



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Dissertations

CGSTER

March 2014

A Comprehensive Intervention Program for Managing School Problems

Ana Rosa R. Rabanal

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Rabanal, A.R.R., Ocampo, J.M., Uriarte, G.G. (2014)
A comprehensive intervention program for managing school problems
(Dissertation, Philippine Normal University)

Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/172

**A COMPREHENSIVE INTERVENTION PROGRAM FOR
MANAGING SCHOOL PROBLEMS**

A **Dissertation** Presented to
The College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfilment of the Requirements for the Degree
DOCTOR OF PHILOSOPHY in Education
with Specialization in
Educational Management

ANA ROSA R. RABANAL

March, 2014

APPROVAL SHEET

This dissertation entitled “**A Comprehensive Intervention Program for Managing School Problems**” prepared and submitted by **Ms. ANA ROSA R. RABANAL** in partial fulfilment of the requirements for the degree of Doctor of Philosophy (Ph.D.) in Education with specialization in Educational Management is hereby recommended for approval and acceptance.

Gabriel G. Uriarte, Ph.D.
Ph.D.

Adviser

Jose M. Ocampo Jr.,

Adviser

Approved in partial fulfilment of the requirements for the degree Doctor of Philosophy (Ph.D.) in Education with specialization in Educational Management by the Oral Examination Committee.

Zenaida Q. Reyes
Dean
Chairperson

Danilo K. Villena, Ph. D
Member

Diony V. Varela, Ph. D
Member

Rene R. Belecina, Ph. D
Member

Accepted in partial fulfilment of the requirements for the degree Doctor of Philosophy (Ph.D.) in Education with specialization in Educational Management by the Oral Examination Committee.

Date

Zenaida Q. Reyes
Dean
College of Graduate Studies
and Teacher Education
Research

ACKNOWLEDGEMENT

Developing, writing, researching and illustrating the comprehensive intervention program are not an easy task. There were times that the researcher would almost give up in pursuing this research due to a lot of constraints that came along the way. Nevertheless, the researcher was able to beat all odds.

She would like to extend her deepest thanks to the following who have given her moral, financial and professional assistance to make this noble educational endeavor a reality:

Dr. Jose M. Ocampo Jr. and Dr. Gabriel G. Uriarte, advisers, for providing inputs, encouragement, expertise, and inspiration which serve as a motivation to move forward. And finish the study;

Dr. Danilo K. Villena, Dr. Rene R. Belecina and Dr. Diony V. Varela, panelists, for their constructive suggestions and recommendations;

Dr. Zenaida Q. Reyes, dean, who provided brilliant ideas and critical suggestions for the improvement of the paper;.

Principals in District I, teachers and students of Judge Juan Luna High School, Ismael Mathay Sr. High School, Pugad Lawin High School, San Francisco High School and Sergio Osmena High School, for their participation in the study.

Mr. Danilo Manuel, for giving courage and additional support in doing the entire research;

Beth, Cielo, Eden, Jenny, Che, Miles, Riza, Irene, Mheil, Elite, and Michelle, friends, for their unwavering confidence and support;.

Mr. Edmar Laceda, editor, for giving additional outputs needed in enriching the research;

Evelyn Roño, mother, Jojo, husband, and Chelsea, Margaret and Maria, daughters, for giving her never ending love and support;

Mrs. Evelyn G. Pascual, PNU staff, for countless accommodation at all times;

To all those who were not formally acknowledged but nonetheless offered positive and kind words; and

Above all, to the ALMIGHTY GOD for the wisdom and blessings He has continually bestowed upon her.

Ana Rosa R. Rabanal

DEDICATION

This work is humbly dedicated

To ALMIGHTY GOD

And to my supportive family

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgement	iii
Dedication	iv
Abstract	v
Table of Contents	vi
Chapter	
1. THE PROBLEM AND ITS BACKGROUND	
Introduction	1
Theoretical Perspectives	5
Research Paradigm	22
Statement of Purpose	26
Significance of the Study	27
Scope and Delimitation	28
Definition of Terms	29
2. REVIEW OF RELATED LITERATURE	
On Academic Problems	31
On Behavioral Problems	34
On Intervention Programs	46

3. RESEARCH METHODOLOGY

Research Design	71
Research Locale	72
Respondents of the Study	74
Research Instrument	74
Data Collection Procedure	76
Statistical Analysis	80

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Students' Behavioral Problems	81
Students' Academic Problems	121
Academic and Behavioral Problems Related to Students' Performance	140
Comprehensive Intervention Program	144

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary	186
Findings	187
Conclusions	190
Recommendations	191

REFERENCES	192
------------	-----

List of Figures

1	Conceptual Framework of the Study	22
2	Framework of the Comprehensive Intervention Program	144

List of Tables

1	Distribution of Respondents	74
2	Percentage and Ranking of Students with Behavioural Problems In Health and Physical Development (HPD)	82
3	Percentage and Ranking of Students with Behavioural Problems In Finances, Living Conditions and Employment (FLE)	85
4	Percentage and Ranking of Students with Behavioural Problems In Social-Recreational Activities (SRA)	89
5	Percentage and Ranking of Students with Behavioural Problems In Social-Psychological Relations (SPR)	92
6	Percentage and Ranking of Students with Behavioural Problems In Physiological-Psychological Relations (PPR)	96
7	Percentage and Ranking of Students with Behavioural Problems In Courtship, Sex, and Marriage (CSM)	100
8	Percentage and Ranking of Students with Behavioural Problems In Home and Family (HF)	103
9	Percentage and Ranking of Students with Behavioural Problems In Morals and Religion (MR)	106
10	Percentage and Ranking of Students with Behavioural Problems In Adjustment to School Work (ASW)	112
11	Percentage and Ranking of Students with Behavioural Problems In Future, Vocational and Educational (FVE)	115
12	Percentage and Ranking of Students	

	with Behavioural Problems In Curriculum and Teaching Procedure (CTP)	117
13	Over-all Ranking of Behavioural problems Based on the Highest Problems Identified	120
14	Weighted Mean Showing Attendance as an Academic Problem	121
15	Weighted Mean Showing Comprehension as an Academic Problem	122
16	Weighted Mean Showing Attention Control as an Academic Problem	124
17	Weighted Mean Showing Academic Skills as an Academic Problem	125
18	Weighted Mean Showing Emotional Control as an Academic Problem	127
19	Weighted Mean Showing Social Skills as an Academic Problem	129
20	Weighted Mean Showing Productivity as an Academic Problem	130
21	Weighted Mean Showing Problem Solving as an Academic Problem	133
22	Summary of the Mean in the Eight Problem Areas as Indicator of Academic Problems	135
23	Actual Grades in English for Second Grading Period	137
24	Actual Grades in Mathematics for Second Grading Period	138
25	Relationship of Academic and Behavioural Problems to Academic Performance	141

Appendices

A. Permit from the Institution in using the Instrument	204
B. Letter and Permit from Dr. John Taylor	205
C. Letter to the Superintendent	207
D. Permit from the Superintendent	208
E. Letter to School Head	209
F. Students' Grades and Students' Scores in Mooney and Taylor Check List	210
G. Correlation	219
H. Forms for the Intervention	220
I. Focus Group Discussion	223
J. Pictures	230
K. Curriculum Vitae	249

ABSTRACT

TITLE : A COMPREHENSIVE INTERVENTION
PROGRAM FOR MANAGING SCHOOL
PROBLEMS

Name of Researcher : Ana Rosa R. Rabanal

KEY CONCEPTS : Comprehensive Intervention Program

Behavioral Problems

Academic Problems

Academic Performance

DEGREE : Doctor of Philosophy in Education

SPECIALIZATION : Educational Management

RESEARCH ADVISERS : **Dr. Gabriel G. Uriarte**
Dr. Jose M. Ocampo

This study attempted to assess the academic and behavioral problems of Public High School students in the Division of City Schools of Quezon City and to determine the possible relationship of behavioral and academic problems to

academic performance. Results of the findings served as the basis of the comprehensive intervention program. Using a Descriptive –developmental method of research, this study involved five hundred student-respondents from five public high schools in the Division of City Schools, Quezon City who answered the Mooney Problem Checklist (MPCL) and Taylor Academic Problem Identification Check List (TAPICL). The results from MPCL by Mooney helped in assessing the behavioral problems, while the (TAPICL) by Taylor (1998) pointed out possible academic problems encountered by public high school students.

Results of the study revealed that the common behavioral and academic problems of public high school students are on areas of home and family, adjustment to school work, and finances, living conditions and employment. The students' greatest concerns are family quarrels, too many financial problems, being slow in Mathematics and worrying about examinations. It also revealed that their most predominant academic problems are on areas of problem solving, productivity, and academic skills. Further, they also have problems especially on study habits, organization, efficiency, planning, reading, spelling, and hearing vocabulary.

The study further found out that these academic and behavioral problems are significantly related to academic performance in Mathematics and English, owing to the finding that the higher/ the more the behavioral problems, the higher/the more the academic problems encountered, and vice versa.

These findings served as the springboard for the development of Comprehensive Intervention Program (CIP) to address these concerns and help high school students reach their potentials, which were later on tried out in one school to establish its effect on the problems identified.

The study offers recommendations, especially on further research to try out the CIP on a larger scale with focus on other problem areas among students, such as relational, social, and technological.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

“The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students” Wright (2005).

Wright’s statement aptly translates the Philippines’ top priority placed on education not for a selected few, but more importantly for all children all over the country. Article XIV of the 1987 Philippine Constitution provides that the state shall a) protect and promote the right of every citizen to quality education at all levels and shall take appropriate steps to make such education accessible to all; b) establish, maintain, and adequately support the needs of the people and society; and, c) encourage non-formal, informal and indigenous systems; d) promote self- learning, independent and out-of-school study programs particularly those that respond to community needs in order to attain the goals of the State and make education accessible to all.

In support of Article XIV is the Education Act of 1982 (Batas Pambansa Blg. 232) emphasizing that “the State shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental condition, racial or ethnic origin, political, and other affiliation.” Hence, equality and equity necessarily put all learners on a playing field that debunk discrimination and exclusion.

Strengthening the implementation of the Education Act of 1982 in basic education is the Republic Act 9155 known as the Governance of Basic Education Act of 2001 which envisions a curriculum that shall promote the holistic growth of Filipino learners enabling them to acquire core competencies and develop proper values among learners. The curriculum shall be flexible to meet the learning needs of diverse students, one that is relevant to their immediate environment, and social and cultural needs.

These legislative acts strongly acknowledge the great variability and differences of learners from various archipelagic parts of the country. In fact, several times it can be inferred from the said legislative acts the deep recognition of potential learning differentiation as well as academic and behavioral problems among students which the educational system has to address without marginalization and exclusion no matter the circumstances.

Working contrary to the provisions of the law is deemed detrimental not only to the learners themselves but also to the country's growth and international recognition and acceptance. In fact, the Education for All (EFA) goals agreed upon by many countries set the directions and expectations on the quality of citizens in the future so that running contrary to said goals would isolate the country's constituents and would limit their accreditation and mobility.

Implementing the EFA goals, the Department of Education (DepEd) aims to make every Filipino functionally literate by 2015. To attain this, a number of challenges are met along the way. Aside from technological capabilities and support infrastructure which requires enormous funding on the part of administrators, DepED

is also heavily burdened by students' poor academic performance and behavior problems that appear insurmountably significant barriers to student learning.

The students' behavior is a factor that prevents them from optimum learning which consequently hinders them from succeeding in their academic, social, and communication development. It is significant to note that student behavior serves as a big factor especially on the quality of learning in schools in a sense that improving their academic and behavioral stance can significantly influence their scholastic achievement and can arrest problems on dropout rates.

Unfortunately, students' behaviors nowadays stand in question at home and in school by parents and school leaders alike as these are apparently deeply influenced by negative television exposure and mass media. Worse still is the responsibility relegated to school and teachers to discipline learners with little or no help at all from home.

Students' behavior plays a critical role in schools. It can be an ally to a teacher when good, and destructive when bad. Poor behavior also has an adverse affect on other students in terms of academics and extracurricular activities. There are certain actions which impede other students' academic progress caused by those with behavioral problems. Scarpaci (2006) explains that poor student behavior may cause other students to cut classes or even to retaliate with violent behavior. It is likewise a crucial aspect of any alternative school program. The studies conducted by D'Angelo & Zemanick (2009) seemed to suggest that the traditionally low and underperforming students manifest behavioral problems.

Education is certainly the best legacy a nation can give to its citizens especially to the young ones. Admittedly, the youth today are tomorrow's citizens and leaders. This being the case, the progress of a nation depends on the quality of education that helps to hone and mold the youth. It is still generally assumed that the basis for any true progress could be attained through the development of human resources which the formal educational system is mandated to attain in such a way that it remains to be an important instrumental vehicle for socio-economic, psychological, and environmental development of any society. This instrumental role of the educational system is highlighted in the K to 12 curriculum which sets as its goal the attainment of higher student achievement and lower dropout rate. With higher standard and longer years of schooling, the educational system is all the more made responsible in ensuring quality student behavior for quality educational outcomes among learners. It is all the more made accountable in preventing or reducing the occurrence of prevalent behavioral problems so as to contribute to the increase in students' achievement.

As interest in the topic of behavioral and academic problems of students has grown, so has the research literature, especially in the last five years (Bariga et al, 2002), yet most of the recent studies focus only on the specific aspects of the problem, like bullying for example. There seems to be a need to look at the problem deeply and comprehensively, and it is for this reason that the extensive study on students' behavioral and academic problems as a strong predictor of achievement is undertaken, the results of which will be useful in coming up with appropriate school intervention program as its contribution to quality education.

Although there are already existing interventions provided by the Philippine government such as the Alternative Learning System and Home Study Program for cognitive academic growth, for example, the study purports to create a student problem-based intervention program to play a part in achieving the educational goals for national progress and international recognition.

Theoretical Perspectives

This study was anchored on several theories on student behaviors from behaviorist, cognitivist and constructivist perspectives embodied in social learning, planned behaviors, social norms, and cognitive-behavioral views.

On Student Behaviors

The theories on social learning, problem behavior, planned behavior, social norms, and cognitive-behavioral views explain the nature of student behaviors

Social Learning Theory (SLT) by Sears (1975) came out as a result of merging stimulus-response theory with psychoanalytic view in an inclusive explanation of human behavior. It claims that people learn within a social context through modelling and observational learning. People, especially children, learn from the environment and seek acceptance from society by learning through influential models. SLT states that social behavior (any type of behavior displayed socially) is learned primarily by observing and imitating the actions of others. The social behavior is also influenced

by being rewarded and/or punished for these actions. Sears and others drew their conclusions from the clinical richness of psychoanalysis and the rigor of stimulus-response learning. Albert Bandura (1977), conversely, abandoned the psychoanalytic and drives features of the approach as he emphasized the cognitive and information-processing capabilities that help facilitate social behavior. Although both theories gave a general context for the understanding of human behavior, it was Bandura's theory that provided a stronger theoretical beginning on understanding human behavior from another angle since the basis of such is more intentional, being cognitive as caused by information processing capabilities of individuals.

According to Ward & Gryczynski (2009), SLT stresses the importance of attending to and modeling the behaviors, cognitions (e.g., attitudes and beliefs) and emotions of others as it perceives an interactive process between cognitive, behavioral, and environmental influences. These are represented in the principles of observational learning, adoption of the modeled behavior, and modeled behavior integrated by the observer.

In observational learning, modeled behavior is achieved when it is structured or organized and rehearsed symbolically and overtly enacted. This leads to the adoption of the modeled behavior which strengthens its ownership as its outcomes are valued and seen as important to the individual. In so doing, the modeled admired behavior is integrated by the observer in a way of cognitive behavior connection as deliberate adoption of chosen behavior has been accepted for its practical and functional value.

Further, the Problem-Behavior Theory (PBT) is deemed related to SLT specially in considering its third principle on practicality and functionality values of the adopted behaviors. Lewin (1951) avers that a behavior is the result of person-environment interaction, reflecting a "field theory" perspective in social science. Such view offers a systematic, multivariate, social-psychological conceptual framework derived initially from the basic concepts of value and expectation. Lewin, considering the fundamental premise of the theory, purports that problem behavior is a behavior that is socially defined as a problem, as a source of concern, or as undesirable by the social and/or legal norms of conventional society and its institutions of authority; it is a behavior that usually elicits some form of social control response, whether minimal, such as a statement of disapproval, or extreme, such as incarceration.

The PBT's system adheres to three important concepts that constitute (1) perceived environment system, (2) behavior system, and (3) personality system. The concepts that constitute the perceived-environment system include social controls, models, and support which are distinguished on the basis of the directness or conceptual closeness of their relations to problem behavior. Proximal variables (for example, peer models for alcohol use) directly implicate a particular behavior, whereas distal variables (for example, parental support) are more remote in the causal chain and therefore require theoretical linkage to behavior. Problem behavior proneness in the perceived environment system includes low parental disapproval of problem behavior, high peer approval of problem behavior, high peer models for problem behavior, low parental controls and support, low peer controls, low

compatibility between parent and peer expectations, and low parent (relative to peer) influence.

The concepts that constitute the personality system include a patterned and interrelated set of relatively enduring, socio cognitive variables—values, expectations, beliefs, attitudes, and orientations toward self and society—that reflect social learning and developmental experience. Problem behavior proneness in the personality system includes lower value on academic achievement, higher value on independence, greater social criticism, higher alienation, lower self-esteem, greater attitudinal tolerance of deviance, and lower religiosity.

Meanwhile, the concepts that constitute the behavior system include both problem behaviors and conventional behaviors. Problem behaviors include alcohol use, problem drinking, cigarette smoking, marijuana use, other illicit drug use, general deviant behavior (delinquent behaviors and other norm-violation acts), risky driving, and precocious sexual intercourse. Involvement in one problem behavior increases the likelihood of involvement in other problem behaviors due to their linkages in the social ecology of youth—with socially organized opportunities to learn and to practice them together—and to the similar psychological meanings and functions the behaviors may have (e.g., overt repudiation of conventional norms, or expression of independence from parental control). Conventional behaviors are behaviors that are socially approved, normatively expected, and codified and institutionalized as appropriate for adolescents. They include church attendance, and involvement with academic course work and achievement. Both church and school can be seen as institutions of conventional socialization, fostering a conventional

orientation and enlisting youth into the traditional and established networks of the larger society. Problem behavior proneness in the behavior system includes high involvement in other problem behaviors and low involvement in conventional behaviors.

Generally, within each explanatory system, it is the balance of instigations and controls that determines psychosocial proneness for involvement in problem behavior; and it is the balance of instigations and controls across the three systems that determines the adolescent's overall level of problem behavior proneness—or psychosocial unconventionality.

PBT is greatly related in the present study because the overall behavioral problems of student respondents are being explained based on its theoretical perspectives.

Still another theoretical support of the study is anchored on Theory of Planned Behavior (TPB) which started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. Fishbein and Ajzen (1975) proposed this theory based on reasoned action stance which intended to explain all behaviors over which people have the ability to exert self-control. The key component to this model is behavioral intent as influenced by people's attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

The TPB has been used successfully to predict and explain a wide range of health behaviors and intentions including smoking, drinking, health services

utilization, breastfeeding, and substance use, among others. The TPB states that behavioral achievement depends on both motivation (intention) and ability (behavioral control). It distinguishes between three types of beliefs - behavioral, normative, and control, which are further elaborated through the six constructs that collectively represent a person's actual control over the behavior: attitudes, behavioral intention, subjective norms, social norms, perceived power, and perceived behavioral control. Attitudes signify a consideration of outcomes of performing the behavior. Behavior intention, on the other hand, refers to the motivational factors that influence a given behavior in which the stronger the intention to perform the behavior, the more likely the behavior will be performed. Additionally, a subjective norm refers to the belief about whether most people approve or disapprove of the behavior. It relates to a person's beliefs about whether peers and people of importance to the person think he or she should engage in the behavior. Likewise, social norms refer to the customary codes of behavior in a group or people or larger cultural context. Social norms are considered normative, or standard, in a group of people; while perceived power refers to the perceived presence of factors that may facilitate or impede performance of a behavior. Perceived power contributes to a person's perceived behavioral control over each of those factors. The last is the perceived behavioral control which refers to a person's perception of the ease or difficulty of performing the behavior of interest. Perceived behavioral control varies across situations and actions, which results in a person having varying perceptions of behavioral control depending on the situation. This construct of the theory was added

later, and created the shift from the Theory of Reasoned Action to the Theory of Planned Behavior.

However, TPB is not without its limitations, hence heavily criticized for the following reasons: (1) the person has acquired the opportunities and resources to be successful in performing the desired behavior, regardless of the intention. It does not account for other variables that factor into behavioral intention and motivation, such as fear, threat, mood, or past experience; (2) while it does consider normative influences, it still does not take into account environmental or economic factors that may influence a person's intention to perform a behavior; (3) it presumes that behavior is the result of a linear decision-making process, and does not consider that it can change over time. Indeed, the added construct of perceived behavioral control was an important addition to the theory, but it does not say anything about actual control over behavior; and finally, (4) the time frame between "intent" and "behavioral action" is not addressed by the theory.

Nevertheless, the TPB has shown more utility in public health than the Health Belief Model (HBM), but it is still limiting in its inability to consider environmental and economic influences. Over the past several years, researchers have used some constructs of the TPB and added other components from behavioral theory to come up with a more integrated model to address the limitations explained earlier, highlighting the idea that the behavioral problems of students are greatly affected by their own choices.

It is for the explanations offered earlier that TPB found its place in the study since most of the academic problems identified among students were influenced by their choices like study habits and productivity.

Another support to the study is the Social Norms Theory (SNT) which was first used by Perkins and Berkowitz (1986) to analyze student alcohol use patterns, the results of which have been known for the effectiveness in reducing alcohol consumption and alcohol-related injury in college students. The approach has also been used to address a wide range of public health topics including tobacco use, driving under the influence prevention, seat belt use, and more recently sexual assault prevention. The target population for social norms approaches tends to be college students, but has recently been used with younger student populations (i.e., high school). This theory aims to understand the environment and interpersonal influences (such as peers) in order to change behavior, which can be more effective than a focus on the individual to change behavior.

Peer influence, and the role it plays in individual decision-making around behaviors is the primary focus of SNT. Peer influences and normative beliefs are especially important when addressing behaviors in youth, and these are much more affected by perceived norms rather than by the actual norms. The gap between perceived and actual is a misperception, and this forms the foundation for the social norms approach.

The SNT posits that a behavior is influenced by misperceptions of how peers think and act. For instance, overestimations of problem behavior in peers will cause people to increase their own problem behaviors, while underestimations of peer

problem behavior will discourage them from engaging in the problematic behavior. In short, correcting misperceptions of perceived norms will most likely result in a decrease in the problem behavior or an increase in the desired behavior.

Social norms interventions aim to present correct information about peer group norms in an effort to correct their misperceptions. In particular, many social norms interventions are media campaigns where misperceptions are addressed through community-wide electronic and print media that promote accurate and healthy norms about the behavior.

The phases of a social norms media campaign include assessment or collection of data to inform the message, selection of the normative message that will be distributed, testing the message with the target group to ensure it is well-received, selection of the mode in which the message will be delivered, the amount, or dosage, of the message that will be delivered, and the evaluation of the effectiveness of the message. Social norms media campaigns are currently being funded by many federal agencies, state agencies, foundation grants, and non-profit organizations and sometimes by few industries.

However, there has been a good deal of evaluations conducted on social norms campaigns revealing several limitations that need to be considered prior to using the theory, one of which is the initial message being presented to the participants and the misperceptions they hold about them, and this consequently called for reliable information presentation for misperceptions correction. Another limitation is the poor data collection in the initial stages that can lead to unreliable data and poor choice of normative message that undermine the campaign and

reinforce misperceptions. The unreliable sources or sources that are not credible to the target population can result in an unappealing message that undermines the campaign, even if the message is correctly chosen. Last limitation is the dose or amount of the message received by the target population which must be enough to make an impact, yet not too much that it becomes commonplace.

Although these limitations exist, when used correctly, SNT can be very effective in changing individual behavior by focusing on changing misperceptions at the group level. Social norms interventions can be used alone or in conjunction with other types of intervention strategies. The most effective social norms interventions are those that have messages targeted to the at-risk population that are correct and influential. To target messages, a substantial amount of research and data collection has to be invested to understand the norms that exist in the group of interest. Social norms interventions are also most effective when presented in interactive formats that actively engage the target audience. This theory is related in the choice of peers by the students which significantly affected their behavior. As such, these behaviors' are manifested by the dictates of gang and peers in their environment.

Finally, the Cognitive-Behavioral Theory (CBT) saying that cognition plays an important role in behavior change, more specifically on the cognitions or thoughts of a client. Such thoughts impact people's behaviors such that negative thoughts or beliefs can make it particularly difficult for a client to make positive behavior change.

Two of the earliest forms of Cognitive behavioral Therapy were Rational Emotive Behavior Therapy (REBT) by Ellis in 1950s, and Cognitive Therapy by Aaron T. Beck in the 1960s.

Cognitive-behavioral interventions combine cognitive and behavioral strategies to solve a variety of behavioral and psychological problems. They seek to “change a person’s irrational or faulty thinking and behaviors by educating the person and reinforcing positive experiences that will lead to fundamental changes in the way that person copes.” In other words, by learning to shift or alter their thinking processes, clients can think more clearly about the choices they make and the behaviors in which they engage.

All of these approaches provide some understanding of the development of behavior problems of students. Although each has its own unique contribution to further highlight understanding of students’ behavior, they have much in common. It is helpful to apply these various models when conceptualizing the dynamics and causative factors of students’ behavior problems. It is important to note each significant factor based on the students’ behavior problems. Whatever an individual thinks of himself and perceives greatly affects his or her behavior, because the cognition plays an important role in the behavior of the students, which is mainly the focus of the current study so that problems could be addressed based on the results of the investigation.

On Students’ Learning

Learning theories such as behaviorism, cognitivism, humanism, and constructivism have provided the study’s theoretical bases.

Behaviorism, the first theory used in the study, refers to the school of psychology founded by John B. Watson (1928) based on the belief that behaviors

can be measured, trained, and changed. Behaviorism was established with the publication of Watson's classic paper "Psychology as the Behaviorist Views It" (1913). Behaviorism, also known as behavioral psychology, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our behaviors. According to this school of thought, behavior can be studied in a systematic and observable manner with no consideration of internal mental states. It suggests that only observable behaviors should be studied, since internal states such as cognitions, emotions, and moods are too subjective. As Watson suggests, strict behaviorists believe that any person could potentially be trained to perform any task, regardless of things like genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities), and all it takes is the right conditioning, whether classical or operant. Classical conditioning is a technique used in behavioral training in which a naturally occurring stimulus is paired with a response. Next, a previously neutral stimulus is paired with the naturally occurring stimulus. Eventually, the previously neutral stimulus comes to evoke the response without the presence of the naturally occurring stimulus. The two elements are then known as the conditioned stimulus and the conditioned response. On the other hand, operant conditioning (sometimes referred to as instrumental conditioning) is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior. For these reasons, behaviorism also contributes to the understanding of behavior

and learning of students, which is the focus of the study. It helps explain the importance of conditioning in the students' behavior since students' responses to the environment are highly determined by the kind of behavior they manifest in school.

Cognitivism also has a share in understanding the mind that gained credence in the 1950s. The movement was a response to behaviorism, which cognitivists said neglected to explain cognition. Cognitive psychology derived its name from the Latin *cognoscere*, referring to knowing and information, thus cognitive psychology is an information-processing psychology derived in part from earlier traditions of the investigation of thought and problem solving.

Behaviorists acknowledged the existence of thinking, but identified it as a behavior, while cognitivists argued that the way people think impacts their behavior and therefore cannot be a behavior in and of itself. Cognitivism has two major components, one methodological, the other theoretical. Methodologically, cognitivism adopts a positivist approach and the belief that psychology can be (in principle) fully explained by the use of experiment, measurement, and the scientific method. This is also largely a reductionist goal, with the belief that individual components of mental function (the 'cognitive architecture') can be identified and meaningfully understood. The second is the belief that cognition consists of discrete, internal mental states (representations or symbols) whose manipulation can be described in terms of rules or algorithms. Cognitivism became the dominant force in psychology in the late-20th century, replacing behaviorism as the most popular paradigm for understanding mental function. It is not a wholesale refutation of behaviorism, but rather an

expansion of idea by accepting that mental states exist such that the simplistic nature of learning espoused by behaviorism was given a shift and added dimension.

The main issues that interest cognitive psychologists are the inner mechanisms of human thought and the processes of knowing. Cognitive psychologists have attempted to shed some light on the alleged mental structures that stand in a causal relationship to our physical actions, arguing essentially that the “black box” of the mind should be opened and understood by way of the learner being an information processor like a computer. This theory focuses on the inner mental activities, calling for opening the “black box” of the human mind deemed valuable and necessary for understanding how people learn.

Consequently, the mental processes such as thinking, memory, knowing, and problem-solving need to be explored in a way that knowledge can be seen as schema or symbolic mental constructions responsible for learning, which cognitivists define as change in a learner’s schemata.

Contradicting behaviorism’s view, cognitivism claims that people are not “programmed animals” that merely respond to environmental stimuli; instead, people are rational beings that require active participation in order to learn, and whose actions are a consequence of thinking. As such, changes in behavior are observed, but only as an indication of what is occurring in the learner’s head. It uses the metaphor of the mind as computer whereby the information comes in, is being processed, and leads to certain outcomes.

A branch of this theory explains the socio-cultural perspective by Vygotsky (1978) who believed that children learn through interactions with their surrounding

culture, and that learning is enhanced when children and adolescents work in their Zone of Proximal Development (ZPD) through the help of adults or more competent individuals to support or scaffold them as they are learning new things.

The ZPD is the range of tasks that one cannot yet perform independently, but can accomplish with the help of a more competent individual. For example, a child might not be able to walk across a balance beam on her own, but she can do so while holding her mother's hand. Since children are always learning new things, the ZPD changes as learners acquire new skills and as scaffoldings instill the skills necessary for independent problem solving in the future.

The relevance of cognitivism in the current study is its view that interactions with other people are essential for maximum cognitive development to occur, which the research aims to find out in the context of learning especially in English and Mathematics. Further, Vygotsky's theory is useful especially in understanding the role of home and family in student academic and behavioral problems.

Humanism also plays a significant contribution to the study as it views a paradigm/philosophy/pedagogical approach that views learning as a personal act to fulfil one's potential.

According to Carl Rogers (1983), humanism emphasizes the importance of self-actualizing tendency in shaping human personalities. Rogers believed that humans are constantly reacting with their subjective reality (phenomenal field) which changes continuously. Over time, a person develops a self-concept based on all the feedback from this field of reality, of which positive regard is a key.

Unconditional positive regard is an environment that is rid of preconceived notions of value. Conditional positive regard, however, is an environment that is full of conditions of worth that must be achieved to be considered successful. Human beings develop an ideal self and a real self based on the conditional status of positive regard. The difference between the ideal self and the real self is called congruity. Fully functioning people can achieve 'the good life' in which they constantly aim to fulfil their potential and allow their personalities to emanate from their experiences. Here, the theory of Carl Rogers posits the idea of a positive environment that affects the individual in relation to self worth, which when linked to the study could provide appropriate framework for understanding how management intervention programs could be established successfully in the self-actualization and creativity of the learners.

Among the different theories cited earlier, the present study revolves around the paradigms of student behaviors, learning theories, and academic and behavioral problems that help understand the intricacies of factors to be considered in the intervention program to address student needs.

