

# Advocating School Intervention Program among Junior High Students

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## ABSTRACT

The research was conducted at Matab-ang National High School Toledo City Division –Region VII as a bases for an action plan for “Advocating School Intervention Program among Junior High students in Matab-ang National High School, Matab-ang Toledo City Cebu and the Scheme of Implementation of the Student’s Intervention Program of Matab-ang National High School and evaluated on the level of students intervention program implementation in terms of Therapy Programs, Intervention Team Approaches, Supplemental Programs, Community/Home/ School Partnership Programs and Whole School Reform Programs. Descriptive method was used. Questionnaires were given to 10 teachers and 240 students for evaluation. Gathered data were treated using total weighted points, weighted mean, and t-test. Based on the findings and after a careful analysis and interpretation of the study, it is concluded that the ““Advocating School Intervention Program among Junior High in Matab-ang National High School, Matab-ang Toledo City Cebu and the Scheme of Implementation of the Student’s Intervention Program of Matab-ang National High School”. It was recommended that this study has identified the following key aspects of intervention for improving the literacy skills of students: 1. promoting positive relationships between teacher and students by providing a designated teacher for intervention; 2. providing at least three to five sessions of explicit intensive instruction per week; 3. using experienced literacy teachers to facilitate the intervention; 4. maintaining flexibility within the program to address changes in individual students’ interests and needs; 5. working with other teachers to extend support into mainstream classes; 6. monitoring and collecting evidence of students’ skills using a range of procedures; 7. ensuring whole school support for the program and for literacy improvement; and 8. allocating a warm, inviting room for withdrawal sessions.

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**KEYWORDS:** *Student’s Intervention Program, Intervention Team Approaches, promoting positive relationships, literacy improvement, Drop Reduction Risk Program*

## 1. THE PROBLEM AND ITS SCOPE INTRODUCTION

### Rationale of the Study

American school counselors provide counseling programs in three critical areas: academic, personal/social, and career. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling

programs are important to the school climate and a crucial element in improving student achievement. School counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. This brochure provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

Entering high school can be exciting for some, terrifying for others or maybe just another level that should be overcome. In our country, high percentage of secondary students were teenagers, considered to be at their exciting stage and probably for everyone but undeniably the most difficult to manage. Numerous issues blasting teenagers today. The lack of direction, the confusion between as to what path they must undertake, to be who they want to be, or the stage of exploration and identity identification. Some factors that could convey about these issues are peer influence and the mass media. These are only some of the factors that could have an effect on being a person. Dealing each day with all these issues and influences have a great impact to one's performance especially in school.

This study confers on several problems faced by almost all high schools students today. These students are possible to school completion failure, these are dropping out from school, year retention or commonly known as the repeaters, the balik-arals and the students with failed grades. According to the Center for Child and Family Policy in 2008, dropout is the term immediately brings to mind an image, or a myriad of images that conjures up long list of adjectives and many of them are negative. Students dropping out of school is one problem of the education sectors; dropping out means leaving the school for practical reasons. It is an impediment that is bugging the Department of Education not only in the Philippines but also many countries around the globe because of its increasing rate more and more each year. Increased rates of dropouts means that there is a big possibility that these students may not complete the needed years in high school which may result to future unemployment for example that can give a big impact on the country's progress especially in developing countries like the Philippines.

According to Roberta Furger in 2011 for some students, dropping out is the height of years of academic hurdles, mistaken steps, and wrong turns. For others, the decision to drop out is a response to conflicting life pressures -- the need to help support their family financially or the demands of caring for siblings or their own child. Dropping out is sometimes about students being bored and seeing no connection between academic life and "real" life. It's about young people feeling disconnected from their peers and from teachers and other adults at school. And it's about schools and communities having too few resources to meet the complex emotional and academic needs of their most vulnerable youth. Although the reasons for dropping out vary, the results and consequences are surprisingly similar.

