do well at school so that I can get praise from my teachers.
2. I do good work at school so that I can get praise from my parents.

Social concern

1. I do my best at school so that I can give my friends help with their school work.
2. I do good school work so that other people can learn things from me if they ask.

Social responsibility

1. I avoid getting into trouble at school by doing good school work.
2. When I do good school work it's to show that I am being a responsible student.

Social status

1. I try to do well at school so that I can get a good job when I leave school.
2. I do good school work so that I can have a good future.

Data Gathering Procedures

A permission letter for the test administration was submitted to the school head of Our Lady of Peace School in Antipolo City.

In the study, the researcher gathered the participants in their homeroom class where they were administered the survey assessing social goals. They were given 20 – 30 minutes to finish the whole test. The researcher was present at all times to supervise the data collection procedure and to answer the questions raised by the participants regarding the test procedure and instructions. To ensure honesty in the test, information with respect to age, gender, and name (optional), was kept for profiling purposes only.

GOALS-S by Dowson and McInerney was used in this study to measure students' social goals. A five-point Likert scale was used for each item ranging from 1 (strongly disagree) to 5 (strongly agree) with 1 reflecting lowest level of endorsement and 5 reflecting the highest level of endorsement for a particular item. Hand-scoring of the tests was made to determine test results. The researcher used computer-based applications for determining and summarizing of the test results.

The use of average grades scores from first to second grading period was utilized to measure students' academic achievement. It was gathered from the school registrar's office.

The researcher then developed and enhanced homeroom guidance activities based on the gathered data.

Statistical Treatment of Data

After the data have been collected, mean ($\bar{X}$) and standard deviation (SD) were used to determine student's specific social goal per year level. Averaging was also used in this study to identify the average grade of the students from first to second grading period. The researcher used the Pearson Correlation Coefficient to associate the dimensions of social goals with the student's grades.

Mean ($\bar{X}$) Formula

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ (sometimes call the X-bar) is the symbol for the mean

Σ (the Greek letter *sigma*) is the symbol for summation

X is the symbol for the scores

N is the symbol for the number of scores

Range of Mean Scores

4.5	-	4.9	Excellent
4.0	-	4.4	Very High
3.5	-	3.9	Above Average
3.0	-	3.4	Average
2.5	-	2.9	Low Average
2.0	-	2.4	Below Average
1.5	-	1.9	Very Poor
1.0	-	1.4	Poor

Standard Deviation Formula

$$\sigma = \sqrt{\frac{\sum_{i=1}^n (x_i - \mu)^2}{n - 1}}$$

Pearson Correlation Coefficient

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

N = number of pairs of scores

$\sum xy$ = sum of the products of paired scores

Σx = sum of x scores

Σy = sum of y scores

Σx^2 = sum of squared x scores

Σy^2 = sum of squared y scores

CHAPTER 4

PRESENTATION OF DATA ANALYSIS

The researcher presented the results of the respondents' scores to answer the statement of the problem and discuss the implications of these results to the current study.

Discussions about dimensions of social goal such as social affiliation, social approval, social responsibility, social concern, and social status are included in this study. Dimensions of social goal were correlated in the academic achievement of the students to determine the significant association of each dimension of social goal to the academic achievement of the students the results of which served as the basis of proposed homeroom guidance activities.

1. What are the adolescents' level of social goals in terms of social affiliation, social approval, social responsibility, social concern, and social status?

Table 1 Mean ($\bar{X}$) and Standard Deviation (SD) of the Dimensions of Social Goals of Adolescents per grade level

Year Level	N	Social Affiliation			Social Approval			Social Responsibility			Social Concern			Social Status		
		$\bar{X}$	SD	Inter	$\bar{X}$	SD	Inter	$\bar{X}$	SD	Inter	$\bar{X}$	SD	Inter	$\bar{X}$	SD	Inter
Grade 7	266	3.39	0.69	A	3.44	0.76	A	4.08	0.59	VH	3.68	0.75	AA	4.22	0.55	VH
Grade 8	245	3.24	0.67	A	3.38	0.68	A	4.04	0.53	VH	3.76	0.63	AA	4.41	0.53	VH
Grade 9	283	3.05	0.77	A	3.21	0.71	A	3.99	0.54	AA	3.81	0.63	AA	4.43	0.50	VH
Fourth Year	275	3.00	0.74	A	3.00	0.72	A	4.00	0.51	VH	4.00	0.67	VH	5.00	0.44	E
Total	1069	3.17	0.72	A	3.26	0.72	A	4.03	0.54	VH	3.81	0.67	AA	4.52	0.51	E

Note: A – Average; AA – Above Average; H – High; VH – Very High; E – Excellent

To analyze the results of the dimensions of social goals per grade level, descriptive statistics were calculated for each dimension. It could be noted that students' responses in each dimensions of social goal were ranging from average to excellent. Among the five dimensions of social goal, social status ($M = 4.52$, $SD = 0.51$), social responsibility ($M = 4.03$, $SD = 0.54$), and social concern ($M = 3.81$, $SD = 0.67$) got the highest response in all levels.

According to the study of Majeed (2010), most of the students agreed that interest in studies may develop more on seeing friends exert effort on studies and taking interest in knowing about their friend's completion of work in studies. Majority of the students share their books, ideas, and study material with their friends. They help their friend find solution to any difficulty in studies and examination. According to Johnson (2000), having friends in school allows the child to learn a host of skills; group interaction, conflict resolution, and trust building among others. Without positive peer group interactions, serious problems may develop. Aside from gaining status among friends, students are expected to have a deep consciousness in terms of social status in the field of work based on the academic achievement in school. High school students, the seniors, need proper understanding when it comes to career.

2. Is there a significant association between social goal dimensions and academic achievement of adolescents?

Table 2.1 Association of Social Goal Dimensions and Academic Achievement of Adolescents in per Grade Level

Table 2.1 shows the significant association between the social goal dimensions and the academic achievement of students in all levels. It can be noted that **social affiliation** had a negative correlation in the academic achievement of students in the Grade 8 ($t = -0.252$; $p < 0.01$), Grade 9 ($t = -0.331$; $p < 0.01$) and Grade 10 ($t = -0.174$; $p < 0.01$) level at 0.01 level of significance. As cited by Kiuru (2008; p. 15), adolescents become more concerned about peer acceptance and popularity and begin to turn to their peers more often as sources of advice and comfort and that they acquire a wide range of skills, attitudes and experiences through interactions with peers.

Level	Rating		Average	SA	SAA	SC	SR	SS
Grade 7	Average	Pearson Correlation	1	-.099	.078	.055	.255*	.266*
		Sig. (1-tailed)		.053	.104	.186	.000	.000
		Sum of Squares and Cross-products	4433.509	-74.525	63.879	44.736	162.344	158.06 2
		Covariance	16.730	-.281	.241	.169	.613	.596
Grade 8	Average	Pearson Correlation	1	-.252*	.005	.127	.163*	.231*
		Sig. (1-tailed)		.000	.467	.023	.005	.000
		Sum of Squares and Cross-products	4378.061	-173.681	3.705	82.752	89.695	125.48 4
		Covariance	17.943	-.712	.015	.339	.368	.514
Grade 9	Average	Pearson Correlation	1	-.331*	-.112	.112	.085	.182*
		Sig. (1-tailed)		.000	.030	.030	.077	.001
		Sum of Squares and Cross-products	3407.370	-249.754	-78.019	68.667	45.308	89.892
		Covariance	12.083	-.886	-.277	.244	.161	.319
Grade 10	Average	Pearson Correlation	1	-.174*	.046	-.111	.071	.196*
		Sig. (1-tailed)		.002	.222	.033	.120	.001
		Sum of Squares and Cross-products	3373.703	-123.409	31.891	-71.206	35.088	83.129
		Covariance	12.313	-.450	.116	-.260	.128	.303

** Correlation is significant at the 0.01 level (t-tailed)

- a. Listwise N = 266
- b. Listwise N = 245
- c. Listwise N = 283
- d. Listwise N = 275

According to Burke and Sass (2004; p. 4), students themselves choose which others to associate with, although they may also be influenced by classmates that are not their friends. In the study cited by Kiuru (2008; p. 32), adolescents who belonged to a peer group had better academic achievement, higher educational expectations, and higher likelihood of being on the senior secondary school trajectory compared to adolescents who did not belong to any peer

group. However, in the Philippine school setting, students who have strong attachments in their peer group have a tendency either to be more attentive or inattentive in their school works. It is evident that if lower ability students get along with smarter peers, then they will be able to adapt skills to perform better. On the other hand, if these students socialize with peer groups who are irresponsible, then the drive or motivation to achieve will be lessen.

Social responsibility, based from the given table below, had an association in the academic achievement of Grade 7 ($t = 0.255$; $p < 0.01$) and Grade 8 ($t = 0.163$; $p < 0.01$) students. Social responsibility goals (King, McInerney, & Watkins, 2012) indicate that studying for the sake of keeping interpersonal commitments or obligations seems to be a salient issue. Results showed that social responsibility goals were adaptive and that students who have a higher sense of responsibility towards their parents or family in general exhibit more positive educational outcomes (Fuligni, 2001). In other words, a sense of responsibility could serve as facilitator of academic engagement. This could partly explain why social responsibility goals were consistent predictors of academic engagement in the present study (King, McInerney, & Watkins, 2012).

On the other hand, **social status** had a positive association in all levels [(Grade 7 – $t = 0.266$; $p < 0.01$); (Grade 8 – $t = 0.231$; $p < 0.01$); (Grade 9 – $t = 0.182$; $p < 0.01$); and (Grade 10 – $t = 0.196$; $p < 0.01$)]. In the study conducted by King, McInerney, and Watkins (2012), results show that social status goals were the most highly endorsed goal for the students. In an early study conducted by Church and Katigbak (1992), they found that Filipinos compared to Americans tend to focus more on education as a means to a better career and more money. They also found out that Filipino students were four times more likely to mention economic concern as the primary reason for schooling compared with learning or knowledge acquisition. Bernardo's

(2008) research showed that most students mentioned economic or social status reasons as important why they study in school.

Table 2.2 Association of Social Goal Dimensions and Academic Achievement of Adolescents in All Levels

		Average	SA	SAA	SC	SR	SS
Average	Pearson	1	-.187**	.005	.009	.111**	.134**
	Correlation						
	Sig. (1-tailed)		.000	.430	.385	.000	.000
	Sum of Squares and Cross-products	16700.127	-590.774	16.798	25.833	267.213	304.150
Covariance		15.651	-.554	.016	.024	.250	.285

** . Correlation is significant at the 0.01 level (1-tailed).

a. Listwise N=1068

Based on the results, social affiliation, social status, and social responsibility have greatly influenced the academic achievement of the students in the secondary level. Early adolescence (ages 11 to 14) is driven by basic psychological needs to achieve competence, autonomy, and relatedness. They seek opportunities to master and demonstrate new skills, to make independent decisions and control their own behavior, and to form good social relationships with peers and adults outside the family (Eccles, 1999). Students' social goals can be compared to Maslow's hierarchy of needs in which students need to be affiliated at first to a certain group in order to have a sense of belongingness. Students perform better when they are surrounded by their peer group. Additionally, they tend to be responsible in doing their tasks in school, at home, and in

the community. When social affiliation and social responsibility are already met, then students will be able to gain social status as a result.

3. Which among the social goal dimension is the most significant predictor of academic achievement?

Among the five dimensions of social goal, social status is the most significant predictor of academic achievement in all grade levels. Church and Katigbak (1992) found out in their study that social status is important to Filipino adolescents. Students are motivated to improve their academics because of the set goals that they want to achieve. Such goals include their dream profession or job in the future. Social affiliation (sense of belongingness) and social responsibility are only secondary factors why students perform better in school. According to McInerney and his colleagues (McInerney, 2003; McInerney et al., 1997; Watkins et al., 2002), social affiliation goals are not systematically related to any academic outcomes. This might be due to the fact that education still remains to be a largely individualistic pursuit, thus wanting to be with friends does not systematically relate to achievement outcomes. Social responsibility comes along with the notion of the students that they should be responsible in handling their academic outcomes to have a better future.

4. Based from the results, what activities can be made for homeroom guidance lessons?

Homeroom guidance lessons and activities were based from **social affiliation**, **social responsibility**, and **social status** dimensions of social goal. Since homeroom guidance lessons and activities should tackle three developmental domains which were the personal / social domain, academic domain, and career domain, the researcher have incorporated the results of this study to the said domains in developing modules. The following activities were as follows:

Grade Level	Activity	Month	Social Goal / Domain		
			Social Affiliation (Personal and Social Domain)	Social Responsibility (Academic Domain)	Social Status (Career Domain)
Grade 7	My “PAs”: Personal Assets	July	✓		
	Group History	August	✓		
	My Path to Success			✓	
	Active Listening: Filters in Communication	September	✓		
	Discovering a Better and Unique YOU!	October	✓		✓
	Knowing Your Learning Styles			✓	✓
	Your Dream, Your Focus!	November			✓
	Preparing for Career Exploration	December			✓
Grade 8	Expressing What You Mean	July	✓		
	Understanding Peer Influence and Peer Pressure	August	✓		
	Let’s Check It On! – Identifying Personality and Aptitude Ability		✓		✓
	Appreciating Others	September	✓		
	Setting Career Goals	October			✓
	The Successful Student			✓	
	Problem Solving Skills Part 1 (Nuclear Cow)	November (First Week)	✓	✓	

	Problem Solving Skills Part 2 (The Garden)	November (Second Week)	✓	✓	
	Problem Solving Skills Part 3 (Left Brain, Right Brain)	November (Third Week)	✓	✓	✓
	Problem Solving Skills Part 4 (Force Field Analysis)	November (Fourth Week)	✓	✓	
	Introduction to Senior High School	December			✓
Grade 9	Dynamics of Rumor Mongering	July	✓		
	Understanding My Conflict Cycle	August	✓		
	Can You Follow Instructions?			✓	✓
	Decision Making in Career Engagement	September			✓
	Body-Mind: A Stress Management Exercise	October	✓		
	Developing Your Learning Skills			✓	
	Building Healthy Relationships and Personal Boundaries	November	✓		
	Identifying Leadership Traits	December	✓		
Grade 10	Job Shadowing	July			✓
	Investigating Career Resources	August			✓
	Understanding Benefits				✓
	Necessities in Application for	September			✓

	Employment				
	Discovering Proper Decorum in the Workplace	October	✓		✓
	Gender Stereotyping and Biases in the Workplace	November	✓		✓

Note: See page 91 of the appendices for the sample homeroom guidance lessons and activities.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides the summary of the study, presents the conclusion drawn based on the findings of this research, and offers recommendation for school administrators, teachers, guidance counselors, and researchers.

Summary

The main purpose of this study was to determine the significant association of the dimensions of social goal to the academic achievement of the students the results of which were used for the proposed homeroom guidance activities.

The respondents were high school students, from Grade 7 to Grade 10, in Our Lady of Peace School in Antipolo City. A sample of 1068 students was drawn in the total population of 1422. Samples were selected by getting the 75% of the total population per grade level as the criteria in getting the sample number of participants from the total population. This ensures that the researcher has an adequate number of subjects per grade level.

The study was a descriptive correlation research design and the GOAL-S (Goal Orientation and Learning Strategies Survey) developed by Martin Dowson and Dennis McInerney (2004) was used. Since the study focuses on the social goals of the adolescents, only the part of social goal in the research instrument was used in the study. The researcher sought permission from the school head / principal to administer the said test.

Statistical analysis was made using mean, standard deviation, and Pearson Correlation Coefficient for the association between the dimensions of social goal and academic achievement of the students.

Homeroom guidance activities were evaluated by professionals such as licensed guidance counselors and professors in counseling subjects to ensure that the lessons and activities were appropriate and suitable for the needs of the students.

Summary of Findings

Based on the analyses and interpretations done on the data gathered, the different findings revealed in this study respective of its statement of the problems are summarized as follows:

1. Students' responses have rated social concern, social responsibility, and social status with an average to excellent rating.
2. Among the five dimensions of social goal, social status is considered to have a significant association in the academic achievement of students in all grade levels.
3. Social affiliation has a negative significant association in the academic achievement of students in the Grade 8, 9, and Grade 10 level. It implies that students with great attachment towards their friends has a tendency to have low academic performances due to some factors like peer pressures and negative influences of others. Likewise, students who have better academic achievement tend to have low self-esteem when it comes to dealing with other people.
4. Students in the Grade 7 and 8 levels determine social responsibility to have a significant association in their academic achievement.
5. There is a significant association in the academic achievement of students in all grade levels in the social affiliation, social responsibility, and social status dimensions of social goal.

6. It is revealed from the results of the study that students, amidst other dimensions of social goal, find social status as the most significant predictor of their academic success.
7. Homeroom guidance lessons and activities are based from social affiliation, social responsibility, and social status dimensions of social goal. The researcher associated the three dimensions of social goal in the three domains of personality development (social affiliation = personal/social domain; social responsibility = academic domain; and social status = career domain).

Conclusions

In the light of the findings of this study, the following conclusions were drawn:

1. Students strive for academic achievement in school through a responsible behavior in assisting themselves and other people in order to gain a successful life in the future.
2. Students are motivated to achieve better performances in school when acceptance, feelings of being valued and included, and encouragement by others are shown to them. Feelings of isolation tend to decrease students' self-esteem in aiming for excellence.
3. High expectations on a certain area tend to motivate students to strive for excellence.
4. It is important to assist students to understand what their goals that they want to achieve.

Recommendation

These are the recommendations that can be helpful for future research and studies.

1. Since there are not enough studies about social goals in the Philippines, future researchers may take into consideration making studies about the dimensions of social

goal and how they can affect the academic and behavior performance of students in school.

2. Enhancement of homeroom guidance activities should be based on the needs of the students per grade level. Developmental homeroom guidance program or modules that will cater the needs of the students as they go along to the next level in the high school department should be emphasized.

3. School administrators, teachers, and guidance counselors should work hand in hand in implementing homeroom guidance to the students.

4. There should be a continuous follow-up at home regarding the values or lessons taught in the homeroom guidance class.

5. The following are suggested future research titles or proposals:

- Approaches of Dimensions of Social Goal in the Holistic Development of an Individual: A Basis for a Comprehensive Developmental Guidance Program
- A Comprehensive Developmental Guidance Program Based on the Dimensions of Social Goal and Learning Styles of the High School Students
- An Intervention Counseling Program Based on the Dimensions of Social Goal of the High School Students

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Appendices

APPENDIX A

GRESO FORM-003



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



GRADUATE RESEARCH OFFICE
Tel. No. 317-17-68 loc. 539

July 5, 2014
(Date)

DR. MERRY RUTH M. GUTIERREZ
Director, Graduate Research Office
CGSTER
PNU, Manila

Dear Dr. Gutierrez:

May I endorse to your office the hereto thesis proposal of MS. Emmanuelle A. Santiago
He/ She is a candidate for the degree, MA Ed in Guidance and Counseling

May I further request that a title defense be scheduled tentatively on July 25, 2014 at
10 AM subject to the availability of the panelists and GRESO schedule.