Corollary to the intent to propose an intervention program, the theory called Reality Therapy (RT) by William Glasser (1960) provides an explanation relevant to the current study as it views students as self-regulating who can learn to manage their own behavior. Students learn responsible behavior by examining a full range of consequences for their behavior and by making value judgments about their behavior and its consequences. Student behavior consists of an effort to satisfy personal needs for survival, belonging and love, power, freedom, and fun. They have a unique

way of satisfying their own needs, and they cannot be forced to change what they believe about how best to satisfy their needs. This implies a need for a warm, supportive classroom environment where students can complete quality work and feel good about themselves. They should be asked to do only useful work, to do the best they can, and to evaluate their own work to improve upon it. This also calls for establishing rules in the classroom based on mutual respect with the students. Coercion should never be used in schools to control student behavior because it encourages mistrust.

RT maintains that what really drives human beings is their need to belong and to be loved, a desire to be free which develops a sense of great responsibility for freedom cannot exist without responsibility. RT is very much a therapy of choice and change, based on the conviction that even though people are often products of their past, they do not have to be held its hostage forever. Students' behavior should be positively based like encouraging, listening, and respecting rather than coercive such as criticizing, threatening, and punishing.

RT serves as a platform for positive behavior- based management intervention addressing students' problems by stimulating therapy room and environment which make them productive. Positive reinforcements are done by recognizing students' efforts in doing the products in the therapeutic room. The opportunity is provided to change the negative behavior by diverting it to meaningful experiences in the therapeutic program. Also, problems concerning financial difficulties are likewise addressed because the products created by the students can be a source of income.

How the theories discussed earlier are conceptually linked can be explained by the framework illustrated in Figure 6.

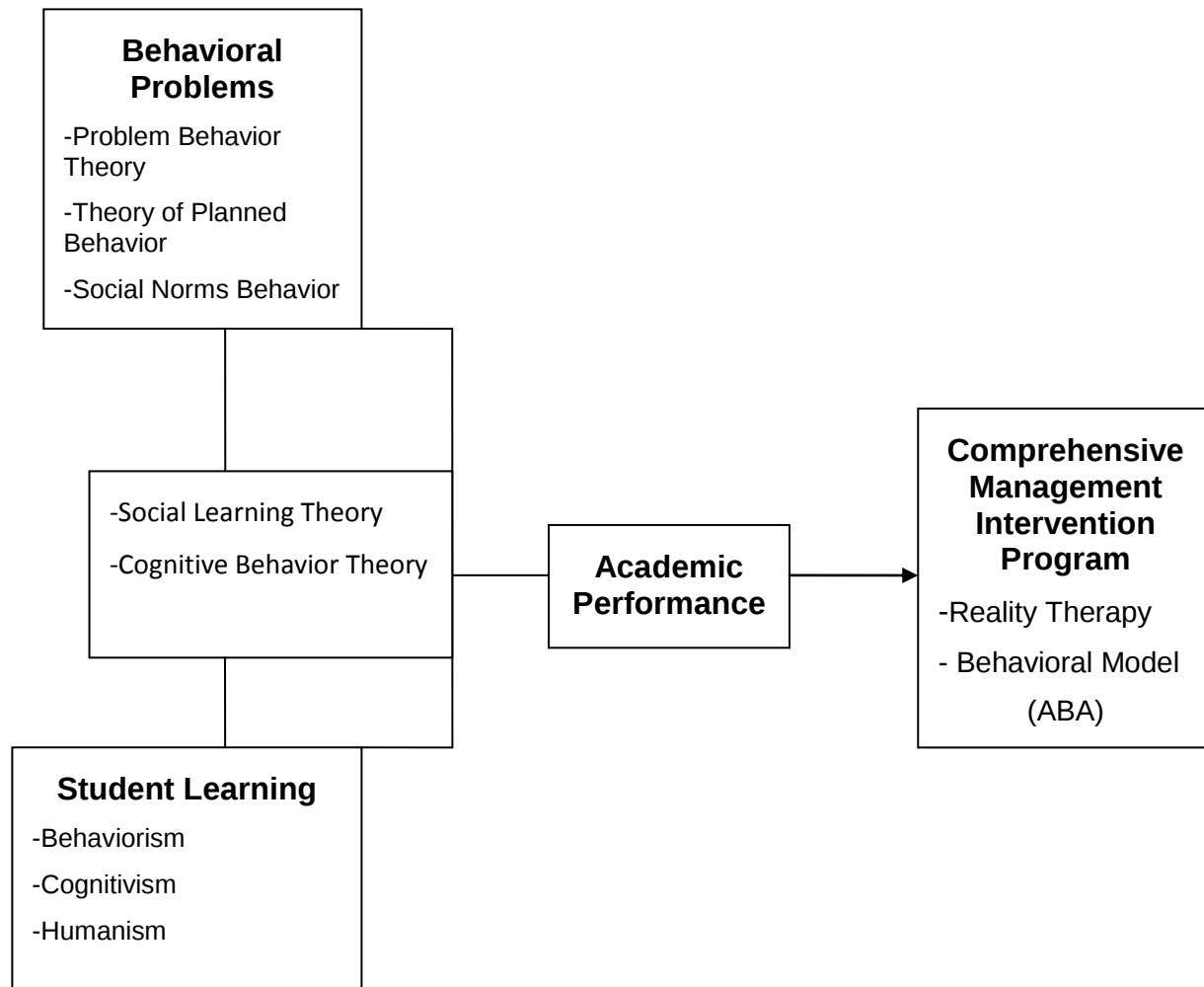


Figure 1. Conceptual Paradigm of the Study

The conceptual framework illustrated above shows the four important concepts in the study such as behaviour, student learning, academic performance and intervention program.

Behavioral problems are learning related negative actions that occur in school because of negative traits which hinder the achievement of learning. Behavior problems can be related to academic problems if the behaviour cause problems in academic.

On behavioral problems, the Theory on Problem Behavior played a part in the study in terms of understanding the problems of the students through the perceived environment system which includes low parental and peer support as well as low control. It also includes lower value on academic achievement, lower self-esteem, greater attitudinal tolerance of deviance and lower religiosity.

Still related to the behavioral problem is the Theory of Planned Behavior which is different from the first theory because PBT is an intent behavior of students as influenced by students' attitudes about the outcome and benefits both related to motivation and ability to control.

The last theory which is also related to the study is the Social Norms Behavior that the behavior of the students is relative to the norms and standards of the society.

Academic problems on the other hand, are problems that occur in school because of negative traits that hinder the achievement of learning. As regards student learning, the theories on Behaviorism, Cognitivism, and Humanism, are used in the study.

Behaviorism played an important part in the present study in terms of conditioning and interaction with the environment. Cognitivism, on the otherhand, contributed to the study in terms of methodology and interaction with people as an essential part of the optimum cognitive development, while Humanism focused on self-actualizing and positive regard to students.

There are also theories shared by both behavioral and academic problems such as the Social Learning Theory and the Cognitive Behavior theory. The former discusses the importance of modelling behavior, cognitive and emotions of others as these are perceived to have an interactive process between cognitive and behavioral influences. The latter theory emphasizes that student's thoughts play an important role in the behavior change. Such thoughts impact students' behavior in a way that a negative thought or belief can make it difficult for student to make positive behavior change.

These two variables on behavior and student learning are perceived to have a very strong relationship on academic performance of public high school students. Academic performance as defined in the study is the grades of students in English and Mathematics. To improve the academic performance, the Comprehensive Management Intervention Program is proposed based on the Reality Therapy and Behavioral Model.

Intervention Program is a plan of procedures or series of developmental activities or strategies on school and classroom discipline utilized to improve behaviour of students and academic aspects of students' development as well as academic performance so that efficient and effective instruction will be achieved.

This premise entails the idea of conducting an intervention program. The ideas based on Reality Therapy apply in the study in a sense that self regulating and managing students own behavior by satisfying needs for survival, belonging and love, power, freedom and fun are very much considered. They cannot be forced to change what they believe about how best to satisfy their needs. This implies a need for a warm, supportive classroom environment where students can complete quality work and feel good about themselves. Establishing rules in the classroom based on mutual respect with the students is also an important input for the implementation of the intervention program. Reality Therapy drives human beings in their need to belong and be loved, encouraging listening and respecting rather than coercive such as criticizing, threatening, and punishing.

The behavioral model used in this study is based on applied behavior analysis (ABA). ABA is based on the understanding that the environment causes many of the behaviors to occur. Thus, the study of how the environment affects behavior and how changing these environmental events will lead to behavior change are the focus of ABA.

Statement of the Purpose

This study was undertaken to develop a comprehensive management intervention program for managing school problems.

Specifically, the purposes were the following:

1. Assess the common behavior problems of public high school students in terms of Health and Physical Development (HPD); Finances, Living Conditions and Employment (FLE); Social/Recreational Activities (SRA); Social/Psychological Relations (SPR); Physiological/Psychological Relations (PPR); Courtship, Sex and Marriage (CSM); Home and Family (HF); Morals and Religion (MR); Adjustment to School Work (ASW) ;Future and Vocational Education (FVE); and Curriculum and Teaching Procedure (CTP).
2. Assess the common academic problems of public high school students in terms of Attendance; Comprehension; Attention Control; Academic Skills; Emotional Control; Social Skills; Productivity; and Problem Solving.
3. Determine if behavior and academic problems are related to academic performance.
4. Prepare a comprehensive management intervention program based on the findings of the study.

Significance of the Study

This study is significant in the light of the importance and imperativeness of comprehensive management intervention program in relation to school management.

Results of the study are useful for the following:

School Leaders. They would be aided on how to address student's problems both academic and behavioral.

Teachers. They would be better informed and guided on how to deal with behavior and academic problems of students.

Curriculum planners. They would be encouraged to include in the curriculum or in the time allotment about therapy sessions especially for high school students with behavior and academic problems.

Curriculum writers. They would be challenged to do an intervention program in the future in connection to academic and behavior problems.

Instructional Material Writers. They would get an idea on writing an intervention program especially in addressing the behavioral and academic problems of students.

Future researchers. They would be inspired in doing the same intervention that would help the students. They would also be benefited with the study in terms of doing the intervention program, or trying out other instruments in determining behaviour and academic problems of students from other year levels.

Guidance counselors. They would be enlightened on the role of indigenous and back to basic intervention programs in relation to academic and behavioral problems as an alternative to modern and technology-based programs.

Principals. They would be inspired to include the intervention program as part of the School Improvement Plan for administrative support.

Scope and Delimitations of the Study

The study dealt with behavioral and academic problems related to academic performance in Mathematics and English subjects of Public high School students in the Division of City Schools, Quezon City. It was limited to the assessment of behavioral and academic problems of student respondents using the Mooney Problem Check List (MPCL) composed of eleven general problems such as: Health and Physical Development (HPD); Finances, Living Conditions and Employment (FLE); Social/Recreational Activities (SRA); Social/Psychological Relations (SPR); Physiological/Psychological Relations (PPR); Courtship, Sex and Marriage (CSM); Home and Family (HF); Morals and Religion (MR); Adjustment to School Work (ASW); Future and Vocational Education (FVE); and Curriculum and Teaching Procedure (CTP).

Another instrument is Academic Problems from the Taylor Academic Problem Identification Check List (TAPICL) in relation to English and Mathematics, which was composed of Attendance; Comprehension; Attention Control; Academic Skills; Emotional Control; Social Skills; Productivity; and Problem Solving.

The respondents in this study were public high school students who were identified with records of behavioral and academic problems.

Student respondents were purposively selected based on the number of rampant behavior and academic problems.

Definition of Terms

For clarifications and better understanding, the following significant terms are defined:

Academic Performance. This pertains to the grades of the students in English and Mathematics subjects.

Academic Problem. This refers to learning-related negative actions and traits which consequently block or lessen the achievement of learning. Students who also fall in the Taylor Academic Checklist with problems in terms of attendance, comprehension, attention skills, emotional control, social skills, productivity, and problem solving are considered students with academic problems.

Behavior Problem. It refers to the problems that occur in school because of negative traits.

Comprehensive Management Intervention Program. It is inclusive, encompassing, and intervening plan of action or sequence of things to be done, applying the concepts and process of management in relation to academic and behavioral problems of public high school students.

Counselling. This implies essential core of guidance services, process, where by aid is given to students in sorting through a complicated life circumstances in self evaluation and in forging an action plan. It involves the giving of advice to students.

Guidance. This refers to services given to a student which aim at maximum development of individual potentialities through assistance to the youth in their personal problems and choices faced in life as they move to maturity.

Intervention Program. This pertains to plan of procedures or series of developmental activities or strategies on school and classroom discipline utilized to improve behavior of students so that efficient and effective instruction is achieved.

School Problem. This refers to both academic and behavioral problems identified in the study.

Student's Misbehavior. This refers to an unacceptable pattern of student's behavior or any action that the teacher perceives as disruptive to the order of the classroom. Behavior is considered inappropriate for the setting or the situation in which it occurs.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents both the conceptual and related literature on academic and behavioral problems of students, and intervention programs that bear direct relevance to the study.

On Academic Problems

According to Redick and Nicoll (1990), students who attend school regularly have higher grades than those students with high absences. This study recognizes the contribution of attendance in school, the lack of which affects their academic performance. In fact, Fleming and Zafirau (1982) found that over three-fourths of school failure rates were experienced through student attendance percentages.

Zamudio (2004) examined student attendance variables, which include school attendance policy, socio-economic status, and mobility, that affect student achievement and influence student attendance.

These, however, were contradicted by Bracht (2010) who concluded that at the high school in question, there was a small negative correlation between student attendance and student achievement. Accordingly, in most cases, the more absences a student had, the lower his or her Grade Point Average. Bracht (2010) surveyed the same sample population to ascertain whether home-related factors or school-related factors were more significant causes of nonattendance. The survey consisted of four parts, the first three of which were used to collect information regarding the causes of non-attendance. The final part of the survey was used to

collect demographic and family background information from the participants. The researcher concluded that home-related factors were more significant causes of student non-attendance than school-related factors. However, in terms of influencing student attendance, student perceptions of and attitudes about both home and school were found to be equally important. The researcher gleaned some surprising information from the study surveys, the implications of which are vital to solving the problem of nonattendance. The researcher also noted several areas in which her data indicated that further study would be beneficial. These areas include, but are not limited to, parental perceptions and attitudes about school, the impact of race on student attendance, and the relationship between parents' levels of education and student attendance. The present study is greatly related to this because the topmost problems identified by the students were family and home. The present study was influenced by the research in a way that family factors were generally the cause of students' academic problems that should be addressed by the proposed management intervention program.

Marcus Credé and Nathan R. Kuncel (2008) in their research at the University of Albany said that study habit, skills, and attitude inventories were found to have significant effect in relation to standardized test and previous grades and serve as predictors of academic performance yielding incremental validity in relation to it. Apparently, the academic problem lies on study habits which greatly affected the students' achievement. It was also stated clearly in the results of the findings that academic skills and students' attitude played a major role in aggravating the students' academic problems.

Crosnoe (2002) discussed how academic performance is associated with academic failure, which is often viewed in narrow terms, as an individual behavior, which is likewise being associated to limited early life course. However, academic performance has implications that play out across life stages and on multiple levels. It is significant on the individual level that academic struggles predict short-term problem behavior and dropout, and can derail educational and occupational outcomes well into adulthood. This study is highly related to the present study because the performances of the students are being linked in the academic problem which was the core of the study. It suggests that the higher the behavioral problems of the students, the lower the academic achievement in English and in Mathematics.

Ross (2003) stated that on the institutional level, academic problems among students can create disorder and undermine the general mission of schools. In terms of population level, widespread academic failure influences rates of fertility, mortality, marriage, and unemployment through its relation to educational attainment and the development of human capital. It is conclusive that what appears merely to be an aspect of the adolescent experience actually has far-reaching consequences across a variety of social phenomena.

Steinberg et al. (1996) identified numerous problems such as family, peer, and economic factors that contribute to academic failure.

Cameron and Heckman (1993) aver that low-performing students are unlikely to graduate from high school as well as to go to college than other students. The high school dropouts have substantially lower adulthood wages than do high school or college graduates. The academic failure can diminish the individual life course in

such a way that changes in the rates of academic failure could have serious effects on the stability of society. The academic failure, therefore, is an important part of the individual life course that has implications for larger social problems and, as such, merits further attention.

In a study made by Blancia (2003) on the “Factors Affecting Academic Achievement of Students”, she found that the academic performance of Chemistry students is significantly influenced by factors such as teaching competence, attitude of teacher work and students, library facility, educational attainment of parents, parent’s attitude towards studies of their children, and attitudes of students themselves towards their studies.

Villaflor (1990) studied the determinants of academic achievement and concluded that the higher the income and the better is the family relationship at home, the higher is the scholastic performance of pupils.

The studies on student behavior problems just cited highlight the need to scrutinize this part of educational system and to find solution in alleviating if not totally eradicating them in school setting.

On Behavioral Problems

Cortez (2001) described behavior as a potent factor in man’s endeavor. It is rather innate or acquired, constructive or destructive. It is innate in the sense that man’s behavior is generally endowed; yet it is also acquired in the sense that man’s

behavior is solely affected by his/her encounters with other social beings. Thus, changes in man's environment affect his behavior. Behavioral problems up to present have been a constant issue in the school environment. For example, disruptiveness is impeding the learning and safety within the school environment, because of which the problem has begun to receive more attention. The lack of discipline encourages students to act out with little or no fear of consequences. Many researchers agreed that behavior problem is not a new issue when analyzing the behavior concern within schools. Apparently, it has been an ongoing problem for centuries.

In relation to the aforementioned study, the present study focused on behavioral and academic problems in their effects on academic achievement.

Public Agenda (2004) conducted a survey in which 97% of teachers agreed that schools need student discipline and correct behavior to grow. It seems that children quickly become influenced by negative atmosphere that surrounds them.

Alamo (1999) pointed out in her study that children from high income groups were more prone to misbehavior. High earning parents have less time to spare to their children; thus, children were left alone to look on their own needs, despite the fact that at the same time children sought and clamored for attention of their parents.

It was also found in the study that the custody of the child is an off shoot of the parent's marital status. Children feel secure in the presence of both parents who guide them. Families run by single parents have more crises to hurdle and this may affect children's adjustment in school. Death or separation of parents due to discord may cause stress upon the children who show it through their behavior in school.

This study was similar to the present study in terms of problems encountered by student-respondents in relation to Home and Family (HF). The experience they encountered at home especially having single parents and problems of separation between parents are very high as stated also in the Focus Group Discussion.

Rogel (2012) reiterated in his study that adolescent as a youth love luxury. They have bad manners, contempt of authority, no respect for older people, and talk nonsense when they should work. Young people do not stand up any longer as a sign of respect when adults enter the room. They contradict their parents, talk too much in the company, guzzle their food, lay their eggs on the table, and tyrannize their elders. She also explained the world that teenagers find for themselves. Today, many children have to live with working parents or with single parents working. There is so much mobility due to work or educational demands that children are entrusted with new social milieus bringing loneliness and relational loss. Additionally, technology has brought blessings and curse. They see violence, drugs, hard-core pornography, secrets lives of celebrity and corrupt public officials, deviant lifestyle, and apparent unacceptable messages everywhere.

The present generation is bombarded with choices as teenagers are trying to make their own decisions which make them feel overwhelmed by all the options available to them. Lastly, through the proliferation of the information media, the youth have grown up distrusting the government, parents, teachers, heroes, and institutions. Teenagers live in a different world indeed, with seemingly no model figures to look up to.

In relation to the present study, the problems of students today are being influenced by mass media and the fast and growing technologies at present. Students identified problems at home and family, financial difficulties and adjustment to school work as contributory factors that highly affect their choices at present.

Goodman (2007) described that students gradually come to feel no moral discredit in rule violation and grow unresponsive to discipline. Although teachers enforce classroom rules and other disciplinary approaches, “Explicit rules, clear authority, proportionate sanctions, administered equitably, and group participation are important but insufficient,” as Goodman explained.

Rynders (2006) believed that “we have choices in our lives, and we make those choices based upon what we know”. In disagreement with Rynders, Brannon (2008) argued that children’s beliefs about what is right and wrong traditionally have been strongly influenced by their families. With that in mind, educators should feel compelled to look out for their students’ best interest, steering them in the appropriate direction. In order for positive behavior to be effective, the students have to think twice before acting out or repeating the disruptive or similar behaviors. Children see their surrounding world and develop their character based on what they see and what they are taught.

This has something to do with the present study in a sense that students should be directed and helped especially in leading to the right behavior in schools. The Reality Therapy Model is really connected with this as a basis for intervention, anchored on the idea that students’ behavior should be positively based.

Simonsen, Sugai, & Negrón (2008) explained that schools all around the country are struggling to meet the academic, behavioral, and safety needs of their entire student body. Schools attempt to meet the challenges of student's behaviors with negative and exclusionary consequences. For instance, for students who do not respond to the behavioral consequences, schools tend to increase their reactive consequences by establishing zero tolerance policies. These reactive consequences act toward the removal of the problem behaviors and tend to provide teachers and principals immediate relief. Unfortunately, removal is just temporary and these behaviors are likely to occur again. Districts assume that reactive consequences, like zero tolerance, will inadvertently teach students how to appropriately behave and therefore reduce or eliminate the behavior.

Meeting the challenging academic and behavior of students at present is the purpose of the present study, from the start the management intervention program has been greatly emphasized as the output of the current study.

Lewis & Sugai (2004) reiterated the unfortunate fact that there is little or no teaching of appropriate behavioral expectations is done, because of which unacceptable behaviors are likely to occur again. Punishment of problem behaviors without the support of positive interventions has been found to increase aggression, vandalism, truancy, and dropouts in students. Glasser (1965) completely agrees with these statements, supported by the Reality Therapy view that creating a trusting environment with positive reinforcement helps improve behavior. In a sense, students have the capacity to be rational and responsible for their actions, but at the same time they also need direction and motivation. The teacher assumes the role of the

"confronter," asking students to examine the problem and insisting on a commitment to make a plan to correct the problem.

Cohen (2006) discussed that an emerging system that has shown results in improving school climate is School-Wide Positive Behavior Supports. It is an example of a system that provides students with clear expectations and directly show them how to conduct themselves within a positive school climate. However, little research has been done to explore the effects this program will have on students with exceptional needs.

Harrison, Vannest, Davis, and Reynolds (2012) found out that the most common problem behaviors for children and adolescents, as reported by their teachers in general education classrooms in the United States, were categorized as externalizing, internalizing, and inattentive behaviors. Schmid & Malone (2004) concluded that students who did not demonstrate externalizing, internalizing, and inattentive behavioral problems were more academically successful. Masten et al. (2004) claimed that students lacking skills on these were more likely to experience academic difficulties. More specifically, students with problematic school behaviors, such as being easily distracted, displaying emotional distress, breaking school rules, and interacting inappropriately with others had poorer academic grades, lower test scores, and higher school drop-out rates. As generally suggested, studies indicated that students with more positive school behaviors such as staying on task, attending to the teacher, and getting along well with others tended to have higher academic grades and higher test scores.

Also, student problem such as externalizing behavior manifested by actions that direct problematic energy outward, leads students to do things that harm others as opposed to lashing out at the self (which is one manifestation of internalizing behavior). Externalizing behaviors include physical aggression, verbal bullying, relational aggression, defiance, theft, and vandalism. Internalizing behaviors are actions that direct problematic energy toward the self. In other words, people who show problems in internalizing behaviors do things that harm themselves as opposed to lashing out at others. Internalizing behaviors include eating too much or too little, feeling depressed, abusing substances, and cutting classes.

Bohnert, Lucia, & Schweitzer (2009) concluded that externalizing, internalizing, and inattentive behavioral problems have been linked to academic difficulties. Therefore, it is important to further study these behaviors and how they affect the students' academic performance to better provide the students with more appropriate and effective interventions.

The researcher would like to determine the predictors of academic and behavioral problems of students in public high school, whether internalizing or externalizing, so that the intervention program can be based on the results of the study.

Hankin, Stone & Wright (2010) believe that students with behavioral problems elicit rejection and tension from others such as teachers or same age peers. This is explained by Doctoroff (2006) who said that when students behave in ways that are inconsistent with social expectations, teachers and peers may react to them negatively. Consequently, this creates a challenging environment for students,

teachers, and peers. At the same time, not knowing how best to help those students, teachers may avoid spending time with them and may refer them elsewhere in the school, such as to a specialist or the principal. Similarly, peers may not know how to converse or interact with the problematic students, so the peers may also avoid contact with them. Consequently, without additional support from the teachers and peers, the problematic students become isolated and less engaged, miss opportunities to experience successful relationships, and have fewer opportunities to learn from their teachers and peers. This pattern prevents an optimal learning environment and limits the efficacy of the teacher's classroom instruction.

The researcher aims to address student problem behaviors in the classroom as well as in the school environment to minimize their occurrence and to help students have better learning achievement.

Koth, Bradshaw, & Leaf (2008) reiterated that while individual-level behavioral problems are significantly associated with the academic development of students, classroom context has also affected their academic success. For example, students in a highly aggressive classroom tend to have more academic difficulties.

In relation to the present study, students displaying behavioral problems affect the academic grades and dropout rates as well. Subsequently, researchers investigated how individual behaviors interact with the classroom context to affect the students' academic development. Results reported have not been consistent. Kellam, Ling, Merisca, Brown, & Ialongo (1998) found that students with behavioral problems have poorer academic success when in a highly aggressive classroom. Petras, Masyn, Buckley, Ialongo, & Kellam (2011) conversely ascertained that students with

behavioral problems did not have poorer academic success as a result of being in a highly aggressive classroom.

Russell W. Rumberger and S. L. Thomas (2000) claim that higher student–teacher ratios tended to have higher dropout rates. The failure of students to find positive social relationships in schools and the lack of caring and supportive climate also appear to be related to increased dropout rates. Positive relationships between teachers and students and among students and a climate of shared purpose and concern have been cited as key elements in schools that hold students until graduation.

In 1994, Nettie Legters and Edward L. McDill pointed to organizational features of schools conducive to positive social relations, including small school size, teacher and student contacts focused on a limited number people within the school, and teachers who have been prepared to focus on the needs of students and their families and communities.

Tinto (1982) writes an article on dropouts, dealing specifically with the theory of student attrition from post-secondary education, and the insights offered can be extended to academic settings. The author highlights the fact that there is no single model or formula that will suffice to explain why any student drops out. Rather, most effective formulas are designed to explain specific relationships between individuals and institutions that may account for particular types of dropout behaviors. The author comments that plenty of studies have been done to link financial factors and dropouts as a whole, but little attention has been paid to specific sub-groups of dropouts. By separating the entire group of dropouts by race, gender, age, and socio

economic status (SES), useful statistics can be obtained to build more effective models. The lack of research presently available on these sub-groups is preventing institutions from fine-tuning programs designed to help at-risk students. However, the author makes a firm statement that any attempts to broaden the appeal of education at the price of diminishing its quality will only serve to drive away the more able and perceptive students who will realize the diminished value.

Rumberger (1983) avers that the influence of race, sex, and family background could help explain why students drop out. This study breaks down high school dropouts by race and gender, and attempts to determine which factors have the greatest impact on each group's decision to drop out. Most females report marriage or pregnancy as the main reason, while Hispanics typically cite economic reasons. Whites and blacks typically cite lack of ability or interest. The actual statistics, however, seem to point to family background as the main influencer; the high education/income of the parents typically results in fewer dropouts. The researchers' simulations reveal that minorities who had the same background as whites were just as likely (or even less so) to drop out of high school. However, the higher the SES of the student, the lesser family background affects dropout rates. Likewise, higher levels of ability/self-esteem/aspirations seem to be negatively correlated with all groups' dropout rates. The researchers believe that the specific mix of factors is different for each sub-group, but almost all identified factors have some sort of impact on all groups.

Rumberger further attempts to identify in totality the reasons why students drop out of high school in the US. He identifies multiple causes, groups them into

seven categories (demographic, family-related, peer, academic/behavioral-related, institution-related, economic, and individual), and then attempts to rate their influence. He determines that several of these factors may not be causes of the behavior, but rather correlated responses to dropping out (i.e. a symptom of a deeper underlying problem, rather than the actual cause of dropping out). Additionally, he believes that there may be more than one "model" of a dropout, because not all students drop out for similar reasons.

Eckstein, Z., & Wolpin, K. I. (1998) conducted a study that correlates high school graduation and dropout rates with concurrent employment and education, among other factors. The researchers found that dropping out is correlated to a group of specific traits: lower school ability/motivation, lower expected values of a high school diploma, higher ability in jobs that do not require a diploma, and a higher value placed on leisure time. They also found that family background has a large impact on dropout preferences, and that only a small number of factors are necessary to estimate its effects: parent education levels, family income, and household structure. They concluded that holding a job while attending high school does have an effect on one's propensity to drop out. However, they believe that policies designed solely to reduce the number of hours a student can work while enrolled will have little or no effect at all to dropping out. Rather, they believe these policies must be combined with programs that instill a higher value of graduating in minors if they are to be effective in reducing dropout levels.

Parallel to the present study, dropping out of schools is also considered in the academic and behavioral problems of public high school students and is also used as input for the comprehensive management intervention program.

Goldschmidt, P., & Wang, J. (1999) conducted a study that attempted to identify when and why students drop out of school. The study divided dropouts into two categories, early (middle school) and late (high school) dropouts, and attempted to discern whether there are any significant differences in the mix of factors between the two that account for a student dropping out. The study found that the mix does change between the two periods, but the researchers could not find a discernable pattern to that change. They found that specific family characteristics (educational background, single parent family, etc.) seem to have a larger effect on late dropouts than it does on early dropouts, but that the SES of the family (and the community at large) is strongly correlated to both groups (where lower SES tends to have higher dropout rates). Furthermore, retention rates are correlated almost equally to both groups. The study concludes that early identification of at-risk students can have a significant effect in deterring a student from dropping out.

The main reason of the study is to determine behavioral and academic problems of public high school students, which seem to suggest that problems are mostly on financial difficulties but lesser on the drop out.

Nowicki et al. (2004) informed that likewise, students from low income families have been shown to greatly benefit from having an internal locus of control and higher levels of self esteem. Research has shown multiple determinants for dropping out of school and each student's trajectory may be different based on the student's

personal and social circumstances. Once students have formally withdrawn from school, they face many challenges associated with the adult world of work and survival.

Dynarksi & Gleason (2002) point out that students identified as at-risk who receive early intervention seem to escape the negative life paths associated with dropping out of school. Some of the most noted consequences of being a high school dropout are lower economic status, higher rates of delinquency, greater reliance on government sponsored programs, higher rates of criminality (75% of inmates are high school dropouts), lost local and state tax revenues, four times higher unemployment rates, lower self-esteem, increased drug use and higher incidence of mental health problems. Given the gravity of these negative life outcomes places the study of prime importance in relation to the intervention and prevention programs to mitigate, control, and eradicate these, if possible.

On Comprehensive Management Intervention Program

School Interventions

Maguin and Loeber (1996) explained that academic failure is often associated with the beginning of delinquency and the escalation of serious offenses. However, interventions that improve a child's academic performance have been shown to reduce delinquency. Five types of school interventions which targeted a variety of risk factors (including academic failure, social alienation, low commitment to school, association with violent and delinquent peers, and aggressive behavior) and introduced a number of protective factors such as bonding to school, social and

cognitive competencies, recognition of positive behavior, and positive norms regarding behavior) were assessed, and the results of which serve as part of the backbone in the development of the comprehensive intervention program suited to the types of student behavior problems among target students included in the study.

According to Murphy, Hutchinson, and Bailey (1983) a school playground program for boys and girls in kindergarten through second grade in Tallahassee, FL, significantly reduced aggressive behavior on the playground. The program offered organized games, such as jump rope and races to 344 children who arrived at the playground before school began. Three aides supervised the activities and used a timeout procedure for students who were particularly unruly. Most of the disruptive incidents involved aggression, and the program showed a 53-percent reduction in aggression as a result of the structured activities.