Another glitch on high schools is called —the repeaters or the year retainers; they are the students who enrolled in the same year level as in the previous year level. It is disturbing at the percentage of the repeaters in the country is rapidly rising and thus, having a need for attention and involvement of concerned people to prevent its further increase. In this study, the high school student repeaters determine the problems they have encountered that brought them to repeat their previous year levels. Students who came back to school after a long vacationing, and decided to continue their studies are identified as the —balik -aral students. Another concern of this study is the students with failing grades; they are the ones who were unable to meet the recommended grades to pass a particular subject. Most students probably experienced having failed grades, some have not lost their hopes and continued despite of the circumstance and there were some who gave up that resulted to dropping out from school or even lost their appetite and stopped going to school. Identification of the problems encountered by the dropouts, repeaters, balik-arals and students with failed grades will help the researchers formulate an intervention program that could alleviate the augmenting rates of our school concerns. Let us face the fact that in every nation, school completion is a vital thing in order to land a job. And let us be realistic that not all can achieve the accomplishments those few propitious individuals had done. With these premises, the researcher, chose this study to identify and to have an in-depth understanding on the common problems encountered by the high school students, particularly in grade-7,8,9 and 10 students who dropped out of our beloved school (Matab-ang National High School)

When some signs of difficulty show, especially for students who struggle academically in reading or in mathematics, intervention program become an important tool for servicing these students including middle school and high school since they are much older, difficult to handle, and hard to let them back to school.

However, these programs should embrace the different characteristics of students from middle school/high school. Good motivations to students will lead to improvement and growth in all areas including the academic areas. One should be aware that every school has its own program in motivating students. It differs in their own strategies and techniques in handling difficult situations regarding the different characteristics of students. Principals and teachers must work hand in hand to figure out what features of a program can be applied to the school's situation. With that in mind, we explore two separate

intervention programs for middle school/high school designed to encourage students to succeed in their academics especially for those students who needed extra assistance.

### **Theoretical Background**

In 2017, an article in [humanillness.com](http://humanillness.com) stated that students who were failed in school might feel stupidity in themselves. Their emotions or mental capabilities are the main cause of their failure to come across the standards of their school not low intelligence. Another cause of school failure is depression due to family problems anxiety and learning disabilities. Students are enrolled are 2 to 11 times the same as dropouts when compared to underachieving or students tries hard but promoted. Students shows improvement after grade retention, particularly if additional instruction is given. Moreover, the result of retention or repeating is linked with poor “social adjustment, attitudes toward school, behavioral outcomes and attendance.” Retention is a sign of delinquency than socioeconomic status, race, or ethnicity and can be a sign of drug involvement and even teenage pregnancy.

Other harmful effects from retention includes low self-esteem of the student and mental inferiority that cause them to give up on their academics. It may also cause them to be the subject of ridicule and bullying by other students.

In 2012, study found that grade retention was the single greatest fear and after several years of increasing retention practices, it has repeated itself. In 2007 Gibson cited that this change reflects this problem like the loss of their loved ones or loss of their vision. Schools have promoted student's achievements rather than focusing on implementation of prevention from drop outs. They have been emphasizing student's development of their competencies and not on their problems with the intervention of the family, school, and community.