May I recommend the following experts to constitute the title defense committee:

- | | |
|---------------------------|--------------------------|
| 1. <u>Dr. Ocampo</u> | 4. <u>Prof. Bagaporo</u> |
| 2. <u>Dr. Rungdwin</u> | 5. <u>Prof. David</u> |
| 3. <u>Prof. Bacalagan</u> | |

Thank you very much.

Sincerely,

Peter Howard P. Olin
(Printed name over signature)
Program Adviser/Coordinator

APPENDIX B

GRESO FORM-011



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



GRADUATE RESEARCH OFFICE
Tel. No. 317-17-68 loc. 539

INVITATION TO A TITLE DEFENSE

July 9, 2014

Thru : College Deans, Associate Deans and Institute Directors

Dr. Jose M. Ocampo Jr.

Dr. Adonis P. David

Prof. Marivilla Lydia Aggarao

Dr. Teresita M. Rungduin

Mr. Tito Baclagan

Ms. Evelyn C. Bagaporo

I would like to invite you to the title defense of **Ms. Emmanuelle A. Santiago**, an M.A. Ed. in Guidance and Counseling in Chemistry candidate, for her proposed study titled "**Proposed Development of a Counseling Program on Managing Psycho-Social Problems of Second Year High School Students of Our Lady of Peace School in Antipolo City.**"

It will take place:

Date: July 25, 2014 (Friday)
Time: 10:00 A.M.
Place: Pedro Orata Hall, Room 302

Thank you.

Very truly yours,

Merry Ruth M. Gutierrez, Ph.D.
Director

REPLY SLIP

_____ I am accepting the invitation.

_____ I am sorry, _____

_____ *I am accepting, but I am not available on the given date.

Please return the form to the office on or before the title defense.
Thank you.

Title Defense **Ms. Emmanuelle A. Santiago**

Proposed Title: **Proposed Development of a Counseling Program on Managing Psycho-Social Problems of Second Year High School Students of Our Lady of Peace School in Antipolo City**

Date: July 25, 2014 (Friday)
Time: 10:00 A.M.
Place: Pedro Orata Hall, Room 302

Name and Signature

cc: Dr. Peter Howard R. Obias - Program Coordinator



APPENDIX C

Philippine Normal University
The National Center for Teacher Education
**College of Graduate Studies and
Teacher Education Research**
OFFICE OF THE DEAN



APPOINTMENT OF THESIS/DISSERTATION ADVISERS

July 23, 2014

DR. ADONIS P. DAVID

DR. TERESITA T. RUNGDUIN

du 8/2/14
ronu 8/2/14

Thru: CHANNELS

I take pleasure in appointing you as Adviser to guide **Ms. Emmanuelle A. Santiago**, on her thesis proposal entitled **"Proposed School Counseling Program Based on Psycho-Social Needs of Adolescents."** Please meet the student regularly to guide and evaluate her work.

It is requested that you meet with the student regularly to evaluate the progress of her work. Please accomplish the attached Thesis/Dissertation Writing Monitoring Form and submit it to the Graduate Research Office.

Zema
ZEMAIDA Q. REYES, PH. D.
Dean

Encl: Thesis/Dissertation Writing Monitoring Form

cc: Ms. Emmanuelle A. Santiago
RCTQ Director
OSASS Dean
GResO Director

REPLY SLIP

_____ I am accepting the appointment.

_____ I am sorry, _____

Signature over printed name

APPENDIX D

GRESO FORM-012



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



GRADUATE RESEARCH OFFICE
Tel. No. 317-17-68 loc. 539

INVITATION TO A COLLOQUIUM

October 14, 2014

Thru : College Deans, Associate Deans, and Institute Directors

Dr. Jason S. Joven
Dr. Bettina Philomena M. Sedilla

Mr. Tito C. Baclagan

I would like to invite you as a member of the colloquium panel of **Ms. Emmanuelle A. Santiago**, an M.A. Ed. in Guidance and Counseling candidate, for her proposed study titled "**Proposed School Counseling Program Based on the Social Goals and Emotional Intelligence of Adolescents.**"

It will take place:

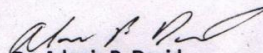
Date: October 24, 2014 (Friday)

Time: 10:00 A.M.

Place: Pedro Orata Hall, Room 302

Thank you.

Very truly yours,


Dr. Adonis P. David
Director

REPLY SLIP

_____ I am accepting the invitation.

_____ I am sorry, _____

_____ *I am accepting, but I am not available on the given date.

Please return the form to the office on or before the colloquium.

Thank you.

Colloquium of **Ms. Emmanuelle A. Santiago**

Proposed Title: **Proposed School Counseling Program Based on the Social Goals and Emotional Intelligence of Adolescents**

Date: October 24, 2014 (Friday)

Time: 10:00 A.M.

Place: Pedro Orata Hall, Room 302

Name and Signature

Thesis Committee

Advisers: **Dr. Adonis P. David**
Dr. Teresita T. Rungduin

Guest Panelists:

Dr. Jason S. Joven **Mr. Tito C. Baclagan**
Dr. Bettina Philomena M. Sedilla

cc: **Dr. Peter Howard R. Obias**

APPENDIX E



November 3, 2014

SISTER EDNA LOPEZ, SPC

School Head / Principal
Our Lady of Peace School
Antipolo City

Dear Sister Edna,

Greetings of Peace!

I am currently taking up my Masteral Degree Major in Guidance and Counseling in Philippine Normal University. One of the requirements needed before graduation aside from the completion of academic subjects is the thesis writing.

In line with this, I would like to ask for your permission if I could administer a psychological test entitled **GOALS-S (Goal Orientation and Learning Strategies Survey)** to our dear high school students from Grade 7 to Fourth Year level as my instrument in my thesis writing with a title **“Social Goals and Academic Achievement of Filipino Adolescents Towards the Enhancement of Homeroom Guidance Activities”** on November 11-14, 2014. The test administration will take about thirty minutes only.

Thank you very much and hoping for a favorable response regarding this matter.

Sincerely yours,

EMMANUELLE A. SANTIAGO

Recommended by:

DR. ADONIS DAVID
Thesis Adviser

DR. TESSA RUNGDUIN
Thesis Adviser

APPENDIX F

Dear respondents:

Good day!

I am Emmanuelle A. Santiago, a Graduate Student in Philippine Normal University. Currently, I am conducting my thesis entitled “**Social Goals and Academic Achievement of Adolescents of Filipino Adolescents Towards the Enhancement of Homeroom Guidance Activities**”. This study is concerned five dimensions of social goals and its association in the academic achievement of students in the high school level.

With regard to this study, I would like to ask of your time in gathering data that will completely assist in the course requirement and I would like you to answer the **GOALS-S (Goal Orientation and Learning Strategies Survey)** questionnaire.

Your earnest participation will be sincerely appreciated and rest assured that your responses will be treated with uttermost confidentiality.

Thank you and God bless!

Sincerely yours,

Emmanuelle A. Santiago
Graduate Student Researcher

APPENDIX G

Name: _____
 Age: _____ Year Level: _____ Gender: _____ Date: _____

Instructions: Read each sentence and choose the answer that best describes you. There are five possible answers, 1 – strongly disagree; 2 – disagree; 3- not sure; 4 – agree; 5 – strongly agree. Choose only one answer for each sentence and circle the number that matches your answer. This is not a test; there are no “good” or “bad” answers. Please circle an answer for every sentence.

Items	Strongly Disagree (1)	Disagree (2)	Not Sure (3)	Agree (4)	Strongly Agree (5)
1. I want to do well at school so that I can feel close to my group of friends.	1	2	3	4	5
2. I try to do well at school so that I can help my friends with their school work when they need it.	1	2	3	4	5
3. I want to do well at school so that I can get praise from my teachers.	1	2	3	4	5
4. I do good school work so that I can get a good job in the future.	1	2	3	4	5
5. I want to do good school work because other people expect it of me.	1	2	3	4	5
6. When I want to do well at school it's so that I can have a lot of friends.	1	2	3	4	5
7. I do my best at school so that I can give my friends help with their school work.	1	2	3	4	5
8. I do good school work because I want to be recognized by my teachers.	1	2	3	4	5
9. I try to do well at school so that I can get a job when I leave school.	1	2	3	4	5
10. I want to do well at school to show that I am being a responsible student.	1	2	3	4	5

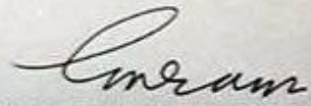
APPENDIX H

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research

29 April 2015

CERTIFICATION

This certifies that I have done the language editing of the thesis titled "Social Goals and Academic Achievement of Filipino Adolescents towards the Enhancement of Homeroom Guidance Activities" by MS. EMMANUELLE A. SANTIAGO, candidate in M.A. in Education with specialization in Guidance and Counseling.


MERRY RUTH M. GUTIERREZ

CGSTER Faculty

APPENDIX I

GRS-01 FORM 1-00



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Ateneo Davao Hall, Davao City, 8000 Davao, Mindanao



GRADUATE RESEARCH OFFICE
Tel. No. (081) 227-6616; 228

April 5, 2015
(Date)

Dr. Zenaida D. Reyes
Dean, GSSTER
PNU, Manila

To: Dr. Edson P. David
Director, Graduate Research Office

Dear Dr. David:

This is to recommend the oral defense of EMMANUELLE GARCIA she is a candidate for the degree MA Ed in Guidance and Counseling for the study titled Social Goals and Academic Achievement of Filipino Adolescents Towards the Implementation of Montessori Education. May I further request that the oral defense be scheduled tentatively on _____ at _____ subject to the availability of the panelists and Dean, GSSTER schedule.

May we recommend the following as panel members:

Dr. Solis (panelist colleague)
Prof. Dela Cruz (panelist colleague)
Mr. Posing (Statistics)

Thank you very much.

Truly yours,


 (Printed name over signature)
 Adviser


 (Printed name over signature)
 Adviser

APPENDIX J

GRADE 7 LEVEL

Descriptive Statistics

	Mean	Std. Deviation	N
SA	3.38	.709	268
Average	85.28	4.090	266

Correlations

		SA	Average
SA	Pearson Correlation	1	-.099
	Sig. (2-tailed)		.106
	Sum of Squares and Cross-products	134.040	-74.525
	Covariance	.502	-.281
	N	268	266
Average	Pearson Correlation	-.099	1
	Sig. (2-tailed)	.106	
	Sum of Squares and Cross-products	-74.525	4433.509
	Covariance	-.281	16.730
	N	266	266

Descriptive Statistics

	Mean	Std. Deviation	N
Average	85.28	4.090	266
SAA	3.43	.774	268

Correlations

		Average	SAA
Average	Pearson Correlation	1	.078
	Sig. (2-tailed)		.207
	Sum of Squares and Cross-products	4433.509	63.879
	Covariance	16.730	.241
	N	266	266
SAA	Pearson Correlation	.078	1
	Sig. (2-tailed)	.207	
	Sum of Squares and Cross-products	63.879	160.005
	Covariance	.241	.599

Descriptive Statistics

	Mean	Std. Deviation	N
Average	85.28	4.090	266
SC	3.67	.770	268
N			266
			268

Correlations

		Average	SC
Average	Pearson Correlation	1	.055
	Sig. (2-tailed)		.373
	Sum of Squares and Cross-products	4433.509	44.736
	Covariance	16.730	.169
	N	266	266
SC	Pearson Correlation	.055	1
	Sig. (2-tailed)	.373	

Descriptive Statistics

Sum of Squares and Cross-products	44.736	158.510
Covariance	.169	.594
N	266	268

Descriptive Statistics

	Mean	Std. Deviation	N
Average	85.28	4.090	266
SR	4.06	.623	268

Correlations

		Average	SR
Average	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	4433.509	162.344
	Covariance	16.730	.613
	N	266	266
SR	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	162.344	103.492
	Covariance	.613	.388
	N	266	268

** . Correlation is significant at the 0.01 level (2-tailed).

	Mean	Std. Deviation	N
Average	85.28	4.090	266
SS	4.21	.590	268

Correlations

		Average	SS
Average	Pearson Correlation	1	.266**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	4433.509	158.062
	Covariance	16.730	.596
	N	266	266
SS	Pearson Correlation	.266**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	158.062	92.858
	Covariance	.596	.348
	N	266	268

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX K

GRADE 8 LEVEL

Descriptive Statistics

	Mean	Std. Deviation	N
SA	3.23	.685	247
Average	83.47	4.236	245

Correlations

		SA	Average
SA	Pearson Correlation	1	-.252**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	115.308	-173.681
	Covariance	.469	-.712
	N	247	245
Average	Pearson Correlation	-.252**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	-173.681	4378.061
	Covariance	-.712	17.943
	N	245	245

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.47	4.236	245
SAA	3.37	.702	247

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Average	SAA
Average	Pearson Correlation	1	.005
	Sig. (2-tailed)		.935
	Sum of Squares and Cross-products	4378.061	3.705
	Covariance	17.943	.015
	N	245	245
SAA	Pearson Correlation	.005	1
	Sig. (2-tailed)	.935	
	Sum of Squares and Cross-products	3.705	121.217
	Covariance	.015	.493
	N	245	247

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.47	4.236	245
SC	3.74	.657	247

Correlations

		Average	SC
Average	Pearson Correlation	1	.127 [*]
	Sig. (2-tailed)		.046
	Sum of Squares and Cross-products	4378.061	82.752
	Covariance	17.943	.339
	N	245	245
SC	Pearson Correlation	.127 [*]	1

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.47	4.236	245
SR	4.03	.574	247

	Sig. (2-tailed)	.046	
	Sum of Squares and Cross-products	82.752	106.208
	Covariance	.339	.432
	N	245	247

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Average	SR
Average	Pearson Correlation	1	.163*
	Sig. (2-tailed)		.010
	Sum of Squares and Cross-products	4378.061	89.695
	Covariance	17.943	.368
	N	245	245
SR	Pearson Correlation	.163*	1
	Sig. (2-tailed)	.010	
	Sum of Squares and Cross-products	89.695	81.018
	Covariance	.368	.329
	N	245	247

*. Correlation is significant at the 0.05 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.47	4.236	245
SS	4.40	.579	247

Correlations

		Average	SS
Average	Pearson Correlation	1	.231**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	4378.061	125.484
	Covariance	17.943	.514
	N	245	245
SS	Pearson Correlation	.231**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	125.484	82.373
	Covariance	.514	.335
	N	245	247

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX L

GRADE 9 LEVEL

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.77	3.476	283
SA	3.05	.778	285

Correlations

		Average	SA
Average	Pearson Correlation	1	-.331**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	3407.370	-249.754
	Covariance	12.083	-.886
	N	283	283
SA	Pearson Correlation	-.331**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	-249.754	172.096
	Covariance	-.886	.606
	N	283	285

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
SAA	3.20	.724	285
Average	83.77	3.476	283

Correlations

	SAA	Average
--	-----	---------

SAA	Pearson Correlation	1	-.112
	Sig. (2-tailed)		.060
	Sum of Squares and Cross-products	148.986	-78.019
	Covariance	.525	-.277
	N	285	283
Average	Pearson Correlation	-.112	1
	Sig. (2-tailed)	.060	
	Sum of Squares and Cross-products	-78.019	3407.370
	Covariance	-.277	12.083
	N	283	283

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.77	3.476	283
SC	3.79	.653	285

Correlations

		Average	SC
Average	Pearson Correlation	1	.112
	Sig. (2-tailed)		.061
	Sum of Squares and Cross-products	3407.370	68.667
	Covariance	12.083	.244
	N	283	283
SC	Pearson Correlation	.112	1
	Sig. (2-tailed)	.061	
	Sum of Squares and Cross-products	68.667	120.949

Covariance	.244	.426
N	283	285

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.77	3.476	283
SR	3.97	.578	285

Correlations

		Average	SR
Average	Pearson Correlation	1	.085
	Sig. (2-tailed)		.153
	Sum of Squares and Cross-products	3407.370	45.308
	Covariance	12.083	.161
	N	283	283
SR	Pearson Correlation	.085	1
	Sig. (2-tailed)	.153	
	Sum of Squares and Cross-products	45.308	94.912
	Covariance	.161	.334
	N	283	285

Descriptive Statistics

	Mean	Std. Deviation	N
Average	83.77	3.476	283
SS	4.41	.554	285

Correlations

	Average	SS
--	---------	----

Average	Pearson Correlation	1	.182**
	Sig. (2-tailed)		.002
	Sum of Squares and Cross-products	3407.370	89.892
	Covariance	12.083	.319
	N	283	283
SS	Pearson Correlation	.182**	1
	Sig. (2-tailed)	.002	
	Sum of Squares and Cross-products	89.892	87.036
	Covariance	.319	.306
	N	283	285

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX M

GRADE 10 LEVEL

Descriptive Statistics

	Mean	Std. Deviation	N
SA	3.25	.752	276
Average	-183.85	4428.403	277

Correlations

		SA	Average
SA	Pearson Correlation	1	-.174**
	Sig. (2-tailed)		.004
	Sum of Squares and Cross-products	155.490	-123.409
	Covariance	.565	-.450
	N	276	275
Average	Pearson Correlation	-.174**	1
	Sig. (2-tailed)	.004	
	Sum of Squares and Cross-products	-123.409	5.413E9
	Covariance	-.450	1.961E7
	N	275	277

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
Average	-183.85	4428.403	277
SAA	3.46	.734	276

Correlations

		Average	SAA
Average	Pearson Correlation	1	.046
	Sig. (2-tailed)		.444
	Sum of Squares and Cross-products	5.413E9	31.891
	Covariance	1.961E7	.116
	N	277	275
SAA	Pearson Correlation	.046	1
	Sig. (2-tailed)	.444	
	Sum of Squares and Cross-products	31.891	148.129
	Covariance	.116	.539
	N	275	276

Descriptive Statistics

	Mean	Std. Deviation	N
Average	-183.85	4428.403	277
SC	3.82	.691	276

Correlations

		Average	SC
Average	Pearson Correlation	1	-.111
	Sig. (2-tailed)		.065
	Sum of Squares and Cross-products	5.413E9	-71.206
	Covariance	1.961E7	-.260
	N	277	275
SC	Pearson Correlation	-.111	1
	Sig. (2-tailed)	.065	

Sum of Squares and Cross-products	-71.206	131.122
Covariance	-.260	.477
N	275	276

Descriptive Statistics

	Mean	Std. Deviation	N
Average	-183.85	4428.403	277
SR	4.14	.556	276

Correlations

		Average	SR
Average	Pearson Correlation	1	.071
	Sig. (2-tailed)		.239
	Sum of Squares and Cross-products	5.413E9	35.088
	Covariance	1.961E7	.128
	N	277	275
SR	Pearson Correlation	.071	1
	Sig. (2-tailed)	.239	
	Sum of Squares and Cross-products	35.088	85.107
	Covariance	.128	.309
	N	275	276

Descriptive Statistics

	Mean	Std. Deviation	N
Average	-183.85	4428.403	277
SS	4.52	.505	276

Correlations

		Average	SS
Average	Pearson Correlation	1	.196**
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	5.413E9	83.129
	Covariance	1.961E7	.303
	N	277	275
SS	Pearson Correlation	.196**	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	83.129	70.011
	Covariance	.303	.255
	N	275	276

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX N

ALL LEVELS

Level	Rating		Average	SA	SAA	SC	SR	SS
Grade 7	Average	Pearson Correlation	1	-.099	.078	.055	.255**	.266**
		Sig. (1-tailed)		.053	.104	.186	.000	.000
		Sum of Squares and Cross-products	4433.509	-74.525	63.879	44.736	162.344	158.062
		Covariance	16.730	-.281	.241	.169	.613	.596
Grade 8	Average	Pearson Correlation	1	-.252**	.005	.127	.163**	.231**
		Sig. (1-tailed)		.000	.467	.023	.005	.000
		Sum of Squares and Cross-products	4378.061	-173.681	3.705	82.752	89.695	125.484
		Covariance	17.943	-.712	.015	.339	.368	.514
Grade 9	Average	Pearson Correlation	1	-.331**	-.112	.112	.085	.182**
		Sig. (1-tailed)		.000	.030	.030	.077	.001
		Sum of Squares and Cross-products	3407.370	-249.754	-78.019	68.667	45.308	89.892
		Covariance	12.083	-.886	-.277	.244	.161	.319
Fourth Year	Average	Pearson Correlation	1	-.174**	.046	-.111	.071	.196**
		Sig. (1-tailed)		.002	.222	.033	.120	.001
		Sum of Squares and Cross-products	3373.703	-123.409	31.891	-71.206	35.088	83.129
		Covariance	12.313	-.450	.116	-.260	.128	.303

** Correlation is significant at the 0.01 level (t-tailed)

APPENDIX O

LETTER FOR THE EVALUATORS

Dear _____,

Greetings of Peace!