Providing engaging activities have done with clear cut rules and guidelines are consistent with the intent to have a management intervention program based on different students' activities to divert their behaviors in a positive way. The six phases of activities provided in the intervention program of the present study was the significant features of the intervention.

Mayer et al. (1983) reported two comprehensive school intervention programs designed to reduce school vandalism. They advance the idea that changing student behavior is one way to prevent delinquent behavior. In a 1-year program, graduate students trained in applied behavioral analysis and behavioral consultation helped Los Angeles County elementary schools develop classroom and school wide anti-vandalism program interventions that included matching academic materials to

students' skill levels, increasing positive reinforcement for appropriate classroom behavior and academic progress, reducing the use of punishment, applying learning and behavioral management principles, and educating school counselors and psychologists about behavioral consultation methods. Consequently, vandalism costs and disruptive behavior at the elementary schools where the program was implemented decreased, and on-task classroom behavior increased following the implementation of the program. The focus of intervention in this study targeted vandalism, but the results of academic problems concerned focused on productivity and problem solving. The importance of this study is the application of learning and behavioral management principles which are also adopted by the researcher. The similarity lies in the behavioral consultation with the present study since the intervention has also this kind of process.

A similar multiyear behavioral consultation program for elementary and junior high school students in Los Angeles County was found effective at reducing vandalism. Vandalism costs and disruptive behavior decreased significantly in participating schools, and the effects were maintained for several years following the project.

Bry (1982) claims that closely supervising student behavior and rewarding positive conduct also appear to be effective interventions, according to the results of program evaluation that focused on low-achieving, disruptive seventh-grade students who had trouble bonding with their families. As part of the 2-year program, intervention staff and teachers met weekly to discuss students' tardiness, class preparedness, performance, and behavior. The staff also met with students in small

group sessions and reviewed their school behavior. Students earned points (later redeemed for a special trip) for positive ratings from the teacher interviews, good attendance, lack of disciplinary referrals, and lack of inappropriate behavior during the weekly meetings. As part of the program, the staff also routinely informed parents of their children's progress and continued to interview teachers and hold small "booster" review sessions for the students every 2 weeks for one year after the intervention. The programs made use of rewarding positive behaviors which sustained them for modifying problem behaviors.

In the same vein, the present study could make use of providing reward in a form of monetary or certificates for both parents and students depending on their adherence to routine information which require them to follow. In conducting the intervention it is important to include parents so they will know the process of the intervention program.

Bry and George (1980) posit that students in intervention program had significantly higher grades, better attendance, and far fewer problem behaviors at school than students in a no intervention comparison group. The behavior changes continued after the program ended. One and a half years later, students who had participated in the program were found to report less illegal drug use and criminal behavior than youth who did not receive the intervention. The impact on delinquency was long-term in such a way that five years after the program ended, youth in the program were 66 percent less likely to have a juvenile record with the county probation office than youth who had not been in the program.

Ginsberg and Loffredo (1993) reiterated that many schools use metal detectors to reduce violence by making firearms unavailable within school buildings. One survey of a representative sample of New York City high school students found that juveniles who attended schools with metal detectors were half as likely to carry a gun, knife, or other weapon to or from school or inside a school building, as students who attended schools without metal detectors. Both groups of students, however, reported similar experiences in terms of being threatened or involved in fights at or away from school, and both were equally likely to report carrying a gun, knife, or other weapon during the 30-day period prior to the survey. Although these results imply that metal detector programs may have an impact on specific sites (especially with respect to the number of weapons brought to school), the study cautions that metal detectors do not appear to reduce the number of weapons carried outside school. School organization interventions (i.e., those that change or improve the way schools operate) are noteworthy for their comprehensive and systematic prevention approach. The review of many such programs found that several appear to reduce risk factors—including academic failure, dropping out of school, and rebelliousness—and increase protective factors—such as commitment to school and good attendance. Certain school reorganization programs also have significantly reduced violence and delinquent behavior. None of the programs reviewed, however, used a true experimental design and that several evaluations did not completely analyze outcome data, and these unfortunately prevented a clear interpretation of evaluation results. This result found a place in the study in the sense that the proposed

intervention would not require high maintenance as opposite the program implemented and evaluated.

Cauce, Comer, and Schwartz (1988) on one intervention program in New Haven, CT, which included parental involvement and a multidisciplinary mental health team, helped students in two inner-city public elementary schools improve academically. Ninety nine percent of the students receiving the intervention were African American, and most came from low-income families. The program included a social calendar that integrated arts and athletic programs into school activities; a parent program that supported academic and extracurricular activities; a multidisciplinary mental health team that helped staff manage student behavior problems; and a team of school administrators, teachers, support staff, and parents who oversaw program implementation. This intervention would find similarity with the study on the premise of involving the parents in the academic and behavior problems of the students. Part of the present study is the intervention called School and Home Initiated Partnership or (SHIP).

Students from the two schools receiving the intervention performed significantly better in middle school than a comparison group of students from nonintervention elementary schools. Students receiving the intervention had significantly higher grades, academic achievement test scores, and self-perceived social competence.

Olweus (1991) explained that a large-scale school intervention program that targeted bullying in Norwegian schools appears to have prevented violence by reducing aggressive behavior and general delinquency. The program provided an

information and advice packet about bullying and ways to combat it to all families in Norway with school-age children. In addition, it distributed a booklet for school personnel to all Norwegian comprehensive schools (grades 1 through 9). The booklet described bullying problems, provided suggestions on what teachers and schools could do to counteract and prevent bullying problems, and dispelled myths about the nature and causes of bullying. The program also made a video about bullying available at a highly subsidized price. Results of this program were encouraging. Significantly, fewer students—almost 50 percent less—reported being victims of bullies when surveyed 8 and 20 months after the program began. Students also reported significant decreases in their own delinquent behavior (vandalism, theft, and truancy) 8 and 20 months after the program started. Because bullying often involves repeated assaults on victimized students, this program appears to have directly reduced the risk factors of early and persistent antisocial behavior and violent, assaultive behavior.

Gottfredson (1986) said that a comprehensive school organization intervention for secondary school students in Charleston County, SC, the Positive Action Through Holistic Education (PATHE) program, similarly resulted in significant decreases in delinquent behavior. The PATHE program included six components: teams of teachers, school staff, students, and community members who planned and implemented school improvement programs; curriculum and discipline policies that were continually reviewed and revised, involved students, and provided ongoing in-service teacher training in instructional and classroom management practices; academic innovations, such as study skills programs and cooperative learning;

school climate innovations, such as expanded extracurricular activities and peer counseling; career-oriented innovations, including job skills and career exploration programs; and special academic and counseling services for low-achieving and disruptive students.

High school students in the PATHE program reported significant decreases in delinquency and drug involvement and fewer school suspensions and punishment than the control group. Also, students in the program who received special academic and counseling services reported significantly higher grades and were less likely to repeat a grade than students who did not receive these services. High school seniors who received these services were also more likely to graduate than those who did not receive the services. For middle school students in the intervention, there were declines in suspensions. In a related study, Gottfredson (1987) described Project CARE, a school intervention program in Baltimore, MD, that used classroom management techniques and cooperative learning to decrease delinquent behavior among junior high school students. The program, planned and implemented by a team of teachers, administrators, and other school staff, also included a parent volunteer component and a community support and advocacy program. Over the course of the 2-year program, students' self-reports of delinquency decreased significantly. Teachers also reported significant improvement in classroom orderliness.

Similarly, Gottfredson, Karweit, and Gottfredson (1989) reported on two evaluation results of a program that aimed to improve the classroom environment and student behavior in several middle schools with high levels of student

misbehavior in Charleston County, SC. The intervention included a revised school discipline policy, a behavior tracking system, consistent classroom organization and management, and behavior modification techniques. There were mixed results of the two evaluations made. The first evaluation found that students in participating schools perceived significant increases in classroom order, organization, and rule clarity. The second evaluation—which examined the program's impact on the classroom environment and student behavior—found that the program generally had a positive effect on student behavior only in schools where the intervention had been fully implemented. Rule clarity, however, improved in high- and medium-implementation schools. Teachers in high-implementation schools reported that on-task behavior increased significantly and disruptive behavior decreased significantly. Teachers in schools with medium and low implementation, on the other hand, noted little or negative change in students' on-task behavior.

Another study by Gottfredson & Skroban, (1996) on another Charleston, SC, middle school intervention called the Multimodal School-Based Prevention Demonstration program was designed to reduce problem behaviors by improving academic achievement, social competency, and social bonding. Academic interventions included cooperative learning techniques, a career and educational decision skills program, and one-on-one tutoring. The program addressed social competency with a life skills training course for sixth graders, a cognitive self-management course for seventh graders, and a cognitive self-instruction course and a violence prevention curriculum for all students. The program tried to increase social bonding through a mentoring program and through adult models who taught

appropriate skills and behaviors. It also included organizational development strategies designed to strengthen the quality of program implementation.

Evaluation results indicate that the program improved students' grade point averages and decreased their susceptibility to peer pressure to use drugs.

Hyndman et al. (1992) explained that many recent community interventions—particularly those that target risk factors and introduce protective factors to prevent antisocial behavior—have been heavily influenced by public health approaches. While many of the programs reviewed by the Study Group did not specifically target social violence juvenile (SVJ) offenders, they nonetheless suggest that comprehensive prevention strategies that involve more than one entity (e.g., police and neighborhoods), take place in a variety of settings (e.g., home and school), and are maintained for several years have the potential to positively affect that population. This is especially true for communitywide programs targeting risk and protective factors for alcohol, tobacco, and drug use. Examples of the eight types of community interventions are citizen mobilization; situational prevention; comprehensive community interventions; mentoring; afterschool recreation programs; policing strategies; policy change interventions; and media interventions. From many interventions suggested in the review of related literature, the research was enlightened to apply every single intervention that would address the problems of the public high school students.

The eight types of communitywide interventions examined by the Study Group focused on several risk factors, including easy access to firearms and drugs, community disorganization, and community norms or attitudes favoring antisocial

behavior. The interventions also focused on such protective factors as social bonding and clear community norms against antisocial behavior. According to the studies and evaluations of these interventions examined by the Study Group, prevention strategies that cross multiple domains and that are mutually reinforcing and maintained for several years produce the greatest impact.

Programs that mobilize citizens to prevent crime and violence have the potential to reduce serious juvenile crime because they often address risk factors and offer the protective factors necessary to deter or intervene with serious juvenile offenders. The most common citizen mobilization programs are neighborhood block watch programs and citizen patrols.

Neighborhood block watch programs are based on the premise that residents are in the best position to monitor suspicious activities and individuals in their neighborhoods. Evaluations of three such programs, however, found little evidence that the programs have a significant effect on neighborhood crime. An evaluation of a citizen patrol program similarly found no significant effect on crime.

Still on behavior problems, Patterson (1982) ascertained that parenting interactions are clearly the most well-researched and proximal causes of conduct problems in children. Research shows that some parents of children who are highly aggressive lack certain fundamental parenting skills. For example, parents of such children may be less positive and more coercive, permissive, erratic, and inconsistent. Parent training programs help counteract the parent and family risk factors by teaching positive, nonviolent discipline methods, and supportive parenting that promotes children's self-confidence, pro social behaviors, problem-solving skills,

and academic success. Parent interventions help parents respond effectively to normal behavior problems so that these problems do not escalate. Parents learn to provide support for their children's cognitive, social, and emotional growth. Parent training programs can also help parents communicate effectively with teachers and advocate for their child's social and academic development.

Group format parent training that also focuses on family issues such as communication and problem-solving skills addresses some of these family risk factors by facilitating parent support, decreasing parents' isolation, and providing strategies to cope with stressful life events.

Taylor & Biglan's (1998) extensive research indicates that parent training is the single most effective intervention available for reducing early conduct problems. In a review of 82 empirically tested psychosocial interventions for conduct problem children and adolescents, the two found to be effective were parent training programs and videotape modeling. The former was derived directly from Patterson's social learning model (Patterson & Chamberlain, 1988), while the latter was based on videotape modeling developed by Webster-Stratton (Webster-Stratton, 1996; Webster-Stratton & Hancock, 1998). Of the 10 additional programs judged to be "probably efficacious," three were parent training or family therapy programs. Likewise, a review by Kazdin and Kendall (1998) of interventions for treating antisocial children found that two of four interventions showing the greatest promise emphasized the family.

According to Webster-Stratton (1997), parent training historically has not been seen as an essential element of school services. Yet offering parent training in a

school-based preventive model has several advantages rather than in a mental health setting. First, school-based programs are ideally placed to target multiple risk factors in the child, family, and school and build links between these three areas. Second, school-based programs are more accessible to families and eliminate the stigma associated with services offered in traditional mental health settings as well as some of the practical and social barriers to treatment access (e.g., lack of transportation, insurance, child care, or financial resources). Third, school interventions can be offered before low-level behavior problems have escalated into severe problems that require referral and extensive clinical treatment. Moreover, when intervention is offered in communities, these communities become natural sources of support for parents and teachers. Lastly, on-site school interventions can provide services to high numbers of high-risk families and children at comparatively low cost.

Tremblay et al. (1996) indicated by the preceding review that there is extensive knowledge about the development and treatment of conduct disorders using parent training. Work in the area of prevention of conduct problems is also extremely promising. In the past decade several multifaceted, randomized control, longitudinal prevention programs have shown that rates of later delinquency and school adjustment problems can be lowered by early parent–school intervention. Tremblay and colleagues found that a combination of parent and child training for high-risk children in kindergarten and first grade reduced delinquency and school adjustment problems at age 12.

Similar with the present study is the idea of providing parent workshops and involving them in the comprehensive intervention program for addressing behavior and academic student problems.

Taylor & Biglan (1998) told that several excellent literature reviews indicate that cognitive-behavioral family interventions are helpful for prevention and treatment of conduct disorders and promotion of social competence. These reviews can help schools evaluate the appropriateness of particular parenting programs for their needs. Based on research, schools are advised to use the following guidelines to select an effective parenting/teacher intervention.

Kazdin et al. (1992) stated that program content and process must be relevant and sensitive to individual parent needs and circumstances. A focus on problem solving, communication with teachers, personal family issues, and other risk or protective factors in addition to parenting skills is more effective. Moreover, the combination of child and parent training results in better early peer interactions and later reductions in delinquent behavior and drug abuse. Although all these facets of interventions are not required for every family, the ability to integrate them into treatment clearly enhances the effectiveness of parent training, especially when parents are coping with issues such as serious depression, drug abuse, marital discord, or extreme poverty.

Cognitive, Behavioral, and Affective Components of Intervention Program

Programs that emphasize parents' feelings and cognitions and promote self-management as well as teaching behavioral "principles" have higher consumer satisfaction and longer-lasting effects. Programs should include parent-child

relationship building through positive parenting practices and child-directed play as well as behavioral strategies such as time-out and loss of privileges (rather than relying on exclusively one focus or the other).

Webster-Stratton & Herbert (1994) said that programs that are collaborative (i.e., parents are given responsibility for identifying their own goals and developing their own solutions with the guidance of the group leader) result in more parental engagement and fewer dropouts and are perceived as more culturally sensitive. When parents are involved in self-management (e.g., determining their priorities for home activities) and a coping or problem-solving model (vs. a mastery model) is used, programs are perceived as more meaningful and relevant to parents' needs and cultural traditions. This will result in greater parental attendance, retention, and behavior change. Programs that focus on parents' strengths (as opposed to their deficits), assuming that even highly stressed parents bring knowledge and expertise regarding their child and their needs, result in less dropout, more involvement, and more behavior change.

Webster-Stratton (1985) supports the view that programs offered in group format encourage partners' involvement, and promote within-group relationships, but they are more cost-effective. They also reduce parents' sense of isolation, increase their sense of support, reduce dropout rates, and result in lasting effects.

Training methods need to be responsive to a variety of parental learning styles and should utilize "performance-based" training methods such as videotape modeling, role playing, and home practice assignments. Direct feedback, instruction,

and active practice of skills are more effective than "verbal-based" learning methods such as discussion and written handouts.

"Principles" Training

There is greater behavior improvement and generalization when parents are taught behavioral principles (not just specific strategies). Parents who understand the rationale behind parenting strategies and their long-term results are more motivated to implement them. Parent–Teacher Partnership is a parenting program that promotes skills in school collaboration and helps parents and teachers develop consistent home–school behavior plans. These are perceived as more effective than programs offered in isolation from schools and teachers. Programs that include teacher training result in more generalization and consistency of behavior improvements across settings.

Group Leader Clinical Skills

Leaders who are warm, collaborative, non-hierarchical, non-blaming, and supportive, thus demonstrating a coping model are more effective than program leaders who are "expert," distanced, and prescriptive. A collaborative approach (i.e., leader acts as a "coach" to provide support and encouragement) facilitates active parent participation and interaction. The "expert" model frequently fosters passive resistance on the part of parents. It is important that leaders receive appropriate training and ongoing supervision until they are proficient with intervention implementation.

Many empirically validated programs have developed certification procedures for assuring that the program is delivered with integrity and a high level of quality. Webster-Stratton (1998) points out that program should be accessible and realistic about the practical constraints of low-income families. This may mean providing child care, transportation, food, flexible meeting times, and community meeting places. Weekly support calls from leaders and group "buddy systems" help engage families and result in lower dropout and higher attendance rates, particularly in highly stressed families. Leaders can also help parents make up missed group sessions in a home-visit format.

Intervention: Getting Help for Troubled Children

Prevention approaches have proved effective in enabling school communities to decrease the frequency and intensity of behavior problems. However, prevention programs alone cannot eliminate the problems of all students. Some 5 to 10 percent of students will need more intensive interventions to decrease their high-risk behaviors, although the percentage can vary among schools and communities.

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists, counsellors, reading specialists, and special educators.

According to Center for Effective Collaboration and Practice that practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Furthermore, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Also, schools can draw upon the resources of their community to strengthen and enhance intervention planning.

The second principle is to use sustained, multiple, coordinated interventions. It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful, and may actually do harm.

The third aspect is to analyze the contexts in which violent behavior occurs. School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, there is a need to consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.

The last important thing to do is to build upon and coordinate internal school resources. In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff-such as special education, safe and drug free school programs, pupil services, and other resources.

Violent behavior is a problem for everyone. It is a normal response to become angry or even frightened in the presence of a violent child. But, it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

In intervening early with students who are at risk for behavioral problems, it is important to consider the low incidence of violent acts against students or staff. However, pre-violent behaviors- such as threats, bullying, and classroom disruptions- are common. Thus, early responses to warning signs are most effective in preventing problems from escalating.

Intervention programs that reduce behavior problems and related school violence typically are multi faceted, long-term, and broad reaching. They also are rigorously implemented. Effective early intervention efforts include working with small groups or individual students to provide direct support, as well as linking children and their families to necessary community services and/or providing these services in the school.

The components of an intervention program that work should include providing training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts. Teaching the child alternative,

socially appropriate replacement responses- such as problem solving and anger control skills- is also needed. Likewise, providing skill training, therapeutic assistance, and other support to the family through community-based services are significant in the intervention programs. For example, the family has to make effort so that the firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage as well as guidelines for addressing children's access to and possession of firearms. In some cases, more comprehensive early interventions are called for to address the needs of troubled children. In short, focused, coordinated, proven interventions reduce violent behavior, and because of these, the proposed comprehensive school intervention approaches to become effective have to incorporate such features.

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react, and to listen effectively.

In some cases, the early intervention may involve getting services from families. The violence prevention and response team together with the child and family design a comprehensive intervention plan that focuses on reducing aggressive

behaviors and supporting responsible behaviors at school, at home, and in the community. When multiple services are required, there also must be psychological counselling and ongoing consultation with classroom teachers, school staff, and the family to ensure that the intended results would occur. All services- including community services- must be coordinated and progress must be monitored and evaluated carefully. In this case, to prevent the occurrence of behavior problems, the support of school and families is taken into consideration for the proposed comprehensive intervention program.

If there is evidence of persistent problem behavior or poor academic achievement, it may be appropriate to conduct a formal assessment to determine if the child is disabled and eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school district, the child (if appropriate), and others as appropriate. This team will identify the support necessary to enable the child to learn- including the strategies and support systems necessary to address any behavior that may impede the child's learning or the learning of his or her peers.

Children who show dangerous patterns and are a potential for more serious violence usually require more intensive interventions that involve multiple agencies, community-based service providers, and intense family support. By working with

families and community services, schools can comprehensively and effectively intervene.

Effective individualized interventions provide a range of services for students. Multiple, intensive, focused approaches used over time can reduce the chances for continued offenses and the potential for violence. The child, his or her family, and appropriate school staff should be involved in developing and monitoring the interventions.

Non-traditional schooling in an alternative school or therapeutic facility may be required in severe cases where the safety of students and staff remains a concern, or when the complexity of the intervention plan warrants it. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Effective alternative programs support students in meeting high academic and behavioral standards. They provide anger and impulse control training, psychological counselling, effective academic and remedial instruction, and vocational training as appropriate. Such programs also make provisions for active family involvement. Moreover, they offer guidance and staff support when the child returns to his or her regular school.

Academic Intervention Program

Academic Intervention (AI) Back on Track program provides a managed environment seeking to bring about behavior change through multiple channels, both promoting positive behaviors and norms and also discouraging high-risk behaviors. It encompasses a range of services, from environmental change through sober living in

the community, to group and individual counseling aimed at addressing core issues students are struggling with. Finally, these are linked to spiritual health programs aimed at providing fulfillment and happiness in one's life. The students are given an opportunity to repair the damage they have caused to their academic career, their relationships and most of all, themselves. Students receive education and treatment for substance abuse, and develop the adult living skills and discipline necessary for continued academic success. Counseling and therapy sessions are the only real way to address the root issues behind the individual's high risk actions and behaviors that have caused the need for the intervention. And unless these core problems are addressed, the results will be little more than "putting a bandage" on the problem.

According to Response to intervention (RTI) with a lot of interventions mentioned in the review of related literature, the unique aspect of each intervention is similar with the current study to make the intervention comprehensive in managing school problems.

Synthesis

The aforementioned literature and studies were found very significant as bases for the current study. Given the valuable information provided, the researcher got deeper insights with which to conduct the study and analyze results as basis of the comprehensive intervention program which is the goal of the present investigation. Moreover, the literature and studies strengthened the concepts related to the study and served as sources of important data necessary to provide holistic perspectives on student problem behaviors, academic learning, and intervention programs.

The current study was slightly parallel in objectives with the studies done by Cortez et al. (2012), Miles and Stipek (2006). These studies identified behaviors usually manifested by students and the relationships of these behaviors to academic performance of the students.

In relation to the academic problems as one variable of the present study, the studies by Coley (1995) on school-related problems such as disliking school, receiving poor grades, not being able to keep up with schoolwork, and not getting along with teachers as four of the top six reasons for dropping out found bearing to the possible similar problems of target learners.

As regards the creation of comprehensive intervention program, Meyer and Butterworth's (1979) Structured Playground Activities somehow provided insights which could guide the creation of intended intervention program in this study.

The researcher was motivated to implement an intervention program in line with school problems, and such program aim to focus not only on the problem per se, but more importantly on the roots of the problem, which could be the unique contribution of the study, since many have seen the problems, but barely the real cause behind them.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the methods and procedures to be used in the collection and analysis of data. It presents the research method, respondents of the study, research locale, data gathering instrument, data gathering procedure and statistical treatment of data.

Research Design

The descriptive documentary-developmental method of research was used in this study. The descriptive method was used because the study looked into the behavioral and academic problems of public high school students in relation to academic performance in English and Mathematics. According to Travers, (1978) the principal aims in employing descriptive research are to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena.

The use of documentary analysis was also employed so that records that contain information about the phenomenon (Bailey, 1994) could be consolidated, analyzed, and described.

Payne and Payne (2004) describe the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain.

Research Locale

The researcher assessed the status of academic and behavioral problems in five schools in the Division of City Schools Quezon City namely: Ismael Mathay Sr. High School, Judge Juan Luna High School, Pugad Lawin High School, San Francisco High School and Sergio Osmeña High School.

Ismael Mathay Sr. High School

This is one of the public high schools in the division of Quezon City. The Ismael Mathay, Sr. High School, formerly called the GSIS Village High School, is a high school situated in Quezon City, Philippines and more popularly known as the IMSHS, or simply, Mathay. The students and alumni are dubbed the "Ismaelians". In terms of population, it is considered as big school with a total number of 3565 students. Among the total population of the students, around 875 students were identified with behavioral problem experiences as recorded in the Guidance Office.

Judge Juan Luna High School

Judge Juan Luna High School is another big school next to San Francisco High School. At present it has a total number of 2674 students and according to the record of behavior problem in the Guidance Office, it caters around 475 students. Most of the students were in third year where behavior problems are rampant. No intervention yet is provided by the Guidance teacher eliminate or to lessen the occurrence of behavior problems.

Pugad Lawin High School

This is the third school identified with rampant occurrence of behavioral problems as recorded in the Guidance Office. The total enrolment of the school is 1409, classified as small school, yet despite the size, a lot of behavior problems were recorded. Also, as in the case of Judge Juan Luna High School, this school has not implemented yet any intervention to lessen the behavior problems.

San Francisco High School

This is a school with the largest population among the five schools identified, having a total population of 5,160 and rampant occurrence of behavior problems when compared to other schools in District I. There are records of absenteeism, late comers and high dropout rate, bullying, and derogatory remarks as explained by the Guidance teacher.

Sergio Osmeña High School

This school has a population of 2379 students, where the behavior problems are so rampant among fourth year and third year students according to the Guidance teacher.

Respondents of the Study

The respondents of the study were composed of the following:

Table 1
Distribution of the Respondents by School

School	Number	Percentage
Ismael Mathay Sr. High School	75	15%
Judge Juan Luna High School	167	33.40%
Pugad Lawin High School	82	16.40%
San Francisco High School	98	19.60%
Sergio Osmena High School	78	15.60%
Total	500	100%

The student respondents were chosen purposively. Purposive sampling is a non-representative subset of some larger population, and is constructed to serve a very specific need or purpose. The basis of choice of respondents identified in the study was the rampant behavior problems in schools actually recorded in the Guidance Office.

Research Instruments

There were two instruments used to gather the data needed for this study: the Mooney Problem Check List (MPCL) and the Taylor Academic Problem Identification Check List (TAPICL). The permission to use the Mooney Problem Check List was given by the Guidance Counselor of Collegio de San Gabriel Arcangel while the

administration of Taylor Academic Identification Check List was personally allowed by Dr. John Taylor in the researcher's electronic mail.(Please see Appendix B).

The researcher used the Mooney Problem Check List (MPCL) to assess the behavior problems of student respondents. MPCL is composed of five pages with 330 problem checklist and eleven problem indicators. The purpose of MPCL was to assess the level of behavior problems of public high school students.

The list of problems included Health and Physical Development (HPD); Finances, Living Conditions and Employment (FLE); Social/Recreational Activities (SRA); Social/Psychological Relations (SPR); Physiological/Psychological Relations (PPR); Courtship, Sex and Marriage (CSM); Home and Family (HF); Morals and Religion (MR); Adjustment to School Work (ASW); Future and Vocational Education (FVE); and Curriculum and Teaching Procedure (CTP).

To assess the academic problems of public high school students, the Taylor Academic Problem Identification Check List (TAPICL) was utilized. The checklist was developed in 1940 for the purpose of helping the students express their personal problems. TAPICL by Dr. John Taylor (2010) is composed of eight major components and fifty three sub problems to support the 8 components: attendance, comprehension, attention control, attention skills, emotional control, social skills, productivity, and problem solving.

Data Collection Procedure

Stage 1. Getting the Approval of the Schools Division Superintendent

A letter was made to seek permission to the Schools Division Superintendent in the Division of City Schools Quezon City to identify school respondents of the study. A permission was requested to go over the documents in the Guidance Office to determine the schools with the most rampant cases of student behavior problems.

Stage 2. Collecting Data on Student Behavior and Academic Problems

For data gathering, the Superintendent endorsed the request to the schools provided that: 1.) Its activities should not in any way disrupt or interfere the school program or duties of teachers and school administration; 2.) Proper coordination should be made with respective school principal; and 3.) The information gathered should be used for research purposes only.

Out of 11 schools in District 1, five schools were identified to have the most rampant cases of behavior problems. Subsequently, the two instruments, the Mooney Problem Check List and the TAPICL, were administered in the five public high schools in Quezon City namely: Ismael Mathay High School, Judge Juan Luna High School, Pugad Lawin High School, San Francisco High School, and Sergio Osmena High School.

Stage 3. Collecting Data on Academic Performance

For the records on academic performance, the researcher requested the English and Mathematics grades for the second grading from the advisers and the registrar to make sure that the grades written by the students matched the actual official records.

Data collection lasted for five days, from December 16-20, 2013, with one day time allotment for each school spending almost 9 hours to retrieve the instruments from the students.

The instructions on administering the instruments were strictly followed, together with the suggestions on how to interpret results. The items in the TAPICL were rated using the likert scale with numerical and descriptive interpretations as follows:

- Always - 6
- Very Frequently- 5
- Occasionally- 4
- Rarely- 3
- Very Rarely- 2
- Never-1

The numbers that correspond to the description from 4-6 are not a potential problem and the descriptions with corresponding numbers of 1-3 are potential problems in the academic problems.

Stage 4. Triangulating Results from MPCL and TAPICL

The data collected from the instruments were analyzed to determine students who have the most problems both in behavior and academic. Apparently, Pugad Lawin High School had this case, in a sense that although it is not a very big school, it recorded the highest number of student problem occurrences. Additionally, the same school registered the lowest score in terms of academic performance as evidenced in the National Achievement Test (NAT) with a mean percentage score of 36.5.

A total of 140 students from the said school were requested to attend the Focus Group Discussion (FGD) to help them discuss and explain their answers to the instruments. In a way, the FGD served as a validation/triangulation process of the study.

The anonymity and confidentiality of the student respondents were maintained to protect them and to maintain a sense of objectivity of the study.

The data collected from various sources were tabulated, analyzed, and interpreted, the results of which gave an input on the planning and implementation of comprehensive school-based intervention program.

Stage 5. Developing the Comprehensive Management Intervention Program

The intervention program was prepared based on the results of the behavior and academic problems identified in the MPCL and TAPICL supported by the FGD. The MPCL showed that the components needing intervention were mostly on home and family, adjustment to school work and finances, living conditions and employment. The TAPICL results, on the other hand, yielded data that the need was mostly on problem solving, productivity, and academic skills. Consequently, the intervention program implemented dwelt on the development of identified skills.

The intervention program was named TOUCH (Therapeutic objects for Understanding and Caring High School Students).

A group of validators was chosen to assess TOUCH. They came from the CIT which is composed of a principal, 4 year level coordinators, 2 head teachers, and a team leader. (Please see Appendix ___ for the profile). They were informally asked to comment on the proposal so that it could be run and implemented to target students.

Stage 6. Implementing TOUCH Intervention Program

Pugad Lawin High School was the locale of the program implementation which lasted for 15 days. At least seventy student participants identified with both behavior and academic problems were encouraged to join the program. It could be recalled that 140 students had the said problems, but only 70 volunteered in the program. Others were not allowed by their parents, or they simply did not want to be a part of it.

First, the therapy room was prepared led by the researcher and the guidance teacher. The creation of the therapy room was done for close supervision and monitoring to determine results.

Then, the 15-day program was implemented, after which a simple graduation program and awarding ceremony of successful students who facilitated in the program were recognized.

Data Analysis

The data from each set of the instruments were tallied, synthesized and organized in such a way that exact frequency for each of the items was described. The percentages and the mean were likewise computed to properly describe the responses given for each item in the questionnaires.