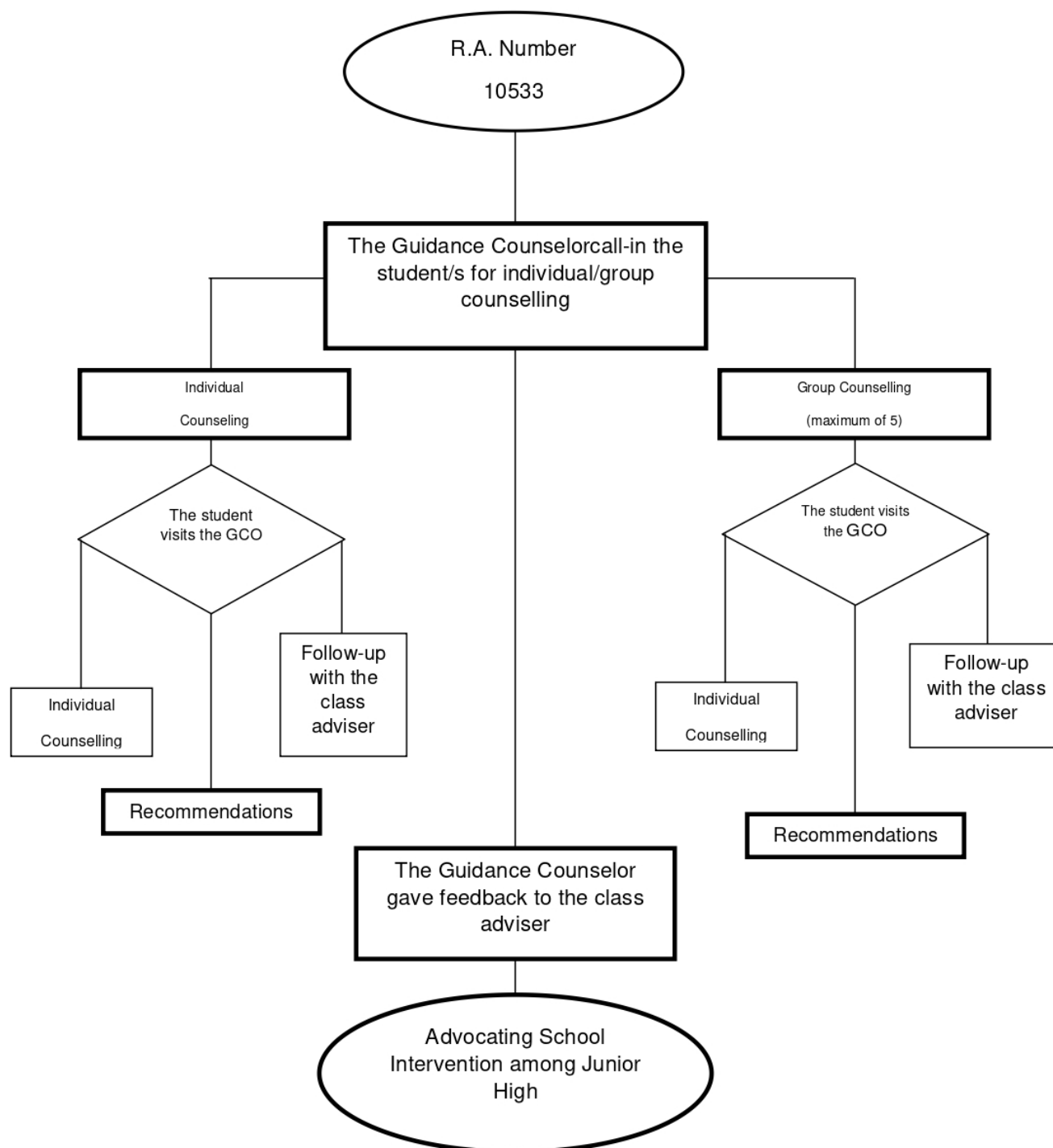
It was a failure on the part of the school when a student slips away from his peers and progressively disconnects from the system of education and resulted to dropping out before graduation. School failure usually occur during transitional stages. Failing or

lowering of grades usually are the symptoms of behavioral, emotional, or learning problems and more likely the cause. According to Schargel, 2012 there are major causes of students dropping out of school: 1. The child him/herself, 2. the family situation, 3. the community they live in and the school environment.

A research in 2008 by Anderson, Whipple, & Jimerson stated that retained students are more interested to act out and shows aggressiveness to have a history of suspension or expulsion, or display behaviors associated with Attention Deficit Hyperactivity Disorder and Conduct Disorder. Another factor in retained students is a large family size, education of parents and parent's participation, coordination to teachers and monitoring of their children.

In addition to their research were several explanations for the negative effects resulted to grade retention are: Lack of strategies as remedy to enhance social or cognitive competence of the students. A study made by Lavy, Paserman and Schlosser in 2007, they explained that part of repeaters in class has a negative and significant effect on the academic achievements of regular middle and high school students. A dropout student has a higher chances to be imprisoned during his or her lifetime compared to someone who graduated and have a diploma. A study carried out in 2010 to determine the factors that contributed to learners dropping out of the Secondary Education programmed. provided the following answers as qualifying factors: 1. lack of parental/self-motivation and alcohol abuse. 2. Difficulty to handle with part-time studies; 3. lack of financial support to pay for examination/transport 4. Expenditures due to long distances to schools, implying higher transport costs and 5. Pregnancies, early pregnancies and lack of family planning and proper education on reproductive health.

On the other hand, Education is one of the foundations of development, particularly in our country where high percentage of the population is of school age and fortunately, the Department of Education has released loads of data that permits us to shed light on the state of the Philippine education system.



**Figure 1 Conceptual Framework of the Study**

**Republic Act No. 10533.** An Act Enhancing the Philippine Basic Education System through firming its Curriculum and accumulate the number of Years for Basic Education, giving appropriate funds therefore and for other Purposes.