I would like to ask for your assistance to evaluate my modular homeroom guidance activities from Grade 7 to Grade 10 level which is part of my Graduate Thesis that is entitled **“SOCIAL GOALS AND ACADEMIC ACHIEVEMENT OF FILIPINO ADOLESCENTS TOWARDS THE PROPOSED HOMEROOM GUIDANCE ACTIVITIES”**.

I believe that your expertise will be a great help in this endeavor.

Thank you and God bless!

Sincerely yours,

EMMANUELLE A. SANTIAGO
Graduate Student

Noted by:

DR. ADONIS DAVID
Thesis Adviser

DR. TESSA RUNGDUIN
Thesis Adviser

APPENDIX P

EVALUATION OF THE PROFESSIONALS

Name of the Evaluator: MA. LOURDES J. NAVARRO, RGC
 Position: Guidance Counselor Company / Institution: La Salle College Antipolo

Instructions: Please evaluate the homeroom guidance activities based on the following:

Items	Excellent 5	Very Good 4	Satisfactory 3	Fair 2	Poor 1
1. Clarity of the objectives.	(5)	4	3	2	1
2. Time allotted for each activity.	5	(4)	3	2	1
3. Appropriateness and usefulness of the activity to the participants.	5	(4)	3	2	1
4. Alignment of the activities to the objectives.	(5)	4	3	2	1
5. Overall evaluation of the activities.	5	(4)	3	2	1

Comments / Suggestions:

The proposed homeroom guidance program activities stated clear objectives that tends to be appropriate to the different areas of development. The need for flexibility or options on variations on some activities during execution may be recommended since there were activities needed to have longer time like giving of instructions / students' motivation to express during processing questions. The provided lecturette could be of great help / supplement for better understanding of the topic / activities.

MA. LOURDES J. NAVARRO, RGC
 Signature of the Evaluator over Printed Name

Feb. 29, 2016
 Date

Name of the Evaluator:

Position: *College Professor* Company / Institution: *Pang Catholic College*

Instructions: Please evaluate the homeroom guidance activities based on the following:

Items	Excellent (5)	Very Good 4	Satisfactory 3	Fair 2	Poor 1
1. Clarity of the objectives.	5	4	3	2	1
2. Time allotted for each activity.	5	(4)	3	2	1
3. Appropriateness and usefulness of the activity to the participants.	5	(4)	3	2	1
4. Alignment of the activities to the objectives.	(5)	4	3	2	1
5. Overall evaluation of the activities.	(5)	4	3	2	1

Comments / Suggestions:

metang
MARIA ASUNCION TANANGCO, M.A.
Signature of the Evaluator over Printed Name

2 March 2016
Date

Name of the Evaluator Dr. Carlota A. de Hala, PT, RGC, Rpm
 Position Academic Consultant Company / Institution King Catholic College

Instructions: Please evaluate the homeroom guidance activities based on the following:

Items	Excellent 5	Very Good 4	Satisfactory 3	Fair 2	Poor 1
1. Clarity of the objectives.	5	(4)	3	2	1
2. Time allotted for each activity.	5	(4)	3	2	1
3. Appropriateness and usefulness of the activity to the participants.	5	(4)	3	2	1
4. Alignment of the activities to the objectives.	5	(4)	3	2	1
5. Overall evaluation of the activities.	5	(4)	3	2	1

Comments / Suggestions:

Most of the references used for each activity is from the internet. Please include more as your reference materials, please.

What is the verbal description of the following scales used to evaluate this module

- 5 excellent means ...
- 4 very good means ...
- 3 satisfactory means ...
- 2 fair means ...
- 1 poor means ...

You may use the participative model in evaluating the activities.
 Thank you for incorporating the suggestions and comments in your module.

Dr. Carlota A. de Hala, PT, RGC, Rpm
 Signature of the Evaluator over Printed Name

2/26/16
 Date

APPENDIX Q

L.I.F.E. Program

Leading Individual through a Fruitful Education

Rationale

Students in the high school level are in the midst of their adjustment. Several changes are noticeable within these individuals like in their physical appearances, moods, relationship towards other people, and even in their performances in school. There are lots of factors which influence their personality. Some of these are social mass media, peers or friends, family, relatives, and even school authorities.

L.I.F.E. or Leading Individual through a Fruitful Education program is anchored on the school's mission and vision in promoting culture of excellence, socially responsible, morally upright, and spiritually mature individuals. Module lessons and activities in this program are aligned with the social goals of the students from Grade 7 through Grade 10. Dimensions of social goal included in this program are social affiliation, social responsible, and social status. It is believed that social goals or how individual interact in the social world might greatly affect his / her performances in school. L.I.F.E. program is designed to assist students in the high school level in enhancing their performances in school.

Program Objectives

L.I.F.E. program aims to assist students in the high school level to develop a sense of awareness in discovering their own strengths and weaknesses, promote a positive harmonious relationship with other people, determine social obligations and maintain or improve higher

order of thinking and level of awareness in decision-making for the holistic development of the students.

Who will benefit from the program?

The beneficiary of this program are high school students in Our Lady of Peace School in Antipolo City where the researcher is presently employed. This proposal is designed to provide assistance to students in improving their academic performance as well as their interpersonal relationship. In Philippine context, students in this level are faced with challenges that somehow affect their performances in school. It may also benefit teachers, parents, and guidance counselors in assisting students to have a better improvement in their holistic development.

Role of the Guidance Facilitators

In the implementation of this proposed homeroom guidance program, the counselor is assumed to:

- Value one's own perspective in life.
- Establish a positive harmonious relationship among students.
- Determine possible outcomes that can help students in their success.
- To implement different homeroom guidance activities in promoting a holistic development among students.

Overview of the Program

The proposed enhancement of homeroom guidance program is based on the results of this research. Homeroom activities focus on three dimensions of social goal which are social affiliation, social status, and social responsibility designed particularly per grade level to ensure the value of the program.

GRADE 7

Topic/Activity:	<i>My “PAs”: Personal Assets</i>
Area of Development:	Personal and Social Domain
Dimension of Social Goal:	Social Affiliation
National Standard: <u>A</u> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	Competencies: <i>Acquire Self-Knowledge</i> • Develop a positive attitude towards self as a unique and worthy person. • Identify and express feelings. • Demonstrate cooperative behavior in groups. • Develop personal strengths and assets. <i>Acquire Interpersonal Skills</i> • Recognize, accept, respect, and appreciate individual differences. • Use effective communication skills. • Learn how to make and keep friends.
Month:	July
Objective/s:	• To identify one’s personal qualities and abilities, • To determine how these are manifested in behavior and their impact on others. • To identify the collective strength of a group. • To develop the ability of self-affirmation and a quickness to affirm others. • To appreciate the importance of emphasizing the strengths, rather than the weakness, in people building.
Time Frame:	60 minutes
Resources / Materials Needed:	Paper, pencil / pen, “BE FABULOUS” activity worksheet, Bar-On examination result

Procedure:	1. The facilitator instructs the participant to reflect and individually answer the following questions. • What are two qualities I like most about myself? What is one ability or competency I feel good about? • How are these manifested in my behavior? • What is the impact or effect on others? 2. The facilitator asks participants to form small groups of five members each. Each member shares his or her own personal qualities and abilities in the small groups. 3. The facilitator asks each member of the small group to give her perceptions or impressions of the other members. Confirmations of the qualities and abilities shared are sufficient, but other strengths may be added. The following format can be used: • What I like most about you is _____. • I see it in your behavior by _____. • The effect on me is _____. 4. Everyone takes turn giving perceptions of others. The receivers quietly accept what is said and note it down.
Processing:	1. What were your reactions when asked to: • Identify your qualities and abilities? • Share these qualities and abilities with others? • Give your perception of the others? • Receive others' perceptions of you? 2. Discuss your feeling reactions. 3. What is the value of including the behavioral manifestation and the impact of each quality or ability? 4. What were your general feelings about the experience?

	5. What is the importance of the emphasis on the positive qualities? Lecturette: Bar-On EQ-i:YV Scale Descriptions	
	Scale	Characteristics of People with High Scores
	Intrapersonal Scale	These individuals understand their emotions. They are also able to express and communicate their feelings and needs.
	Interpersonal Scale	These individuals are likely to have satisfying interpersonal relationships. They are good listeners and are able to understand and appreciate the feelings of others.
	Adaptability Scale	These individuals are flexible, realistic, and effective in managing change. They are good at finding positive ways of dealing with everyday problems.
	Stress Management Scale	These individuals are generally calm and work well under pressure. They are rarely impulsive and can usually respond to a stressful event without an emotional

		outburst.															
	Total EQ	These individuals are generally effective in dealing with daily demands and are typically happy.															
	General Mood Scale	These individuals are optimistic. They also have a positive outlook and are typically pleasant to be with.															
	Positive Impression Scale	These individuals may be attempting to create an overly positive self-impression.															
Evaluation:	1. The facilitator will write this sentence on the board and ask the students what it means to them. <i>“Never miss an opportunity to be fabulous?”</i> 2. The facilitator will ask the students what makes a fabulous teacher, soccer player, or class officer. 3. The facilitator will distribute the <i>BE FABULOUS</i> activity sheet, review the directions, and let students fill in their responses. 4. The facilitator will let the students share their <i>BE FABULOUS</i> words with another student. Example: <table border="1"> <tr> <td>RESPONSI</td><td>B</td><td>LE</td></tr> <tr> <td>CREATIVE</td><td>E</td><td></td></tr> <tr> <td>THOUGHT</td><td>F</td><td>UL</td></tr> <tr> <td>LOY</td><td>A</td><td>L</td></tr> <tr> <td>DEPENDA</td><td>B</td><td>LE</td></tr> </table>		RESPONSI	B	LE	CREATIVE	E		THOUGHT	F	UL	LOY	A	L	DEPENDA	B	LE
RESPONSI	B	LE															
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THOUGHT	F	UL															
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DEPENDA	B	LE															

	HUMOURO	U	S
	FRIEND	L	Y
	H	O	NEST
	P	U	NCTUAL
		S	INCERE
	***Students will recognize the qualities and actions they must take to be their best.		
Reference / s:	Ortigas, Carmela D. eds. 2008. <i>Group Process and the Inductive Method</i>. Quezon City: Ateneo de Manila University Press. www.msjc.edu/.../MWTW-Teacher-Directed-Activities%20MSJC.pdf Bar-On, Reuven and Parker, James D.A. 2000. <i>BarOn Emotional Quotient Inventory: Youth Version (BarOnE-i:YV) Technical Manual</i>. USA: Multi-Health Systems, Inc.		

Topic/Activity:	Group History	
Area of Development:	Personal and Social Domain	
Dimension of Social Goal:	Social Affiliation	
National Standard: <u>A</u> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	Competencies: Acquire Self-Knowledge • Develop a positive attitude towards self as a unique and worthy person. • Identify and express feelings. • Demonstrate cooperative behavior in groups. • Develop personal strengths and assets. Acquire Interpersonal Skills • Recognize, accept, respect, and appreciate individual differences. • Use effective communication skills. • Learn how to make and keep friends.	
Month:	August	
Objective/s:	• To identify one's personal qualities and abilities, • To determine how these are manifested in behavior and their impact on others. • To identify the collective strength of a group. • To develop the ability of self-affirmation and a quickness to affirm others. • To appreciate the importance of emphasizing the strengths, rather than the weakness, in people building.	
Time Frame:	60 minutes	
Resources / Materials Needed:	2 pcs. Manila paper, a small piece of paper for each student, pencil or pen	
Procedure:	1. The facilitator identify the oldest student in the class is. Divide the number of years since they were born by the number of students in the class to give you a time period of each student. For example: If the oldest student is 16 and there are 8 students in the class, there will be 8	

	time periods of 2 years. 2. The facilitator assign a time period to each student by writing dates on the top of each small of piece of paper, for example, 2000 – 2008; 2009 – 2016. Then make a time chart on the large piece of paper, by writing the years in order down one side. 3. The facilitator gives out small pieces of paper, one to each student. 4. The facilitator tell the students that they are going to be researchers working on a history of the life of the group, and that they are personally responsible for finding out what happened in the group life in the years assigned to them. 5. Students should get up and move around the room, asking everyone else in the class what was the most memorable thing that happened to them in each of the years they are responsible for. 6. Students should write the answers down on the paper. 7. When everyone has collected their information, the facilitator asks the students to sit down again. 8. The facilitator compiles the group history by asking them to report back. She will write down the information students have collected on the time chart. <i>Sample Time Chart</i> 2000 JM was born. 2001 JM started to learn walking. JB was born. ----- 2011 JM's brother was born. He felt very jealous. Albert got a bicycle for his 11th birthday. Ana didn't like to go to school because she misses her mother. Maurene broke her leg and spent four weeks in the hospital.
Processing:	1. What did you feel after the activity? 2. Is it hard to identify information of past-life events? Why? 3. What did you discover during the activity?
Evaluation:	1. The facilitator play or sing with the students the Christmas song 'A partridge in a pear tree' 2. The facilitator divides the students into groups of four or five and gives them a first line, or let them choose one.

	3. Ask students to continue the song. Lyrics of the song should be align to the time chart they have done. 4. The facilitator helps students to get the right rhythm by encouraging each group as they produce a line to hum or sing it to see if it fits. <i>Suggested first lines:</i> In my first year of life, my parents gave to me ... In my first year at school, my teachers gave to me ... On the first week of April, my family went ...
Reference / s:	Hadfield, Jill. 1992. <i>Classroom Dynamics</i> . Oxford University Press. USA

Topic/Activity:	<i>My Path to Success</i>	
Area of Development:	Academic Domain	
Dimension of Social Goal:	Social Responsibility	
National Standard: <u>A</u> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	Competencies: <i>Improve Academic Self-Concept</i> • Display a positive interest in learning. • Take pride in work and achievement. • Identify attitudes and behaviors that lead to successful learning. • Be aware of the responsibilities as students <i>Acquire Skills for Improving Learning</i> • Apply time management and task management skills. <i>Achieve School Success</i> • Take responsibility for their actions. • Develop a broad range of interests and abilities. • Demonstrate dependability, productivity, and initiative.	
Month:	August	
Objective/s:	• To determine factors that can improve academic achievement. • To enhance student's study habits.	
Time Frame:	60 minutes	
Resources / Materials Needed:	Student report card (first to third grading period), graph paper, colored pencils, an example of "Daily Schedule", pencil or pen, long bond paper, "Time Takers" activity worksheet	
Procedure:	1. The facilitator will ask the students if they have ever seen people looking at graphs to analyze data. Ask students to provide examples. Project or display examples of graphs. The facilitator asks the students why businesses analyze information such as this. 2. After this, the facilitator tells the students that they are going to graph information	

	regarding personal performance in school. The facilitator will provide students with their individual grades. These grades could be from last school year and the first three grading period of the current school year. 3. Students will create a line graph with all courses plotted on the graph. The facilitator will provide students with graph paper and colored pencils. Students will be instructed to plot the grade on the vertical axis and the reporting period on the horizontal axis. Students will be given enough colored pencils to graph each subject with a different color. 4. The facilitator instructs the students to look at their personal graphs and look for strengths, weakness, and trends with those strengths and weaknesses. The facilitator asks the students to write a journal entry summarizing the strengths, weaknesses, and trends. 5. Following summarization, students will write a <i>So What?</i> paragraph... I know more about my strengths, weaknesses, and trends. <i>So What?</i> What do I need to do to attain my goals?
Processing:	<i>Lecturette:</i> Ways on how to have an effective study habits 1. Taking Down Notes • Get a loose – leaf notebook large enough to hold any mimeographed material that the teacher gives out. • Use a good pen or ballpen. A pencil is hard to push, and the writing blurs. • Concentrate on what the teacher and your classmates are doing and saying. • Watch for key phrases and sentences that give essential points. Words like therefore, consequently, and accordingly frequently indicate that a summary is to follow. • Begin notes for a new lesson by writing the title on a new sheet of paper. • Use your shorthand and abbreviations, but be sure you can read back your notes. • List main points. Omit details and illustrations unless they will help you to remember. Skip a line between topics. • Write exactly all names, dates, figures, and formulas. • Do not become so wrapped up in note – taking that you miss half of the discussion. As you write, keep your ears open. • Go over your notes as soon as possible after class.