Ranking was used to see the most to the least behavior problems of students.

Pearson R was also utilized to correlate the scores of the students in the academic and behavior problems with the academic performance of the student respondents in English and Mathematics.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained in the study based on the statement of the purpose identified in the beginning of the study. Analyses and interpretations of data followed each presentation and sequence based on the statement of the purpose.

Purpose 1. Assess the behavioral problems of public high school students.

To assess the behavioral problems of public high school students the Mooney Problem Check List was utilized. The behavioral problems are defined as any behavior that disrupts or hinders students in the learning process. The Mooney Problem Check List helps a lot of students not only knowing their problems but also help them analyze and assess themselves. This simple check list means a lot to them because they appreciate answering the paper despite of 330 items to underline and to encircle. Some of the student respondents would request in interpreting the problems and others are willing to tell their problems to their parents and teachers. Some of them even commented that “why is that only today that the checklist was given to them. After answering the Mooney they discussed their problems to the Guidance teacher and to their advisers which mean an indication that students are willing to open whatever problems they have as long as there are people around them who are willing to listen.

Table 2
Percentage and Ranking of Students with Behavioral Problems
In Health and Physical Development

Health and Physical Development (HPD)	Percentage of Students	Ranking
Frequent headaches	62	1
Trouble with my feet	39.6	2
Not very attractive physically	39.2	3
Trouble with my hearing	37	4
Occasional pressure and pain in my head	36	5
Needing medical advise	34.8	6
Bothered by a physical handicap	33	7
Poor complexion or skin trouble	32.4	8
Having considerable trouble with my teeth	31.2	9
Not as strong and healthy as I should be	29.2	10
Too tall	27	11
Too short	25.6	12
Gradually losing weight	25.2	13
Poor posture	22	14
Nose or sinus trouble	22	14
Frequent colds	19.8	16
Speech handicapped (stuttering etc.)	19.6	17
Menstrual or female disorders	19.6	17
Weak eyes	19.4	19
Sometimes feeling faint or dizzy	18	20
Glandular disorders (thyroid, lymph)	17.8	21
Trouble digestion or elimination	17.4	22
Frequent sore throat	16.2	23
Not getting enough outdoor and sunshine	11	24
Allergies (hay fever, asthma, hives etc)	9.4	25
Feeling tired much of the time	3.6	26
Not getting enough exercise	3.2	27
Not getting g enough sleep	3.2	27
Being overweight	3	29
Being underweight	2.4	30

Table 2 shows the percentage of students with behavioral problems in terms of health and physical development. The highest three (3) main problems are 'frequent headaches', 'trouble with my feet', and 'not very attractive physically'. Frequent headaches would mean a lot of things- students may have sleeping problems, and they go on partying, jumbling between work and school, or staying at home late at night. As for 'trouble with my feet', students are sporty or doing a lot of activities at home and in school. The last is not being attractive physically, which is an indication that generally student respondents are very particular with their look, no wonder they love to feel pretty and experiment in a lot of things just to look good.

Most of the time students are worried with how they look. In the FGD conducted by the researcher, the discussion focused on the statement with the highest frequency. Because of this, the researcher sought for an explanation on the statement 'frequent headaches and trouble with my feet'. Accordingly, most of them are working after school like selling fruits such as pineapple, papaya, and others. Some of them sell late in the afternoon like "ballot, and penoy", fishballs, and sampaguita. After school others will collect garbage anywhere and look for recycled materials that they can sell. On the other hand, while others are working to augment family's basic needs, the others are staying outside of the house going to computer shops and others are busy partying. These activities directly affect the physical condition of the students and no wonder; they experience frequent headaches and trouble with their feet.

Dewa and Lin (2000) suggested that the performance in the educational system specifically in the social institution most directly equivalent to the labor force for adolescents is also likely affected by health problems. If the students experience frequent headaches, it is inversely proportional that productivity will be affected.

Cameron and Heckman (1993) aver that low-performing students are unlikely to graduate from high school as well as to go to college than other students. The high school dropouts have substantially lower adulthood wages than do high school or college graduates. The academic failure can diminish the individual life course in such a way that changes in the rates of academic failure could have serious effects on the stability of society. The academic failure, therefore, is an important part of the individual life course that has implications for larger social problems and, as such, merits further attention.

Table 3
Percentage and Ranking of Students with Behavioral Problems
In Finances, Living Conditions and Employment (FLE)

Finances, Living Conditions and Employment (FLE)	Percentage of Students	Ranking
Too many financial problems	75	1
Unsure of my future financial support	62	2
Going through school on little money	57.4	3
Needing money for graduate training	49.2	4
Graduation threatened by lack of funds	46.6	5
Working for all my expenses	30	6
No steady income	29	7
Family worried about finances	27.6	8
Too little money for recreation	26	9
Tiring of the same meals all the time	25.2	10
Managing my finances poorly	24	11
Needing money for better health care	24	11
Doing more outside work than is good for me	24	11
Needing to watch every penny I spend	23.2	14
Needing a part time job now	23	15
Disliking financial dependent on others	22.4	16
Needing a job during vacations	22	17
Not getting satisfactory diet	21.2	18
Receiving too little help from home	18.6	19
Having less money than my friends	18	20
Too little money for clothes	17.8	21
Transportation or commuting difficulty	15.8	22
Living in an inconvenient location	13.4	23
Working late at night on a job	13	24
Lacking privacy in living quarters	7.6	25
Having no place to entertain friends	7	26
Going in debt for college expenses	0	27
Financially un able to get married	0	27
Getting low wages	0	27
Dissatisfied with my present job	0	27

Table 3 shows the percentage of student respondents on behavioral problems in terms of finances, living conditions, and employment. The three statements with the highest frequency of responses, thus representing the top behavior problems are 'too many financial problems', 'unsure of my future financial support', and 'going through school on little money'. Students nowadays experience problems concerning finances not to mention the very high commodities and the reality that many Filipinos are poor and cannot even augment daily basic needs. Students are forced to work, whatever menial jobs are available anywhere. In the FGD with some of the students, they said that they are forced to work because parents are separated, and some of them give support to the whole family because the mother or father is not working. They are also living with distant relatives because of the large family size (with as many as fifteen members in the family) that their parents are left with no choice but to be separated from them as a way of making them live comfortably. Most of the respondents admitted that they are "kasambahay" and the little amount of salary they earn goes to their siblings. Some students are fond of looking for "kalakal" (garbage thrown by people in the community and the students segregate these) to sell for a living. This is absolutely the harsh realities of life they need to face just to live, that is why instead of focusing in their studies, they would rather spend their time on looking for a living.

As a result, they feel sleepy inside the classroom, not interested with the lessons, bombarded with a lot of things in their minds on how to earn a living, and these are compounded by school requirements like workbooks and projects that add financial burden on their part. Students go to school with little or no money at all

because they need to prioritize the financial needs of the family. Perhaps even when adolescents as youth love luxury as found in the study by Rogel (2012), they could hardly afford to satisfy such desires because what they have is hardly sufficient for their basic needs. reiterated in his study that adolescent as a youth love luxury.

Rogel (2012) likewise described them to have bad manners, with contempt of authority, no respect for older people, and talk nonsense when they should work. Young people do not stand up any longer when adult is the center of the room. They contradict their parents, talk too much in the company, guzzle their food, lay their eggs on the table and tyrannize their elders. Apparently, the adolescents are found to have developed negative traits and behaviours may be because of the life circumstances they are entangled with.

She also explained the world that teenagers find for themselves. Today, many children have to live with working parents or with single parents working. There is so much mobility due to work or educational demands that children are faced with new social milieus bringing loneliness and relational lost. Second, technology has brought both blessings and curse. They see violence, drugs, hard-core, pornography, secret lives of celebrity and corrupt public officials, deviant lifestyle, and messages everywhere. The present generation is bombarded with choices. Teenagers are trying to make their own decisions such that they feel overwhelmed by all the options available to them. Lastly, through the proliferation of the information media, the youth have grown up distrusting the government, parents, teachers, heroes, and institutions. Teenagers live in a different world indeed, with no figures to look up to.

In relation to the present study, the student participants are on the same boat for their being influenced by mass media and the fast and growing technologies. Students have identified home and family, financial difficulties and adjustment to school work as factors highly affecting their choices. These initial results are helpful inputs for the crafting of the intervention program. Since these are possible causes of problem behaviors, the intervention program need to consider how these can be addresses to help them overcome such behaviors and succeed in their academic undertakings.

The next table illustrates the ranking of behavior problems in terms of social-recreational activities (SRA).

Table 4
Percentage and Ranking of Students with Behavioral Problems
In Social-Recreational Activities (SRA)

Social- Recreational Activities	% of Responses	Ranking
Wanting to improve my life culturally	17.4	1
Wanting more chance for self expression	16.4	2
Boring weekends	14.8	3
Wanting to improve my life	13	4
Too much social life	13	4
Nothing interesting to do on a vacation	11.4	6
Too little change to read what I want	9.6	7
Too little social life	8	8
Awkward in making a date	7.6	9
In too few student activities	7.6	9
Trouble to keep a conversation going	7.6	9
Wanting very much to travel	6.6	12
Wanting to improve my manners or etiquette	5.4	13
Awkward in meeting people	5.2	14
Slow in getting acquainted in people	5.2	14
Wanting to learn how to dance	5.2	14
Wanting to improve my appearance	3.6	17
Not living in a well rounded life	3	18
Wanting to learn how to entertain	3	18
Not using my leisure time well	2.4	20
Wanting more worthwhile discussion with people	2	21
Too little chance to do what I want to do	2	21
Not enough time for recreation	1.6	23
Too little chance to enjoy radio or television	1.2	24
Too little chance to enjoy music or art	1	25
Too little time to myself	1	25
Too little change to enjoy nature	1	25
Lacking skills in sports and games	0.8	28
To little change to pursue a hobby	0.6	29
Too little chance to get into sport	0.4	30

T

Table 4 shows the percentage of responses on behavior problems in terms of social-recreational activities. As mentioned earlier, the first three highest frequencies are considered top problems. 'Wanting to improve my life culturally' got the highest response of 17.4%; 'wanting more chance for self expression' got 16.4%, and 'boring weekends' had 14.8%.

The highest vote was in relation to the students' desire to know more on cultural aspect. This apparent longing could be their attempt to understand their elders who are from a cultural standpoint different from theirs. The gap between generations could be a factor for misunderstanding since the adolescents' experience of seeming lack of support from family and community pushes them to misbehave. Also, they seem to have difficulty accepting the idea of passing on to the eldest child the responsibility of taking care of the siblings if parents fail to perform this task. The culture of close family ties affects them as well because they need to think of the family most of the time, and this also means that the eldest should be the one to work to augment family needs. In the FGD, most of the student respondents from the very start of the study admitted having difficulty understanding the concept of being close to the family and the responsibility it entails on their part. Perhaps the present generation is more of 'to each his own' perspective such that they may look at the close family tie concept as a burden rather than a natural caring act to do to the kins.

The statement that ranked second is 'wanting more chance of self expression', which reflects a desire to speak up one's mind to be heard, which is a bit off-tangent with traditional culture of youth passivity and subordination to elders. Traditionally,

youth are supposed to be listeners when elders talk, and seldom are they allowed to voice out their own ideas. Seemingly, the present and the past generations have a dilemma on making both cultures meet so that in most cases the latter than the former usually prevails.

The third activity ranked by students was 'boring weekends' perhaps as an expression of perceived dullness of their routine situation of working on weekend without anticipation of any change in schedule and activities. Because they work the whole week, they feel bored by usual expected schedule to earn a living. Many of them may have no "barkada" since they are not used to working alone, nor do they have the time to spend with friends, except for some few students who can afford to go to malls and spend time in recreational activities.

Table 5 shows responses on behavioral problems in terms of social-psychological relations (SPR).

Table 5
Percentage and Ranking of Students with Behavioral Problems
In Social-Psychological Relations (SPR)

Social-Psychological Relations (SPR)	Percentage of Students	Ranking
Feeling inferior	29	1
Being talked about	26	2
Worrying how I impress people	24	3
Being watched by other people	22	4
Being left out of things	16.2	5
Wanting to be more popular	15	6
Wanting a more pleasing personality	14.6	7
Having feelings of extreme loneliness	13.6	8
Being too envious or jealous	13.4	9
Losing friends	12.8	10
Hurting other people's feelings	11.4	11
Getting into arguments	10.4	12
Too self-centered	9.8	13
Being stubborn or obstinate	9.6	14
Finding it hard to talk my troubles	9	15
Sometimes acting childish or immature	7.8	16
Feelings too easily hurt	7.2	17
Feeling that no one understands me	6.6	18
Speaking or acting without thinking	6.4	19
Having no one to tell my troubles to	5.2	20
Avoiding someone I don't like	4.2	21
Lacking leadership ability	3.8	22
Being disliked by someone	3.6	23
Disliking someone	3.4	24
Too easily lead by other people	3	25
Being ill at ease with other people	1.4	26
Missing someone back home	1.2	27
Having too close friends	1	28
Being timid or shy	0.8	29
Being too easily embarrassed	0.6	30

Based on the responses as shown in Table 5, the top three statements in the ranking are 'feeling of inferiority', 'being talked', and 'worrying about how to impress other people'. The first statement got 29% of student responses. Feeling of inferiority means a lot of things to a lot of people based on how they have experienced this situation. Some could have experienced being humiliated much of the time that is why instead of expressing what they feel, they consider that they deserve such treatment. Another reason for this feeling is the introvert personality of the person, although this could be addressed and developed through guidance. The FGD data captured student comments on feeling inferior because as they claim, nobody is interested to listen to them even at home, "Wala po silang pakialam sa amin".

In the case of 'being talked', which got 26% responses, the reason given by the students was that the girls stayed in school even through the night and what they did would become a sort of gossips in the school. The activities they do are the talk of the town. Being talked about not only in school but in the entire community is perhaps in support with the girls' situation where they are working even when it is already very late in the evening.

In connection with the statement 'worrying about how to impress people', which got 24%, the students explained that basically as teenagers, they love to impress and to experiment in different things. They love to try new trends as seen in the media which seem to serve as their role model.

The boys are resulting to selling "marijuana" in the far flung places near the school. In fact, there are four (4) reported incidents of selling marijuana inside the

school premises as recorded in the Guidance Office. As the researcher questioned the students regarding the case, the students reiterated that they have been doing it for three years, and the concerned students have been constant repeaters as well. In this case the students become the talk of the entire school. The students rated themselves high in being talked about, perhaps because they admit that such incidents are really true.

This situation cannot be ignored by the entire nation in general, and by schools in particular. The school and the community should go hand in hand to resolve the problems of illegal activities (selling marijuana) of the students since admittedly they are involved in this illegal act as a form of their work to support the family. This being the case, they discuss and share with others what they do even after school.

The result of the findings on this part of the study is also related to Rynders (2006) that “we have choices in our lives, and we make those choices based upon what we know”. In this case students chose to do things not in line with the norms of the society since they were hooked in illegal activities of selling: marijuana for the boys, and worse, the girls’ bodies themselves in exchange for money.

In agreement with Rynders (2006), Brannon (2008) discussed children's beliefs about what is right and wrong. Traditionally they have been strongly influenced by their families because they experience the same situation at home. With that in mind, educators should feel compelled to look out for their students' best interests, steering them in the appropriate direction. In order for positive behavior to be effective, the students must think twice before acting out or repeating the disruptive or similar behaviors. Adolescents see their surrounding world and develop their character based on what they see and what they are taught.

Goodman (2007) described that students gradually come to feel no moral discredit in rule violation and grow unresponsive to discipline. Although teachers enforce classroom rules and other disciplinary approaches, "Explicit rules, clear authority, proportionate sanctions, administered equitably, and group participation are important but insufficient," as Goodman explained.

Table 6 shows responses on behavioral problems in physiological-psychological relations.

Table 6
Percentage and Ranking of Students with Behavioral Problems
In Physiological-Psychological Relations (PPR)

Physiological-Psychological Relations (PPR)	Percentage of Students	Ranking
Losing my temper	59.2	1
Unhappy too much of the time	42	2
Too easily discouraged	39	3
Having memories of unhappy childhood	38.4	4
Being careless	38	5
Can't forget an unpleasant experience	30.4	6
Feeling life has given me a raw deal	28.4	7
Thoughts of suicide	24.2	8
Day dreaming	22.2	9
Being lazy	20.2	10
Lacking self-confidence	20.2	10
Tending to exaggerate too much	19.8	12
Forgetting things	19.6	13
Can't make up my mind about things	19.6	13
Not taking things seriously enough	17.4	15
Sometimes wishing I'd never been born	15.8	16
Moodiness "having the blues"	14.6	17
Having bad luck	13.6	18
Having a certain nervous habit	13.4	19
Failing in so many things I try to do	12.8	20
Afraid of making mistakes	8.4	21
Too many personal problems	5.2	22
Worrying about unimportant things	5	23
Finding it difficult to relax	4.8	24
Nervousness	4	25
Getting excited too easily	3.6	26
Taking things too seriously	3	27
Bothered by bad dreams	3	27
To easily moved to tears	2.6	29
Sometimes bothered by thoughts of insanity	0.2	30

The statement 'losing my temper' got the highest response of 59.2% which made it first in the rank. Students at present easily lose temper and as a result they commit a lot of problems in school such as bullying. This behavior problem is a source of input as to the kind of intervention to give them. It calls for activities that should offer something to relax them, or something that is therapeutic to them.

Second highest item is 'unhappy too much of the time' with 42% responses from the student-respondents. Aside from feeling bored, students are lonely because of some experiences at home like disrespecting authority and breaking the rules and regulations of the school. One of the student respondents complained that at home she is always scolded by her mother and by the teacher in school. Or instance, her teachers are continuously making derogatory comments that she cannot even swallow. With this specific problem in mind, she said that the school is like a prison; she cannot even express her feelings and emotions and are dictated of the things to do.

The third highest statement 'too easily discouraged' got a percentage of 39. In connection to this, a lot of students said that they are easily discouraged; they are not given an opportunity to excel because according to them, at home parents are the one deciding for them, in school teachers are too autocratic. They also commented that they want a school conducive to learning and attractive to them so that their worries and problems may lessen. It is also a viable idea as input for a Comprehensive Management Intervention Program.

Simonsen, Sugai, & Negron (2008) explained that schools all around the country are struggling to meet the academic, behavioral, and safety needs of their

entire student body. Schools attempt to meet the challenges of student's behaviors with negative and exclusionary consequences. If students do not respond to the behavioral consequences, schools tend to increase their reactive consequences by establishing zero tolerance policies. These reactive consequences provide removal of the problem behaviors and give teachers and principals immediate relief; however, removal is just temporary and these behaviors are likely to occur again. Districts assume that reactive consequences, like zero tolerance, will inadvertently teach students how to appropriately behave and therefore reduce or eliminate the behavior.

Koth, Bradshaw, & Leaf (2008) reiterated that while individual-level behavioral problems are significantly associated with the academic development of students, classroom context has also affected the academic success of the students. For example, students in a highly aggressive classroom tend to have more academic difficulties.

In relation to the present study, students displaying behavioral problems affect the academic grades and higher dropout rates as well. The study conducted by Kellam, Ling, Merisca, Brown, & Ialongo (1998) found that students with behavioral problems have poorer academic success when in a highly aggressive classroom. However, this finding was contradicted by Petras, Masyn, Buckley, Ialongo, & Kellam (2011) who found that students with behavioral problems did not have poorer academic success as a result of being in a highly aggressive classroom. These two studies present a seemingly opposing finding, but the current study is more closely related to the former study.

Cortez (2001) described behavior as a potent factor in man's endeavor. It is rather innate or acquired, constructive or destructive. It is innate in the sense that man's behavior is generally endowed; yet it is also acquired in the sense that man's behavior is solely affected by his/her encounters with other social beings. Thus, changes in man's environment affect his behavior. Behavioral problems up to present have been a constant issue in the school environment. For example, disruptiveness is impeding the learning and safety within the school environment, because of which the problem has begun to receive more attention. The lack of discipline encourages students to act out with little or no fear of consequences. Many researchers agreed that behavior problem is not a new issue when analyzing the behavior concern within schools. Apparently, it has been an ongoing problem for centuries.

Table 7 shows responses on behavioral problems in courtship, sex, and marriage.

Table 7
Percentage and Ranking of Students with Behavioral Problems
In Courtship, Sex, and Marriage (CSM)

Courtship, Sex, and Marriage (CSM)	Percentage of Students	Ranking
Breaking up a love affair	35	1
Deciding whether to become engaged	27.6	2
Wondering if I really know my prospective mate	25.4	3
Deciding whether I am in love	25.2	4
Being in love with someone I cannot marry	24.8	5
Disappointment in love affair	22.4	6
Thinking too much about sex matters	22.4	6
Being in love	22	8
Girl friend	20.2	9
Boy friend	19.6	10
Wandering how far to go with the opposite sex	16	11
Afraid of close contact with the opposite sex	15.4	12
Disturbed by ideas of sexual acts	14.8	13
Embarrassed by talk about sex	13.6	14
Too inhibited in sex matters	12.8	15
Losing someone who doesn't love me	11.4	16
Afraid of losing the one I love	7.6	17
Wandering if I ever find a suitable mate	7	18
Not meeting anyone I like to date	6	19
Needing information about sex matters	5.6	20
Too few dates	5.4	21
Too easily aroused sexually	4	22
Deciding whether to go steady	1.2	23
No suitable places to go on dates	1	24
Going with someone my family won't accept	0.8	25
Sexual needs unsatisfied	0	26
Wondering if I ever get married	0	26
Having to wait too long to get married	0	26
Needing advise aroused sexually	0	26
Wandering if my marriage will succeed	0	26

The first three statements in the ranking are 'breaking up in a love affair', 'deciding whether to become engaged' and 'wondering if I really know my mate'.

The first statement got 35% of student responses. Students discussed in the FGD that when they experience breaking in love affair, they feel awkward. In fact, as teenagers they cannot decide whether to be an adult or a teenager. They believe that having someone to turn to is the only way to cope up with their problems.

The second highest problem is 'deciding whether to become engaged' which got 27.6% responses. Majority of the students who responded are fourth year already and they seem to be in a relationship with boyfriends and girlfriends. However, majority of the students are afraid to go on a relationship perhaps because their priority is their families. Probably, students think that they can involve themselves in a love affair but they could also be afraid of the possibility of breaking up.

This statement got 25.4%, accounting for the students' ambivalence whether to involve, on one hand, and to face possibility of early marriage because of the relationship, on the other. Related to this problem is the statement 'wondering if they really know their prospective mates'. Perhaps they cannot decide for a mate because they are not ready to be engaged and afraid of breaking up in a relationship. Apparently, the three problems are inter-related as regards how the students feel about this concern.

This situation suggests that the students should be given seminars and pieces of advice related to handling themselves especially if they experience love since they are unsure of themselves about it, notwithstanding the fact that they might not have

enough understanding on this area since it is not included in the elective subjects anymore.

Back then, Population Education was part of school curriculum for elective in high schools. This was the subject where students were given topics about love, biological lessons, pregnancy, and other issues on population, sexuality, and marriage. Unfortunately, it is no longer part of the present curriculum. Consequently, more students are confused on what to do especially in looking for mates or in entering a girl and boy relationship. For them, having a relationship is like choosing a dress which they can easily change anytime they want. As a result they end up frustrated, sad, and depressed when a relationship has to end. It is this case when girls especially are clueless how to handle it, which sadly results to early pregnancy, going with the man they think they fall in love with, only to discover later on that the guy is already married. Eventually, girls drop out from school because of shame or other reasons.

Table 8 shows responses on behavioral problems in home and family.

Table 8
Percentage and Ranking of Students with Behavioral Problems
In Home and Family (HF)

Home and Family (HF)	Percentage of Students	Ranking
Family quarrels	79.6	1
Wishing I had a different family background	78.4	2
Relative interfering with family affairs	76	3
Living at home, or too close to home	73	4
Clash of opinion between me and my parents	68	5
Wanting love and affection	65.6	6
Unable to discuss certain problems at home	64.2	7
Feeling I don't really have a home	62	8
Getting home too seldom	62	8
Not getting along with a member of the family	60.8	10
Home life unhappy	60.4	11
Irritated by a habit of a member of my family	59.4	12
Carrying heavy home responsibilities	59.4	12
Talking back to my parents	59.2	14
Not telling parents everything	58	15
Father or mother not living	57.6	16
Being treated like a child at home	57.4	17
Worried about the member of the family	55	18
Parents separated or divorce	54	19
Parents expecting too much of me	50.8	20
Parents having a hard time of it	43	21
Wanting more freedom at home	42.2	22
Mother	42	23
Friends not welcome at home	42	23
Parents making too many decisions for me	42	23
Being criticize by my parents	41	26
Father	39	27
Sickness in the Family	33.6	28
Parents sacrificing too much for me	24	29
Being an only child	2	30

The first three statements with highest frequencies are 'family quarrels', 'wishing I had a different family background', and 'relative interfering with family affairs'.

The first statement got 79.6% of student responses which made it the top in the rank. This indicated that most of the problems are experienced by the students at home specifically family quarrels. It means a lot of things to a lot of people but if one will ask the students, they will directly answer that most of the time family members quarrel about money. Lack of money to support the family seems the root of the problems, since families that are well off have lesser the problems. In fact, the students explained that their fathers are unemployed and not working, because of which the mothers will look for a job and leave home while the children are left unattended. This situation also forces other members of the family to find jobs everywhere. Among the 500 respondents, almost half of them are working to earn a living. As mentioned previously, students work to collect garbage or "kalakal" in exchange for a little money. The students are likewise forced to enter into gambling knowing that it is an easy way to get money.

It looks like they were not afraid of telling their experiences as they admitted that these are the sad reality they face, "mahirap kami, kaya kailangan naming kumayod para sa aming pamilya kung uunahin namin ang pag-aaral mamamatay kami sa gutom". This suggests a good, mature insight on their part.

In the case of 'wishing I had a different family background' which got 78.4% and almost close to the first statement with highest rank, it can be said that these top

two responses are interrelated. The students explained that they are praying to have another family maybe because of the sad experiences they have with their families. They are also working hard and are tired of the countless sacrifices they have done for their families.

In connection with the statement 'relative interfering with family affairs' which got 76%, students also reiterated that since they are living with their relatives, some of them meddle with their own respective families. There are times that they experience a lot of quarrels with other family members because some of their relatives interfere with their family affairs. This worsens because instead of working for their own families, still they really need to attend to the needs of some relatives which add up their already heavy burden.

Explaining this observation, Villaflor (1990) studied the determinants of academic achievement and concluded that the higher the income and the better the family relationship at home, the higher is the scholastic performance of pupils. In this situation the academic performance of students is highly related to situations at home because of the fact that they come from a poor family, influencing the way they act in school and their academic performance in the classroom.

Table 9 shows responses on behavioral problems in terms of morals and religion.

Table 9
Percentage and Ranking of Students with Behavioral Problems
In Morals and Religion (MR)

	Percentage of Students	Ranking
Morals and Religion (MR)		
Parents old - fashioned in their ideas	32	1
Needing a philosophy in life	20.4	2
Pretending to be something I'm not	7.6	3
Having a certain bad habit	7.6	3
Sometimes lying without meaning to	7.4	5
Unable to break a bad habit	7.2	6
Getting into serious trouble	6.4	7
Not going to church often enough	3.6	8
Science conflicting with my religion	1.8	9
Can't forget some mistakes I made	1.4	10
Dissatisfied with church services	1.2	11
Failing to see the relation of religion to life	0.6	11
Having beliefs that differ from my church	1	12
Don't know what to believe about God	1	12
In love with someone of as different religion or race	1	12
Having a troubles or guilty conscience	1	12
Differing from family in religious beliefs	0.8	16
Wanting to understand more about the Bible	0.6	17
Confused on some moral questions	0.6	17
Losing my earlier religious faith	0.4	20
Missing spiritual elements in high school life	0.4	20
Affected by racial of religious prejudice	0.4	20
Wanting more chances of religious worship	0.4	20
Confused in some of my religious beliefs	0.4	20
Confused on some moral lessons	0.4	20
Troubled by lack of religions in others	0.2	26
Wanting to feel close to God	0.2	26
Sometimes not being honest as I should be	0.2	26
Confused in some of my religious beliefs	0.2	26
Doubting the value of worship and prayer	0	30

Based on the responses as shown in Table 9, the top three statements are 'parents old- fashioned in their ideas', 'needing a philosophy in life', and 'pretending to be something I'm not'.

The first statement got 32% of student responses. This was explained by the students in the FGD which basically refers to a generation gap between the students and their parents. Most of the time the ideas of their parents are far behind their own children's views. In the FGD, the students would tell that their parents are "pakialamero" of what to wear, and who their friends are to lean on, parents meddling in making their choices and decisions. Sometimes students are afraid of telling anymore the things they would like to do so that their parents will not interfere. If something wrong is committed by the students, parents will shout at them, and will always tell them the repeated lines like "nung panahon naming walang naka shorts, magalang ang mga bata, alas sais palang nasa bahay na pero ngayon madaling araw na kung umuwi at ang mga shorts napakaikli". Angrily, students will keep on telling their parents "panahon nyo kasi yun hindi ngayon", showing that their views hardly meet on issues concerned. With all these exchange of conversations one can conclude that there exist a lot of problems between parents and their children. Sadly, the same scenario happens in school- the teacher will keep on telling them not to do that and do this. In the end the students are so confused. Again they will keep on telling "wala akong ginawang tama sa bahay man o sa eskwelahan". With this kind of situation, the comments of the students serve as an eye opener that teachers and parents should work hand in hand in order to understand the situation of students. It

is time to involve parents in school and to conduct seminars related to communication with their children.

The statement ranked second got a 20.4% of student responses. Perhaps the students really need a clear philosophy in life that up to this moment they realize that they do not have clear directions in life, as reflected in the gap they experience with their families.

The third statement got 7.6% of student responses. According to them, to feel good about themselves, they pretend to be someone else, perhaps to gain recognition from other students. Sometimes they do things even if these will cause them harm. They want to gain approval of other people especially of their teachers.

In support to the present study is the research of Patterson (1982) saying that parenting interactions are clearly the most well-researched and proximal causes of conduct problems in children. Research shows that some parents of children who are highly aggressive lack certain fundamental parenting skills (Patterson, 1982). For example, parents of such children may be less positive and more coercive, permissive, erratic, and inconsistent.

In the same vein, other studies claim that parent training programs help counteract the parent and family risk factors by teaching positive, nonviolent discipline methods, and supportive parenting that promotes children's self-confidence, pro social behaviors, problem-solving skills, and academic success. Parent interventions help parents respond effectively to normal behavior problems so that these problems do not escalate. Parents learn to provide support for their children's cognitive, social, and emotional growth. Parent training programs can also

help parents communicate effectively with teachers and advocate for their child's social and academic development. Group format parent training that also focuses on family issues such as communication and problem-solving skills addresses some of these family risk factors by facilitating parent support, decreasing parents' isolation, and providing strategies to cope with stressful life events.

Also, Taylor & Biglan (1998) indicated that parent training is the single most effective intervention available for reducing early conduct problems. In a review of 82 empirically tested psychosocial interventions for conduct problem children and adolescents (Brestan & Eyberg, 1998), it was found that for intervention to be effective, parent training programs should be based on the view derived directly from Patterson's social learning model (Patterson & Chamberlain, 1988) and a program based on videotape modeling developed by Webster-Stratton (Webster-Stratton, 1996; Webster-Stratton & Hancock, 1998). Of the 10 additional programs judged to be "probably efficacious," three were parent training or family therapy programs. Likewise, a review by Kazdin and Kendall (1998) on interventions for treating antisocial children found that two of four interventions showing the greatest promise emphasized the family. The present study is connected to the above mentioned literature with respect to the intervention program intended by the study. The problems mentioned in table 9 are connected with the results of problems in Table 8, which is Home and Family.