**The Guidance Counselor call-in the student/s for individual/group counselling.** Small group counseling provides students with assistance to improve skills in the areas of personal/social, academic and career development. Working with students in small groups is one strategy for helping students become more successful. Students who will benefit from working with the Professional School Counselor (PSC) in small groups may be recognized through observations during classroom guidance

activities, self-referral, or referral by parents, teachers, and peers. Small group counseling units and sessions address topics related to personal/social, academic and career development. The ultimate goal of small group counseling is to assist students with developing awareness of interpersonal issues, to develop strategies and skills to positively impact their school achievement and to increase appropriate social interaction skills.

**The Guidance Counselor gave feedback to the class adviser.** It draws on all of these areas. The academic advisor is sometimes the teacher, sometimes the career counselor and occasionally intervenes in a student's personal arena to obtain personal assistance for the student. In the course of an



academic advising relationship with a student, an advisor comes to appreciate the best way for that student to learn (What kind of classes work best for a student who is more or less intuitive? Can a student handle an independent study? Will a quiet, unassertive student blossom or wilt in a class that requires group projects?). As the advisor and student become more acquainted, they become more of a team with the advisor in the role of mentor, teaching and guiding the student, but working together toward a common goal and as in the career planning process working toward the student's desired academic outcome. When a personal problem threatens to sidetrack an advisee, the advisor finds appropriate assistance for the student.

**Advocating School Intervention among Junior High:** Improving student attendance is a major pre-occupation for many schools across the country. Though little educational research has focused on the relationship between attendance and student performance, some studies suggest that school attendance and student academic performance are closely associated.

The assumption is that when students are not in school, they cannot learn (Gottfried, 2010). Though this assumption seems plausible, the implied casual ordering of the relationship is not always clear. It was a failure on the part of the school when a student slips away from his peers and progressively disconnects from the system of education and resulted to dropping out before graduation it is a big challenge to provide an effective intervention among these students.

## THE PROBLEM

### Statement of the Problem

This research assessed the School Intervention Program at Matab-ang National High School during School Year 2019-2020 as basis for an action plan.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondent-groups as:
  - 1.1. student's:
    - 1.1.1. age
    - 1.1.2. gender;
  - 1.2. Teacher's:
    - 1.2.1. age and Gender
    - 1.2.2. highest educational attainment
    - 1.2.3. Number of years of teaching, and
    - 1.2.4. relevant training/seminar attended?
2. As perceived by the respondent groups, What is the level of Students' Intervention Program implementation as to:
  - 2.1. therapy Programs;

- 2.2. intervention Team Approaches;
- 2.3. supplemental Programs;
- 2.4. community/Home/ School Partnership Programs;
- 2.5. whole School Reform Programs?
3. Is there significant difference between perceptions of the respondent groups on the level of SIP implementations?
4. Based on findings, what action plan can be formulated?

### Significance of the Study

This study was conducted to determine the problems encountered by the dropouts, repeaters, "balik-arals", and students with failed grades in Matab-ang National High School for the SY 2019-2020, as basis for a proposed guidance intervention program. In this connection, the researchers believed that this study will benefit the following:

**Respondents:** It helps them find ways to continue their study and develop a positive perspective and interpersonal relationship.

**Parents:** It is a big help for parents to encourage their sons and daughters to pursue their studies and support their children's education.

**Guidance Counselors:** The findings of this study served as a benchmark to all guidance counselors, especially in public schools, to plan and develop a guidance program focusing on the services and activities to cater the needs of students who are at risk of dropping out of school and to lessen the number of students indifferent to their school environment;

**Barangay and Sangguniang Kabataan Officials:** The result of this study will be of assistance for youth empowerment and community involvement that would strengthen the area of youth welfare and development;

**The Government and the Department of Education.** The result of this study will help the government to support and guide the high school dropouts, repeaters, balik-arals and the students with failed grades by offering scholarship programs and other intervention programs that caters the need of the high school students especially from the public schools; and

**The Future Researchers:** The research findings of this study can somehow expound by other researchers or tackling other concerns of students from the public schools. This encourages further to determine the effectiveness of the services of the government and non-government institutions extended to school dropouts, repeaters, balik-arals and the students with failed grades.