	• Before entering the class, read over your last notes. This will help you begin where you let off. • Take down good notes on any outside reading, so that you do not have to reread the material before an examination. 2. Preparing for Tests • Find out from your teacher in advance just what work you will be expected to review. • Start far enough back. For a final examination, review the whole term's work. • Review your notes, paying particular attention to the points emphasized in class. • Reread the summaries in your textbook. • With the book close, say aloud the important facts and ideas. • If possible, look at previous examination papers. • Look at your previous test papers in the course. Check particularly any questions you got wrong before and learn the right answers. Don't make the same mistake twice. • If you have found it helpful to study with another person, plan a review session with a serious-minded friend after you have written down your own individual reviewer. • Gather together all needed materials: pen, pencils, erasers, and any other materials, which you may need. • Get enough sleep the night before, and eat a good breakfast. Types of Examiner who underwent reviewing of lessons • Absent-Minded leafs through his or her History book trying to remember what pages he or she was supposed to read. He or she takes no notes about his or her assignment or takes notes so puzzling he or she cannot decipher them. • Staller telephones his or her friend before beginning, sharpens pencils for half an hour, adjusts study lamps, arranges and rearranges his or her papers, and then is too tired to begin studying. • Daydreamer lets his or her mind wander as soon as he or she begins to work. a
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	sentence about the cocoa industry of Brazil encourages him to recall the last bite he or she had a chocolate bar given by a friend. His or her heart and his or her mind are not on the work. • Eavesdropper pretends to study while listening to family conversation, television plays, or radio disc jockeys. He or she may be learning something about the latest popular song but he or she is not getting much out of his or her half-hearted studying. 3. Time Management • Build your schedule around your commitments. a. Fixed – classes, eating, organizations, church, employment b. Flexible – sleeping, study, recreation, personal grooming • Plan sufficient study time to do justice to each subject. Break assignments into smaller segments, such as library research, read articles and take notes, rough draft, edit paper, final draft. Break study tasks into smaller segments, such as read chapter, outline chapter, make note cards, study note cards, review for exam. • Study at a regular time and in a regular place. • Study as soon after class as possible. • Utilize off hours for study. • Study no more than two hours on any one course or subject at one time. After studying for two hours you begin to get tired and your ability to concentrate decreases rapidly. To keep up your efficiency, take a break and then switch to studying another subject.] Borrow time – don't steal it. Whenever an unexpected activity arises that takes up time you had planned to use studying, decide immediately where you can trade for "free" time to make up the missed study time and adjust your schedule for that week.
Evaluation:	1. The students are going to be shown a chart of Student X's schedule for any given day. The facilitator will lead the students in a discussion of the Daily Schedule worksheet and how it might compare to one of their days. The discussion should focus on setting priorities, being organized, meeting daily goals, referring back to short-term and long-term goals, and establishing effective time management skills.

	2. After, have the students complete their own 24-hour daily schedule. With a partner, the students will exchange their time charts for evaluation. Following the same questions, the students will determine the effectiveness of time management. Suggestions for improvement may be given. 3. Students will complete the crossword puzzle using time management terms.
Reference / s:	Guid_All_Standards.pdf Career-Exploration-Lessons-for-8th-grade.pdf

GRADE 8

Topic/Activity:	<i>Expressing What You Mean</i>	
Area of Development:	Personal and Social Domain	
Dimension of Social Goal:	Social Affiliation	
National Standard: <u>A</u> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.		Competencies: <i>Acquire Self-Knowledge</i> • Identify and express feelings. • Distinguish between appropriate and inappropriate behaviors. • Understand the need for self-control and to practice it. <i>Acquire Interpersonal Skills</i> • Respect alternative points of view. • Use effective communication skills. • Know that communication involves speaking, listening, and non-verbal behavior.
Month:	July	
Objective/s:	• To make the students appreciate the difference between passive, aggressive, and assertive ways of communicating.	
Time Frame:	60 minutes	
Resources / Materials Needed:	Three slips of paper, pencil or pen, “Communication” handout-activity, “Word Search” activity worksheet, “Formulating “I” statements” activity worksheet, “Assertive Communication” handout, “Communicating with “I” statements” handout, pencil or pen	
Procedure:	Introductory Activity 1. The facilitator gives students one worksheet and a pen or pencils each. 2. Read or have students read aloud opening paragraph on the worksheet and discuss as necessary. 3. Instruct the students to search for and circle as many words or phrases as s/he can find.	

	Depending on the ability level of the students, you may wish to provide the list of words / phrases in the answer key below and / or assist as needed. 4. After allowing a sufficient amount of time for the word search, process by asking students which activities s/he has done or does regularly, which new activities s/he could try, and other ideas for activities that are not in the word search. Main Activity 1. Tell the rest of the students that they will observe a demonstration. 2. Ask for three volunteers and explain the styles of communication to them. Volunteers must act out roles in the style given to them. 3. Call the first student volunteer (passive). Randomly ask one of the students in the group to insist that the passive volunteer must drink alcohol for the sake of their friendship. The volunteer responds in the passive way of communicating. 4. Repeat the process with the second volunteer (aggressive) and the third (assertive). Other suggested situations are: being asked to meet late at night, being eve-teased, being asked to smoke, being asked to go to a movie without informing parents, etc. 5. After the demonstration, use about 10 minutes to discuss the following with the whole group: • Which approach do you think worked best? Why? • How can you change yourself? What can you do if you think you are being passive or aggressive in your communication?			
Processing:	Lecturette: Differences Among Passive, Aggressive, and Assertive way of communication <table><tr><td> Passive means to communicate in a “weak” way. You are unclear and afraid to address the issue or problem. You </td><td> Aggressive means to communicate in a way that threatens to punish the other person if your feelings, opinions or desires are not accepted. You try to discourage the </td><td> Assertive means to communicate in a way that </td></tr></table>	 Passive means to communicate in a “weak” way. You are unclear and afraid to address the issue or problem. You	 Aggressive means to communicate in a way that threatens to punish the other person if your feelings, opinions or desires are not accepted. You try to discourage the	 Assertive means to communicate in a way that
 Passive means to communicate in a “weak” way. You are unclear and afraid to address the issue or problem. You	 Aggressive means to communicate in a way that threatens to punish the other person if your feelings, opinions or desires are not accepted. You try to discourage the	 Assertive means to communicate in a way that		

	are not strong in expressing your opinion, and you do not want to upset or disappoint the other person.	other person, and insist on your rights while denying their rights. Only your ideas, words, opinions, thoughts are correct. You have threatening and forceful body language.	does not seem rude or threatening to others. You are standing up for your opinion, ideas, feelings, for your rights without endangering the rights of others. You tell someone exactly what you want in a way which makes it clear that these are your ideas, words, opinion and thoughts, and you believe them to be correct for you. You have strong and steady but non-threatening body language.
	Passive • Disrespectful to oneself • Undervaluing personal needs, desires, feelings, knowledge, etc. • Always placing others' interest first, at the expense of oneself.	Aggressive • Disrespectful to others • Overvaluing personal needs, feelings, rights, etc. • Exercising one's personal needs, rights, etc.	Assertive • Respectful to oneself as well as others. • Valuing appropriately personal needs, desires, feelings, etc.

	• Remaining inactive in situations where personal rights, needs and feelings are ignored. • Yielding always to pressure against one's wishes. • Suffering silently. • Blaming oneself for negative things in life. • Listening only to others. • Hesitating to express negative feelings.	• Demanding • Being hAHI, impolite and rude. • Blaming others for negative happening. • Only talking and not listening.	• Considering one's own self as well as others' interests. • Being confident and polit. • Talking as well as listening. • Expressing negative as well as positive feelings. • Being both considerate as well as demanding. • Standing up for one's right without domination of others.
	Assertive is important to: • Increase self-confidence. • Increase self-respect. • Reduce need for other's approval. • Gain respect and admiration from others. • Have the courage to take a stand. • Deal with conflict openly and fairly.		

	• Get your needs satisfied. • Have healthier relationship with others. • Resolve problems and conflicts positively.
Evaluation:	1. Students will answer the “Formulating “I” statements” activity worksheet.
Reference / s:	Strategies for Anger Management.pdf Teachers Book 151-208.pdf http://ezinearticles.com/?Assertive-Communication---6-Tips-For-Effective-Use&id=10259 http://www.wellspringcounselingna.com/client-resources/marriage/23-communicating-with-qiq-statements Stuecker, Ric. 2010. <i>Inspiring Leadership in Teens: Group Activities to Foster Integrity, Responsibility, and Compassion</i>. Champaign, Illinois: Research Press (800-519-2707.www.researchpress.com)

Topic/Activity:	<i>Understanding Peer Influence and Peer Pressure</i>	
Area of Development:	Personal and Social Domain	
Dimension of Social Goal:	Social Affiliation	
National Standard: B Students will make decisions, set goals, and take necessary action to achieve goals.		Competencies: <i>Self-Knowledge Applications</i> • Understand consequences of decisions and choices. • Identify alternative solutions to a problem. • Develop effective coping skills for dealing with problems. • Demonstrate when, where, and how to seek help for solving problems and making decisions. • Know how to apply conflict resolution skills. • Know when peer pressure is influencing a decision.
Month:	August	
Objective/s:	• To provide students with information about positive and negative peer influence and to have students consider strategies to manage negative peer influence. • To practice and build refusal skills.	
Time Frame:	60 minutes	
Resources / Materials Needed:	Scenario cards, Hierarchy of Social Affiliation activity worksheet, long bond paper, pencil or pens	
Procedure:	1. The facilitator will divide the class into five (5) groups with eight (8) to nine (9) members. 2. Each student will draw their insignia (symbol). This may be anything that they think symbolizes their personality. It is something that shows their characteristics – your likes, dislikes, your ideas, your habits of thinking and feeling for people. 3. Afterwards, they will take turn in showing their drawing to each other. Each of them will explain why they have picked out the insignia to represent themselves.	

	4. Considering their own description of themselves, others will help one another decide on the kind of person they should choose for a friend. (If you have such a friend now, tell them if they are choosing the best friend for you. Your experience in relating to your friend will tell if they are right or wrong.) 5. After everyone has talked about himself or herself and discussed with the others the kinds of friends that they should have, look at yourselves as a group. Assess if you will have any personality problems if you will engage in an activity. What group activity will help each of you to develop yourselves by giving you the opportunity to make use of your talents as you work together?
Processing:	Lecturette: What is PEER? - certain group of friends with perhaps similar personalities, skills and abilities. Peer influence – is when you choose to do something you wouldn't do, because you want to feel accepted and valued by your friends. It isn't just or always doing something against your will. Peer pressure - is the feeling of being pushed into doing something by someone your own age. Other influencing factors: • Media (television, internet, movies, tv / movie celebrities, advertisements) • Parents • Siblings • Relatives • Adults (teachers, neighbors) Causes why students give in to peer pressure: • Family problem • Acceptance in a group • Immaturity • Lack of parental supervision and guidance • Low self-esteem Forms of peer influence

- Positive (e.g. peers may influence others to achieve better in class.)
- Negative (e.g. peers may influence others to try alcohol, cigarettes or gambling.)
- Direct (e.g. peers may out deliberate pressure on a friend to play game cards for money for lunch.)
- Indirect (e.g. someone might want to belong to a peer group that is playing game cards at lunch, and might copy their behavior to fit with the group.)

Resisting negative peer influence

- Be in control
- Refuse
- Suggest an alternative
- Avoid the situation

Ways to say “NO”		
Peer pressure (situations young people may encounter)	Strategies than can be adopted	Possible answers
“Would you like to come to the cinema?”	Polite refusal	“No, thanks, I have some things to do with my family.”
“How about a drink?”	Give reason	“I don’t like alcohol – it tastes horrible.”
“Here, smoke this cigarette with me.” “Come on! We always do fun things together.” “Just try it.”	Broken record	“No thanks.”
“Do you want to watch some adult movies tonight?”	Cold shoulder (Not the best strategy to use with close friends.)	Keep going as if you not heard the person.

	“Will you come with me for a late night movie? Aren’t we grown up?”	Give an alternative	“I’d rather stay home – why don’t you come and join my family for dinner? We can watch the movie on tv – it is really a nice one.”
	“There is nothing harmful in this, do it for my sake. I do so much for you, won’t you do just one thing for me?”	Own up to your feelings	“I am not comfortable doing this. It makes me unhappy. Would you like me to do something that makes me unhappy?”
	Explicit high-risk situations such as smoking, drinking, etc.	Avoid the situation	If you know of people or situations where you’re likely to be pressured into doing things you don’t want to, stay away from them, such as parties where you know these things will definitely happen.
		Strength in numbers	Associate with people who support your decision not to drink, use drugs or watch adult movies, etc.
1. The facilitator divides the class into groups with four to five members each. 2. Each group will be given scenario cards. The task of each group is to decide on a course of action to resist pressure. 3. Have the students in each group discuss options for resisting the negative peer influence, and let them record their responses. What type of influence (direct or indirect) is being used in each scenario?			

	• What is your first reaction to this scenario? 4. How might you resist the influence? Brainstorm as many responses as you can.
Evaluation:	Group Activity: Instructions: Read the situation below. Then, decide if each is an example of peer pressure or peer influence. Next, think about how person being pressured might feel. Finally, decide what you would do in the situation. 1. Paula has a sister who is in the grade ahead of her. Paula likes it when her sister lets her hang out with her and her friends because at their school it's considered pretty cool to been with kids older than you. One afternoon Paula is at home with the older girls. There are no adults around. The older girls let Paula hang out with them. The next thing she knows, they are all lightning cigarettes. One of the girls holds an open pack in front of Paula and offers her one. Paula shakes her head "no", but the girl is insistent. The other girls, including Paula's sister, join in encouraging her to have one. a. Peer pressure b. Peer influence Question: What might Paula be feeling? What would you do? Here some possibilities. Choose one and see where it takes you. <i>Your older sister's friends are smoking cigarettes and they want you to try one. Your sister wants you to try one, too. You</i> (choose one): a. Say "no" and change the subject. (<i>After saying "no" and changing the subject, you feel</i>) 1. Proud of yourself for making up your own mind. (Based on your feelings, the next time you are in a situation similar to this one, you are likely to) 2. Happy when your sister and her friends don't make a big deal out of it. 3. Surprised that your sister and her friends stop encouraging you to smoke. b. Try a cigarette. (<i>After trying a cigarette, you feel</i>) 1. Disappointed in yourself for doing something you didn't want to do. 2. Disgusted by the taste and smell. 3. Sorry that you didn't stand up for yourself.

	c. Say “no” and walk away. <i>(After saying “no” and walking away, you feel)</i> 1. Good about yourself for making up your own mind. 2. Relieved to get out of an uncomfortable situation. 3. Surprised when one of your sister’s friends who’s not smoking leaves with you. Based on your feelings, the next time you are in a situation similar to this one, you are likely to: a. Make up your own mind, no matter what your sister or her friends might think. b. Give in to peer pressure or peer influence. c. Carefully weigh the pros and cons before making a decision. 2. Mark likes a particular group of guys because they always spend time together and seem to laugh a lot. They don’t socialize much with other students, preferring to spend most of their free time together. Lately, some of them have been talking casually with Mark, and has expressed to them his interest in becoming a part of their group. The guys tell Mark he can become part of the group but first he has to go down to the neighborhood supermarket and steal one candy bar for each guy. a. Peer pressure b. Peer influence Question: What might Mark be feeling? What would you do? Here are some possibilities. Choose one and see where it takes you. <i>Some people you want to be friends with tell you can become part of their group, but first you have to go down to the neighborhood supermarket and steal one candy bar for each of them. You</i> (choose one): a. Say “no” and give a reason. <i>(You say “no” and explain that you don’t want to get caught doing something illegal. You feel)</i> 1. Good about yourself for standing by your beliefs. 2. Happy that you did the right thing, even if the group doesn’t agree. 3. More confident about saying “no” the next time you’re asked to do something you don’t want to do. b. Go to supermarket and steal the candy bars. <i>(After stealing the candy bars, you</i>
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	<i>feel...)</i> 1. Terrified that you'll get caught. 2. Foolish for doing something you didn't want to do. 3. Afraid the group will ask you to do something else illegal to prove your friendship. c. Say "no" and change the subject. (<i>You say "no" and ask the group if they want to come to your place after school for a snack. You feel</i>) 1. Relieved that it was really no big deal to say "no". 2. Happy that the group just laughs and agrees to come over. 3. Sad that the group walks from you, but proud of yourself for standing by your beliefs. Based on your feelings, the next time you are in a situation similar to this one, you are likely to: a. Give in to peer pressure or peer influence, no matter how you feel. b. Carefully think through the risks and consequences before making a decision. c. stand up for your beliefs. 3. Marcia is at a party at an older student's home. The girl's parents are home for a while, but they then go out for the evening. Shortly after, a few students take out a beer from the refrigerator and begin to drink. Soon, several people are drinking. Marcia doesn't want to drink and would like to go home. But she lives too far away from where the party is being held to walk and may have to wait for a ride home. a. Peer pressure b. Peer influence Question: What might Marcia be feeling? What would you do? Here some possibilities. Choose one and see where it takes you. <i>You're at a party at an older student's home when several students start drinking. You don't want to drink and would like to go home, but you live too far away to walk and may have to wait for a ride. You</i> (choose one): a. Call or text your parents to ask for a ride. (<i>You call or text your parents to ask for a ride, and they say they'll come right away. You feel</i>)
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	1. Glad to be leaving an uncomfortable situation. 2. Proud of yourself for making a good decision. 3. Happy when one of your friends asks if she can get a ride home with you. b. Talk to the people at the party who isn't drinking. (<i>When you talk to the people at the party who aren't drinking, you feel ...</i>) 1. Good when you realize that you don't have to drink to have fun. 2. Relieved that none of them pressure you to drink. 3. More comfortable than you did with the people who were drinking. c. Accept a beer when someone hands it to you. (<i>After accepting a beer when someone hands it to you, you feel</i>) 1. Ashamed that you didn't say "no", even though you didn't want to drink. 2. Afraid that an adult will catch you drinking and tell your parents. 3. Silly that you're pretending to drink just to fit in, even though you haven't taken a sip. Based on your feelings, the next time you are in a situation similar to this one, you are likely to: a. Let your friends make up your mind for you. b. Stand up for yourself, no matter what. c. Think about what's really important to you before making a decision. 4. Three of Albert's friends have gotten their hands on next week's history exam. They offer to show Albert, but Albert declines. They warn him not to tell. When the three all get unusually high grades for the test, the teacher is suspicious and asks them if they cheated. They say "no." The teacher then asks the class if any of them have any knowledge of whether these three had an unfair advantage. a. Peer pressure b. Peer influence Question: What might Albert be feeling? What would you do? Here are some possibilities. Choose one and see where it takes you. <i>Three of your friends cheated on a history exam and the teacher is suspicious. The teacher asks the class if anyone has any knowledge of whether your friends had an</i>
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	unfair advantage. You (choose one): - Don't say anything, just like the rest of the class. <i>(After you don't say anything, just like the rest of the class, you feel)</i> - Like you're lying to your teacher. - Worried that your friends think you'll lie for them in the future. - Nervous that the teacher will find out that you know what happened. - Ask a parent or trusted adult what you should do. <i>(After asking a parent or trusted adult what you should do, you feel)</i> - Glad that you asked for advice in a difficult situation. - Proud of yourself for making a good choice. - Relieved that you didn't decide to cheat when your friends asked you to. - Speak to the teacher later that day and explain that you have some knowledge of the situation. <i>(After you speak to the teacher later that day and explain that you have some knowledge of the situation, you feel)</i> - Glad that you did the right thing no matter what happens. - Proud of yourself for being honest. - Uncomfortable, but realize that sometimes doing what's right can be difficult. Based on your feelings, the next time you are in a situation similar to this one, you are likely to: - Be true to yourself. - Do whatever your friends want you to do. - Be honest about how you feel. Big question to ponder: What do you think will really happen if you don't go along with your friends? Individual activity: - The facilitator will ask the students to answer the following questions in the Hierarchy of Social Affiliation activity worksheet.
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Reference / s:	Teachers book 151-208.pdf If-tch-grade-8-peer-influence.pdf http://www.rightdecisionsrightnow.com/activity/grade-7/activity-4-peer-pressure-and-influence-do-your-friends-affect-your-decisions/ http://raisingchildren.net.au/articles/peer_pressure_teenagers.html Villanueva, P., Nava, R., Rojas, F., Andrada, L., Tanching, T., and Guerrero, G., 1990. <i>Values Education. Valuing Others.</i> Quezon City: Vibal Publishing House, Inc.