However, the research conducted by Webster-Stratton (1997) seemed to say the opposite since they claimed that parent training historically has not been seen as

an essential element of school services, which is the apparent need observed in the study.

There are several advantages to offering parent training in a school-based preventive model rather than in a mental health setting. First, school-based programs are ideally placed to target multiple risk factors in the child, family, and school and build links between these three areas. Second, school-based programs are more accessible to families and eliminate the stigma associated with services offered in traditional mental health settings as well as some of the practical and social barriers to treatment access (e.g., lack of transportation, insurance, child care, or financial resources). Third, school interventions can be offered before low-level behavior problems escalate into severe problems that require referral and extensive clinical treatment. Moreover, when intervention is offered in communities, these communities become natural sources of support for parents. Finally, on-site school interventions can provide services to high numbers of high-risk families and children at comparatively low cost.

Tremblay et al. (1996) believes that there is extensive knowledge about the development and treatment of conduct disorders using parent training. Work in the area of prevention of conduct problems is also extremely promising. In the past decade several multifaceted, randomized control, longitudinal prevention programs have shown that rates of later delinquency and school adjustment problems can be lowered by early parent–school intervention. Tremblay and colleagues found that a combination of parent and child training for high-risk children in kindergarten and first grade reduced delinquency and school adjustment problems at age 12.

Reid, Eddy, Fetrow, & Stoolmiller (1999), shared about The LIFT Project, a school-based prevention program that provided parent training, classroom social skills training, a behavioral playground program, and a parent-teacher communication program to all students in high-risk schools. Results showed intervention effects on physical aggression, behavior improvements in the classroom, and reductions in maternal aversive behavior at home. Two randomized prevention trials of Webster-Stratton's parent intervention program (The Incredible Years Training Series) produced positive change in Head Start parents and their 4-year-old children immediately at post treatment and at 1-year follow-up. Intervention produced positive changes in parenting, parents' school involvement, and children's levels of aggression, conduct problems, and social skills.

Table 10 shows responses on behavioral problems in adjustment to school work.

Table 10
Percentage and Ranking of Students with Behavioral Problems
In Adjustment to School Work (ASW)

Adjustment to School Work (ASW)	Percentage of Students	Ranking
Slow in mathematics	80	1
Worrying about examinations	77	2
Needing a vacation from school	75	3
Trouble with oral reports	70	4
Trouble in outlining or note-taking	69.2	5
Feeling failure in school	68	6
Having too many outside interests	62.4	7
Trouble organizing term papers	62.2	8
Not spending enough time in study	62	9
Poor memory	62	9
Slow with theories and abstraction	59.4	11
Not smart enough in scholastic ways	57.2	12
Weak in logical reasoning	43.8	13
Having poor background for some subjects	39.4	14
Unable to express myself in words	7	15
Not really interested in books	38.4	15
Inadequate high school training	38	16
Not planning my work ahead	37.2	17
Unable to concentrate well	5.6	17
Not knowing how to study effectively	35.8	18
Afraid to speak up in class discussions	4.2	18
Getting low grades	27.4	19
Vocabulary too limited	3.6	19
Weak in writing	24.8	20
Weak in spelling and grammar	23.2	21
Easily distracted from my work	22	22
Slow in reading	20.2	23
Forgetting things I've learned in school	19.2	24
Not getting studies done on time	6.8	26
Not having a well planned college programs	0	30

Table 10 shows percentage of responses on behavior problems in terms of adjustment to school work. As mentioned earlier, the first three highest frequencies are considered top problems. 'Slow in Mathematics' got the highest response of 80%, 'worrying about examinations' got 77%, and 'needing a vacation from school' had 75%.

To validate the first statement which is 'slow in Mathematics' the researcher conducted an interview with some of the student respondents, the results of which are as follows: "Ayaw namin sa Math ang bilis magturo ni Sir", " mahirap ang problem solving", " ang bilis ng oras di ka pa tapos mag solve ipapasa na ang papel," (referring to the problem solving quiz). Others said that from the very start they dislike Math, "Kapag nakikita ko ang mga numero nahihilo ako, I hate numbers"; "Parang walang effort si titser para mapagaan ang lesson namin". With all the derogatory comments of the students regarding the subject, the researcher revalidated the answers directly from the mouth of their Mathematics teacher who commented, "I do not know why students hated my subject; maybe they are not studying it at home. Basically Math is an easy subject if the students will focus on it," she vehemently commented.

In relation to this, the students' scores in the Achievement Test validate this item. In fact the overall scores in the last NAT could be rated as below the target of 75% set by the Division of City Schools Quezon City.

The statement that ranked second is 'worrying about examination'. Based on the result, the lowest subjects are Mathematics and English consistently. It showed that the student respondents encountered the same problems in taking the

examination. It could mean a lot of things to the teachers. Perhaps students are worried because they cannot even read fast; maybe they do not understand what they read, and the worst they do not know how to read. The students admittedly explained that there are students who are their classmates already in fourth year who cannot read sentences; some students read very slowly, others who can read but do not understand what they have read.

The statement which ranked third by the students was 'needing a vacation from school'. The students explained that they are very tired of school work and they really need a break, probably because it was near Christmas vacation when the questionnaires were given and some of them could have really thought of vacation. Some students said that they have a lot of projects to accomplish that they really need a break.

Table 11 shows responses on behavioral problems in terms of future, vocational, and educational aspects.

Table 11
Percentage and Ranking of Students with Behavioral Problems
In Future, Vocational and Educational (FVE)

Future, Vocational and Educational (FVE)	Percentage of Students	Ranking
Not reaching the goal I've set for myself	80	1
Wanting advise on next steps in high school	77	2
Wanting to quit schooling	75	3
Concerned About military services	70	4
Trying to combine marriage and a career	69.2	5
Choosing course to prepare for a job	68	6
Needing to plan ahead for the future	62.4	7
Not knowing what I really want	62.2	8
Wondering if I'll be successful in life	62	9
Lacking necessary experience for a job	62	9
Doubting I can get a job in my vocation	59.4	11
Choosing course to take	57.2	12
Wanting advise on the next steps after high school	43.8	13
Purpose in going to college not clear	39.4	14
Not knowing how to look for a job	38.4	15
Doubting wisdom of my vocational choice	38	16
Family opposing my choice of vocation	37.2	17
Restless at delay in starting life work	35.8	18
Enrolled in wrong curriculum	27.4	19
Wanting change another college	24.8	20
Wanting part-time experience in my field	23.2	21
Doubting wisdom of my vocational choice	22	22
Doubting college prepare me for working	20.2	23
Unable to enter desired vocation	19.2	24
Needing to decide on an occupation	7	25
Wandering whether further education is worthwhile	6.8	26
Not knowing where i belong in the world	5.6	27
Needing to know my vocational skills	4.2	28
Needing information about occupation]	3.6	29
Afraid of unemployment after graduation	0	30

Based on the responses as shown in Table 11, the top three statements in the ranking are 'not reaching the goal I've set for myself', 'wanting advice on the next steps in high school', and 'wanting to quit schooling'.

The first statement got 80% of student responses. Generally, the student respondents experienced difficulty in attaining the goals they have set for themselves. The students need guidance to be able to attain the goals they have set. There were times they experienced being confused and awkward of the things that they did. Most of the time, they set priorities but were not able to achieve them. This case would be an initial step to address in the comprehensive intervention program.

The statement ranked second got 77% of responses. Still students are confused that they really need someone to ask for advice on school matters. They experienced difficulty on what steps to do in the next year in high school. Basically the problems of student-respondents are more on achieving goals they have set for themselves. Helping them realize the importance of SMART Specific, measurable, attainable, result and time bound characteristics of goals should help students in setting up priorities in life.

The third statement ranked by the students got 75% responses. In this case some of the students decided to quit schooling. Students discussed the difficulties they have encountered most especially concerning financial matters. Since some of the students are working after class, they feel exhausted and tired that they decide to quit schooling and concentrate on working.

Table 12 shows responses on behavioral problems in curriculum and teaching procedure.

Table 12
Percentage and Ranking of Students with Behavioral Problems
In Curriculum and Teaching Procedure (CTP)

Curriculum and Teaching Procedure (CTP)	Percentage of Students	Ranking
Classes run too much	76.4	1
Teachers too critical	76.2	2
Classes too large	76	3
Too much work required in some subjects	75	4
Not enough chance to talk to teachers	9.4	5
Not enough class discussion	68	5
Not getting individual help from teachers	7.6	7
Not having a good adviser	5.2	8
Teachers lacking grasp of subject matter	3.2	9
Teachers lacking personality	2.4	10
Too many poor teachers	2	11
Teachers lacking interest in students	2	11
Dull classes	1	13
Teachers not considerate of student's feelings	0.6	14
Hard to study in living quarters	0.4	15
No suitable place to study on campus	0.2	16
Teachers too hard to understand	0	17
Textbooks too hard to understand	0	17
Difficulty in getting required books	0	17
College too indifferent to student needs	0	17
Some courses poorly organized	0	17
Courses too unrelated to each other	0	17
Too many rules and regulations	0	17
Unable to take course I want	0	17
Force to take courses I don't like	0	17
Grades unfair as measures of ability	0	17
Unfair tests	0	17
Campus activities poorly co-ordinated	0	17
Campus lacking in school spirit	0	17
Campus lacking in recreational facilities	0	17

Table 12 shows the percentage of responses on behavior problems in terms of curriculum and teaching procedure. As mentioned earlier, the first three highest frequencies are considered top problems. 'Classes run too much' got the highest response of 76.4%, 'teachers too critical' got 76.2%, and 'classes too large' had 76%.

The highest vote was in relation to 'classes run too much'. In validating the first statement, it was observed to be true because the students will attend classes starting 7:00 am go home at 3:00 pm. There is so much time the students spend in school with 8 subjects.

The statement that ranked second is 'teachers too critical'. Students are giving comments that there are teachers who are not considerate with their problems, "Di kami maintindihan ni Ma'am, napakasungit nya. Gumagawa naman kami ng assignments," complained the students.

The statement ranked third by the students was 'classes too large' with 76% responses. This statement is very true owing to the fact that the present classroom setting has a population of 70-80 students per class. This situation needs to be addressed by DepEd. This means that students feel exhausted in the crowded classroom with no ventilation and electricity. Worst, the teaching –learning processes are also affected by this scenario. Up to now the class size in public high school is not being addressed. This is beyond the control of anyone except for the reason of making the classroom conducive and attractive for the students. This is another challenge to the researcher.

Koth, Bradshaw, & Leaf (2008) reiterated that while individual-level behavioral problems are significantly associated with the academic development of students,

classroom context has also affected the academic success of the students. For example, students in a highly aggressive classroom tend to have more academic difficulties. In relation to the present study, students displaying behavioral problems affect the academic grades and higher dropout rates as well. The large size of the class affects the performance and behavior of the students in relation to this study.

Subsequently, researchers investigated how individual behaviors interact with the classroom context and establish if there exists relationship to students' academic development.

This is also in agreement with the study made by Blancia (2003) who found that the academic performance of Chemistry students is significantly influenced by factors such as teaching competence, attitude of teacher work and students, library facility, educational attainment of parents, parent's attitude towards studies of their children, and attitudes of students themselves towards their studies.

The individual problems considered in the preceding tables are synthesized in the form of summary to present a general idea of the responses given by the participants.

Table 13 shows the over-all percentage and ranking of behavioral problems.

Table 13
Over-all Percentage and Ranking of Behavioral Problems
Based on the Top Problems Identified

Problem Areas as Indicators	Percentage	Ranking
Home and Family (HF)	26%	1 st
Adjustment to School Work (ASW)	19%	2 nd
Finances, Living Conditions and Employment (FLE)	12%	3 rd
Health and Physical Development (HPD)	11%	4 th
Physiological/Psychological Relations(PPR)	9%	5 th
Curriculum and Teaching Procedure (CTP)	6%	6 th
Courtship, Sex, and Marriage (CSM)	6%	6 th
Social-Psychological Relations (SPR)	5%	7 th
Social-Recreational Activities(SRA)	3%	8 th
Morals and Religion (MR)	2%	9 th
The Future: Vocational and Educational (FVE)	2%	9 th

As mentioned earlier, the first three statements with the highest frequencies are considered top problems. Home and Family (HF) got the highest ranking with of 26%. The next in ranking is Adjustment to School Work (ASW) with 19%. Finally, Finances, Living Conditions and Employment (FLE) got third in ranking with 12%.

The three highest in the rank are the over-all focus of the management intervention: Home and Family (HF), Adjustment to School Work (ASW), and Finances, Living Conditions and Employment (FLE). One is added as part of the program: Health and Physical Development (HPD), which is considered vital to achieve the other goals.

Purpose 2. Assess the academic problems of public high school students.

The Taylor Academic Problem Identification Check List (TAPICL) is used to address the second objective of the study. TAPICL is composed of 53 sub check list under the 8 main concern problem areas such as attendance, comprehension, attention control, academic skills, emotional control, social skills, productivity and problem solving.

The summary of the responses were presented in Table 14 up to table 24. There were 500 student respondents who answered the checklist.

Table 14 shows responses on academic problems in attendance.

Table 14
Weighted Mean Showing Attendance as an Academic Problem

ATTENDANCE:	Mean	Interpretation
1. attends scheduled classes	5.29	Very Frequent
2. arrives at school on time	4.65	Occasionally
3. arrives at classes on time	4.80	Occasionally
4. sits in proper location	4.46	Occasionally
5. remains alert, not sleepy	3.09	Rarely
Overall Mean	4.46	Occasionally

Table 14 shows the mean and the descriptive interpretation showing that attendance is one cause of academic problem among public high school students. The overall mean generally describes that students do not encounter so much problem concerning attendance. However, specific data on the table shows that students experience problems on being sleepy and not being alert inside the classroom. When asked why they feel sleepy, they commented that the lessons are not attractive anymore and the teachers are not good in motivating the students. Other students answered that they work at night so they feel sleepy in the classroom.

In the Focus Group Discussion (FGD), the researcher found out that the main reason for being sleepy is lack of financial support from their parents because a lot of them need to work in the evening. This is related to Redick & Nicoll's study (1990) which supports the finding that students who attend school regularly have higher grades than those students who commit high absences, which shows the importance of attendance in the classroom. These findings can be related to the study conducted by Zamudio (2004) which support that student attendance variable such as school attendance policy, socio-economic status, and mobility, affect student achievement.

Table 15 shows responses on academic problems in comprehension.

Table 15
Weighted Mean Showing Comprehension as an Academic Problem

COMPREHENSION:	Mean	Interpretation
1. understands simple request the teacher is asking	4.38	Occasionally
2. remembers what is heard	3.97	Rarely
3. remembers what is read	4.01	Occasionally
4. remembers what is seen	4.12	Occasionally
5. reads, understands and follows simple written instructions	4.20	Occasionally
6. understands, follows simple spoken instructions	4.11	Occasionally
7. understands, follows two or three steps spoken instructions	4.12	Occasionally
Overall Mean	4.13	Occasionally

Table 15 presents the mean distribution of students' rating on comprehension as an indicator of an academic problem. Among these, the statement "rarely remember what is heard" got the highest mean of 3.97. The overall mean rating of

4.13 indicates that students occasionally experience comprehension problems, but here the focus is on the topics that they rarely remember when teacher orally delivers the lesson. It could be that they are visual learners which characterize the 21st century learners being in the prolific advancements in technology and communication.

This implies that perhaps visualization is much effective than auditory: they learn better when they see rather than when they hear what is to be learned. On the focus group discussion the students commented that some of the teacher's voices are not loud and clear knowing there are more than 50 students inside the classroom. These are factors that affect comprehension through listening aside from the fact that there are visual types of learners. So a lot of the students are requesting that instead of teaching orally teachers should prepare more visuals and other activities. It was also suggested by the students that aside from using visual aids, teachers may give activities outside of the box, that is presenting the lesson in a song, simulation, dramatization, games, internet or computer generated lessons. Others suggested applying the latest fad which is the "flip top". These activities attract them to be more alert, attentive and motivated to learn the lessons presented by their teachers.

The principal of Pugad Lawin High School together with the researcher created a CIGA which means Classroom in a Garden. This garden was created for the students to unwind and change their environment. It was effective because in the garden they feel relaxed and more comfortable than when in the usual classroom setting.

Table 16 shows responses on academic problems in attention control.

Table 16
Weighted Mean Showing Attention Control as an Academic Problem

ATTENTION CONTROL:	Mean	Interpretation
1. remains on task long enough for completion	4.24	Occasionally
2. works without assistance for an acceptable length of time on seat work	3.72	Rarely
Overall Mean	3.98	Rarely

Table 16 presents the mean score distribution of student rating on attention control as an indication of academic problem. The statement ‘the students rarely work without assistance from acceptable length of time on set work’ got a mean of 3.72 interpreted as rarely. Also, the statement ‘remains on task long enough for completion’ got a mean of 4.24 interpreted as occasionally.

Students may be characterized as dependent to teachers and classmates, especially if given a task on a longer period of time. They easily get bored as revealed in the Focus Group Discussion (FGD). This indicator of attention control should be given time in the development of a comprehensive management intervention program.

Table 17 shows responses on academic problems in academic skills.

Table 17
Weighted Mean Showing Academic Skills
as an Academic Problem

ACADEMIC SKILLS	Mean	Interpretation
1. reads aloud with acceptable accuracy and speed	3.88	Rarely
2. reads silently with acceptable understanding and speed	3.93	Rarely
3. remembers the content of silent reading passages	3.64	Rarely
4. tells the time on a non-digital time piece	3.54	Rarely
5. remembers the content of the oral reading passages	3.60	Rarely
6. has an acceptable speaking vocabulary	3.76	Rarely
7. has an acceptable reading vocabulary	3.69	Rarely
8. uses correct spelling of words	3.93	Rarely
9. has an acceptable hearing vocabulary	4.14	Occasionally
10. shows correct language usage	4.17	Occasionally
Overall Mean	3.83	Rarely

Table 17 presents the mean score distribution of student rating on academic skills as an indication of academic problem. Out of the ten (10) indicators, students rated eight (8) items with an interpretation of rarely. The first with the lowest mean of 3.54 is 'tells time on a non digital piece' which means that some of the students find difficulty in telling time. The statement ranked second with mean of 3.64 was 'remembers the content of the oral passages'. Basically students rarely remembered what has been read. It was validated by the frustration level of students in reading

English. The statement ranked third with a mean of 3.64 in the academic problem was 'remembers the content of the silent reading', which implies that a lot of students rarely recalls the content of what has been read. This indicator proved that the academic skills need attention as far as intervention is concerned. Students have problems in academic skills such as reading with accuracy and speed, reading with understanding, remembering the content of what they has been read, and remembering the content of the passages they have read. The students also encountered a lot of difficulty in spelling, vocabulary, and reading comprehension. In the FGD conducted, the Language teacher agreed with the result of the Taylor Academic Problem Checklist that lack of comprehension on the part of the students is still the battle cry of all schools not only in Quezon City but also the whole Dep Ed organization. How can students pass the National Achievement Test if they cannot even remember simple text that they have read? This question has been debated up to now. It is important to consider this area of learning because comprehension is a basic tool for learning. These results help point out the focus in doing a comprehensive intervention in connection with academic problem.

Table 18 shows responses on academic problems in emotional control.

Table 18
Weighted Mean Showing Emotional Control
as an Academic Problem

EMOTIONAL CONTROL	Mean	Interpretation
1. handles transitions between different activities cooperatively	4.04	Occasionally
2. accepts the disciplinary consequences of negative behavior	3.91	Rarely
3. responds appropriately to teachers reminders and warnings	3.60	Rarely
4. doesn't argue and challenge about rules	3.87	Rarely
5. displays self confidence	4.12	Occasionally
6. isn't easily discouraged	3.81	Rarely
Overall Mean	3.89	Rarely

Table 18 presents the mean score distribution of student rating showing emotional control as an indication of academic problem. Students rated rarely on indicator items such as 2, 3, 4 and 6 respectively.

The lowest mean was 3.60 with statement 'responds appropriately to teachers' reminders' reflecting that perhaps students rarely respond to teacher's reminders such that this becomes the topmost problem under emotional control. Next problem statement with a mean of 3.81 was 'isn't easily discouraged' because the students marked this rarely in the questionnaire. They lack encouragement which is an important key in the learning process. They occasionally show self confidence, which is also an indication that they have a problem about expressing themselves. This needs the attention of all stakeholders. They should be involved in the lessons. In the FGD, students need so much attention that they should be reminded about the

lessons, and the consequences of not doing the task given to them. In fact, they are afraid to express themselves because the teachers are angry most of the time. They also said that they have a lot of problems, but there is no one to turn to or talk to. At home nobody listens to them; in school it is the same environment. As teenagers, they love to experiment with things which are not congruent with the rules and regulations. Instead of expressing themselves constructively they, divert their attention with doing things against the norms of the school. In the end, instead of solving the problems, they become another problem and this directly affects their academic performance.

It can be concluded that addressing the emotional control problems of the students are basic needs to be considered in the intervention program, as these are likewise connected with their behavior problems. For example they rarely accept the disciplinary consequences of negative behavior, and they rarely respond appropriately to reminders and warnings of the teachers. Some of the students commented that sometimes they try to size up the teacher's authority in the classroom because they just like to question even their rules and regulations. They also said that the school is like prison because they do not have the freedom to express themselves.

Table 19 shows the responses on academic problems in social skills.

Table 19
Weighted Mean Showing Social Skills as an Academic Problem

SOCIAL SKILLS	Mean	Interpretation
1. obtains the teacher's help by correct means	4.6	Occasionally
2. obtains the teacher's help at correct times	4.72	Occasionally
3. is courteous and friendly toward teacher	4.83	Occasionally
4. doesn't back-talk to teacher	4.52	Occasionally
5. is courteous and friendly towards teacher	4.77	Occasionally
Overall Mean	4.69	Occasionally

The table clearly shows an overall mean of 4.69 interpreted as occasionally, meaning that most of the student respondents occasionally have problems in social skills such as obtaining the teacher's help by correct means and at correct times. They appear courteous and friendly toward their teachers in instances when they need help. In this case the students do not encounter problems with being courteous, and over all mean of social skills is occasionally.

However, this academic problem needs to be addressed as well since teacher-student interaction is a common part of schooling. It is partly the role of the Values Education teacher to enhance the character of the students, and other subject teachers should take part as well.

Table 20 shows responses on academic problems in productivity.

Table 20
Weighted Mean Showing Productivity as an Academic Problem

PRODUCTIVITY	Mean	Interpretation
1. meets due dates for daily assignments more than one week	3.67	Rarely
2. meets due dates for daily assignments less than one week	3.63	Rarely
3. uses good study habits	3.79	Rarely
4. meets due dates from long term assignments	3.79	Rarely
5. shows interest in academic work	3.67	Rarely
6. shows interest in grades	3.77	Rarely
7. brings needed materials to classes	3.95	Rarely
8. participates in class discussions	3.86	Rarely
9. becomes absorbed and interested in learning	3.89	Rarely
10. tries hard on assign seat work	3.63	Rarely
11. produces neat, orderly, legible work	4.41	Occasionally
12. perseveres and does not give up on work	3.91	Rarely
13. takes pride on work done	3.95	Rarely
14. accepts challenges and follows through on hard assignments	3.67	Rarely
Overall Mean	3.83	Rarely

Table 20 presents the mean score distribution of student rating showing productivity as an indication of academic problem. Looking at the table, students rated statement 11 as occasionally while the rest of the statements were rated rarely.

The first three lowest mean are considered academic problems. The first statement with the lowest mean of 3.63 was 'tries hard on assigned seatwork'. The students discussed in the FGD that they are experiencing difficulties in doing the

assigned seatwork because a lot of them are working students. They probably neglect the assigned task because they need to attend to family needs, helping in doing the daily chores at home, taking care of their siblings as well. The statement with the same ranked with also a mean of 3.63 was 'meets due dates for daily assignments less than one week'. The third statement with the lowest mean of 3.67 was 'meets due dates for daily assignments more than one week'. These statements are in relation to the previous statement that students rarely meet the deadline because they need to attend to work for their families. Consequently, even their take home assignments are neglected.

It is clearly presented on the table that student respondents have problems in meeting due dates, and showing good study habits. They rarely show interest in school works too. Most of them rarely participate in class and do not take pride in their work. Also, they rarely try hard on the assigned tasks given to them. Maybe they are preoccupied with a lot of priority activities that they do not spare their time to assignments and home studies. Apparently, productivity is lessened because of the stress they experience in school and at home. Having study strategies can be smart but students should realize how stress affects school work productivity and quality output. With much stress weighing down on their shoulders, and not knowing how to manage stress, they become less productive, active, and participative.

Stress causes a lot of emotional turmoil which eventually affects a student's general performance. Some of the comments given by the students show that they become irritable in school, which directly affect even their relationship with their

classmates and teachers as well. In this case stress affects students' productivity in general.

Another example given by the students is the loss of concentration which means less likely to memorize lessons needed in the examination. Some of them cannot fully participate in the class discussion. Students become disorganized. In fact a lot of them cannot manage their schedule, and activities and works are jumbled. In this case productivity is affected again.

Discussions related to prioritizing and time management should be the focus of intervention program. It was also reiterated that the students' general attitude toward studies is generally poor as commented by their teachers in English. No wonder student respondents failed in their core subjects especially in English and Mathematics. The teachers do a lot of things just for them to perform better in the achievement test, but then again if being lazy is the problem, then this has to change. In addressing the school problems, this is one of the things to be considered especially in doing the intervention because it needs an immediate solution.

A good habit is another key to productivity. With this the student can gain control of a hectic life and will develop positive attitude. Establishing good habits is rarely easy, but it is worth the result in making the student a better person to be prepared in life and after school.

The program should focus on students' efforts in becoming organized. Time management is also important to consider. Another point of consideration is to lessen stress the students are experiencing. If the students are less stressed, the more that they would experience relief and in return, focus on subject matter will be

given priority. If this will happen, students will gain control of themselves and learning will be fun and easy for them. Their grades in school will improve and they will feel better as a person in general. These findings can be related to Marcus Crede & Nathan R. Kuncel (2008) in their research at the University of Albany. The research found that study habit, skills and attitude inventories have significant effect in relation to standardized test and previous grades, and they serve as predictors of academic performance yielding incremental validity in relation to academic performance. It only implies here the significant effect of good study habits and attitudes inventories, which the students lack generally.

Table 21 shows responses on academic problems in problem solving.

Table 21
Weighted Mean Showing Problem Solving as an Academic Problem

PROBLEM SOLVING	Mean	Interpretation
1. organizes and approaches tasks efficiently	3.73	Rarely
2. uses good problem- solving and decision making skills	3.40	Rarely
3. asks for help when encountering problems	3.47	Rarely
4. plans steps to reach academic goals	4.35	Occasionally
Overall Mean	3.74	Rarely

Table 21 presents the mean score distribution of student rating showing problem solving as an indication of academic problem.

The first statement with the lowest mean of 3.40 was 'uses good problem solving and decision making skills'. Basically students lack the initiative in solving their problems, and they rarely decide for themselves to be good in their studies. The poor decision making was the main problem of students in public high schools.

The second statement with lowest mean of 3.73 was 'organizes and approaches tasks efficiently'. This statement was discussed by the students in the FGD and they reiterated that they lacked organization in their activities in school. The lack of organization resulted to problems in relation to learning process according to them.

The statement 'asks for help when encountering problems' got a mean of 4.47. This implies that students rarely ask help from other people. It could be that they are afraid to ask help from their teachers, while their classmates are not easy to approach. Generally they are confused with the world and the people around them. It was discussed in the FGD that they were confused because of home problems that burden them, and this is aggravated by the problems in school that affect their concentration.

Table 22 shows the summary of the eight academic problems.

Table 22
Summary of the Mean in the Eight Problem Areas as Indicator
of Academic Problems

Problem Areas Indicators	Mean	Interpretation
1. Attendance	4.46	Occasionally
2. Comprehension	4.13	Occasionally
3. Attention Control	3.98	Rarely
4. Academic Skills	3.83	Rarely
5. Emotional Control	3.89	Rarely
6. Social Skills	4.69	Occasionally
7. Productivity	3.83	Rarely
8. Problem Solving	3.74	Rarely

The table clearly points out that problem solving has the lowest mean of 3.74 with an interpretation of “rarely” followed by academic skills and productivity with the mean of 3.83.

There are a lot of reasons given by the student in the FGD why they experience difficulty in problem solving. The first reason is that teachers do not interact with the students in the class. This is the most classic reason out of all the other possible reasons. Some teachers unknowingly show more attention to the blackboard instead on their target audience, who are actually the students in the class. Second reason is that students find the subject too boring to actually stay awake. Some of the most boring subjects are often taught by the most boring teacher possible, as they claim. Additionally, subjects like history most of the time is read to them, but this should not be the case. Third reason is that the time given to the students is too short for them to manage their time especially in projects that they need to finish. Fourth reason is that no one is interested to know their problems. In

short, they resolve these on their own. The next problem is productivity. Students develop habits that deter their productivity in school. Some of the reasons are organization, time management, prioritization, concentration and motivation.

In organization for example, students need to be organized in order to succeed in school. Too many of the student respondents, the problem lies on the lack of organization rather than lack of intellectual ability. Next example given by the students is time management. They do not know how to schedule a difficult assignment. In fact students were given weeks to do the project but they choose to do it only until the night before it is due. They lack the productive blocks to organize their school life. Setting priority is another problem. They simply do not know where to begin. Next is concentration. Students nowadays are having a lot of distractions and interruptions in school, and this problem is coupled by lack of motivation. They are not motivated enough in school work. Perhaps, these should be considered in tapping the right interest and providing time for it to encourage students to perform well.

The data show that students have difficulty with problem solving, which is reiterated in the FGD. Because they were bombarded by a lot of problems not only in school but also at home and the community, they are afraid of making decisions in their daily lives, but because sometimes they are forced to do so, most of the time they do not succeed. Under the indicator problem solving students cannot even organize simple tasks efficiently, are low in problem solving and decision making.

Another point to consider is when students encountered a lot of problems they were afraid to ask help from other people. Moreover, they do not plan to reach

their academic goals. In this case they do not know what to prioritize and this is basically time management. Programs, lectures, seminars and activities concerning these problems are lacking in a lot of schools. This means that the focus of an intervention program should address these academic problems.

All stakeholders should go hand in hand in addressing the problems focused on productivity, academic skills and problem solving.

Table 23 shows the actual grades of students in English for the second grading period.

Table 23
ACTUAL GRADES IN ENGLISH for Second Grading Period

Actual Grade	Frequency	Percent	Interpretation
95-100	0	0	Excellent
90-94	2	.40%	Above Average
85-89	24	4.80%	Average
80-84	20	4.00%	Below Average
75-79	202	40.40%	Poor
70-74	252	50.40%	Very Poor
Total	500	100%	

Table 23 shows the frequency and percentage distributions of actual grades of the student respondents in English for the Second Grading Period. As shown in

table 23, the actual grade ranges consist of the lowest range between 70-74 and the highest grades range between 85-89, which means that the lowest possible grade is 70 and the highest possible grade is 100. Grade ranges 70-74 have the highest frequency of responses at 50.40% interpreted as very poor. The next lowest grades range 75-79 have 50.40% and an actual interpretation of poor. This means that the student-respondents even from the start of the study were considered academically problematic. Since, the students were experiencing a lot of problems in academic they were also experiencing behavioral problems.

Table 24 shows the actual grades of students in Mathematics for second grading period.