Topic/Activity:	<i>Let's Check It On! – Identifying Personality and Aptitude Ability</i>	
Area of Development:	Personality / Social and Career Domain	
Dimension of Social Goal:	Social Affiliation and Social Status	
National Standard: Personal / Social: __A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Career: __B Students will employ strategies to achieve future career goals with success and satisfaction.		Competencies: Personal / Social Acquire Self-Knowledge • Develop a positive attitude toward self as a unique and worthy person. • Identify values, attributes, and beliefs. • Learn goal setting process. • Develop personal strengths and assets. Acquire Career Information • Apply decision-making skills to career planning, course selection, and career transitions. • Identify personal skills, interest, and abilities and relate them to current career choices. • Demonstrate knowledge of the career planning process.
Month:	August	
Objective/s:	• To examine different types of personalities. • To identify students' individual skills and abilities through a self-assessment. • To understand the relationship between individual's personality, skills and abilities to career exploration.	
Time Frame:	60 minutes	
Resources / Materials Needed:	Myers-Briggs Test Inventory (MBTI) questionnaire and answer sheet, Differential Aptitude Test (DAT) questionnaire and answer sheet, Personality Type handout, "Self-Assessment of Skills and Abilities" activity worksheet, "Let the Rabbits Run: A Parable" handout, pen and pencil	

Procedure:	1. The facilitator will ask the students to answer the MBTI questionnaire and answer sheet. 2. Students will self score their tests. Note: Since the time administration of DAT is too long, this test will be given ahead of time to students to lessen time constraint.
Processing:	Lecturette: Career Coaching – provides a bridge between school and work. - assists young adults in choosing an appropriate and sensible career. Four Types of Test: 1. Personality Type Test – help students identify their personality type based on their self-development and interaction with others. 2. Values Test – help students identify their personal traits. 3. Skills for School and Workplace Test – help students understand the importance of skills in school and at work. 4. World of Work Test – test students’ knowledge on the world of work. Who Are You? • What do I like doing? What are the activities I don’t like? • What are my interests? • What values are important to me? • What are my talents? • What am I good at doing? Where Are You Going? • What are my goals? • What kinds of jobs are available? • What are the different jobs that match my skills? After high school, it is important to go to college or vocational school. Students who go to college or vocational school can get better jobs than those who don’t. There are some jobs available to high school graduates but there are more jobs available to graduates of college or technical schools. Definitions a. Task – activities that you accomplish each day that compromise your job.

	b. Job – position that you fulfill each day as a step in your career ladder. c. Career – the progression of jobs fulfilling your goals within your occupation. d. Occupation – the area of interest or industry within which you work.	
	Where and How do I start?	
	Wrong Questions	Right Questions
	• What jobs are in demand? • What are the highest paying jobs? • What jobs can I do abroad? • What jobs require minimal effort for high salary? • What jobs have the shortest hours? • Which career can get me promoted faster? • What jobs are expanding quickly?	• What will make me happy? • What am I passionate about? • What do I dream of doing? • What do I really want to do?
RIASEC Personality Test 1. Realistic a. You are mechanical. b. You like working with mechanical or electric equipment, building things, using tools c. You can be an Engineer, Architect, Forester, Pilot, Military Officer, Crafts Person, Fish and Game Warden, Industrial Arts Teacher. 2. Investigative a. You are curious and science-oriented. b. You like science, technology, research, investigating or studying natural science. c. You can be a Chemist, Economist, Physician, Anthropologist, Dentist, Engineer, Physicist, Production Planner, Biologist, Psychologist, Research or System Analyst, Surgeon. 3. Artistic a. You are creative and artistic. b. You like painting, designing, singing, dancing, writing, reading literature, listening		

	to music. c. You can be an Artist, English Teacher, Musician, Singer, Actor, Interior Decorator, Interpreter, Orchestra Conductor, Advertising Executive, Public Relations Specialist, Writer, Reporter 4. Social a. You are service-oriented. b. You like teaching, helping, and counseling. c. You can be a Counselor, Social Service Director, Interviewer, Teacher, Nurse, Therapist, Training Director, Recreation Leader, Educational Administrator. 5. Enterprising a. You are business-oriented. b. You like selling, persuading, directing, influencing, supervising, and managing a business. c. You can be a Manager, Salesperson, Market Analyst, Broker, Contractor, Personal Recruiter, Insurance Underwriter, Salary Administrator. 6. Conventional a. You are highly organized. b. You like maintaining orderly files / records, designing systematic procedures. c. You can be a CPA, Banker, Business Teacher, Clerk, Financial Expert, Office Manager, Secretary, Data Processor, Proofreader, Credit Manager. Myers-Briggs Test Inventory <table><tr><th></th><th>Extroverts</th><th>Introverts</th></tr><tr><td>Energy</td><td> • Outward looking • Seek interaction with other people • Likes group activities, </td><td> • Inward looking • Prefer to be by themselves • Likes working with thoughts, ideas, imaginations </td></tr></table>		Extroverts	Introverts	Energy	• Outward looking • Seek interaction with other people • Likes group activities,	• Inward looking • Prefer to be by themselves • Likes working with thoughts, ideas, imaginations
	Extroverts	Introverts					
Energy	• Outward looking • Seek interaction with other people • Likes group activities,	• Inward looking • Prefer to be by themselves • Likes working with thoughts, ideas, imaginations					

		brainstorming , presentations	
	Information	Sensors	Intuitive
		• Details-oriented • Likes clear instructions, plans, timelines • Enjoys working with data	• Idea-oriented • Likes to think big • Thinks of theories • Enjoys hands-on experiments
	Decision-making	Thinkers	Feelers
		• Use facts & figures in making a decision • Logic and consistency • Likes editing others' work	• Looks at people & circumstances in decision making • Looks for value in work • Likes building team work
	Learning Style	Judgers	Perceivers
		• Highly structured • Very organized	• Prefers unstructured environments • Free-flowing
Skills you need in the workplace • Communication skills			

	• Problem Solving • Responsibility • Eagerness to Learn • Creative Thinking • People Skills / Social Skills • Personal Skills • Self-management • Technical Skills How to develop these skills • School • Social Activities • Hobbies • Volunteer Work • House Chores • Community Work Differential Aptitude Test - An aptitude test is an instrument used to determine and measure an individual's ability to acquire, through future training, some specific set of skills. These tests can be used to help an individual: • Choose among educational and career options based on strengths and weakness. • Help an individual understand why they do well or poorly in certain subjects. • Can suggest new career options not previously considered. • Change or raise educational and career aspirations. 1. Verbal Reasoning – this test measures the ability of a student to see relationships among words. Verbal reasoning may be useful in helping to predict success in academic courses as well as in occupations where accurate communication is important. This includes business, law, education, marketing, public relations, the arts, and journalism. 2. Numerical Ability – this test measures the ability to perform mathematical reasoning tasks. Numerical reasoning is important for success in courses such as
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	mathematics, physics, chemistry, accounting, actuary, economics, engineering, trades such as electrician, and carpentry as well as banking, insurance, computing, and surveying. 3. Abstract Reasoning – this test is a non-verbal measure of reasoning ability. It assesses how well individuals can reason geometric shapes or design. This type of abstract reasoning is a measure of an individual’s logical, analytical, and conceptual skills. This skill is important in courses or occupations that require the ability to see relationships among objects in terms of their size, shape, position, and quantities, and where the ability to analyze dynamic changes and project them forward in time. Examples include mathematics, computer programming, architecture, and mechanics, as well as law, medicine and economics. It is also useful in courses such as economics that requires an individual to envisage cause and effect in situations where it is important to predict the future based on past events and trends, for example, market trends in the financial sector. 4. Perceptual Speed and Accuracy – this test measures the ability to compare and mark written lists quickly and accurately. This test may predict success in certain kinds of routine clerical tasks, such as filing and coding. Good scores are also desirable for certain jobs involving technical and scientific data. This aptitude test can also be used to predict hand eye coordination and is carried out under strict time conditions. A high score can be useful in areas such as secretarial work, administration, pilot, computing, accounting, and finance related areas. 5. Mechanical Reasoning – this test measures the ability to understand basic mechanical principles of machinery, tools, and motion. Those who do well in this test find it easy to learn how to repair and operate complex devices. Occupations such as carpenter, mechanic, engineering, electrician, physics, chemistry, and machine operator are among those that require good mechanical reasoning. 6. Space Relations – this test measures the ability to visualize a three-dimensional object from a two-dimensional pattern and to visualize how this object would look if rotated in space. Occupations in which an individual is required to imagine how an object would look if made from a given pattern include architecture, design courses, carpentry,
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	civil and mechanical engineering, medicine, physiotherapy, and dentistry. 7. Spelling – this test measures how well the student can spell common English words. The ability to spell is a basic skill necessary in many academic and vocational pursuits. It is also helpful skill in courses that requires written reports. 8. Language Use – this test measures the ability to detect errors in grammar, punctuation, and capitalization, or grammar, or whether the sentence is correct as written. Well-developed language skills are needed in most jobs requiring a college degree. Careers in writing and teaching require a high level of ability in this area. Other areas include secretarial works, law, writers, librarian, and editors.
Evaluation:	1. The facilitator will let the students answer the “Self-Assessment of Skills and Abilities” activity worksheet. 2. Students will read the “Let the Rabbit Run: A Parable” handout.
Reference / s:	Career Guide-High School.pdf APTITUDE-TEST-EXPLAINED.pdf Career-Exploration-Lessons-for-Sixth-and-Seventh-Grades.pdf http://www3.dbu.edu/jeanhumphreys/SocialPsych/smalleytrentpersonality.htm. http://gloriusthoughts.com/2011/07/27/are-you-doing-what-you-love/

GRADE 9

Topic/Activity:	<i>Dynamics of Rumor Mongering</i>	
Area of Development:	Personal and Social Domain	
Dimension of Social Goal:	Social Affiliation	
National Standard: <u>A</u> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	Competencies: <i>Acquire Self-Knowledge</i> • Develop a positive attitude toward self as a unique and worthy person. • Distinguish between appropriate and inappropriate behaviors. • Recognize personal boundaries, rights, and privacy needs. • Understand the need for self-control and how to practice it. • Demonstrate cooperative behavior in groups. <i>Acquire Interpersonal Skills</i> • Recognize that everyone has rights and responsibilities. • Recognize, accept, respect, and appreciate individual differences. • Use effective communication skills. • Learn how to make and keep friends.	
Month:	July	
Objective/s:	• To experience the distortions that may occur in the transmission of information from an original source through several individuals to a final destination. • To identify the factors that hinders or helps the transmission of messages.	
Time Frame:	60 minutes	
Resources / Materials Needed:	“Rumor Mongering Observation Form” worksheet, a copy of the “Scoop Report”, Manila	

	paper or cartolina, permanent markers, pencil and / or ballpen
Procedure:	1. The facilitator asks for six volunteers. (The rest of the group will act as process observers.) 2. Five of the six volunteers are asked to go into the isolation room. One remains in the meeting room with the facilitator and the observers. 3. The facilitator distributes the “Rumor Mongering Observation Form” worksheet to the observers who are to take notes on the proceedings. 4. He then reads the “Scoop Report” to the volunteer who is not allowed to take notes on what he / she hears. 5. The facilitator calls one of the volunteers from the isolation room and reads to him / her the “Scoop Report”. 6. A second volunteer is then called, and the first repeats to him / her what he / she has heard from the facilitator. Each volunteer must transmit the message in his / her own way, without help. 7. The first volunteer joins the observers, and a third volunteer returns. The second repeats what he / she has heard from the first. 8. This process is repeated until all the volunteers but the sixth have received the message. 9. The sixth returns to the room. He is told to assume the role of a movie reporter. The fifth participant writes on Manila paper or cartolina the message as he has received it, and gives it to the sixth volunteer to read to the group. 10. The facilitator then posts the original message so it can be compared with the movie reporter’s version.
Processing:	1. How do you account for the deletions, additions, and distortions? 2. What helped and what hindered you from remembering the message accurately? Lecturette: Rumor Mongering – is spreading rumors, often maliciously. Is just a simple miscommunication or misunderstanding that is then repeated and spread. Types of Rumor Mongering • Gossip – is the most destructive form of rumor mongering. • Voicing

	• Complaints • Slander – is when people spread rumors or lies about a person in order to purposely cause pain or damage. Maybe they want to see this person humiliated or turn others against him or her. They make up lies or pass on embarrassing rumors that probably aren't true. - Slander is one of the most dangerous types of rumors, because the whole point is to hurt somebody. - An example: "Teresa is a big cheat. She cheats off anyone she sits next to, so don't ever sit near her." this is hurtful to Teresa because not only is she being accused of doing something against the rules, her friends may stop sitting with her in class. • Dishing – is another word for gossiping, and a kind of general spreading of rumors and gossip that people don't usually think twice about. - It's a little different than slander, because most of the time, people don't dish with the aim of causing someone pain and humiliation. However, sometimes it does just that. - An example: "I asked Jenny what it was like to hold Andrew's hand, and she said it was all clammy and sweaty." This was probably an innocent question and answer driven by curiosity, but if it gets back to Andrew, he'll feel totally embarrassed! • Fears or Concerns – Many rumors tap into people's common fears, and this makes them sound true even though they usually are not. - These are often rumors that involve the threat of physical danger, the unknown and unfamiliar, and things that are gross or way-out weird. - An example: "I hear that the cafeteria meatloaf is made from rats they catch in the school basement." • Jokes or Wild Stories – sometimes rumors start out as silly jokes, then get spread around and changed over and over again. When lots of people are telling the same tale, it makes it seem more like the truth. You might think, "How can all these people be wrong?" When these rumors last long enough and spread far enough, they actually become part of our culture, often called 'Urban Legends,' "Modern
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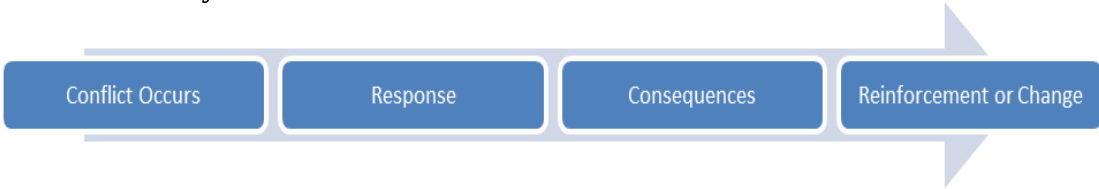
	Legends,” or “Urban Myths.” - An example: “Did you hear that when it’s halftime at the Super Bowl, water supplies across the U.S. get used up? It’s because of all the people going to the bathroom at the same time!” • Misinformation – many rumors are just about people getting things wrong, or believing in exaggerations. Often people will swear up and down that they know something to be true when, in reality, they’re just passing on a rumor they’ve heard from someone. - An example of rumor that’s just misinformation: “I hear that it’s okay to drive five miles an hour above the speed limit. The police can’t give you a ticket unless you go faster than that.” for the record, this is not true. The speed limit is the speed limit, but this rumor is so widespread that people often use it as an excuse with police officers who are writing them speeding tickets! • Cyber-Gossip – it’s easy for people to feel less responsible when starting a rumor online, especially if they’re able to do it anonymously. Remember that starting a rumor this way, or passing it, can be even be more damaging than if it’s done in person because of how many eyes it can reach in a short period of time. - A hurtful rumor that’s spread through cyber-gossip should be taken just as seriously as any other kind of rumor. Why Do People Do It? • To feel superior • To feel like part of the group • For attention • For control power • Out of jealousy or a need of revenge • Out of boredom Reasons why rumors can be so harmful 1. Words hurt as much as a punch. 2. Gossip and rumors can be a form of exclusion. 3. Gossip and rumors can destroy trust.
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	4. True or not, private is private. 5. Believing rumors can lead to bad choices. Dealing with Hurt Feelings It doesn't matter if the gossip is true or false; it can still result in hurt feelings. Feelings are valid and do matter. Don't dismiss a member's hurt feelings. There are a number of different ways to approach the problem. Some involve a discussion which leads to a solution, while others require both parties to walk away and take a deep breath, realizing that not everything can be solved. If discussion is going to happen, the first thing that is often required is a cool down period. If communication is going to happen it should be approached with a calmer mind. No discussion can succeed if it takes place in anger. A cool down period however, is not always the answer. Sometimes players use this time to become angrier with the situation. As a coordinator you need to understand the people you are working with and the situation involved to know if a cool down period will help or hinder the situation. If the two members are unable to work out their issues through open discussion, then mediation with an impartial third party may be required to address the situation. If you are unable to find a trained mediator, that is the best case scenario. Mediation, if done incorrectly can be more damaging to a situation. Remember that every member deserves to be treated in a respectful manner. Getting all involved parties to abide by this simple rule will go a long way towards healing those hurt feelings. Breaking the Chain a. Decide whether it's hurtful or harmless. – when you hear something about someone you know and have the urge to pass it on, don't think about whether it's true or not. Instead, ask yourself these questions: - Why do I want to pass this on? - Would I want people to know this kind of information about me? - How will this person feel if he or she knew this rumor was being spread? - Will this rumor reduce this person's status or make him or her excluded from the
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	group? b. Make the rumor stop with you. – if you decide the rumor is hurtful in some way, make a stand. Decide that you don’t want to take part in spreading it. Others may continue to circulate the gossip, but you’ve made a personal choice to stay out of it. Chances are that the rumor will die out much more quickly than if you had joined the buzz. c. Don’t be an audience. – just like with physical bullying, there are no “innocent bystanders” with hurtful rumors. Hearing and reacting to the rumor, and letting it continue, makes you almost as responsible for its damage as the person who started it. If he isn’t getting the reaction or attention he’s seeking, he’ll be less likely to do it in the future. d. Be a peacemaker – if one of your friends wants to hurt someone else by spreading lies or rumors, speak up. Let your friend know that this isn’t the right thing to do. If you need to, find another friend who feels the same way and talk to the others together. If rumors are getting out of control and someone is being made a real victim, get a counselor or teacher involved. e. Respect others’ privacy. – if you don’t want other people talking about the personal things in your life, don’t do it to others. When you hear personal information about a classmate or friend, try to keep it to yourself, and don’t worry about whether it’s true or not. If you respect people’s privacy, they’ll be more likely to do the same for you. f. Get the facts. – most of the time, you should try to ignore gossip and rumors. But if you hear a rumor about something important, and it doesn’t sound too crazy or far-fetched, as a teacher, guardian, or parent what they think. If it’s a modern legend that you find interesting, you can try searching on the Web to see if it’s been proven fake or not. But remember not to believe everything you read, even on the Web. How to Stop Rumor Mongering Before it Starts • Try to understand where it’s coming from and why. • Get someone in the middle to make a stand. • Don’t give the bully what he or she wants.
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	• Resist the urge to get revenge. • Lower the chances that it will happen again. - Be careful with your secrets. - Use the buddy system. - Resist the urge to dish it out. Don't be the person who's happy to spread rumors about other people, but freaks out when they're about you.
Evaluation:	Students will answer the following integrative questions: 1. How can you relate insights and learnings gained from the whole experience to your situations at home and in school? 2. What action plans can you take to improve communications and relationships vis-à-vis rumor mongering? 3. What might help and what might hinder you from applying this learning?
Reference / s:	Ortigas, Carmela D. eds. 2008. <i>Group Process and the Inductive Method</i>. Quezon City: Ateneo de Manila University Press. http://www.mindseyesociety.org/officer-tools/200-coordinating-beyond-basics/coord-261-rumor-mongering/ http://pbskids.org/itsmylife/friends/rumors/article3.html http://pbskids.org/itsmylife/friends/rumors/article4.html http://pbskids.org/itsmylife/friends/rumors/article5.html http://pbskids.org/itsmylife/friends/rumors/article6.html http://pbskids.org/itsmylife/friends/rumors/article7.html

Topic/Activity:	<i>Understanding My Conflict Cycle</i>	
Area of Development:	Personal and Social Domain	
Dimension of Social Goal:	Social Affiliation	
National Standard: <u>C</u> Students will understand safety and survival skills.		Competencies: <i>Acquire Personal Safety Skills</i> • Demonstrate the ability to assert boundaries, rights, and personal privacy. • Apply effective problem-solving and decision-making skills to make safe and healthy choices. • Learn how to cope with peer pressure. • Learn techniques for managing stress and conflict. • Learn coping skills for managing life events
Month:	August	
Objective/s:	• To identify stages of the cycle of conflict. • To know how to apply conflict-resolution skills. • To indentify that communication involves speaking, listening, and nonverbal behavior. • To learn techniques for managing stress and conflict.	
Time Frame:	60 minutes	
Resources / Materials Needed:	One photocopy of the “conflict cycle” activity worksheets, “Negotiation Process-Style Scale” and “Interpretation” activity worksheets, pen or pencil, “Conflict” Youtube video	
Procedure:	1. Give participant worksheets and pen or pencil, and review the Conflict Cycle illustration, explaining and discussing concepts as you go along. 2. Read or have participant read aloud the description of each stage of the Conflict Cycle, and assist him or her in completing the worksheet questions. 3. Instruct participant to identify a recent conflict and fill in the stages of the conflict cycle on the second worksheet. This can be repeated as often as necessary to explore different conflicts. 4. Use this as a staring-point for a more in-depth exploration of the participant’s internal conflicts, patterns of interpersonal conflict, and common responses to conflict, and attitude	

	toward conflict in general. 5. After the completion of the worksheets, show video clip and ask participants to answer the following questions regarding the video: • Did the clip depict an interpersonal, internal or inter-group conflict? • If an interpersonal or inter-group conflict, what were the conflicting attitudes, values and / or beliefs held by the different parties involved? • If an internal conflict was depicted, what were the person's conflicting attitudes, values and / or beliefs? • How did each person or group of people involved respond to the conflict? Did they use assertive, aggressive, passive or passive-aggressive conflict response styles? • What were the positive and negative consequences to each person or group of people involved? • Do you think the person or people involved exited the conflict cycle, or did the conflict cycle continue the same or change? If it continued, did it intensify, de-intensify or continue at the same intensity? • What could each person involved have changed in his / her response so that the conflict cycle could have been de-intensified or exited?
Processing:	Lecturette: Conflict – is a daily reality for everyone. Whether at home or at work, an individual's needs and values constantly and invariably come into opposition with those of other people. Some conflicts are relatively minor, easy to handle, or capable of being overlooked. Others of greater magnitude, however, require a strategy for successful resolution if they are not to create constant tension or lasting enmity in home or business. The Conflict Cycle  <pre> graph LR A[Conflict Occurs] --> B[Response] B --> C[Consequences] C --> D[Reinforcement or Change] </pre> Conflict Resolution Strategies

	1. Avoidance 2. Diffusion 3. Confrontation • Power Strategies – include the use of physical force (a punch in the nose, war); bribery (money, favors); and punishment (withholding love, money). • Negotiation Strategies – the aim of the negotiation strategies is to resolve the conflict with a compromise or a solution which is mutually satisfying to all parties involved in the conflict. Negotiation, then, seems to provide the most positive and the least negative by-products of all conflict resolution strategies. a. The ability to determine the nature of the conflict b. Effectiveness in initiating confrontations c. The ability to hear the other's point of view d. The utilization of problem solving processes to bring about a consensus decision. Steps in Negotiation Strategies 1. Diagnosing the nature of a conflict. a. Ideological (value) conflict b. Real (tangible) conflict 2. Effectiveness in initiating a confrontation. 3. After the confrontation has been initiated, the confronter must be capable of hearing the other's point of view. 4. After active listening, a response is expected. The way we respond is critical to the success of the negotiation. A basic formula for effective feedback is to refrain from making accusatory or personal attacks on the person of the other party, but to focus on the event or behavior / s that provoked the negative feelings / conflict and effect of that behavior / s on the person or confronter, and or the relationship between the two negotiators, and / or, when appropriate, the task or the work affected by the conflict. 5. Problem Solving to negotiate a consensus decision. a. Clarifying the problem. b. Generating and evaluating a number of possible solutions.
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	c. Deciding together (not voting) on the best solution. The one solution most acceptable to all parties should be chosen. d. Planning the implementation of the solution. e. Finally, planning for an evaluation of the solution after a specified period of time. This last step is essential. The first solution chosen is not always the best or most workable. If the first solution has flaws, the problem solving process should be begun again at step 1. Four Key Conflict Resolution Skills 1. Quickly relive stress – The capacity to remain relaxed and focused in tense situations is a vital aspect of conflict resolution. If you don't know how to stay centered and in control of yourself, you may become emotionally overwhelmed in challenging situations. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you. 2. Recognize and manage your emotions – Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smooth over disagreements. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to handle conflict depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on finding solutions that are strictly rational, your ability to face and resolve differences will be impaired. 3. Improve your nonverbal communication skills – The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication includes eye contact, facial expression, tone of voice, posture, touch, and gestures. When you're in the middle of a conflict, paying close attention to the other persons' nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simply nonverbal signals such as a calm tone of voice, a reassuring touch, or a concerned facial expression can go a long way toward defusing a heated
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	exchange. 4. Use humor and play to deal with challenges - You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humor can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh <i>with</i> the other person, not <i>at</i> them. When humor and play are used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy. Fair Fighting: Ground Rules • Remain calm. • Express feelings in words, not actions. • Be specific about what is bothering you. • Deal with only one issue at a time. • No "hitting below the belt". • Avoid accusations. • Don't generalize. • Avoid "make believe". • Don't stockpile. • Avoid clamming up. Managing and Resolving Conflict by Learning How to Listen Tips for being a better listener: • Listen to the reasons the other person gives for being upset. • Make sure you understand what the other person is telling you—from his or her point of view. • Repeat the other person's words, and ask if you have understood correctly. • Ask if anything remains unspoken, giving the person time to think before answering. • Resist the temptation to interject your own point of view until the other person has said everything he or she wants to say and feels that you have listened to and understood his or her message. When listening to the other person's point of view, the following responses are often
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	helpful: 1. Encourage the other person to share his or her issues as fully as possible. · "I want to understand what has upset you." · "I want to know what you are really hoping for." 2. Clarify the real issues, rather than making assumptions. Ask questions that allow you to gain this information, and which let the other person know you are trying to understand. · "Can you say more about that?" · "Is that the way it usually happens?" 3. Restate what you have heard, so you are both able to see what has been understood so far it may be that the other person will then realize that additional information is needed. · "It sounds like you weren't expecting that to happen." 4. Reflect feelings be as clear as possible. · "I can imagine how upsetting that must have been." 5. Validate the concerns of the other person, even if a solution is elusive at this time. Expressing appreciation can be a very powerful message if it is conveyed with integrity and respect. · "I really appreciate that we are talking about this issue." · "I am glad we are trying to figure this out."
Evaluation:	1. The facilitator will instruct the students to answer the following activity worksheets: • "Conflict Cycles" activity worksheets • "Negotiation Process-Style Scale" activity worksheet
Reference / s:	Ortigas, Carmela D. eds. 2008. <i>Group Process and the Inductive Method</i>. Quezon City: Ateneo de Manila University Press. Strategies for Anger Management.pdf http://www.wholeperson.com/800-247-6789 Conflict Management Activity Sheet.pdf Conflict.pdf

Topic/Activity:	<i>Can You Follow Instructions?</i>
Area of Development:	Academic and Career Domain
Dimension of Social Goal:	Social Responsibility and Social Status
National Standard: Academic: __A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. Career: __B Students will employ strategies to achieve future career goals with success and satisfaction.	Competencies: Academic <i>Achieve School Success</i> • Take responsibility for their actions. • Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students. • Demonstrate dependability, productivity, and initiative. Career <i>Acquire Career Information</i> • Identify personal skills, interests, and abilities and relate them to current career choices. • Demonstrate knowledge of the career planning process. • Use research and information resources to obtain career information.
Month:	August
Objective/s:	• To identify the advantages of following simple instructions / directions. • To integrate the acquired skills in academics to career decision-making process. • To maintain the positive attitude of following simple instructions.
Time Frame:	60 minutes
Resources / Materials Needed:	“Follow Directions No. 1 and 2” activity worksheet, a sample copy of NCAE result, pencil or pen
Procedure:	1. The facilitator will ask the students to answer the “Follow Directions No. 1 and 2” activity worksheet.
Processing:	<i>Lecturette:</i>

	NCAE (National Career Assessment Examination) – is a test taken by high school students in the Philippines to determine their strengths in different career fields. It was first given in January 2007 and replaces the former National College Entrance Examination. Purpose of the Test The purpose of NCAE is to help students determine which courses they should study in college and what sort of career they are best suited for. Like many standardized tests, the NCAE measures students’ general scholastic knowledge. However, the NCAE also tests vocational aptitude, occupational preferences and entrepreneurial skills. Importance of the Test One of the reasons the NCAE was developed was to address the issue of unemployment due to workers getting mismatched with the wrong careers. The hope is that by determining which careers they are ideally suited for, students can plan a course of study that will give them the skills and education they will need for their ideal careers. Considerations NCAE test results are only one part of the bigger picture in determining the best career fit for a student. Students shouldn’t make major decisions based on NCAE results alone. Their entire school career as well as their own goals and interests should be considered when deciding on a course of study and a career. <i>(Refer to the sample copy of NCAE result)</i> Scientific Ability (SA) – this is an assessment of the individual’s scientific abilities and skills to adopt scientific methods, procedures and processes constructing knowledge and solving experimental or real-life problems. One who has high SA has greater probability to excel in academic programs that work mostly on scientific methodologies (e.g., medical allied professions). Those with average SA can be successful in the field of chemistry, physics, zoology, botany, biology, and other courses related to medicine. Reading Comprehension (RC) – this measures the ability to understand what has been stated directly; to analyze, interpret, and criticize what has been read; to recognize reasonable application of principles or opinions expressed by the author. A student with high RC has the potential to make sound inferences, syntheses, generalizations, or conclusions on what he / she read. Students who possess the skills will most likely succeed in courses that involve
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	public speaking and even writing such as mass communication, teaching, theology, and law. Verbal Ability (VA) – this subtest measures the assertive ability of a person in view of grammatical rules and logical arrangement of ideas. Individuals with high VA have high sense of analogy; hence, they have potential in mass communication, law, teaching, and preaching vocation. Those with average VA can be developed in advertising careers. Mathematical Ability (MA) – this subtest is used to assess quantitative abilities and computational skills, particularly, on working with numbers, perceiving relationship between two quantities and solving word problems. One with high MA has high sense of mathematical calculus, a requisite skill in engineering courses, aeronautics, and marine courses. Logical Reasoning Ability (LRA) – this measures an individual’s ability to understand and analyze complex written material and derive correct conclusions from it. Those with high LRA are likely to succeed in courses which require high analytical / critical thinking skills like law, economics, theology, social sciences, and medical allied professions. Clerical Ability (CA) – this is a test of ability and skill to encode data / information and file office records, as well as ability to note details. High CA is the requisite skill for secretarial jobs for these jobs requires good manual dexterity; thus individuals with high CA are potential computer operators, encoders, and stenographers. Nonverbal Ability (NVA) – this test a person’s reasoning ability to identify patterns presented in diagrammatic form. The series of figures presented in each item requires the perception of an operating principle underlying the changes in the figures. In each instance, the examinee must discover the principle’s governing change/s of the figures and give evidence of his understanding by indicating the diagram that should logically follow. It tests abilities required in jobs such as engineering, science, architecture and any other jobs which involve working with diagrammatic and similar visual information. Visual Manipulative Skills (VMS) – this subtest measures abilities that requires perceptual and visual judgment in determining figures, symbols, patterns and nature of space as well as skills in mentally manipulating objects and concrete materials. Manipulative skills are required in occupations such as machine technicians, jewelers, watchmakers, engravers, handicraft makers and the like.
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	Humanities and Social Science (HUMSS) – this subtest measures ability that require historical knowledge, objectivity, civic competence, aptitude in the arts and originality. Leadership, self-discipline, propriety and mentoring skills which are necessary in the field of education are likewise measured. Science, Technology, Engineering and Mathematics (STEM) – this subtest measures intellectual openness and inquisitiveness; ability to interpret, analyzes, synthesize, and evaluate data. It likewise measures mathematical reasoning ability, justifying geometric relationships and applying numerical concepts. It assesses the ability to apply ideas in deriving innovative and inventive solutions, ability to visualize, analyze and draw conclusions from it. Accountancy, Business and Management (ABM) – this subtest gauges the ability of the students in solving problem-situation involving knowledge in some basic concepts of Accounting, Business and Management. <i>(Please refer to the sample copy of NCAE result for the sample inventory of occupational interests)</i>
Evaluation:	1. The facilitator will let the students answer the NCAE reviewer.
Reference / s:	http://www.ehow.com/facts_7484533_importance-national-career-assessment-examination.html 2012-NCAE-Handbook.pdf ncae_answer_sheet_2015.pdf

GRADE 10

Topic/Activity:	<i>Job Shadowing</i>	
Area of Development:	Career Domain	
Dimension of Social Goal:	Social Status	
National Standard: <u>B</u> Students will employ strategies to achieve future career goals with success and satisfaction.		Competencies: <i>Identify Career Goals</i> • Demonstrate awareness of the education and training needed to achieve career goals. • Use employability and job readiness skills in internship, mentoring, shadowing, and / or other world of work experiences.
Month:	July	
Objective/s:	• To identify benefits of a Job Shadow. • To understand preparations required for a Job Shadow.	
Time Frame:	60 minutes	
Resources / Materials Needed:	"Employment: How do I get there?" handouts, "Job Shadow Checklist" and "My Practice Resume" activity worksheet	
Procedure:	1. Review the career planning process / steps that was discussed in the Grade 7 level. • What do you think is the most important step in career planning? Or do you think all the steps are equally important? Why? • How is information about yourself related to the kind of career you want in the future?	