Table 24
ACTUAL GRADES MATHEMATICS for Second Grading Period

Actual Grade	Frequency	Percent	Interpretation
95-100	9	1.80%	Excellent
90-94	50	10.00%	Above Average
85-89	32	6.40%	Average
80-84	125	25.10%	Below Average
75-79	114	22.80%	Poor
70-74	196	34.00%	Very Poor
Total	500	100%	

Table 24 shows the frequency and percentage distributions of actual grades of the student respondents in Mathematics for the Second Grading Period. As shown in the table the actual grade ranges from the lowest are between 70-74 and the highest are between 90-94. Specifically, the table points at ranges 70-74 with the highest frequency of 34.00% of the student respondents interpreted as very poor. The next grades ranges 75-79 with a frequency of 22.80% are interpreted as poor. The grade range 80-84 has 25.10% interpreted as below average. This means that both grades in English and Mathematics boil down to very poor. In English no grade range in 95-100, but in Mathematics there registered 1.80% with an actual interpretation of excellent subject performance. It looks like they are better in Math than in English.

Examining the table further, one can clearly see that the grade range 70-74 got the highest percentage, implying that the students at the time of the conduct of the study had actual failing grades described as very poor performance. This only means that the students' academic performance as far as their grades are concerned is affected by academic problems. Although the performance may reflect their problems, the teachers also really affect much of the process as well as the nature of the subject matter delivered as bases for the evaluation of learning, the kind of assessment tool, and school procedures. Likewise, teachers' delivery of instruction, the instructional management and materials play a vital role in the performance of the students.

This particular finding on the students' academic performance in Mathematics can be a viable input to a comprehensive management intervention program. The researcher focuses on the grades of the students in English and Mathematics as

suggested by the teachers in all year levels because these two subjects are the lowest in terms of the National Achievement Test or (NAT) and the School Achievement Test. The student respondents reiterated that they encountered much of the academic problem in English specifically in comprehension and in Mathematics focusing on problem solving. Students also explained that because the subjects English and Mathematics as their “waterloo”, they tend to ignore the subjects instead of studying and focusing in the lessons that in the end resulted to their failing grades. This is the reality the students want to make both subjects English and Math interesting to them.

Purpose 3. Determine if behavior and academic problems are related to academic performance.

To determine if the behavior and academic problems are related to academic performance of public high school students, Pearson R was used in the table. The table below showed high relationship both in behavioral and academic problems and students’ performance in English and Mathematics.

Table 25 shows the relationship of academic and behavioral problems to academic performance.

Table 25
Relationship of Academic and Behavioral Problems to Academic Performance

Problems	English	Mathematics
Behavioral Problems	0.627*	0.561*
Academic Problems	0.557*	0.455*

Correlation is significant at 0.01 level.

Since the correlation coefficient between behavioral problems and academic problems in English and Math is negative, this means that the more behavioral problems there are, the lower the academic performance. Conversely, the less behavioral problems there are, the higher the academic problems.

Since the correlation coefficient between behavioral problems and academic problems in English and Math is positive, this means that the lesser the academic problems, the higher the academic performance in English and Math.

Crosnoe (2002) discussed academic performance as associated with academic failure, which is often viewed in narrow terms, as an individual behavior is also being associated is limited to the early life course. However, academic performance has implications that play out across life stages and on multiple levels. It is significant on the individual level that academic struggles predict short-term problem behavior and dropout, and can derail educational and occupational outcomes well into adulthood.

Purpose 4. Prepare management intervention program based on the findings of the study.

Aspects of Management applied in the Comprehensive Intervention Program for Managing School Problems.

1. Planning- this is a predetermined course of action to accomplish the set of objectives. It is today's projection for tomorrow's activity. Planning includes objectives, strategies, policies, procedures, programmes, etc. As it involve making decisions, decision –making is the heart of planning. In developing the comprehensive intervention program, the researcher asked the help of the stakeholders including the principal, year level coordinators, advisers, and Guidance teacher. The first step done was planning, which involved the determination of objectives, formulation of the plan of action and the overall designed made by the researcher. She solicited the suggestions and approval necessary in making the comprehensive intervention program effective.
2. Organizing-includes putting life into plan by bringing together the personnel, capital, machinery, materials, etc. To execute the plans. While, planning decides what to do, organizing provides an effective machine for achieving the plans. After the planning stage has been done, the researcher organized the necessary materials needed in the realization of the comprehensive intervention program. The plan of action including the contents of the TOUCH Program or Therapeutic Objects in Understanding and Caring High School Students were retrieved to persons involved.

3. Staffing-staffing involves filling the positions needed in the organization structure by appointing competent and qualified person for the job. This needs manpower to do the job. The division of labour was very clear in the organizing stage. The program initiated by the researchers and was spearheaded by the principal. It was introduced to the parents and students who were part of the TOUCH Program. The year level coordinators were responsible to provide list of students and endorsed them to the Guidance teacher. The students were benefactors of the program who created finished products and these were sold to other stakeholders.
4. Directing- To initiate the right direction of the program, the plan of action was given by the researcher to the principal for smooth implementation especially the Therapeutic Room and the Mentor-Mentee. In the Mentor-Mentee program of activities from June to March was given to all persons involved in the said program.
5. Coordinating- The program must be coordinated to all stakeholders especially from the start of the process from creating a Therapeutic Room, referring students to the Guidance teacher and assigning teachers in the room for therapy. The Technology teachers were tapped in helping students come up with finished products ready to be sold to other stakeholders including non-government organization.
6. Rewarding- it was applied in the process of doing the intervention program, the students were monitored and if all of them successfully finished the program a reward in a form of certificate and cash will be allotted to them.

7. Budgeting- to augment the problem in terms of financial difficulty in every project, the researcher decided to ask the help of all stakeholders in a form of donations. Certain portion of the earnings of the students from the finished products will be given to the TOUCH Program for maintenance purposes because the program is a continuous improvement

Figure 2 illustrates the framework of the Comprehensive Intervention Program which is called the Inverted Pyramid

Figure 2. Inverted Pyramid Model (IPM)

The Reality Therapy Model of counselling by Glasser (1965) was the basis of the model of the comprehensive intervention program. The goal of Reality Therapy is reconnect. To create a connection between people the Guidance teacher, the adviser, the researcher helped the students in focusing to the present, avoiding discussing the past and the complaints, understand the concepts of total behaviour which is the main focus of counselling the students in the TOUCH program. Avoid criticising or blaming the students instead help them realized that behaviours can be changed. Remain non-judgemental and coercive, but encourage the students to relax in the Therapy room, and create something that would lessen and erase the problems encountered by the students. Help students to reconnect by making products out of recycled materials.

Reality therapy is an effective therapeutic strategy to address the issues of students and helpful in treating highly sensitive problems.

The Inverted Pyramid (IP) was the basis model of the study, in promoting students management support. This model was constructed by the researcher based on the flow of the study. The model describes three levels of intervention intended for public high school students who are experiencing behavioural and academic problems as well as academic difficulties. The upper layer of the pyramid includes the comprehensive intervention program; the second layer is the targeted behavioural and academic problems identified in the study and the last layer will be the overall school setting necessary in acquiring the objectives of the program including its content and target clients.

A Comprehensive Intervention Program for Managing School Problems focused on Identified Academic and Behavioral Problems

Rationale:

The many problems in educational setting at present from bullying, presence of gangs, illegal possession of marijuana inside the classroom, hazing, absenteeism to dropouts in school, coupled with the growth of the demands on the part of the students to uplift the academic performance as dictated by the division put so much concern to all stakeholders. The pressure and demands of an intervention programs related to the aforementioned problems triggered the researcher to push the present study.

The educational managers as well as teachers of today need to be more responsible, sensitive, aggressive and innovative, and must demonstrate initiative to make reforms regarding the situation of students at present. It is time to make reforms in educational setting to address the problems of our students whether academic or behavioral. The government is putting a large budget in education but put into waste because of the occurrences of such problems. Students leave the school as early as March, continuously repeating the year level that wasted government budget. How can the goal of Education For All (EFA 2015) will be attained if the students caused problems in the learning process? Indeed, the presence of behavioral problems forced students to drop and eventually they become problems of our country. They will become sort of crimes in our society.

Given this context, the formulation of comprehensive management intervention program nowadays is a necessity. All stakeholders should be involved in the implantation of the program so that it would be easy to solve the problems concerning students of today. In the study targeted problems were given already in the academic problems the main focus will be on the academic skills, problem solving and productivity. Concerning the behavioral problems the first and foremost target should be Home and Family, the financial problem and problem at school work.

Motivated by the above cited problems, the researcher of this comprehensive management intervention program conducted a study entitled "Comprehensive Management Intervention Program for Managing School Problems". The researcher decided to apply the Teen Empowerment since the students experience problems at home. Its targets are very much fitted to behavioral problems specifically problems at home and family. The content of the program targets the for example issues like worried about members of the family, father or mother not living, feeling that do not really have a home, home life unhappy and the other problems related to family and home. The intervention program was applied in Pugad Lawin High School SY 2012 and it was an effective intervention considering the change that has brought in the lives of the students. On the other hand, the Drop Out reduction program entitled CARD for CHAMPS short for Care and Attention to Reduce Dropouts for Change the Helps Achieve More Positive Students although the intervention focus on drop out the problem that this targets the academic problems on productivity, academic skills and problem solving. Before the intervention was used basically to reduce drop out, now the intervention will target the problems about academic problems as mentioned

in Table 24. Back in SY 2011-2012 the dropout percentage in Pugad Lawin high School was 3.86 %. After the intervention was done the drop out goes down by 1.6 %, any change in the drop out would mean a lot of difference. Therefore the researcher decided to use the intervention and hopefully the Dep Ed will apply. The researcher was inspired to finish the research to help the school setting and the whole Department of Education as well.

The researcher would like to reiterate in the finalization of the intervention program that the Edwina Syndrome should not happen to this. Students should not welcome any programs that would claim magic pill for reforms in the school system. The researcher is hoping that the comprehensive management intervention program will improve achievement for students and does not hold great promises. The researcher will prove that the intervention will serve as a venue for success of all students.

Program Objectives:

This program was conceived to achieve the following:

General Objective:

Address the behavioral and academic problems to uplift academic performance of public high school students.

Specific Objectives:

1. Identify the behavioral and academic problems of public high school students.
2. Strengthen student empowerment and include decision making and productivity in Revitalized Homeroom Guidance Program.
3. Assist public high school students in Livelihood Program to augment financial difficulties.
4. Organizing activities on behavioral management and study habits.
5. Develop skills in problem solving and decision making.

The following are the focus of comprehensive intervention:

Program Content:

- I. Focus on Therapy
- II. Mentor Mentee
- III. SHIP
- IV. Teen Empowerment

Focus of the Intervention Program	Comprehensive Management Intervention Program
1. Focus indicators on Behavioral Problems	TOUCH PROGRAM
1.1 Home and Family (HF) 2.2 Adjustment to School Work (ASW) 2.3 Finances, Living Conditions (FLE) Health and Physical Development(HPD)	Therapeutic Materials/Room Student Empowerment
2. Focus indicators on Academic Problems	TOUCH PROGRAM
2.1 Problem Solving 2.2 Productivity 2.3 Academic Skills	Therapeutic Materials/Room Mentor –Mentee Ex. CARD for CHAMPS
	SHIP

A Comprehensive Intervention Program for Managing School Problems-
focused on Therapy

Entitled: Therapeutic Objects for Understanding and Caring High School Students
(TOUCH)

Description of the Program:

The intervention program which focused on therapy was created to lessen the stress experienced by public high school students at home and related school work, it is designed to help them create a finished products which in the future can be a

sourced of livelihood program not only in school but also at home. Creating products out of indigenous and recycled materials available in school can be of great help for the students to help them also in their problems concerning financial difficulties. The involvement of stakeholders plays a critical role because they are responsible for the marketing of the finished products.

Steps to consider in the Therapy:

After completing the school and student profile and problems of the students have been identified, the planning team can begin to prioritize the problems the plan will address, the planning team focus on school wide prevention and intervention that usually target student's needs. The comprehensive management intervention program must be an integral part of the School Improvement Plan. After looking at the data on school profile, the continuous improvement team determines the therapeutic program for the students. Given results on the Mooney Problem Check List (MPCL) indicated problems of the students in Home and Family (HF), Adjustment to School Work (ASW), and Finances, living Conditions and Employment (FLE).

Conducting a Comprehensive Needs Assessment

The proponent gathered the necessary data to make informed decisions and instituted change. It is assumed that most schools have limited resources, therefore prioritizing needs is essential. A need assessment will directly post the nature and extent of school problems, with this the school's priorities are established.

Crucial Steps necessary to consider in conducting needs assessment include the following:

Creating a Planning Team

-The team should include all stakeholders: principal, head teachers, year level coordinators, prefect of discipline, guidance teacher, advisers, and subject teachers.

Collecting the Data

-The reports and records found in the Guidance Office will be the baseline data of the study. The incidence reports given by the prefect of discipline per year level are being endorsed to the Guidance Teacher. The student-respondents will answer the Mooney Problem Check List which served as the data needed for the creation of a comprehensive management intervention program for school problems.

Developing a School and Student Profile

-A profile will serve as a means to assess the value of the activities present in the school and it will help identify the necessary changes. Profile also serves as a baseline data for improvement efforts and decisions in the future. It is also the stage to make use of available resources effectively.

Identifying Strategies and Implementing Programs

-In this stage, the strategies in the program will be effectively addressing the specific needs of the students. The availability of funds for the implementation of the program will also be identified through the help of all stakeholders. To sustain the success of the program a steady progress is the recipe. Students who will benefit in

the program should buy-in which is another essential element in the comprehensive intervention program. Buy-in on the part of the teachers can be advanced by involving all stakeholders in the planning and implementation of the comprehensive intervention program. Moreover, throughout the process, the proponent must monitor and evaluate a program's effectiveness, modification is necessary as to better address the student's particular needs.

Comprehensive management intervention program plans need to be developed at all year levels of implementation. School wide prevention strategies and intervention to promote academic success as well as behavior modification development in a positive school environment is the coverage of the intervention program.

Early intervention should create services that address risk factors and build protective factors for students with academic and behavior problems. The potential interventions are Therapeutic Objects for Understanding and Caring High School Students (TOUCH), Mentor-mentee, Manage Ongoing Drop out for Excellent Learning (MODEL), and School and Home Initiated Partnership (SHIP).

This intervention program is designed for the students who are really in need of an intensive caring and understanding brought about by the problems at home and family as well as in the school setting. There are problems like health, finances, socio-psychological relations, home and family, boy-girl relations and other concerns of the youth today which hinder their learning.

The TOUCH intervention program is not an alternative but an enhancement to lessen if not eliminates or totally solves the behavior problems of public high school students.

The intervention program will be given to the students who were identified in the Guidance Office after answering the Mooney Problem Check List (MPCL). TOUCH is an intervention used as a tool for students with behavior problems most especially those students affecting in acquiring their learning. TOUCH intervention composes of series of activities for student's improvement in relation to behavior. The researcher decided to create the intervention program that targets problematic public high school students. Some behavior problems have been tremendously affecting the performance of students in the academic subjects especially in the Core subject areas like English, Mathematics and Science. As reflected in their scores in the National Achievement Test (NAT).

Through the TOUCH intervention program, students can now solve their behavioral problems. It really targets the problems of the public high school students.

There were a lot of interventions that focused on behavioral problems but the TOUCH intervention really targets the problems of the public high school students in such a way that there will be the ones who will solve their problems with the help of objects and materials available in the environment. It will also increase awareness of students about themselves and others. Moreover, the materials that the students will create, more or less augment their financial difficulties because in the end they are

going to sell the products they created out of recycled and indigenous materials found in the school.

The program is composed of the following phases namely: IS (identification of students who are problematic problems, RT (Referral to the concerned Teachers), TRA (Therapy Room Activities), FP (Finished Products phase).

FIRST PHASE: IS or Identification of students with behavioral problems

Students who experienced behavioral problems in public high school are brought to the Guidance Office for records purposes but with no specific intervention. Students placed in the TOUCH Program is designed require an intensive behavior management program especially to meet their needs such as behavioral, social and academic problems. The TOUCH program is designed to facilitate intensive behavioral support in a separate therapeutic room designed for the students. The students who were identified in the Guidance Office with cases of behavioral problems took the Mooney problem Check List served as the baseline data the significant problems identified will be used in the formation of the programs well as persistent behavior difficulties impacted their education and learning, therefore students are placed in the TOUCH Program.

Decisions made regarding students' behavioral problems are conjunct in consultation with each student's Continuous Improvement Team prior to the program's implementation.

SECOND PHASE: RCT or Referral to Concerned Teachers

Students with behavioral problems are referred to the concerned year level prefect of discipline and are given one on one focus group discussion. This is in connection with the problems of the students. After the FGD; students are now sent to the Therapy Room where activities are given to them.

THIRD PHASE: TRA or Therapy Room Activities

In the therapy room, there are available indigenous and recycled materials ready to use by the students with behavior problems. Students with behavioral problems are asked to create something out of materials available in the therapy room. The Center for Therapy room will serve as a place for self expression by using all available materials for free such as yarn, used paper, stones, woods, scrapbooking materials, and other recycled materials.

FOURTH PHASE: PL or Product Launching

The used indigenous and recycled materials created by the students with behavioral problems can be used to finance their needs in school because the proponent will sell the finishes products to all stakeholders. The product launching is the much awaited phase; since this is the time the students will reap the seeds of their creativity.

The Anti Worry Dolls



The researcher was inspired to do an intervention related to the Worry Dolls (muñecas quitapenas). The worry dolls or trouble dolls are very small and colorful dolls traditionally made in Guatemala. If a person (usually a child) who cannot sleep due to worrying can express their worries to a doll and place it under their pillow before going to sleep. According to study, some medical centers use them in conjunction with treatment for disease in children. According to folklore, the doll is thought to worry in the person's place, thereby permitting the person to sleep peacefully. The result, the person will wake up without their worries, which have been taken away by the dolls during the night. Parents may remove the doll during the night, reinforcing the child's belief that the worry is gone. Some parents involve the child in making the dolls to further increase the psychological benefits of releasing worries. In connection to the anti worry dolls; the students can create anything not necessarily a doll. It can be a paper for paper Mache, a wood for creating animal miniature, cross stitch, beads to form accessories, stones and other recycled materials.

A Comprehensive Intervention Program for Managing School Problems-
focused on Mentor –Mentee

Description of the Program:

The intervention program which focused on mentor-mentee was created to lessen the problems experienced by public high school students in relation to productivity, study habits and decision making.

The researcher believed in her humbling 18 years of teaching the students identifies at risk of the problems are potential dropouts, the researcher created an intervention that would target the problem of the students as an overall experience in the school environment.



Care and Attention to Reduce Dropout for Change the Helps Achieve More Positive Students (**CARD for CHAMPS**)

:



Objectives:

- To provide potential dropouts with willing individuals who will serve as their mentors throughout high school;
- To provide a venue for the school to monitor, assess and immediately address the concerns of potential dropouts as long as such concerns fall within their capacity to act;
- To provide potential dropouts with a source of support and with a trusting and caring venue for openly airing their concerns;
- To serve as a means to address psychosocial and lack of support issues that may ultimately lead to dropping out; and
- To provide potential dropouts with a venue for self-realization and self-actualization



Steps to consider in the Therapy:

Key Players:

- Identification of Potential Drop-outs- students with problems on study habits, productivity and school work
- Matching the Mentors to the Mentees
- Mentor Training
- Mentoring Proper
- Mentor Feedback Sessions

Mentor Application

- Sign-ups will be done
- Application forms will be given out in order to obtain baseline information about the applicants
- Screening and Preliminary interviews will be conducted by the Guidance Counselor in order to determine factors such as willingness, commitment, qualifications, etc.

Identification of Potential Drop-outs

- Identify the mentees (using the school's indicators for drop-out risk)

- Interview and screening of the mentees by the Guidance Counselor
- Baseline assessment of the mentees done by the Guidance Counselor (needs, concerns, risk for dropping out, etc.)
- **Mentor Application**
- Sign-ups will be done
- Application forms will be given out in order to obtain baseline information about the applicants
- Screening and Preliminary interviews will be conducted by the Guidance Counselor in order to determine factors such as willingness, commitment, qualifications, etc.
- Identify the mentees (using the school's indicators for drop-out risk)
- Interview and screening of the mentees by the Guidance Counselor
- Baseline assessment of the mentees done by the Guidance Counselor (needs, concerns, risk for dropping out, etc.)

Matching the Mentors to the Mentees

- The matching process will be done by the Guidance Counselor together with a willing and competent committee.
- Matching of the mentors to the mentees will be based on various factors such as:
 - Qualifications and competencies of the mentors
 - Psychological and Emotional qualifications of the mentors
 - Characteristics of the mentees
 - Immediate needs of the mentees

Mentor Training

- This will be spearheaded by the Guidance Counselor.
- Module guides will be provided to the Guidance Counselor and all those competent and willing to train the mentors.

Mentor training sessions will be done prior to each quarter of the school year based on the themes and respective topics set per quarter

Proposed Themes & Topics

Overview of mentoring theme and sessions

- School year is divided into 4 quarters
- Each quarter focuses on different themes

1 st Quarter	June – Mid August	Where am I today?
2 nd Quarter	Mid August – October	Support Systems
3 rd Quarter	November – Mid January	How am I doing?
4 th Quarter	Mid January – March	Self-sufficiency and Motivation

1st Quarter

Where am I today?

JUNE: GROUNDWORK

- **OBJECTIVES:**
- The mentor and mentee should know at least some basic information about each other.
- The mentee should be aware of why the mentoring program is being done and how it is supposed to help him/her.
- The mentee should be aware of his person and of who he believes himself to be by answering the question: “Who am I?”
- The mentee should be able to come up with a self-projection answering the question: “Where do I see myself 5 years from now?”

Proposed/Sample

Activity:

BRAND YOURSELF



- Have the mentee idealize a tagline for himself
- If mentee is having difficulty, have him introduce himself in 10 words or less.
- *Kung ngayon lang ako magkakaroon ng pagkakataon na makilala ka, papaano mo gustong maalala kita?*
- *Si (name of mentee), (TRAIT example: mapag-aruga) yun.*

Overview:

- 2nd component of the Card for CHAMPS program
- Address drop-out rates
- Dropout Reduction Program – Bureau of Secondary Education

Objectives:

- To provide potential dropouts with willing individuals who will serve as their mentors throughout high school;
- To provide a venue for the school to monitor, assess and immediately address the concerns of potential dropouts as long as such concerns fall within their capacity to act;
- To provide potential dropouts with a source of support and with a trusting and caring venue for openly airing their concerns;
- To serve as a means to address psychosocial and lack of support issues that may ultimately lead to dropping out; and
- To provide potential dropouts with a venue for self-realization and self-actualization



Key Players:

- Identification of Potential Drop-outs
- Matching the Mentors to the Mentees
- Mentor Training
- Mentoring Proper
- Mentor Feedback Sessions

Mentor Application

- Sign-ups will be done
- Application forms will be given out in order to obtain baseline information about the applicants
- Screening and Preliminary interviews will be conducted by the Guidance Counselor in order to determine factors such as willingness, commitment, qualifications, etc.

Identification of Potential Drop-outs

- Identify the mentees (using the school's indicators for drop-out risk)
- Interview and screening of the mentees by the Guidance Counselor
- Baseline assessment of the mentees done by the Guidance Counselor (needs, concerns, risk for dropping out, etc.)
- **Mentor Application**
- Sign-ups will be done

- Application forms will be given out in order to obtain baseline information about the applicants
- Screening and Preliminary interviews will be conducted by the Guidance Counselor in order to determine factors such as willingness, commitment, qualifications, etc.
- Identify the mentees (using the school's indicators for drop-out risk)
- Interview and screening of the mentees by the Guidance Counselor
- Baseline assessment of the mentees done by the Guidance Counselor (needs, concerns ,risk for dropping out, etc.)

Matching the Mentors to the Mentees

- The matching process will be done by the Guidance Counselor together with a willing and competent committee.
- Matching of the mentors to the mentees will be based on various factors such as:
 - Qualifications and competencies of the mentors
 - Psychological and Emotional qualifications of the mentors
 - Characteristics of the mentees
 - Immediate needs of the mentees

Mentor Training

- This will be spearheaded by the Guidance Counselor.
- Module guides will be provided to the Guidance Counselor and all those competent and willing to train the mentors.

Mentor training sessions will be done prior to each quarter of the school year based on the themes and respective topics set per quarter

Proposed Themes & Topics

Overview of mentoring theme and sessions

- School year is divided into 4 quarters
- Each quarter focuses on different themes

1 st Quarter	June – Mid August	Where am I today?
2 nd Quarter	Mid August – October	Support Systems
3 rd Quarter	November – Mid January	How am I doing?
4 th Quarter	Mid January – March	Self-sufficiency and Motivation

JUNE: GROUNDWORK

OBJECTIVES:

- The mentor and mentee should know at least some basic information about each other
- The mentee should be aware of why the mentoring program is being done and how it is supposed to help him/her
- The mentee should be aware of his person and of who he believes himself to be by answering the question: "Who am I?"
- The mentee should be able to come up with a self-projection answering the question: "Where do I see myself 5 years from now?"

Proposed/Sampleactivity: BRAND YOURSELF



- Have the mentee idealize a tagline for himself
- If mentee is having difficulty, have him introduce himself in 10 words or less.
- *Kung ngayon lang ako magkakaroon ng pagkakataon na makilala ka, papaano mo gustong maalala kita?*
- *Si (name of mentee), (TRAIT example: mapag-aruga) yun.*
- Introductions should be assumed. Mentor should know basic information about the mentee.

● **Mentees should also ask:**

- How school is so far?
- What are his expectations for the year?
- How was last school year? At Home? in School? and in relationships with friends and significant others?
- Mentors should also know how the mentee is able to go to school.
 - Who provides for him/her?
 - On days he is unable to go to school, what is his/her reason?



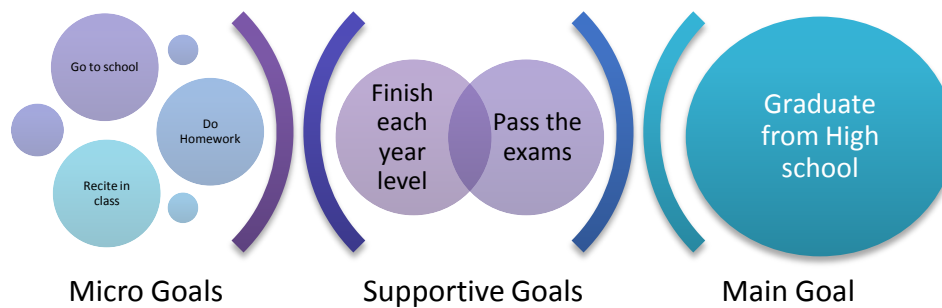
Vision poster

Processing:

- Ano naramdaman mo nung ginagawa mo to?

- Bakit mo ito gustong makamit?
- Anong mga ginagawa mo sa kasulukuyan na matutulungan kang makamit ito?
- Ano naman ang mga ginagawa mo na magpapalayo sa pagkamit nito?
- Sino ang mga taong ma/nakakatulong sayo para makamit mo ito?
- Sino naman ang sa tingin mo na magi-impluwensiya sayo na mapariwara?

Micro Goal Setting



2 nd Quarter	Mid August – October	Support Systems
-------------------------	----------------------	-----------------

SEPTEMBER:

WHO CAN I COUNT ON TO HELP ME

● **Objectives :**

1. To be able to identify the mentees' support group defined as the persons emotionally attached to the mentee and/or influential to the mentee.
2. To be able to identify at least 5 persons who are potentially capable of providing emotional, spiritual, and educational advice and support.
3. To identify what each person has contributed and/or influenced to the mentee's life.

Sample Guide Questions:

1. Sinu-sino ang mga taong pinakamalapit sa iyo?
 2. Sinu-sino ang mga taong maaasahan mo?
 3. Maliban sa mga taong nabanggit mo, sino pa ang mga taong makakatulong sa iyo, lalo na sa iyong pag-aaral?
- *List of persons in the mentee's support group and their influences and/or contributions.*

OCTOBER: BUILDING ON THE SUPPORT

● **OBJECTIVES:**

To be able to build partnerships among the persons identified in the support group by developing teamwork, effective communication, and gaining commitments.

• Sample Activities:

1. Open discussion
2. Team-building activity
3. Dialogue simulation

3 rd Quarter	November – Mid January	How am I doing?
-------------------------	---------------------------	-----------------

NOVEMBER: ASSESSMENT OF PERFORMANCE

Objectives:

- The mentor and mentee should be able to identify and enumerate the current achievements as well as goals that are still to be reached so far.
- The mentor should provide positive recognition to the mentee's current achievements.

The mentee should identify the strategies that has been integrated in his/her usual routine, as well as personal changes brought about by these strategies

- *Ano na ang mga nakamit mong pagbabago na nakabuti sa iyong pag-aaral?*
- *Base sa iyong mga isinulat na target o layunin, ano ang iyong mga natupad? Hindi natupad?*

- *Ano ang mga naging dahilan upang iyong matupad ang mga nakasulat na target?*
- *Ano ang mga naging hadlang upang hindi mo makamit ang iyong target? Ano ang pwede mong gawin upang makamit ito bago matapos ang taon?*
- *Ano ang mga napansin mong pagbabago sa iyong personalidad at kadalasang ginagawa sa pang araw-araw?*
- *Alin sa mga pagbabagong ito ang pinaka-ikinatatutuwa mo?*
- *Mayroon bang mga pagbabago sa iyong pananaw ukol sa iyong abilidad at sa pag-aaral?*

DECEMBER: STRATEGY MAINTENANCE

After this session:

- The mentor should be able to assess the current physical, mental and emotional well being of the mentee.
- The mentor should be able to recognize signs of possible exhaustion and burnout by the mentee.
- The mentor and mentee should be able to discuss the importance of leisure and relaxation as integral parts of the academic strategies.
- The mentee should be motivated to continue applying the strategies in his/her personal routine.

JANUARY: ADJUSTING TO CHANGES

OBJECTIVES:

- The mentor and mentee should be able to identify the major challenges encountered in achieving the goals.
- The mentor and mentee should discuss the necessary adjustments in terms of academic, personal, social or financial strategies.
- The mentor and mentee should formulate new strategies if necessary in order to reach the same goals.
- Sample guide questions:
 - *Sa lahat ng pagbabagong ginawa natin, saan ka pinaka-nahirapan?*
 - *Ano sa tingin mo ang kulang pa sa mga stratehiyang ginamit natin?*
 - *Ano ang maaari nating gawin upang mas lalong mapabuti ang ating mga stratehiya?*

4 th Quarter	Mid January – March	Self-sufficiency and Motivation
-------------------------	---------------------	---------------------------------

FEBRUARY: IN RETROSPECT

Sample Guide Questions:

- What have I gone through this year?
- How has my experiences affected me?
- What did I learn regarding myself, the program and my partner? (Strengths and weaknesses)

- What were the goals that I set out to achieve?
- What are the positive and negative changes in my life for the past year? What did it contribute to me as a person, a student, a son/daughter?
- Was I able to achieve those goals? If so, how was I able to achieve them? If not, what made it difficult for me to achieve them?

OBJECTIVES:

- The mentor and mentee should have been to recount their past experiences with each and with the program.
- The mentor and mentee should be able to list down the realizations that they were able to draw from the program; realizations regarding themselves, their capabilities, feedback for their partner.
- The mentor and mentee should be able to list down all the goals that they set for the entire year and assess if such goals were met.
- The mentor and mentee should be able to summarize how the mentee grew and learned through the past year.
- The mentor and mentee should be able to identify factors that contributed to the success or the failure of achieving their goals.



MARCH: MOVING FORWARD



A Comprehensive Intervention Program for Managing School Problems- focused on School and Home Intensive Partnership (SHIP)

Description of the Program:

The intervention program which focused on School and Home Intensive Partnership (SHIP) was created to lessen the problems experienced by public high school students in relation to home and family. The researcher addressed the problems encountered by teenagers at home and family especially on their relationships with their parents. Through a workshop parents and students of public high school students will be given a chance to communicate and be closer to their families.

Table of Contents

- I. Introduction
- II. What is SHIP
- III. Focus of SHIP
- IV. Why SHIP

- V. SHIP Strategy
- VI. SHIP Activities
- VII. SHIP Seminars
- VIII. Significance of SHIP
- IX. Feedbacks and Recommendations
- X. SHIP Photos
- XI. References
- XII. Acknowledgement

INTRODUCTION:

One of the many issues in education is the poor academic performance of the students. Despite the numerous program of the Dep Ed to improve the learner's academic achievement, the problem is still there and seems to be getting worst. It is believed that parental involvement has been identified as important factors in student's development. Parents play a significant role in the education of their children. The first teachers are the parents who perform significant position as partner of the school, especially in educating the young minds.

Parents' involvements are of great help most of the time in their active participation on education. Deliberately help the school in general; The Parents Teachers Association indeed is a great factor in improving the school as well as the

welfare of the students. The researcher decides to create an intervention program entitled School and Home Intensive Partnership (SHIP) that would focus on the overall supports of Parents to Academic Performance of the students. The parent's involvement in the school and the benefits the students can get out of this.

PROPOSED PARENT WORKSHOP

(School is Cool for Parents and Students)

Training Design

Program Overview:

Education is important so as parent's role in uplifting the achievement of their children. The parents are first teachers; they are partners of the school in educating the youth.

Parents' involvement in school by actively participating in the school activities is a must. Helping their children to improve the behavior is a necessity and involvement in the academic performance as well. The proponent decided to propose training for parents that would guide them in supporting their children in school that focus on the holistic development of an individual.

Program Objectives

1. The workshop training will encourage and instill the parent's commitment to support and get involved holistically in the education of their children.

2. Teach the parents on the important role in the behavioral aspects of their children.
3. The program workshop will also serves as a venue for the parents to understand their children since they experienced a lot of changes in their lives.
4. This is also the right time that parents will support their children academically by proving specific things to do and accomplish in line with program.

KEY TOPICS FOR THE TRAINING WORKSHOP

1. The parent role in the school as partners is the main purpose of the training.
2. The important roles, supports and benefits that should be given to their children.
3. Follow up of student academic performance, Giving up the important needs of their children from moral, social, financial and material as well

PERSONS INVOLVED

The target clientele of the program are the first year parents to fourth year parents of students who experienced having problems in the Guidance Office. The target rampant behavioral problems in the Guidance Office will be lesser. Parents' involvement will significantly help the students in dealing their problems

Schedule of the Program Activities

Time	Activities
7:00-8:00	Registration
8:00-9:00	Short Program
9:00-11:00	Lecture and Discussion
11:00-12:00	Break
12:00-3:00	Lunch
3:00-4:00	Work Shop
4:00-5:00	Plenary
	Closing

Proposed Budget

Item	Quantity	Amount
School supplies		
Manila paper	10 pcs	Php 50.00
Pentel pens	50 pcs	Php 1800.00
Crayons, markers	50 pcs	Php 1500.00
Food		
Merienda	120by 50/pax	Php 6000.00
Lunch	120by 100/pax	Php 12000.00
Total		Php 21350.00

Sources of Funds

1. Maintenance and Other Operating Expenses
2. Funds from School Canteen
3. Assistance from other stake holders

Program of Activities

TIME	ACTIVITIES	OBJECTIVES	Persons Involved	REMARKS
7-8 AM	REGISTRATION	TO GET ACTUAL NUMBER OF ATTENDEES	SUPREME STUDENT COUNCIL OFFICERS	
8-9	PRELIMINARIES	TO OPEN AND EXPLAIN THE PROGRAM	PRINCIPAL/ GUEST FROM STI	
9-11	LECTURES AND DISCUSSION	TO EXPLAIN AND DISCUSS THE IMPORTANCE OF PARENTS ROLE IN EDUCATION	TEAM LEADER YEARLEVEL COORDINATORS	
11-12	LUNCH	WATCHING OF FILMS AND VIDEO PRESENTATION	FACILITATORS AND PARTICIPANTS	
12-3 PM	WORKSHOPS	TO HEAR THE PARTICIPANTS SHARING OF EXPERIENCES.	FACILITATORS AND PARTICIPANTS	
3-4	PLENARY	REPORT GROUP ACCOMPLISHMENTS	ALL GUEST	
4-5	CLOSING	TO FORMALLY END THE PROGRAM	PRINCIPALS, TEACHERS, FACILITATORS, GUEST AND PARTICIPANTS	

A Comprehensive Intervention Program for Managing School Problems- focused on Teen Empowerment

Description of the Program:

The intervention program which focused on Teen Empowerment was created to lessen the problems experienced by public high school students in relation to home and family. The researcher addressed the problems encountered by teenagers at home and family especially on their relationships with their parents. Through a workshop entitled “Teen Empowerment” parents and students of public high school students will be given a change to communicate and be closer to their families.

To address student’s problems on Home and Family and Adjustment to School Work the last comprehensive intervention program in managing school problems will focus on the items mentioned. This is adopted in STI Muñoz which the researcher collaborated and included in certain part of the TOUCH Program.

I. Title:

Seminar Workshop entitled “TEEN EMPOWERMENT”

Behavioral problems are frequently experienced by public high school students at present. The roots according to the result of the Mooney Problem Check List focus on three main problems such as problems concerning Home and Family, Financial Problems and School Work Activities. The workshop for teenagers is aligned with the problems experienced by our students in the 21st century specifically problems they experienced at home.

A Comprehensive Management Intervention Program for managing school problems is one of the services a school can provide for the students. Therefore majority of the topic should focus on what and the how of TEENAGERS. Active and dedicated school personnel should be trained enough for alternative strategies and intervention for assessing, managing and resolving simple behavior problem. This is also a venue for improving our schools to strategically help our students successful not only today but in the future to come. Moreover, if problem behavior will be solved then learning will be attained.

II. Targets:

All public high school students from first year to fourth year identified in the Guidance Office with records listed in their anecdotal records and student names listed in the Registrar Office with academic problems.

III. General Objectives

This one-day seminar workshop will provide student participants comprehensive information using a psychological approach resolving to behavioral problems it will be applied to a comprehensive management intervention program targeting specific problems they encounter at home; plus additional inputs in personality development.

Specific Objectives:

1. To be able to understand oneself by discussing topics on mind, body heart and will.
2. To express one's problems experienced at home, as well as in school.
3. To empower one's self to decide for the future.

IV. Program Activities

A. Introduction

The resource person will welcome the student participants to the one day seminar workshop. She will give the rationale, general and specific objectives, and lay down expectations to achieve success of the seminar workshop. Time schedule will also be announced so that all participants will enjoin punctuality and promptness.

B. Session 1 -

- a. Participants will be given a small booklet titled "Teen Empowerment" to focus their attention and energies about the topic. Critical issues that will be given by the student participants will serve as an eye opener for the need to redirect the values and character formation of the student participants.

- b. A lecture forum will be given about the concepts of the mind, body and the will. This will serve as the framework of the workshop that will be conducted in the afternoon
- c. An open forum will be given to entertain some questions from the student participants. Assigned teachers of the researcher will facilitate in the said activity.

C. Snacks

The staff will give a light snack to the student participants.

D. Session 2-

- a. The researcher will give some insights to be followed by the participants regarding the group dynamics in the Case Analysis and Film Analysis.
- b. A kit with sample Shirt, booklet, pen, LCD and other materials needed in the activities will be distributed to each group.
- c. Group discussion and Focus Group Discussion in 40 minutes will be allotted for this activity.
- d. Group Presentation- discussion and suggestion from the researcher

E. Lunch:

The committee on food and accommodation will distribute the packed lunch. It is the right time to interact with other participants and socialized among them during lunch.

F. Session 2-

- a. This workshop will focus on the self, problems at home, the framework of the intervention that has been discussed in the morning. Student participants will choose the most difficult problems they encountered at home and in school, as well. The group leader will present the reports.
- b. Group presentation and an Act of Commitment will be delivered
- c. Synthesis
- d. Evaluation

V. Budget Allocations

A. Seminar kit 20.00 /paxx 120=	Php 2400.00
B. Snacks and Lunch 100 x 120 pax=	Php18000.00
C. Workshop materials 50.00x 10 groups=	Php 500.00
D. Documentation, filming and Developing=	Php 1000.00
E. Xerox fees for evaluation etc.=	Php 500.00
Total=	Php 22400.00

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of the findings, the conclusions drawn from the findings and the recommendations based on the significant problems and conclusions.

Summary

This study attempted to assess the behavioral and academic problems of public high school students in Quezon City. It also looked into the possible relationship of behavioral and academic problems to academic achievement of public high school students. Results of this study served as the basis of comprehensive intervention program in managing school problem. Using a descriptive-developmental method of research, this study involved five hundred student-respondents from first year to fourth year public high school students.

The two main instruments used were the Mooney Problem Identification Check List (MPICL) and the Taylor Academic Problem Identification Check List (TAPICL) to gather the necessary data needed in the study.

Data yielded from the check list were analyzed and interpreted with the use of statistical tools such as Percentage, Mean, Ranking and Pearson R.

Findings

The major findings of the present study are as follows:

1. Behavioral Problems of Public High School Students

The most predominant problem areas identified after retrieving the answers in the behavioral problems were: on areas of home and family, adjustment to school work, and finances, living conditions and employment.

- In terms of home and family student respondents encountered so many problems on family quarrels, family background, relative interfering with family affairs, too close to family and clash of opinions between the students and their parents.
- In adjustment to school work most of the student-respondents encountered problems on Mathematics, examination, needing vacation from school, trouble with oral reports and outlining.
- The problems on finances focused on too many financial problems, unsure of financial support, going to school with no or little money, graduation threatened by lack of funds, and working for all expenses.

2. Academic Problems of Public High School Students

The most predominant problem areas identified after retrieving the answers in the academic problems were: problem solving, productivity and academic skills.

- In terms of problems solving, the focus of the problems are problem solving and decision making, efficiency and planning.
 - Majority of the student-respondents were encountering problems on meeting due dates, they have poor study habits, they lack interests in work related to school, they were afraid of challenges, they have problems with perseverance.
 - Most of the student-respondents were having difficulty in remembering and understanding the content of reading passages, problems on vocabulary and spelling, telling time, and they also faced problems on reading with accuracy and speed.
3. The students' greatest concern was on slow in Math, family quarrels, different family background, and worry about exams, added by so many financial problems. The things beyond anyone's control are teachers too critical, classes run much and classes too large.
4. The student performance in English and Mathematics revealed that students' grades were basically in the range of 70-74 in both subjects.
- Range 70-74 in English with the highest percentage of 50.40%
 - Range 70-74 in Mathematics with the highest percentage of 34%
5. Relationship between behavioural and academic problems to academic achievement

*There was a significant relationship between behavioural and academic problems as stated, the more behavioural problems, the more the academic problems. The behavioural problems serve as predictor of academic problems.

In terms of relationship of behavioural to academic achievements of public high school students in English and Mathematics were 0.627 and 0.561* respectively.

in terms of relationship of academic achievements of public high school students in English and Mathematics the correlation were 0.557, and 0.455*, respectively.

6. A comprehensive intervention program in managing school problem was created addressing the problems in the findings of the study.

Conclusions

Based on the findings of the study the following conclusions are presented:

1. The behavior problems of the public high school students are greatly affected by their social environment like home; students were troubled in school and presently encountering a lot of problems in school work. Those student-respondents of public secondary schools were having difficulty in terms of finances.
2. The academic problems of the public high school students are mostly related to decision making and productivity.
3. There was a substantial relationship that existed between behavioral and academic problems in relation to students' performance.
4. A Comprehensive Intervention Program in Managing School Problem is developed for the students' behavioral and academic problems.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are hereby forwarded for consideration:

1. Problems encountered at home and financial difficulties should be given additional attention by providing home and financial assistance by conducting a livelihood program in school.
2. Emphasis on homeroom program and students empowerment to address the problems related to decision making and productivity should be included in Revitalized Homeroom Guidance program.
3. Uplifting the academic performance of the students by organizing activities on behavioral management and study habits.
4. The comprehensive intervention program in managing school problem should be tried out in other schools, district and division for further enhancement in relation to behavioral and academic problems of public high school students.
5. Further study should be conducted to improve the weak points of the comprehensive management intervention program and can be replicated by suggesting the following:
 - 5.1 Validate further the comprehensive management intervention program.
 - 5.2 Apply the comprehensive management intervention program in all secondary schools not only in the division but the entire educational system as well.

REFERENCES

- Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Reading, MA: Addison-Wesley.
- Alamo, C. D. (1999). *Family background of intermeadiate pupils at St. Mary's College: it's relationship to their behaviour and academic performance*. Unpublished Thesis (M.A.Ed.) Tarlac State University, Tarlac City
- Anderman, E. M., Maehr, M. L., & Midgley, C. (1999). *Declining motivation after the transition to middle school: Schools can make a difference*. Journal of Research and Development in Education, 32, 131–147.
- Anderson, S., Kerr-Roubicek, H., & Rowling, L. (2006). *Staff voices: What helps students with high mental health support needs connect to school?* Australian Journal of Guidance & Counseling, 16, 1–13.
- Bailey, K., 1994, *Methods of Social Research*, Fourth Edition, New York: The Free Press.
- Bandura, A. (1977). *Social Learning Theory*, New York. General Learning Press
- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavior change*. Psychologist. Psychological Review, 84, 191-215.
- Barriga, A. Q., Dorsan, J. W., Newell, S. B., Morrison, E. M., Barbetti, V., & Robbins, B. D. (2002). *Relationship between Problem Behaviors and Academic Achievements in Adolescents: The Unique Role of Attention Problems*. Journal of Emotional and Behavioral Disorders, 10(4), 233-240.
- Beck, A. T. (1960). *Cognitive Behaviour Therapy*. Philadelphia: University of Pennsylvania Press.
- Blancia,E. (2003) *Factors affecting academic achievements of students in Chemistry and Physics of the national high schools in the Island of Tablas, Romblon*. Unpublished Thesis (M.A.Ed.), Romblon State College, Ongdongian, Romblon.
- Bohnert K, Lucia V, Schweitzer J. (2009) *The impact of early behavior disturbances on academic achievement in high school*. Pediatrics.
- Bracht, Kelly D., Ed.D., (2010) *Causes of nonattendance and its effect on student achievement at the high school level*. Lindenwood University.

- Bradshaw, C., Schaeffer, C., Petras, H. & Ialongo, N. (2010). *Predicting negative life outcomes from early aggressive-disruptive behavior trajectories: gender differences in maladaptation across life domains*. Journal of Youth and Adolescence. 39, 953-66.
- Brannon, D. (2008). *Character Education: It's a Joint Responsibility*. Kappa Delta Pi Record, 44(2), 62-65. Retrieved from ERIC: 2816294
- Breslau, J., Miller, Breslau, M, E., Bohnert, K., Lucia, V., Schweitzer, J. (2009). *The impact of early behavior disturbances on academic achievement in high school*, Pediatrics, 123:1472-1476.
- Bruner, J. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press
- Bruner, J. S. (1966) *Toward a Theory of Instruction*, Cambridge, Mass.: Belkapp Press. 176 + x pages.
- Bry, B.H. 1982. *Reducing the incidence of adolescent problems through preventive intervention: One- and five-year follow-up*. American Journal of Community Psychology 10:265-276.
- Cameron & Heckmman (1993) *The Nonequivalence of High School Equivalents*. University of Chicago Press
- Cauce, A.M., Comer, J.P., and Schwartz, D. 1987. *Long-term effects of a systems-oriented school prevention program*. American Journal of Orthopsychiatry 57:127-131.
- Charles, C.M. (1999). *Building classroom discipline*. New York: Addison Wesley.
- Christenson, S., & Thurlow, M. L. (2004). *School Dropouts: Prevention considerations, interventions, and challenges*. Current Directions in Psychological Science, 13, 36–39.
- Christle, C. A., Jolivette, K., & Nelson, M. (2007). *School characteristics related to high school dropout rates*. Remedial and Special Education, 28, 325-339.
- Cohen, R. (2006). *Implementing school-wide positive behavior support: Exploring the influence of socio-cultural, academic, behavioral, and implementation process variables*. Graduate School Thesis and Dissertations. <http://scholarcommons.usf.edu/etd/2486>
- Constitution of the Republic of the Philippines. (1987)

- Coley, R .J. (1995). *Dreams deferred: High school dropouts in the United States*. Princeton : Educational Testing Service, Policy Information Center.
- Cooper J.O, Heron T.E, Heward W.L. (2007). *Applied behavior analysis* (2nd ed.) Upper Saddle River, NJ: Pearson;
- Cortez, J. D. (2001). *The behavioral problems of secondary students: Basis for proposed guidance program for Carmona National High School*. Unpublished Master's Thesis. De La Salle University, Manila
- Crede, M., & Kuncel, N. R. (2008). *Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance*. *Perspectives on Psychological Science*, 3, 425–454.
- Crosnoe Robert. *Academic and Health-Related Trajectories in Adolescence: The Intersection of Gender and Athletics*. *Journal of Health & Social Behavior*.
- D'Angelo, F., & Zemanick, R. (2009). *The Twilight Academy: An alternative program education that works*, Preventing School Failure
- Davidson, G. (2000). *Compulsory school attendance (10841)*. *Division of Public Schools and Community Education*. Florida, FL: Bureau of Instructional Support and Community Service.
- deJung, J.K.& Duckworth, K. (1986, April). *Measuring student absences in the high 79 schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dewa, C.S. and E. Lin. 2000. "Chronic Physical Illness, Psychiatric Disorder and Disability in the Workplace." *Social Science and Medicine* 51: 41-50.
- Doctoroff GL, Greer J, Arnold DH. *The relationship between social behavior and emergent literacy in preschool boys and girls*. *Journal of Applied Developmental Psychology*. 2006;27:1–13.
- Dynarski, M. & Gleason, P. (1998). *How can we help? What we have learned from recent federal dropout prevention evaluations*. *School Dropout Demonstration Assistance Program Evaluation Report*. Princeton, New Jersey. Mathematic Policy Research, Inc.

- Dynarski, M., & Gleason, P. (2002). *How can we help? What we have learned from recent federal dropout prevention evaluations*. Journal of Education for Students Placed at Risk, 7, 43–69.
- Eckstein, Zvi & Wolpin, Kenneth, 1998. "Youth Employment and Academic Performance in High School," CEPR Discussion Papers 1861, C.E.P.R. Discussion Papers.
- Education Act of 1982 (Batas Pambansa Blg. 232)
- Ellis, A. (1950). *An Introduction to the Principles of scientific psychoanalysis*. Genetic Psychology Monographs, 41, 147-212.
- Ervin, R. A., Schaughency, E., Goodman, S. D., McGlinchey, M. T., & Matthews, A. (2006). *Merging research and practice agendas to address reading and behavior school-wide*. School Psychology Review
- Feldman, J. & Kazdin, A. E. (1995). *Parent management training for oppositional and conduct problem children*. The Clinical Psychologist, 48(4), 3-5.
- Finn, J. D. (1989). *Withdrawing from school*. Review of Educational Research, 59, 117–142.
- Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Reading, MA: Addison-Wesley.
- Fleming, M. & Zafirau, J. (1982). *Grading issues in a desegregated system*. Paper presented at American Educational Research Association
- Ginsberg, C., and Loffredo, L. 1993. *Violence-related attitudes and behaviors of high school students—New York City 1992*. Journal of School Health 63:438-439.
- Glasser, William (1960). *Mental Health or Mental Illness?* New York: Harper & Row.
- Glasser, William (1965). *Reality therapy. A new approach to psychiatry*. New York: Harper & Row.
- Goldschmidt, P., and J. Wang. 1999. When can schools affect dropout behavior? A longitudinal multilevel analysis. American Educational Research Journal 36 (4): 715–38.
- Goodman, J. F. (2007). *School Discipline, Buy-In and Belief*. Ethics and Education, 2(1). Retrieved from ERIC Database: EJ815028.

- Gottfredson, D.C. 1986. *An empirical test of school based environmental and individual interventions to reduce the risk of delinquent behavior*. Criminology 24:705-731.
- Gottfredson, D.C. 1987. *An evaluation of an organization development approach to reducing school disorder*. Evaluation Review 11:739-763.
- Gottfredson, D.C., Gottfredson, G.D., and Hybl, L.G. 1993. *Managing adolescent behavior: A multiyear, multischool study*. American Educational Research Journal 30:179-215.
- Gottfredson, D.C., Karweit, N.L., and Gottfredson, G.D. 1989. *Reducing Disorderly Behavior in Middle Schools*. Report No. 47. Baltimore, MD: Johns Hopkins University, Center for Research on Elementary and Middle Schools.
- Gottfredson, D.C., Gottfredson, G.D., and Skroban, S. 1996. *A multimodel school based prevention demonstration*. Journal of Adolescent Research 11:97-115.
- Hankin, B.L., Stone, L.B., and Wright, P.A. (2010). "Co-rumination, interpersonal stress generation, and internalizing symptoms: Sex differences and transactional influences in a multi-wave study of adolescents." Development and Psychopathology, 22, 217-235. PMID: 20102657
- Harrison, J.R., Vannest, K.J., & Reynolds, C.R (in press) Social Validity Criteria Applied to a Screening. Instrument for Emotional and Behavioral Issues *(In Press)
- Herlihy, C. (2007). *State and district-level supports for successful transition into high school*. Washington, DC: National High School Center.
- Hurley, J. (2001) *Let your worries go*. St. Martin Press, 175 Avenue, New York
- Hyndman et al (1992). *Preventing substance abuse through multicomponent community action research projects: Lessons from past experiences and challenges for future initiatives*. Contemporary Drug Problems 19:133-164.
- Ialongo, N., Poduska, J., Werthamer, L., & Kellam, S. (2001). *The distal impact of two first-grade preventive interventions on conduct problems and disorder in early adolescence*.

- Kazdin, A., Esveldt-Dawson, K., & Loar, L. (1982). Correspondence of teacher ratings and direct observations of classroom behavior of psychiatric inpatient children. *Journal of Abnormal Child Psychology*, 11, 549-564.
- Kazdin, A., Esveldt-Dawson, K., & Loar, L. (1998). *Correspondence of teacher ratings and direct observations of classroom behavior of psychiatric inpatient children*. *Journal of Abnormal Child Psychology*, 11, 549-564
- Kellam, S., Ling, X., Merisca, R., Brown, C. H., & Ialongo, N. (1998). *The effect of the level of aggression in the first grade classroom on the course and malleability of aggressive behavior into middle school*. *Development and Psychopathology*, 10, 165-185.
- Kellam, S.G., Hendricks, C.B., Poduska J.M., Ialongo, N.S., Wang, W., Toyinbo, P., Hanno, P., Ford C., Windham, A., Wilcox, H.C. (2008). *Effects of a universal classroom behavior management program in first and second grades on young adult behavioral, psychiatric, and social outcomes*. *Drug and Alcohol Dependence*, 95S, S5-S28. PMCID18343607
- Knoff, H.M., Curtis, J.J., & Batsche, G.M. (1997). *The future of school psychology: Perspectives on effective training*. *School Psychology Review*, 26, 93-103.
- Koth, C. W., Bradshaw, C., Bevans, K. B., & Leaf, P. J. (2008). *The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools*. *School Psychology Quarterly*.
- Kuncel, N.R., Crede, M., & Thomas, L.L. (2007). *A comprehensive meta-analysis of the predictive validity of graduate management*. *Academy of Management Learning and Education*.
- Lee, Y., Sugai, G., & Horner, R. H. (1999). *Using an instructional intervention to reduce problem and off-task behaviors*. *Journal of Positive Behavior Interventions*, 1, 195–204.
- Lewin, K. (1935). *A dynamic theory of personality*. New York: McGraw-Hill.
- Lewin, K. (1951) *Field theory in social science; selected theoretical papers*. D. Cartwright (ed.). New York: Harper & Row.
- and Intervention. Exceptionality*, 18, 82-93.

- Lewis, T.J. & Sugai, G. (2004). *Effective behavior support: a systems approach to proactive to school-wide management*. Special Education Needs and Inclusive Education, 249-287.
- Lewis, T.J., Jones, S.E.L., Horner, R.H., & Sugai, G. (2010). *School-Wide Positive Behavior Support and Students with Emotional/Behavioral Disorders: Implications for Prevention, Identification*
- Lindsay, B., and McGillis, D. 1986. *City-wide community crime prevention: An assessment of the Seattle program*. In *Community Crime Prevention: Does It Work?* edited by D.P. Rosenbaum. Beverly Hills, CA: Sage Publications, Inc., pp. 46-67.
- Maguin, E., & Loeber, R., (1996), *Academic performance and its relationship to delinquency*. In S. Cramer & W. Ellis (Eds.), *Learning disabilities: Lifelong Issues* (pp. 235-240). Baltimore, MD: Paul H. Brookes Publishing Co. NCJ 161962.
- Masten, A. S. (2005). *Peer relationships and psychopathology in developmental perspective: Reflections on progress and promise*. *Journal of Clinical Child and Adolescent Psychology*, 34, 87–92.
- Mayer at al.(1983) *Behavioral interventions for emotional and behavioural disorder: School based practice*. Therapeutic Resources, Inc.
- Miles, S. B. & Stipek, D. (2006). *Contemporaneous and longitudinal associations between social behavior and literacy achievement in a sample of low-income elementary school children*. *Child Development*, 77, 103-117.
- Mooney, R.L. and Gordon, L.V. (1940). *The Mooney Problem Check List Manual*. New York: The Psychological Corporation
- Murphy, H.A., Hutchinson, J.M., and Bailey, J.S. (1983). "Behavioral school psychology goes outdoors: The effect of organized games on playground aggression." *Journal of Applied Behavioral Analyses*, 16, 29-35.
- Nelson, J. R., Benner, G. J., Lane, K. L., & Smith, B. W. (2004). *Academic achievement of K-12 students with emotional and behavioral disorders*. *Exceptional Children*, 71, 59–73.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).
- Nowicki, S., Duke, M. P., Sisney, S., Stricker, B., & Tyler, M. A. (2004). *Reducing the dropout rates of at-risk high school students: The*

- effective learning program (ELP)*. Genetic, Social, and General Psychology Monographs, 130 (3), 225–239.
- Olweus, D. (1991). Bully/victim problems among schoolchildren: Basic facts and effects of a school based intervention program. In *The Development and Treatment of Childhood Aggression*, edited by D.J. Pepler and K.H. Rubin. Hillsdale, NJ: Erlbaum, pp. 411-448.
- Orange, C. (2002). *The quick reference guide to educational innovations*. Corwin Press, Inc. A Sage Publication Company. Thousand Oaks, California
- Payne, G. And Payne J., (2004) *Key concepts in social research*. London: Sage Publications
- Patterson GR, et al (1982). *A comparative evaluation of a parent training program*. Behavior Therapy.
- Patterson GR, Chamberlain P. (1988) *Treatment process: A problem at three levels*. In: Wynne L, editor. The state of the art in family therapy research: Controversies and recommendations. New York: Family Process Press; 1988. pp. 189–223.
- Pennell, S., Curtis, C., Henderson, J., and Tayman, J. 1989. *Guardian Angels: A unique approach to crime prevention*. Crime & Delinquency 35:378-400.
- Perkins, HW and Berkowitz, AD (1986). *Perceiving the Community Norms of Alcohol Use Among Students: Some Research Implications for Campus Alcohol Education Programming*. International Journal of the Addictions, 21:961-976.
- Petras, H., Masyn, K. E., Buckley, J. A., Ialongo, N. S., & Kellam, S. (2011). *Who is most at risk for school removal? A multilevel discrete-time survival analysis of individual- and context-level influences*. Journal of Educational Psychology, 103, 223-237.
- Public Agenda, and Common Good. (2004). *Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good?*. PublicAgenda. Retrieved from: <http://commongood.org/assets/attachments/29.pdf>
- Redick & Nicoll (1990). *Final Evaluation of the 15-day attendance policy*, (p. 1). Mt. Diablo Unified School District, San Francisco, CA.

Republic Act No. 232 otherwise known as the *Education Act of 1982*

Republic Act 9155 (2001). *An Act Instituting a Framework of Governance for Basic Education*

Reynolds, A. J., Temple, J. A., & Ou, S. 2003. School-based early intervention and child well-being in the Chicago Longitudinal Study. *Child Welfare*, vol. 82, pp. 633-656.

Roderick, M. (1993). *The path to dropping out: Evidence for intervention*. Westport, Ct: Auburn House.

Rogel, R. (2012). *Academic Behaviour and Performance of Third year students of General Emilio Aguinaldo National high School, Division of Cavite*.

Rogers, C. R. (1983). *Freedom to Learn for the 80's*. Columbus: Merrill.

Ross, N. (2003) *Cultural and experiential differences in the development of biological induction*. *Cognitive Development*.

Ross, J. A. (2006). *The reliability, validity, and utility of self-assessment*. *Practical Assessment, Research Evaluation*, June 28, 2010

Rumberger, R. W. (1983). Dropping out of high school: The influence of race, sex, and family background. *American Educational Research Journal*, 20(2), 199-220.

Rumberger, R. W. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research*, 57(2), 101-121.

Rumberger, R. W. & Larson, K. A. (1998). *Student mobility and the increased risk of high school dropout*. *American Journal of Education*, 107(1), 1-35.

Rumberger, W.L. and S. L. Thomas (2000). "The Distribution of Dropout and Turnover Rates among Urban and Suburban High Schools." *Sociology of Education* 73 (1):39–67.