	• Does your goal end in deciding what career to take? Why? • Did you find assessing yourself difficult? • How do you think you can use your strengths in achieving your career goal? • Based on your answers, what kind of profession would likely suit your personality? What are some suggestions given to you? Do you agree with them? • After you have decided on what career to take, what are you going to do to get the job you want in the future? • What do you do when you look for a job? 2. Students will read the article about “Employment: How do I get there?” 3. After reading, the facilitator will ask the following questions: • Why is finding a job one of the most difficult tasks a student can face? How can he or she prepare for job searches? • How important is education in finding a good job?
Processing:	Lecturette: Job Shadowing – is a career exploration activity where students follow a worker for a half or full day to learn more about a particular career that interests them. Students get a firsthand look into what a specific job involves, including the rewards and challenges. This experience is designed to give students the opportunity to learn more about what adults do in the working world and how this relates to their classroom experiences. Benefits of a Job Shadow • Explore and define career interests. • Get a first-hand look into what a specific job involves, including the benefits and challenges. • Understand the education and experience required to enter a career. • Discover jobs you may not have known existed. • Decide if a career is a good fit for you. • Learn what it takes to get ahead from people working in your field of interest. • Connect what you are learning in school to the skills required to succeed in a career. • Get inside information about a company’s culture (i.e., is it very casual with people

	rollerblading through corridors? Or is it very corporate – formal offices, suits and ties?) • Learn how to communicate in the workplace. • Meet people who may provide ongoing career guidance. Persons involved in Job Shadowing • The line manager • The host • The visitor / guest Different types of Job Shadowing • Observation – “fly on the wall” • Regular Briefings – “Burst Interactions” • Hands On – “Job Sharing” Standards Job Shadow Experience Students are responsible for the following: • Making an initial call to set up the visit. • Making a follow-up call to confirm the visit. • Obtaining written parent permission prior to the visit. • Arranging transportation to and from the workplace. • Notifying teachers of absence and making up missed work. • Securing a written evaluation from the employer, to be mailed to the program facilitator with a signature across the sealed flap of the envelope. (Alternatively, schools may choose to accept company letterhead or a business card as evidence of a visit, along with a student-delivered evaluation from the employer.) Companies are responsible for the following: • Providing a liaison who will direct the student’s activities while in the workplace and complete the written evaluation at the end of the visit. • Providing a safe environment for the student’s visit. • Communicating problems to the program facilitator in a timely manner. • Providing appropriate access to work activities, planning meetings, etc.
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	• Allowing time (at least 15 minutes) for the student to conduct an informational interview with one of the company employees, preferably the person assigned as the liaison. The school is responsible for: • Creating inducements for students to participate, for example, making the Job shadow visit a course requirement. • Offering the missing time as an “excused absence” where appropriate documentation is provided. • With the program facilitator, cultivating relationships with local employers that enable students to connect with appropriate workplaces. The program facilitator is responsible for: • Tracking permission slips and employer evaluations. • Providing instruction re: contacting employers and setting up Job Shadow opportunities. • Describing workplace expectations. • Assisting students in planning informational interviews. Tips for Setting up the Job Shadow • Introduce yourself. • Be prepared. • Make sure you’re talking to the right person – at the right time. • Speak clearly and slowly. • Take notes. • Keep it brief. • Say thank you.
Evaluation:	1. The facilitator will let the students accomplish the necessary requirements for job shadowing. 2. Students will be asked to choose where they will observe and practice their chosen profession. Each student needs to complete the job shadowing in 40 hours or in 5 days. 3. After that, students are expected to submit their narrative reports and other necessary

	documents needed for job shadowing.
Reference / s:	G11_Unit4_JobShadow.pdf Job_Shadowing_Guidelines.pdf A Guidance Resource Manual on Growing Filipino Adolescent (Third Year)

Topic/Activity:	<i>Investigating Career Resources</i>	
Area of Development:	Career Domain	
Dimension of Social Goal:	Social Status	
National Standard: <u>B</u> Students will employ strategies to achieve future career goals with success and satisfaction.		Competencies: <i>Acquire Career Information</i> • Apply decision-making skills to career planning, course selection, and career transitions. • Identify personal skills, interest, and abilities and relate them to current career choices. • Demonstrate knowledge of the career planning process. • Know the various ways which occupations can be classified. • Use research and information resources to obtain career information.
Month:	August	
Objective/s:	• To assess how new information leads to a more thorough investigation of career possibilities. • To recognize the importance of personal skills and attitudes toward careers. • To examine career facts by the Bureau of Labor and Statistics. • To generalize personal ideas on career opportunities. • To recognize various information found in job advertisements.	
Time Frame:	60 minutes	
Resources / Materials Needed:	Career Paths or Career Clusters posters or handouts, “Outlook for Jobs in the Future” and “The Occupational Trial Plan” activity worksheet, “Starting right in your first job” handout, paper, pencil or pen	
Procedure:	1. The facilitator will give students handouts with Career Paths and Career Clusters and the “Outlook for Jobs in the Future” activity worksheet. Students will be instructed to select three jobs from the Career Clusters.	

	2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form.
Processing:	Lecturette: Understanding the Young Jobseeker • Cultural factors – the young person seeking work is not the only seeking work, i.e., family and friends are looking for a job alongside the jobseekers. - Parents put their hope in a son or daughter whom they have sent to school, even if he / she is a school leaver. They feel they have a stake in the child's future and how it turns out. Many feel that providing for their children's education is a big investment which at some point must bring back returns. - Family and friends also contribute to the young people's anxieties by hinting at laziness, bad luck, or the loser mentality in their effort to push them to go faster in the job search. Sarcastic comments can have lasting effects on young jobseeker's confidence. - Job holders are considered the pride of the family as they bring in the much-needed cash for daily living and the means to buy the symbols of improving social status. Having a job is certainly also tied up with image status. • Employment issues – there is a distinct mismatch between education and what the market demands in terms of worker skills and competencies. - Jobseekers are picky and ambitious and seek a high-profile entry into the job market. • Personal issues – many jobseekers have often an inaccurate picture of themselves, either thinking themselves superior or downplaying what they can do well. They are thus unable to sell themselves appropriately. Understanding the Job Search Process 1. Knowing where you've been - All job seekers begin with confidence. - Young jobseekers must be aware of the need to deal with the past and perhaps to put closure to it. - Jobseekers must be allowed to work through the emotional complexities in

	retelling their past. They must be made to feel free to recount the events that led to their present reality without fear of censure or ridicule. After the recalling, jobseekers should be helped to plan how they will present their reasons. The script must be clear, unemotional and matter-of-fact. 2. Knowing what you've got - Jobseekers will identify key aspects of themselves that are most important for their potential employers to know. a. Skills, talents, abilities, competencies: What can you do? What are you capable of? Basic competencies or core work skills 1. Receive and respond to workplace communication 2. Work with others 3. Demonstrate work values 4. Practice basic housekeeping procedures 5. Participate in workplace communication 6. Work in team environment 7. Practice career professionalism 8. Practice occupational health and safety procedures 9. Lead workplace communication 10. Lead small teams 11. Develop and practice negotiating skills 12. Solve problems related to work activities 13. Use mathematical concepts and techniques 14. Use relevant technologies 15. Utilize specialized communication skills 16. Develop teams and individuals 17. Apply problem-solving techniques in the workplace 18. Collect, analyze and organize information 19. Plan and organize work 20. Promote environmental protection
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	b. Likes, interest, motivations, values: What will make you do your best? What drives you? Skills, talents, abilities, competencies 1. People skills – those that have to do with working with people, including serving, helping, influencing, thinking and action, entertaining 2. Data skills – those that have to do with facts, records, files, numbers, details, systems and procedures 3. Thinking skills – those that have to do with building, maintaining, processing, handling equipment or machinery, physical, biological or chemical functions 4. Idea skills – those that have to do with abstractions, ideas, creative expression, problem solving Likes, interests, motivations, values 1. Personal values have to do with values that are intrinsically important to an individual, such as moral fulfillment and recognition 2. Family values are those values that are handed down through generations and which are held collectively by families 3. Spiritual values have to do with those that concern one's concept of the spirit and the belief in a higher power that animates life in general 4. Humanitarian values are concerned with “other-centered” values that an individual holds as he / she relates to the human community 5. Work or career values relate to values in the practice of profession, at the workplace, or the place where business is carried out c. Goals, dreams, ambitions: What do you aim for in life? What would you like to be? What would you like to do? What would you like to achieve? - It is important that jobseekers are able to envision a future that they want to work toward. Young jobseekers must be able to vividly imagine their ideal future and set goals that they want to reach at some future in time. Goals provide an anchor that will direct young jobseekers to pursue directions that will lead them to
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	fulfilling their dreams. d. Best fit (preferred work conditions): What kind of career best suits you? In what kind of environment will you be most happy in? Tangible factors – are those that can be observed and measured, such as compensation, benefits, location, financial stability, status, and organization size, among others. Intangible factors – are more difficult to determine and include organizational culture, type of boss or supervisor, corporate responsibility, and community involvement, among others. 3. Knowing where and how to look - Advertised job market – it is the jobseeker who is looking for the employer a. classified ads (newspapers, journals, magazines, and other print media) b. employment agencies and search firms c. internet (job search, employment, entrepreneurship, franchising, and company websites, etc.) d. job fairs e. shop windows, public places, community billboards f. television, radio Helpful Tips for Young Jobseekers 1. Be alert and observant of any and all happening and changes in the surroundings. 2. Be curious and don't be shy to ask around. 3. Look up the latest news about jobs in general and your industry in particular. - Hidden job market – is a combination of what you know and who you know. It is made up of friends and <i>barkadas</i>, friends of friends, relatives, co-workers, neighbors, teachers, interest groups, church community, and sports club. - it is the employer who is looking for the jobseeker 4. Making the deal – is all about reviewing the jobseeker's personal profile of skills, talents, abilities and competencies; interests, motivations, values; goals, dreams and ambitions and preferred work conditions that determine best fit. Useful Tips for Young Jobseekers
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	• An offer is not an offer unless it is written. • An offer is not a job until you sign the contract. • If you ask for more (compensation, benefits, etc.), two things can happen: either you get it or you don't. But if you don't ask, you won't get! Just be sure you don't complain that you're not given when you haven't asked! • Negotiate BEFORE you sign the contract, not after you've accepted the job. You should negotiate when you are in a vantage position to do so, not when you are powerless. • Ask for at least 24 hours to consider the offer. Those who say "yes" on the spot may find out later that there are things in the contract that they do not agree with. It would then be too late to back out. • Read the written offer and contract BEFORE you sign. • Clarify anything you don't understand. • Discuss the offer with family and friends before you accept. Hierarchy of Needs for Employees • Basic Needs – The lowest level of Maslow's hierarchy of needs is basic needs such as the need for food and rest. When it comes to the workplace, this translates into money. If a job employees enough that they can pay their rent and utilities and buy food and clothing, then the job satisfies the employees' basic needs. In addition, if the job is not unduly stressful, employees may have an easier time sleeping. • Safety and Security – Employees must have safety and security if they are to succeed in the workplace. Employers should help employees feel physically safe by taking sexual harassment and threats seriously and by having policies in place to deal with potential violence. Employees must also feel that their jobs are secure. If a company lays off a lot of employees or doesn't communicate with employees about layoffs, employees may feel frightened of losing their jobs – which would mean no longer being able to meet their basic needs – and be unmotivated to work. • Belonging and Love – Once basic needs and security needs have been met; employees seek to meet their needs for belonging and love. Employees must feel comfortable with their co-workers and their supervisors. Even if they don't like or
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	get along with everybody, they need to feel like they belong and are loved by at least some of the people they work with. If an employee feels alienated from the company, she may not do her best at work. This is doubly important when it comes to employer / employee relationships. If employees don't feel their bosses value them or their contributions, they won't want to do their jobs. • Self-esteem and Self-Actualization – The highest levels of Maslow's hierarchy of needs relate to how employees feel about themselves. Self-esteem is how much the employee likes and values himself. Employees who feel like they are productive and doing something worthwhile with their time tend to have higher self-esteem than those who don't. Self-actualization, the highest level of Maslow's hierarchy of needs, is an employee's need to feel like he is living up to his potential in life and is using his creativity and passion. Employees sometimes change careers if they find their current career can't meet these needs. However, if an employee is working in the right job for him and all other needs are met, he should be able to feel like his job satisfies his highest needs.
Evaluation:	1. The facilitator asks the students to answer the "Occupational Trial Plan" activity worksheet.
Reference / s:	Guid_All_Standards.pdf Mante, Loree C. 2007. <i>Guiding Youth Careers: A handbook for those who help young jobseekers</i>. Manila: International Labour Organization Publications. http://smallbusiness.chron.com/hierarchy-needs-employees-20121.html

Topic/Activity:	<i>Understanding Benefits</i>	
Area of Development:	Career Domain	
Dimension of Social Goal:	Social Status	
National Standard: <u>A</u> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Competencies: <i>Develop Employment Awareness</i> • Apply job readiness skills to seek employment opportunities. • Learn about the rights and responsibilities of employers and employees. • Develop a positive attitude toward work and learning. • Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. • Utilize time- and task- management skills.	
Month:	August	
Objective/s:	• To understand how benefits work. • To compare and contrast different types of benefits. • To evaluate how important benefits are to them.	
Time Frame:	60 minutes	
Resources / Materials Needed:	“Philippine Benefits Summary” handout, “Adding Benefits” activity worksheet, “Benefits and You” activity worksheet, “Hourly Wages” activity worksheet, pen or pencil	
Procedure:	1. The facilitator will discuss to the students that some people are paid a salary regardless of the numbers of hours worked per week, and other people are ;paid an hourly rate for the number of hours worked. 2. Distribute the “Hourly Wages” activity worksheet. 3. Ask the students to look at the amount each person makes for every hour they work. 4. Have the students compute the daily wages for each of the workers if they work eight	

	hours per day. 5. After figuring the daily wages, have the students compute the weekly wages for each of the workers if they work eight hours per day and five days per week. 6. Have the students compute the yearly wages for each of the workers if they work eight hours per day, five days per week, and fifty two (52) weeks per year.
Processing:	Lecturette: Effects of Working While in School 1. Potential Positive Effects • Money for essentials. • Money for unexpected expenses. • General and career-specific experience. • Being able to keep a job you currently hold. • Keeping busy. • Establishing and maintaining connections. 2. Potential Negative Effects • Time commitment. • Adjusting priorities. • Shifting gears. Sources of Job Information 1. Salary / wage level – consider how much money you need to make month and annually. You may need to make certain amount for the year as a whole, but you may need to earn more of that total amount during the months when you are paying tuition. Consider also the amount that justifies taking the time to work. if a job pays well but takes extra hours that should go toward studying or classes, it might not be worth it. Take time to compare the positive effects with the negative effects of any job’s pay structure. 2. Time of day – when you can work depends on your school schedule. For example, if you take classes Monday, Tuesday, and Thursday during the day, you could look for a job with weekend or evening hours. If you attend evening classes, a daytime job could work fine.

	3. Hours per week (part time vs full time) – if you take classes part time, you may choose to work full-time job. If you are a full-time student, it may be best to work part-time. Balance your priorities so that you can accomplish your schoolwork and still make the money you need. 4. Duties performed – if you want hands-on experience in your chosen field, narrow your search to jobs that can provide it. On the other hand, if a regular pay cheque is your priority, you might not care as much about what you do. Consider if there is anything you absolutely hate to do. Working somewhere and / or doing something that makes you miserable may not be worth any amount of money. 5. Location – weigh the effects of how long it takes to get a job against what you are getting out of it, and decide whether it is worth your while. A job at or near your school may give unparalleled convenience. When you know you can get to work quickly, you can schedule your day more tightly and get more done. 6. Flexibility – even if your classes are at regular times, you might have other projects and meetings at various times. Do you need a job that offers flexibility, allowing you to shift your working time when you have to attend to an academic or family responsibility that takes priority? Choose according to the flexibility you require. 7. Accommodation of special needs – if you have hearing or vision impairment, reduced mobility, children for whom you need daycare, or other special needs, you may want to find an employer who can and will accommodate them. School's Career Planning and Placement Offices 1. Networking 2. Classified ads 3. Online services 4. Employment agencies Develop a Financial Philosophy 1. Live beneath your means. 2. Pay yourself. The Art of Budgeting a. Determining how much money you make.
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	b. Determining how much money you spend. c. Subtracting the second number (what you spend) from the first number (what you make). d. Evaluating the result. e. Make decisions about how to adjust your spending or earning based on that result. Saving Strategies • Rent movies or attend bargain matinees. • When safe for the fabric, hand-wash items you ordinarily dry-clean. • Check movies, compact discs, tapes, and books out of your library. • Make popcorn instead of buying bags of chips. • Walk instead of paying for public transportations. • If you have storage space, buy detergent, paper products, toiletries, and other staples in bulk. • Shop in second-hand stores. • Keep your possessions neat, clean, and properly maintained – they will last longer. • Take advantage of weekly supermarket specials and bring coupons when you shop. • Reuse grocery bags for food storage and garbage instead of buying bags. • Return bottles and cans for deposits if you live in a city that accepts them. • Trade clothing with friends and barter services (plumbing for baby-sitting, for example). • Buy display model of appliances or electronics (stereo equipments, TVs, VCRs). • Take your lunch instead of buying it. • Find a low-rate long distance calling plan, use e-mail, or write letters. • Save on heat by dressing warmly and using blankets; save on air conditioning by using fans. • Have pot-luck parties; ask people to bring dinner foods or munchies. Types of Employment 1. Regular (i.e., Permanent) Employment If an individual is engaged to perform activities that are usually necessary or desirable in the
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	usual business or trade of the employer, he should be employed as a regular employee (i.e., an employee with an indefinite term) unless the employment relationship can qualify as an alternative employment arrangement. There are other possible types of employment arrangements, such as project, seasonal, casual and fixed term. The validity of these alternative employment arrangements depends on whether the requisites for these alternative employment arrangements have been met. If the requisites have not been met, the ostensible alternative employment arrangement shall be disregarded and the employee shall be deemed to be a regular employee. In this connection, before an employee becomes a regular employee, his employer can require him to undergo probationary period. The maximum length of the probationary period is six months, counted from the date the new employee started working. The employer normally may not extend the probationary period. Once the new employee is allowed to work after the lapse of the probationary period, his employment will be deemed a regular employment by operation of law. Also, at or before the beginning of the probationary period, the employer must notify the employee of the standards that he must satisfy. Otherwise, the employment will also be deemed a regular employment from the time the employee started working. 2. Project Employment There is project employment when the period of employment has been fixed for a specific undertaking, the completion of which has been determined at the time of the engagement of the employee. A project employee may acquire the status of a regular employee when he is continuously rehired after the cessation of a project and the tasks he performs are vital, necessary and indispensable to the usual business or trade of his employer. 3. Seasonal Employment There is seasonal employment when the work is to be performed only at a certain time of the year and the employment is for the duration of that time of the year. 4. Casual Employment There is casual employment when an employee is engaged to perform work that is merely incidental to the business of the employer, and such work is for a definite period made known to the employee at the time of his engagement. If the casual employee renders at
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	least one year of service, whether such service is continuous or not, he shall be considered a regular employee with respect to the activity for which he is employed and his employment shall continue while such activity exists. 5. Fixed-Period Employment There is fixed-period employment when the commencement and termination dates of the employment relationship have been set before the employment relationship begins. Fixed-period employment is highly restricted and is subject to the following criteria: (i) the fixed period of employment was knowingly and voluntarily agreed upon by the parties without any force, duress, or improper pressure being brought to bear upon the employee and absent any other circumstances vitiating his consent; or (ii) it satisfactorily appears that the employer and the employee dealt with each other on more or less equal terms with no dominance exercised by the former over the latter. As much as possible, fixed-period employment should involve highly-educated people or highly-technical positions. Termination of Employment 1. Cause for dismissal • Serious misconduct or willful disobedience by the employee of the lawful orders of his employer or representative in connection with his work. • Gross and habitual neglect by the employee of his duties. • Fraud or willful breach by the employee of the trust reposed in him by his employer or duly authorized representative. • Commission of a crime or offense by the employee against the person of his employer or any immediate member of his family or his duly authorized representative. • Other causes analogous to the foregoing. On the other hand, the authorized causes for termination of employment are as follows: • Installation of labor-saving devices. • Redundancy. • Retrenchment to prevent losses. • Closing or cessation of operation of the establishment or undertaking. • Disease, where the continued employment of the afflicted employee is prohibited by
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	law or is prejudicial to his health as well as to the health of his co-employees. Procedures for Dismissal - In dismissing an employee from work due to a just cause, the Labor Code requires the employer to serve a written notice to the employee informing him of the charges against him. After serving the notice, the employer must afford the employee an opportunity to be heard where the employee can answer the charges with the assistance of counsel, if he so desires. If the employer decides to dismiss the employee, it must serve another written notice to the employee to inform him of its decision to dismiss him. - In case of termination of employment due to an authorized cause, the employer must serve a written notice to each affected employee and to the DOLE at least 30 days before the intended effective date of the termination. For employment termination by reason of disease, there must also be a certification by a competent public health authority that the disease cannot be cured within a period of six months even with proper medical treatment. In all cases of authorized cause employment termination, the employee is entitled to receive separation pay. The separation pay is equivalent to half-month's salary for every year of service or one-month's salary for every year of service depending on the authorized cause of employment termination. - If an employee is dismissed without his employer observing the appropriate procedures, he is entitled to nominal damages, the amount of which is subject to the discretion of the court, even if there is a just or authorized cause for employment termination. For this purpose, the court will take into consideration the relevant circumstances of each case, particularly the gravity of the due process violation. The nominal damage serves as a penalty upon the employer for its failure to comply with the requirements of procedural due process for employment termination. <i>Refer to the "Philippine Benefits" handout</i>
Evaluation:	Activity No. 1 1. The facilitator will pass out the "Adding Benefits" activity worksheet. Explain to students they will have to add up the various benefits for each job. They will then compare each job to decide which the best one is. After students have had time to complete the activity worksheet, lead a discussion about their results.