- Rumberger, R. (2004). "Why students drop out of school". In Gary Orfield (ed.) *Dropouts in America: Confronting the graduation rate crisis*. Cambridge, MA: Harvard Education Press.
- Rynders, L. (2006). *If You Matter to Someone, There is Always a Glimmer of Hope*. *Reclaiming Children & Youth*, 14(4), 215-217. Retrieved from Academic Search Complete:19719036
- Safran, S.P. & Oswald, K. (2003). *Positive Behavior Supports: Can Schools Reshape Disciplinary Practices?* *Council for Exceptional Children*, 69, 361-373.
- Scarpaci, R. (2006). *A Case Study Approach to Classroom Management*. www.amazon.com
- Sears, R. (1975). *Your ancients revisited: A history of child development*
- Simonsen, B., Sugai, G., & Negron, M. (2008). *School-wide positive behavior supports: Primary systems and practices*. *Teaching Exceptional Children*, 40, 33-40.
- Steinberg Laurence D, Brown B Bradford, Dornbusch Sanford M. (1996) *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do*. New York: Simon and Schuster.
- Stoolmiller, M., Eddy, J. M., & Reid, J. B. (2000). *Detecting and describing preventive intervention effects in a universal school-based randomized trial targeting delinquent and violent behavior*. *Journal of Consulting and Clinical Psychology*, 68, 296-306.
- Sugai, G., & Horner, R. (1999). *Discipline and behavioral support: Practices, pitfalls, promises*. *Effective School Practices*, 17(4), 10-22.
- Taylor & Biglan (1998). Behavioral family interventions for improving child-rearing: a review of the literature for clinicians and policy makers.
- Taylor, J. (2010) *Understanding and counselling misbehave student*. Marco Products, Inc.
- Tinto, V. (1989). *Principles of effective retention*. Paper presented at the University of California Student Research Conference, Asilomar, California, April 23-24
- Tinto, V. (1982). *Limits of theory and practice in student attrition*. *The Journal of Higher Education*, 53(6), 687-700.
- Travers, R. (1978). *Introduction to educational research*. Macmillan Publishing Company, Incorporated

- Tremblay, R. E., Pagani-Kurtz, L., Masse, L. C., & Pihl, R. O. (1995). *A bimodal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence*. *Journal of Consulting and Clinical Psychology*, 63, 560-568.
- Victorino, A. (2011). *Factors affecting the national achievement test performance of selected second year high school students in Sta. Maria, Bulacan*. Polytechnic University of the Philippines
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- Ward, B., & Gryczynski, J. (2007). Alcohol use and participation in organized recreational sports among university undergraduates. *Journal of American College Health* 56(3), 273-280.
- Warren, J. R., Jenkins, K. N., & Kulick, R. B. (2006). *High school exit examinations and state-level completion and GED rates, 1975-2002*. *Educational Evaluation and Policy Analysis*, 28, 131–152.
- Watson, J. (1928). *The ways of behaviorism*. New York, NY: Harper & Brothers Pub.
- Webster-Stratta, C. (1996). *Treating early on-set conduct problems: A comparison of child and parent training interventions*. *Journal of Consulting and Clinical Psychology*.
- Wright, J. (2005, Summer). Five interventions that work. *NAESP [National Association of Elementary School Principals] Leadership Compass*, 2(4) pp.1, 6.
- Wycoff, et al. (1985). *Citizen Contact Patrol: The Houston Field Test, Executive Summary*. Washington, DC: Police Foundation.
- Zafirau, J. (1982). *Grading Issues in a Desegregated System*, Presented at American Educational Research Association.
- Zamudio, G. (2004). *Student mobility: the relationship between student population stability and academic achievement*. (Unpublished doctoral dissertation), University of Arizona, Arizona.
- Ziegler, C. W. (1972). *School attendance as a factor in school progress* (Rev. ed.). New York, NY: AMS Press, Inc. Retrieved June 23, 2000. <http://www.mathematica-hptr.com/publications/PDFs/dod-syn.pdf>

APPENDICES



Philippine Normal University
National Center for Teacher Education

APPENDIX A



Colegiode San Gabriel Arcangel

Founded 1993

Area E, SapangPalay, City of San Jose Del Monte, Bulacan

Recognized by the Government: DepEd, TESDA and CHED

Call and/or Text 024839298 / Telefax No. 0447600301 / 09212311379 / 09205267270

February 08, 2014

CERTIFICATION

This is to certify that **Ms. Ana Rosa Rabanal** is given the full authority to utilize and administer the instrument Mooney Problem Check List, which is a standardized test and being used by Colegio De San Gabriel Arcangel, under my supervision – as a Registered Guidance Counselor.

Given this 8th day of February, 2014.

Dr. Erlinda V. Navarro
Guidance Coordinator
OSAS DEAN

APPENDIX B

Philippine Normal University
Taft, Avenue Manila

February 23, 2014

www.add-plus.com/form

Dr. John F. Taylor, Ph.D.

Dear Sir:

I am a student of Ph. D. taking up Educational Management at Philippine Normal University. I am in the process of preparing a dissertation for publication and am seeking permission to include the following material in my publication. A copy of the Taylor Academic Problem Check List which can be downloaded for free provided one will seek permission to do so.

The work will be used as one of the instruments in my dissertation entitled "Comprehensive Intervention Program for Managing School Problems".

Please let me know if there is a fee for using this work in this manner.

Please indicate your approval of this request by signing the letter where indicated below and returning it to me as soon as possible using the self-addressed envelope. Your signing of this letter will also confirm that you own the copyright to the above-described material.

Very truly yours,

Ana Rosa R. Rabanal
Ph.D. student
09225388322

For copyright owner use:

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

By:

Title:

Date:

drtaylor@minetfiber.com

To Me

Feb 26

>Dear Ana: There is no fee or permission needed. Simply refer to the checklist as a free download from my website, ADD-Plus.com, to anyone who wants to use it. Cordially, John Taylor, Ph.D.



Philippine Normal University
National Center for Teacher Education

APPENDIX C

Philippine Normal University

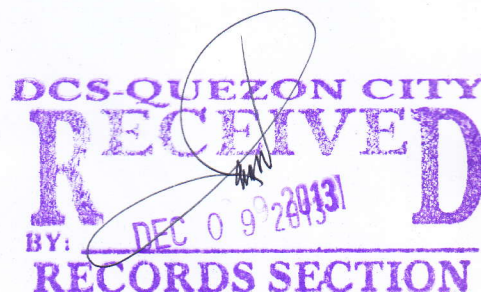
The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

Pedro Orata Hall, Room 201, Taft Avenue, Manila

December 6, 2013

Dr. Ponciano A. Menguito
CESO V
Schools Division Superintendent
Dep Ed-Division of City Schools
Quezon City



Dear Sir:

The undersigned is presently working on her dissertation at the Philippine Normal University entitled "A COMPREHENSIVE INTERVENTION PROGRAM IN MANAGING BEHAVIORAL SCHOOL PROBLEMS" in partial fulfillment of the requirements for the degree Doctor of Philosophy in education with specialization in Educational Management.

In this regard, she would like to request permission from your office to float questionnaires and gather information from five public high schools in district I of Quezon City namely: Ismael Mathay Sr. High School, Judge Juan Luna High School, Pugad Lawin High School, San Francisco High School and Sergio Osmena High School, relative to the aforementioned study.

Rest assured that any information gathered will be treated with utmost confidentiality and no classes will be disrupted during the administration of the questionnaires.

May this request gain your affirmative response.

Thank you very much and may the Lord bless you.

Sincerely yours,

Ana Rosa R. Rabanal 09225388322
Researcher

Noted by:

Dr. Jose M. Ocampo
Adviser

Dr. Gabriel G. Uriarte
Adviser



Philippine Normal University
National Center for Teacher Education

APPENDIX D



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Nueva Ecija Street, Bago-Bantay Quezon City



December 16, 2013

Ms. ANA ROSE R. RABANAL

Researcher
Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher
Education Research
Pedro Horata hall, Room 201
Taft Avenue, Manila

Dear Ms. Rabanal:

This has reference to your letter dated December 6, 2013 relative to your request to float distribute questionnaires and gather information from five Public High Schools in District I of Quezon City in connection with your dissertation entitled "Comprehensive Intervention Program in Managing Behavioral School Problems" which is needed in the partial fulfillment in your degree to Doctor of Philosophy in Education with specialization in Educational Management Philippine Normal University:

1. Ismael Mathay Sr. High School
2. Judge Juan Luna High School
3. Pugad Lawin High School
4. San Francisco High School
5. Sergio Osmeña High School

This Office interposes no objection to said request, subject to the following conditions:

1. Its activities should not in anyway disrupt or interfere with the school program or duties of teachers and school administration.
2. Proper coordination should be made with the respective school principals concerned.
3. Information gathered should be used for research purposes only.

For your information and guidance.

Very truly yours,

 **YOLANDA C. ARCO**
Chief Administrative Officer



Philippine Normal University
National Center for Teacher Education

APPENDIX E

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 201, Taft Avenue, Manila

December 6, 2013

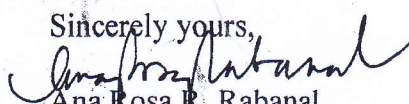
Edmar Laceda
Principal
Pugad Lawin High School
Quezon City

Dear Sir:

The undersigned is presently working on her dissertation at the Philippine Normal University entitled "A COMPREHENSIVE INTERVENTION PROGRAM IN MANAGING BEHAVIORAL SCHOOL PROBLEMS" in partial fulfillment of the requirements for the degree Doctor of Philosophy in education with specialization in Educational Management.

In this regard, she is requesting permission from your office to administer the questionnaires to your students and teachers as respondents of her study. Your favorable consideration for this request is highly appreciated.

Sincerely yours,


Ana Rosa R. Rabanal
Researcher

Noted by:


Dr. Jose M. Ocampo
Adviser


Dr. Gabriel G. Uriarte
Adviser

APPENDIX F

Students1-500	Score in Mooney Behavioral Test	Score in Taylor Academic Problems	Grades in English	Grades in Math
1	110	193	74	72
2	125	86	70	70
3	165	75	71	70
4	189	88	74	70
5	195	97	73	70
6	126	54	74	70
7	189	58	70	72
8	154	79	73	71
9	109	98	70	70
10	109	167	71	72
11	105	89	72	73
12	110	95	70	70
13	186	110	74	71
14	178	87	70	70
15	179	146	70	72
16	172	159	70	73
17	185	92	74	71
18	189	161	74	70
19	118	56	71	72
20	118	194	71	70
21	145	95	72	74
22	138	110	74	70
23	126	101	74	73
24	156	125	74	74

Students1-500	Score in Mooney Behavioral Test	Score in Taylor Academic Problems	Grades in English	Grades in Math
36	132	89	72	74
37	128	86	73	74
38	189	89	73	74
39	185	53	74	74
40	198	53	71	74
41	134	86	73	74
42	112	90	74	74
43	201	95	72	74
44	98	87	74	74
45	86	76	72	74
46	159	94	71	74
47	123	87	73	74
48	99	99	74	74
49	157	105	71	74
50	165	102	72	74
51	119	92	70	74
52	136	87	73	74
53	127	150	71	74
54	154	126	70	74
55	165	135	71	74
56	103	148	72	74
57	168	147	73	74
58	102	167	74	74
59	123	123	72	74

25	169	136	73	71
26	139	129	71	72
27	176	122	74	70
28	153	123	72	71
29	102	89	74	72
30	159	76	70	73
31	171	84	74	70
32	198	98	70	71
33	102	168	74	70
34	186	77	70	74
35	119	99	74	74
71	135	76	71	74
72	164	68	70	74
73	105	82	70	74
74	106	67	72	74
75	134	89	70	74
76	178	90	71	74
77	123	94	70	74
78	176	95	71	74
79	129	92	71	74
80	145	93	74	74
81	156	99	71	74
82	181	78	71	74
83	110	79	71	74
84	101	177	73	74
85	98	84	72	74
86	89	88	70	74
87	106	92	71	74
88	97	76	73	74
89	186	73	70	74
90	68	88	74	74
91	79	190	74	74
92	165	102	70	74
93	96	136	71	74
94	87	125	72	74
95	96	187	73	74
96	68	198	71	74
97	77	120	70	74

60	11	142	73	74
61	178	87	70	74
62	139	95	71	74
63	168	111	70	74
64	145	100	70	74
65	146	123	70	74
66	78	146	74	74
67	81	154	71	74
68	192	187	72	74
69	145	125	70	74
70	189	89	73	74
119	119	91	71	71
120	126	124	72	71
121	175	136	74	71
122	189	128	74	71
123	165	147	74	71
124	123	165	74	73
125	97	189	74	73
126	84	175	74	73
127	67	123	74	73
128	72	156	73	73
129	89	154	71	73
130	99	178	71	73
131	105	196	71	73
132	110	165	71	73
133	68	142	70	73
134	140	135	74	72
135	112	136	74	72
136	103	178	74	72
137	92	182	74	72
138	38	174	73	72
139	147	176	71	72
140	108	191	72	72
141	92	121	74	72
142	71	132	71	72
143	68	164	72	72
144	85	135	73	72
145	65	168	74	72

98	85	156	70	74
99	89	124	72	74
100	101	98	73	74
101	123	65	70	74
102	145	87	71	74
103	126	76	72	74
104	172	74	72	74
105	87	81	72	74
106	95	95	73	74
107	94	76	74	74
108	36	79	74	74
109	195	92	70	74
110	189	78	70	74
111	158	94	70	74
112	164	94	70	74
113	175	68	70	74
114	64	87	72	74
115	53	79	74	74
116	26	93	71	71
117	106	94	72	71
118	124	92	70	71
119	119	91	71	71
120	126	124	72	71
121	175	136	74	71
122	189	128	74	71
123	165	147	74	71
124	123	165	74	73
126	84	175	74	73
127	67	123	74	73
128	72	156	73	73
129	89	154	71	73
130	99	178	71	73
131	105	196	71	73
132	110	165	71	73
133	68	142	70	73
134	140	135	74	72
135	112	136	74	72
136	103	178	74	72

146	110	171	71	72
147	108	143	70	72
148	86	122	73	71
149	65	162	70	71
150	75	133	71	71
151	89	189	74	71
152	92	190	70	71
153	93	175	72	71
154	23	120	75	82
155	35	163	75	83
156	10	165	75	84
157	31	201	75	81
158	21	204	75	81
159	9	195	75	80
160	26	187	75	75
161	11	196	75	79
162	10	165	75	79
163	18	198	75	78
164	23	174	78	90
165	5	136	78	92
166	8	154	78	92
168	5	142	78	92
169	7	145	78	80
170	8	118	78	84
171	9	153	76	83
172	13	175	75	82
173	12	165	77	81
174	12	204	78	80
175	2	136	78	80
176	11	163	75	81
177	10	191	76	82
178	33	158	77	83
179	18	145	78	81
180	32	152	76	82
181	18	182	77	84
182	10	191	78	83
183	9	172	78	84
184	26	255	79	82

137	92	182	74	72
138	38	174	73	72
139	147	176	71	72
140	108	191	72	72
141	92	121	74	72
142	71	132	71	72
143	68	164	72	72
144	85	135	73	72
145	65	168	74	72
146	110	171	71	72
147	108	143	70	72
148	86	122	73	71
149	65	162	70	71
150	75	133	71	71
151	89	189	74	71
152	92	190	70	71
153	93	175	72	71
154	23	120	75	82
155	35	163	75	83
156	10	165	75	84
157	31	201	75	81
158	21	204	75	81
159	9	195	75	80
160	26	187	75	75
161	11	196	75	79
162	10	165	75	79
163	18	198	75	78
164	23	174	78	90
165	5	136	78	92
166	8	154	78	92
167	9	125	78	90
169	7	145	78	80
170	8	118	78	84
171	9	153	76	83
172	13	175	75	82
173	12	165	77	81
174	12	204	78	80
175	2	136	78	80

185	11	256	78	80
186	10	254	79	80
187	26	297	78	80
188	10	303	77	81
189	13	218	78	84
190	10	401	79	83
191	14	295	79	82
192	11	300	79	84
193	11	277	79	81
194	16	244	79	82
195	10	255	77	84
196	10	276	77	82
197	8	282	77	81
198	10	238	78	83
199	15	251	77	81
200	12	246	77	83
201	13	240	78	84
202	12	283	77	82
203	18	264	77	81
204	9	238	79	81
205	2	318	90	95
206	9	301	92	96
207	10	262	86	91
208	56	265	85	92
209	16	265	87	97
210	10	265	85	98
211	1	281	88	90
212	2	280	89	96
213	2	170	86	95
214	45	195	87	97
215	10	279	86	98
217	19	176	85	90
218	7	284	86	92
219	26	264	87	91
220	1	295	88	94
221	10	235	85	90
222	3	287	87	92
223	45	272	88	90

176	11	163	75	81
177	10	191	76	82
178	33	158	77	83
179	18	145	78	81
180	32	152	76	82
181	18	182	77	84
182	10	191	78	83
183	9	172	78	84
184	26	255	79	82
185	11	256	78	80
186	10	254	79	80
187	26	297	78	80
188	10	303	77	81
189	13	218	78	84
190	10	401	79	83
191	14	295	79	82
192	11	300	79	84
193	11	277	79	81
194	16	244	79	82
195	10	255	77	84
196	10	276	77	82
197	8	282	77	81
198	10	238	78	83
199	15	251	77	81
200	12	246	77	83
201	13	240	78	84
202	12	283	77	82
203	18	264	77	81
204	9	238	79	81
205	2	318	90	95
206	9	301	92	96
207	10	262	86	91
208	56	265	85	92
209	16	265	87	97
210	10	265	85	98
211	1	281	88	90
212	2	280	89	96
213	2	170	86	95

224	2	366	89	92
225	10	291	86	91
226	26	309	85	93
227	6	287	87	91
228	15	291	89	90
229	2	229	88	91
230	3	298	82	90
231	2	286	83	90
232	21	266	80	90
233	19	296	82	92
234	40	186	70	74
235	2	178	71	74
236	2	159	70	74
237	61	96	70	74
238	66	101	72	74
239	66	113	73	74
240	31	109	71	74
241	30	190	70	74
242	40	176	73	74
243	36	198	72	74
244	91	189	70	74
245	28	150	71	74
246	91	177	72	74
247	35	165	73	72
248	25	177	71	72
249	93	142	70	72
250	190	119	71	72
251	39	171	74	72
252	77	187	73	72
253	122	150	70	72
254	49	195	71	72
255	58	198	73	72
256	79	199	74	72
257	86	157	74	72
258	74	171	71	72
259	46	132	72	71
260	35	148	73	71
261	79	148	71	71

214	45	195	87	97
215	10	279	86	98
216	38	227	87	96
265	92	196	71	71
266	57	192	73	71
267	77	182	71	71
268	125	178	71	71
269	89	101	70	71
270	125	98	70	71
271	136	90	70	71
272	116	78	71	71
273	167	90	72	70
274	144	56	73	70
275	139	89	74	70
276	124	97	74	70
277	101	87	74	70
278	97	94	74	70
279	89	92	73	70
280	78	192	74	70
281	82	134	72	70
282	96	125	72	74
283	99	181	72	74
284	87	204	80	90
285	12	234	81	92
286	2	159	80	90
287	2	175	82	94
288	1	154	81	90
289		274	82	91
290	1	262	81	91
291	10	273	82	92
292	15	293	81	90
293	15	252	83	91
294	15	164	81	91
295	10	295	80	90
296	32	331	80	91
297	20	306	80	90
298	4	317	80	92
299	7	264	80	90

262	82	170	70	71
263	73	165	71	71
264	66	199	70	71
313	12	217	76	85
314	11	223	76	80
315	12	272	76	82
316	12	285	76	84
317	5	303	76	82
318	10	259	76	83
319	10	290	76	82
320	13	304	77	83
321	13	286	77	84
322	16	283	76	94
323	29	275	78	91
324	10	216	77	75
325	12	300	79	76
326	12	259	77	78
327	11	286	76	79
328	56	269	77	76
329	28	289	77	78
330	39	270	78	85
331	31	296	78	86
332	10	306	78	89
333	10	286	78	85
334	13	230	79	87
335	10	286	78	86
336	12	318	77	89
337	13	274	78	86
338	7	295	76	88
339	12	263	7	87
340	16	302	76	80
341	12	281	76	82
342	13	267	76	84
343	13	279	75	82
344	15	276	76	83
345	38	291	76	84
346	14	268	78	82
347	3	275	76	81

300	7	279	75	91
301	57	282	75	92
302	8	318	75	90
303	10	286	75	90
304	10	306	76	85
305	36	298	78	85
306	10	220	75	85
307	8	266	76	85
308	7	302	75	85
309	10	291	79	85
310	12	301	76	85
311	10	302	76	85
312	14	231	76	85
314	11	223	76	80
315	12	272	76	82
316	12	285	76	84
317	5	303	76	82
318	10	259	76	83
319	10	290	76	82
320	13	304	77	83
321	13	286	77	84
322	16	283	76	94
323	29	275	78	91
324	10	216	77	75
325	12	300	79	76
326	12	259	77	78
327	11	286	76	79
328	56	269	77	76
329	28	289	77	78
330	39	270	78	85
331	31	296	78	86
332	10	306	78	89
333	10	286	78	85
334	13	230	79	87
335	10	286	78	86
336	12	318	77	89
337	13	274	78	86
338	7	295	76	88

348	30	274	79	81
349	10	257	76	83
350	12	242	75	81
351	5	295	75	80
352	10	300	75	80
353	10	236	75	80
354	10	195	77	82
355	10	254	77	81
356	12	265	77	84
357	12	307	77	80
358	22	276	77	81
359	10	305	77	82
360	12	286	76	83
362	6	229	77	81
363	7	274	79	80
364	23	269	77	83
365	15	272	76	81
366	10	300	75	80
367	9	298	77	80
368	28	272	76	80
369	13	285	78	81
370	5	249	77	84
371	10	264	79	83
372	10	292	77	81
373	21	251	77	80
374	6	268	79	81
375	10	277	77	80
376	10	256	78	84
377	11	296	77	80
378	28	288	77	83
379	13	296	78	82
380	9	265	77	84
381	3	238	79	82
382	16	303	77	84
383	3	292	77	80
384	10	285	78	75
385	17	252	75	75
386	13	284	75	75

339	12	263	78	87
340	16	302	76	80
341	12	281	76	82
342	13	267	76	84
343	13	279	75	82
344	15	276	76	83
345	38	291	76	84
346	14	268	78	82
347	3	275	76	81
348	30	274	79	81
349	10	257	76	83
350	12	242	75	81
351	5	295	75	80
352	10	300	75	80
353	10	236	75	80
354	10	195	77	82
355	10	254	77	81
356	12	265	77	84
357	12	307	77	80
358	22	276	77	81
359	10	305	77	82
360	12	286	76	83
361	6	268	78	82
410	5	332	76	74
411	16	238	76	72
412	3	288	75	74
413	17	283	75	73
414	5	228	75	72
415	12	276	79	72
416	10	236	75	72
417	43	223	76	72
418	27	295	75	72
419	35	253	77	72
420	14	296	76	74
421	40	271	75	73
422	16	277	75	71
423	10	147	76	70
424	11	292	79	70

387	5	282	75	75
388	10	295	75	72
389	3	295	75	70
390	20	279	75	72
391	12	304	75	74
392	11	282	79	73
393	12	311	75	72
394	8	310	78	72
395	4	289	75	74
396	19	305	77	72
397	9	286	79	73
398	8	292	75	72
399	15	271	78	71
400	15	286	75	70
401	12	271	79	71
402	12	215	75	72
403	20	260	75	72
404	43	234	75	70
405	10	270	78	71
406	34	259	75	72
407	37	294	79	72
408	17	316	75	72
409	17	298	77	73
458	72	292	74	74
459	167	266	70	72
460	189	268	72	72
461	156	300	73	72
462	166	264	71	74
463	178	299	70	72
464	179	304	72	70
465	148	253	73	71
466	89	245	74	72
467	98	247	71	72
468	107	278	70	73
469	110	289	70	72
470	64	298	74	72
471	68	299	74	74
472	36	267	77	80

425	15	246	78	72
426	23	242	78	72
427	43	278	76	70
428	17	285	79	70
429	32	273	75	70
430	14	239	78	73
431	20	293	74	74
432	18	313	74	71
433	29	241	74	73
434	11	242	74	72
435	10	265	74	71
436	10	307	74	72
437	76	250	70	70
438	94	279	71	72
439	39	211	73	70
440	37	166	72	72
441	17	305	70	73
442	18	292	73	74
443	37	318	74	72
444	58	285	72	72
445	46	277	73	73
446	75	205	73	72
447	64	279	73	74
448	35	228	73	73
449	89	219	73	72
450	63	233	73	71
451	28	266	73	70
452	27	152	73	70
453	131	237	70	72
454	164	299	71	72
455	189	296	72	70
456	67	281	73	70
457	45	201	74	74

473	65	261	75	80
474	42	222	77	80
475	85	232	78	84
476	52	284	75	81
477	58	294	77	83
478	47	237	75	84
479	92	256	77	81
480	76	274	78	81
481	89	200	77	84
482	24	296	75	80
483	46	280	78	83
484	47	290	77	84
485	46	288	75	81
486	53	298	79	80
487	35	289	77	83
488	24	245	78	81
489	83	250	75	84
490	58	267	76	82
491	83	265	78	82
492	28	177	79	83
493	39	241	77	84
494	14	185	79	80
495	37	261	78	80
496	16	275	75	80
497	40	278	77	84
498	38	250	76	81
499	47	290	74	83
500	39	295	75	82



APPENDIX G

Correlations

		Behavioral	Academic	English	Math
Behavioral	Pearson Correlation	1	-.677**	-.627**	-.561**
	Sig. (2-tailed)		.000	.000	.000
	N	500	500	500	500
Academic	Pearson Correlation	-.677**	1	.557**	.455**
	Sig. (2-tailed)	.000		.000	.000
	N	500	500	500	500
English	Pearson Correlation	-.627**	.557**	1	.794**
	Sig. (2-tailed)	.000	.000		.000
	N	500	500	500	500
Math	Pearson Correlation	-.561**	.455**	.794**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	500	500	500	500

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

APPENDIX H

Student Intervention Plan (TOUCH Program)

Student Name: _____

Teacher: _____

District: _____ School: _____

Directions: This form is to be completed for each student who receives intervention.

Results Problems Identified:

Intervention: TOUCH THERAPY

Individual Student's Project:

Goals in Doing the TOUCH program

Interventions to

- a. Behavioural Problems
- b. Academic problems

Obtain Goal Timeline

Individual Responsibility:

Progress Monitoring Results

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Chart Progress Monitoring Results (After Intervention)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Teacher’s Signature

Date: _____

Parent’s Signature

Date: _____

Student Intervention Plan (Mentor- Mentee)

Student Name _____

Teacher _____

District _____ School _____

Directions: This form is to be completed for each student who receives intervention in mentor-mentee program

Screening Data from the Guidance office including student's Anecdotal Record.
Indicating Need for Further Interventions (Attach data and summarize) Interventions

Progress Monitoring Plan (PMP)

Responsible Mentor:

Comments:

Parent's Signature

Date: _____

Teacher's Signature

Date: _____

Parent's Signature

Date: _____

APPENDIX I

Focus Group Discussion

Date and Location: December 20, 2013

Pugad Lawin High School and Judge Juan Luna High School

FGD Team: Ana Rosa R. Rabanal and Guidance Teacher, Advisers

1. Purpose of the FGD (approx time) 1hour and a half
2. Introduction of Participants and Facilitators (approx time) 3 minutes

Introduction:

Good afternoon and welcome to our focus group session on behavioural problems. Thank you for taking the time to come here.

The researcher is Ms. Ana Rosa R. Rabanal and presently doing her dissertation. With us here is your Guidance Teacher.

The researcher would like to understand your behavioural and academic problems for the purpose of developing a comprehensive intervention program for managing school problems. There are no right or wrong answers but rather various points of view. Please feel free to share your point of view even if it differs from what others have said. Before we begin, let me remind you to please talk one at a time. Please keep in mind also that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

Our session will last about an hour to an hour and a half. But before we ask the first question, let's find out some more about each other. Tell us your name and how long have you been your school.....

3. Discussion Themes

Theme 1: Health and Physical Development (HPD) and Finances, Living
Conditions and Employment (FLE)

Guide questions: 1. Why do you experience frequent headaches and trouble with
your feet?

2. What are your financial concerns in school?

Remarks:

Question number 1.

I work outside the school as “kasambahay”.

I work in a tennis court.

I sell sampaguita in the evening, in front of Mercury Drug.

I sell ballot.

I sell fruits like pineapple and watermelon after class.

I collect “kalakal” before and after going to school.

I need to help my family.

I have to work for my family.

Question number 2.

There are so many projects, high PTA fees, workbooks, art projects, jogging pants for
Physical Education.

We have a lot of monthly activities per subjects.

We always watch theatre presentation every month.

We need to pay a lot for projects.

Theme 2: Social-Recreational Activities (SRA) and Social-Psychological
Relations (SPR)

Guide questions: 1. Do you feel inferior? Why? Why do you like to develop culturally? Why do you want to impress other people?

2. Do you easily lose your temper? Why? Are you happy with your life in school? Why?

Remarks:

Question number 1.

Yes, because of my looks, people teased me most of the time.

I am afraid to try new things.

I have problems with my physical appearance.

To join with the group I want to impress people.

I wanted to develop my singing talent.

I want to join in school activities.

Question number 2.

Yes. I have a lot of problems at home and in school.

No one is helping me at home, they are very busy.

In school no one is concern, I easily lose my temper to get attention from my teacher and classmates.

I hate school, it is like prison, and everything is dictated.

I hate to go to school because no one is concern with me.

I want to get the attention of my beautiful teacher.

Theme 3: Courtship, Sex, and Marriage (CSM) and Home and Family (HF)

Guide questions: 1. Do you experience problems with love and being love?

2. What are your problems at home?

Remarks:

Question number 1.

I was always confused.

I hate to be loved because I am afraid that the person will leave me.

I am afraid to experience being loved.

I feel awkward.

Question number 2.

My family quarrels most of the time.

They are always fighting.

My mother is a single parent.

My father works abroad.

I hate my family.

My family quarrels because of money.

My life is difficult.

I wish I Had a different family.

We are so big in the family.

My father has no job, my mother works as a “kasambahay”, we are five, and we live in my uncle.

My family is extended, my father’s new family lives with us.

My family fights and shouts with each other most of the time.

Theme 4: Morals and Religion (MR) and Adjustment to School Work (ASW)

Guide questions: 1. What are the problems you experienced at home regarding morals?

2. What problems do you encounter related to school work?

Remarks:

Question number 1.

My mother always mingle with my activities.

My mother tells me this is right and do not do that.

My mother is “pakialamero’ most of the time.

Wear this, not the other one.

My mother always tells us that during our time we do not wear short skirts.

Question number 2.

“Mahirap na nga yung subject ang bilis bilis pang magturo ni Maam”.

“Basta nakakainis ang Math”.

I hate Math.

“Kapag nakita ko numero, nahihilo ako”.

I hate the subject Math, and the teacher is not good.

“Pwede po ba, wala nalang Math”.

My Math teacher is not explaining the lesson he is always talking to the blackboard.

I cannot comprehend the subject.

I am too slow in Mathematics, maybe if the teacher is good.

How will I learn to love the subject Math.

“Sana tanggalin na ang Math sa curriculum”.

“Si titser lagi blackboard ang kausap”.

Theme 5: Future, Vocational and Educational (FVE) and Curriculum and
Teaching Procedure (CTP)

Guide questions: 1. What are the problems you experienced regarding your vocation?

2. What are the problems you encountered regarding curriculum and teaching procedure?

Remarks:

Question number 1.

I am afraid to set goals for myself.

I have difficulties in achieving my goals in life

I am too busy.

I hate setting goals.

Question number 2.

We are seventy in class.

Classes are exhausted.

Classes are large.

No teacher sometimes.

Teachers are critical.

The class is so big with small room.

We have problems with ventilation.

I have problems with my classmates; they were very noisy and shouting with each other.

My school is dirty.

“Masungit si Ma’am, di maintindihan and pagtuturo”.

.



APPENDIX J



Planning with the CI Team



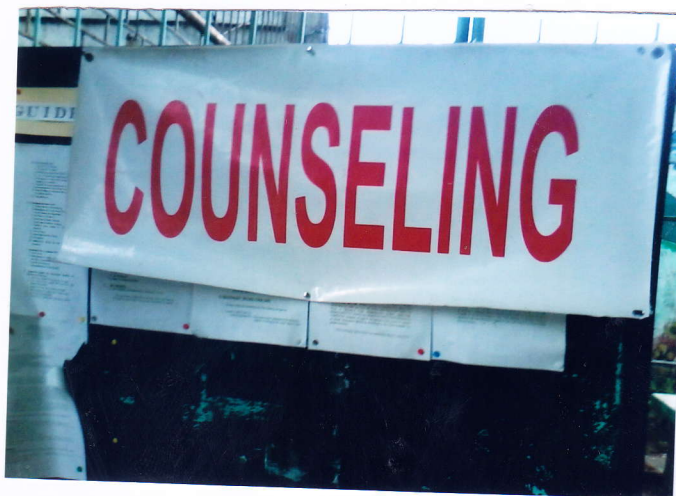
APPENDIX J



Planning with the CI Team



Organizing with the CI Team



Counseling Sessions with

Parent



Parent and Teen Empowerment



CURRICULUM VITAE