	Activity No. 2 1. The facilitator will pass out the “Benefits and You” activity worksheet. Explain to students they will use the space provided to write the importance of each benefit would be to them. after students have had enough time to complete the worksheet, lead a class discussion about their opinions.
Reference / s:	Benefits-Summary-Philippines.pdf bk_manila_guideemploymentlawv2_2013.pdf wages.pdf

Sample Handouts and Activity Sheets

Name: _____

Date: _____

Grade and Section: _____

BE FABULOUS!

Instructions: In the acronyms below, think of an adjective that will best describe you as person. Then, write a short paragraph explaining your chosen words.

	B	
	E	
	F	
	A	
	B	
	U	
	L	
	O	
	U	
	S	

Name: _____

Date: _____

Grade and Section: _____

Daily Schedule

Goal 1: Study for Math test.

Goal 2: Work on History project due next week.

Goal 3: Basketball game

Time	Activity	Time
5:00 am – 6:30 am	Wake up, breakfast, dress	1 ½ hour
6:30 am – 7:00 am	Go to school	30 minutes
7:00 am – 4:00 pm	School	8 hours
4:00 pm – 4:30 pm	Went home	30 minutes
4:30 pm – 4:45 pm	Television time	15 minutes
4:45 pm – 7:00 pm	Basketball time	3 hours and 15 minutes
7:00 pm – 8:00 pm	Dinner	1 hour
8:00 pm – 10:00 pm	Relaxation time • Watching tv • Texting • Making calls to friends	2 hours
10:00 pm – 10:30 pm	Homework	30 minutes
10:30	Bedtime	7 hours and 30 minutes

Is this realistic?

Does Monday through Friday look like this for you? Is every minute filled?

Were the goals for the day accomplished?

Do you have any chores to do?

Does it look as if priorities have been set?

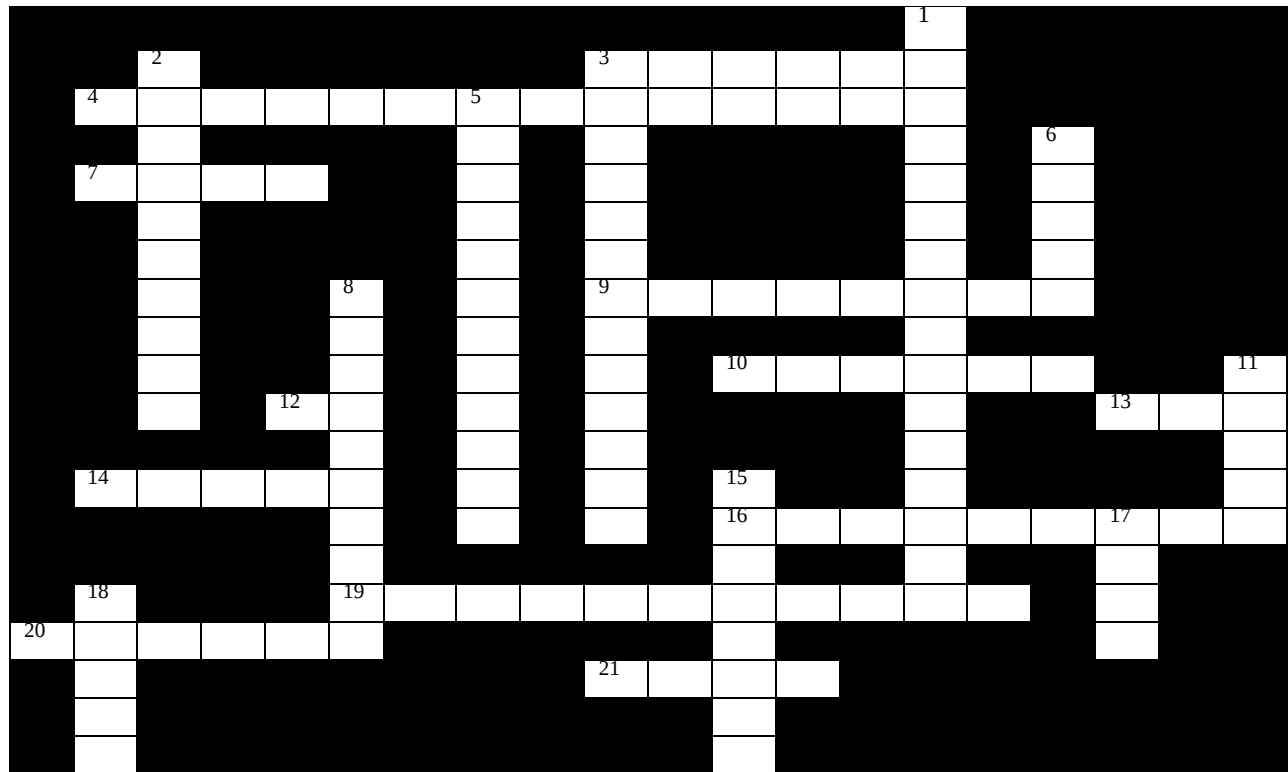
What was omitted? For example, practicing instrument or community involvement.

Name: _____

Date: _____

Grade and Section: _____

Time Takers



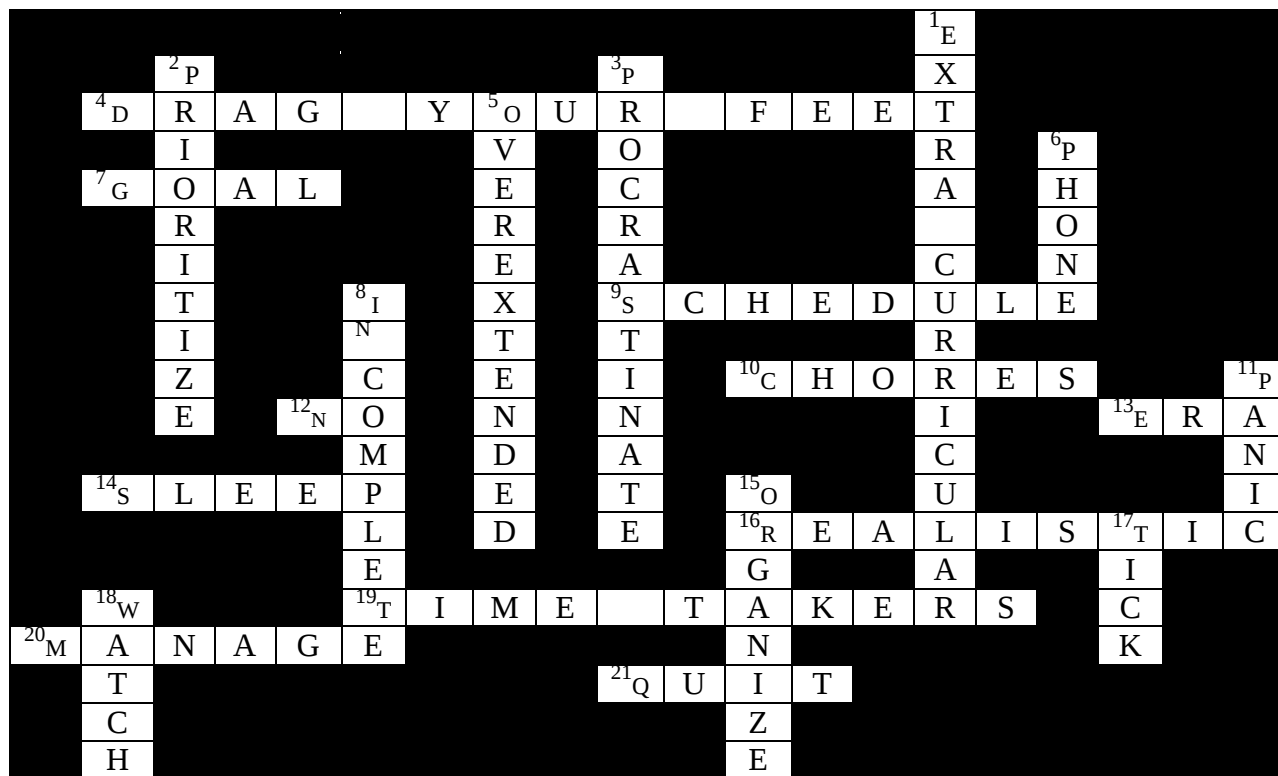
Across

4. An idiom for wasting time
7. What you are working towards
9. Where you should be and when
10. What you must do at home to help out
12. Learn to say this when asked to make another commitment
13. An important period of history or time
14. Adolescents need more of this than adults
16. Based on fact; no daydreaming
19. Choices that eat away at time
20. Do this to have enough time to take care of your commitments
21. Give up

Down

1. The extras associated with school, like band or choir
2. Ranking the things you have to do in order of importance
3. Put off until tomorrow what should be done today
5. Scheduling too much in too little time
6. Talk, talk, talk
8. The way your homework looks when time is wasted
11. The knot in your stomach before a test that you didn't study for
15. Put everything in its proper place
17. Sound the clock makes as time flies by
18. Examples: Rolex, Timex, Guess

Answers:



PERSONAL PROFILE

Name	Emmanuelle A. Santiago
Birth Date/ Place	September 26, 1988 / Mandaluyong City
Sex / Civil Status	Female/Single
Address	559 G. Manalo St., Pateros Metro Manila
Mobile & E- Mail	0926-691-2928 / 0926-953-2914 / paulasantiago02@yahoo.com



Objective:

- To have a work / job position that can enhance my professional growth.

Work Experience:

GUIDANCE CENTER HEAD

Our Lady of Peace School
P. Olivers St. Brgy. San Jose, Antipolo City
May 2015 – Present

DUTIES AND RESPONSIBILITIES:

- Leadership in the development of appropriate policies and procedures for the guidance program
- Plans and coordinates effective utilization of physical facilities and materials for the guidance program.
- Plans and coordinates administration of the standardization testing program.
- Coordinates in the development, maintenance and use of the cumulative records, program information and placement services.
- Plans and initiates in-service activities designed to maintain and improve the effectiveness of the guidance services.
- Leadership in working with the staff to evaluate the effectiveness of the guidance services as basis for continuous improvement.
- Coordinates to the school administration, teachers, students and parents on the different functions of the guidance services.
- Dissemination of standardized testing data and interpretation related to the implications of the instructional program
- Plans workshops and seminars for parents, teachers and students.
- Initiates surveys and research studies for program development.
- Plan and create a guidance program.

GUIDANCE FACILITATOR (COUNSELOR)

Our Lady of Peace School
P. Olivers St. Brgy. San Jose, Antipolo City
May 2009 – Present

DUTIES AND RESPONSIBILITIES:

- Schedule and conducts / organizes individual / group counseling
- Administers psychological tests
- Ensures gathering and recording of complete student data for the individual inventory
- Assess students' needs as basis for guidance activities
- Holds consultation and coordination activities
- Collects and disseminate information to the appropriate persons
- Makes counseling reports
- Follow-up students for counseling
- Conducts research and evaluation to determine effectiveness of strategies and services implemented
- Refer clients to more qualified experts
- Informs individual students and / or parents of test results
- Participates in conferences with parents of students with problems
- Finds out the most common problems of students and suggest possible remedies
- Organizes and implements orientation program for students
- Prepares the high school students for college admission and disseminate accurate information regarding college admission
- Act as an associate between teachers-students, teachers-administrators, parents-teachers, parents-students, parents-parents and students-students
- Screens, selects and recommends student grantees for scholarship and awards
- Conducts / attends seminars on guidance
- Organizes career / vocational activities for high school students
- Visits classes from time to time for information and follow-up regarding behavioral and academic matters
- Plans, implements and facilitates guidance activities and / or programs
- Participates in institutional activities and / or program
- Screens, selects, and interview new student applicants
- Acts as one of the masters of ceremony in institutional and guidance activity

Seminars Attended:

- **Enriching Career Counseling Skills for Effective Senior High School Track**
Dr. Carmelita P. Pabiton
Member, Board of Guidance and Counseling PRC
ISC Mezzanie, CEU Manila
November 13, 2015
- **Private Secondary Schools Management Committee Meeting**
DepEd Calabarzon, Division Office
Jamesville Hotel and Resort, Antipolo City
October 6, 2015
- **Maximizing Brain Capacity and Potential Among Employees**
Dr. Marylendra Penetrente
Our Lady of Peace, Antipolo City

June 4, 2014

- **Social Graces and Personality Development**
Prof. Joselito Flores
Our Lady of Peace, Antipolo City
June 4, 2014
- **The Anti-Bullying Act of 2013 and It's Implementing Rules and Regulations**
Atty. Faustino Madriaga
Our Lady of Peace School, Antipolo City
June 3, 2014
- **35 Counseling Techniques**
Philippine Guidance and Counseling Association (PGCA)
Sofitel Philippine Plaza Manila
May 12, 2014
- **Training on Post-Disaster Care and Counseling Intervention**
Loyola Heights, Quezon City
November 2013
- **Effective Teen Counseling Techniques**
ProLife Philippines
Sampaloc, Manila
September 14, 2013
- **25th Career and Guidance Fair**
Philippine International Convention Center (PICC)
September 5, 2013
- **Migrant's Seminar**
Antipolo Cathedral Parish
Our Lady of Peace School, Antipolo City
August 10, 2013
- **Improving Teacher's Skill Through Action Research**
Ateneo de Manila University
August 8, 2013
- **DSM V Seminar**
University of the Philippines, Diliman Quezon City
July 24, 2013
- **Work Ethics**
Dr. Alfredo Dimaano
Our Lady of Peace School, Antipolo City
June 2013
- **Personality Enhancement and Development Seminar**
Dr. Nympha De Vera
Our Lady of Peace School, Antipolo City

June 3, 2013

- **Traumatology**
Charissa M. Rañeses, Ph.D. (CAM)
Word of Hope 103 EDSA Quezon City
February 27, 2013
- **Briefing on the Implementing Rules and Regulations of the Psychology Law**
De La Salle – College of St. Benilde Center for Learning and Performance Assessment and De La Salle University Psychology Department
Augusto-Rosari Gonzales Theater De La Salle-College of St. Benilde
February 7, 2013
- **OFW Seminar**
Fr. Joey Bautista
John Paul II Minor Seminary, Antipolo City
September 2012
- **Legal Issues in School Management**
Atty. Faustino Madriaga
Our Lady of Peace School, Antipolo City
June 8, 2012
- **A Basic Management Development Program for Our Lady of Peace School Managers and Supervisors**
FIAT Training and Consultancy Corporation
Don Bosco Retreat House Batulao, Batangas
June 1 – 3, 2012
- **Suicide Awareness, Prevention and Management of Individuals at Risk**
St. John of the Cross Center for Psychological Intervention and Traumatic Stress Management
Our Lady of Peace Multi-Purpose Coop. Conference Hall, Antipolo City
February 18, 2012
- **Enhancing Filipino Minds and Hearts : A Multidisciplinary Collaboration among Mental Health Practitioners**
Ma. Cristina H. Enriquez
PsychConsult, Inc. - Ateneo School of Medicine and Public Health
November 26, 2011
- **Enhancing Skills in Handling Bullying Cases**
Editha A. Peñano, RGC
Saint Pedro Poveda College, Quezon City
August 10, 2011
- **Strategic Planning Seminar**
Alfonso, Cavite
February 25 – 27, 2011
- **“Home-School Collaboration” Lecture Forum**

Philippine Normal University – Department of Behavioral Sciences (Child Study)
Philippine Normal University - Maceda Auditorium
January 29, 2011

Educational Background:

**Graduate Studies – Masteral of Arts in Education Major in Guidance Counseling
(Thesis Writing – on going)**

Philippine Normal University
Taft Avenue, Manila
2010 – Present

Tertiary – Bachelor of Science in Psychology

Rizal Technological University
Maybunga, Pasig City
2005 – 2009

Secondary – Pasig Catholic College

Malinao, Pasig City
2001 – 2005

Elementary – Pasig Catholic College

Malinao, Pasig City
1995 – 2001

Character References:

Prof. Amelia Arganda

College Dean
College of Business and Entrepreneurial Technology
Rizal Technological University, Boni Avenue Mandaluyong City
0928-598-8422

Dr. Leonora Puntero

PAASCU Consultant / Quality Assurance Head
St. Paul College, Makati City
0918-964-4250

Mr. John Martin D. Centeno

Guidance Facilitator
Our Lady of Peace School, Antipolo City
0933-503-9540