## RESEARCH METHODOLOGY

### Research Methods

In this study, the descriptive-survey method was employed to identify the role and significance of the problems encountered by the dropouts, repeaters, balik-aral and students with failed grades in Matabang National High School. The aim of descriptive research is to verify formulated hypotheses that refer to the present situation in order to interpret it. The descriptive approach is quick and practical in terms of the financial aspect. Moreover, this method allows a flexible approach, thus, when important new issues and questions arise during the duration of the study, further investigation may be conducted.

A survey is a structured way of learning about a larger group of people by obtaining information from a representative sample of that particular group of people. Some of the advantages of a survey are that it describes the characteristics of a large population and there is no other method of observation, which can provide this general capability. It allows many questions to be asked about a given topic by giving considerable flexibility to the analysis.

Purposive sampling method was done for the sample selection. A purposive sample refers to the selection of units based on personal judgment rather than randomization. This judgmental sampling is in some way “representative” of the population of interest without sampling at random. Purposive sampling can be very useful for situations where it is needed to reach a targeted sample quickly and where sampling for proportionality is not the primary concern.

In relation with the study, the researchers identified the problems encountered by the dropouts, repeaters, “balik-arals”, and students with failed grades in Matabang National High School. It seeks to provide information and examine the relationship among variables.

### Environment

The study was conducted in Matabang National High School at Matabang, Toledo City which belongs at North District in Toledo City Division with 1,900 students population which offers six levels of secondary curriculum (gr.7, gr.8, gr.9 & gr. 10 and Senior high School and grade.8 level is the 2nd most populated curriculum level in the said school with 60 faculty members.

On the other hand Its Barangay Matabang Toledo City has a population of 6,706 and a land area of 11.11 square kilometers. Here is the brief history on the said barangay Matabang, long before it got its name, Matabang was not populated because there was no source of water nearby. Residents had to walk for kilometers to get water for drinking, bathing and washing dishes. Fortunato, an angler who lived there, called for a meeting together with the residents of the area used that they look for a source of water. The body decided to dig a well. However, since the area was near the seashore, many expressed their opposition to the proposal. Fortunato silenced their uncertainties by reciting this verse from the bible “if ye shall ask anything in my name, I will do it.” A religious person Fortunato fully believed this, and therefore asked his friends to pray for their success. A well was dug following the prayers, and to their surprise, the water was fresh, not salty. Thus, they called the place Matabang meaning “not salty.”

### Respondents

The respondents of the study are determined by randomly selected techniques as a requirement for the intended study. Specifically, on socio-economic, cultural, school location/environmental factors, differences in sex, levels of aspiration, attitudes, parental level of education and its perspective regarding the value of education it includes Grade 7, 8, 9, 10 students and the Junior High School Teachers.

**Table 1 Distribution of Respondents (N=250)**

Respondents	Population Size (N)	Percentage (%)
Grade 7 High School Students	60	24%
Grade 8 High School Students	60	24%
Grade 9 High School Students	60	24%
Grade 10 High School Students	60	24%
Junior High School Teachers	10	4%
<b>TOTAL</b>	<b>250</b>	<b>100%</b>



**Figure 2 Location Map of the Research Environment**

### Instruments

The survey questionnaire was adopted from Connecticut State Department of Education and used as an instrument in the main data-gathering of this study. The questionnaire is divided into two (2) sections such as survey questionnaire and the demographic profile. The demographic profile are the characteristics of the respondents in terms of age, gender, specific year level) and the student's status. The survey proper explores the problems encountered by the respondents. In this survey questionnaire, two choices were provided for every statement: Yes or No. The choices represent the agreement each respondent has on the given question.

Three(3)factors were used to determine the problems encountered by the dropouts, repeaters, balik-aral's and students with failed grades in Matab-ang National High School, these are: Family factor which includes the family situation and the financial issues of the respondents; School factor, which pertained to the respondent's concerns about the teachers, classmates, subjects and the school facilities ; and the Personal factor, that pertains to the respondent's health-related issues and other personal concerns.

### Gathering of Data

The following are the steps in data gathering:

**Preliminary Preparation:** A letter requesting approval to conduct the study was secured.

**Distribution of Questionnaire:** Upon approval, the questionnaires were personally to the pupils and teachers. Before filling up the survey questionnaire an explanation on the purpose of the study was discussed with the guidance counseling program in cooperation of Department of Education After the questionnaires were answered these were collected immediately.

### Treatment of data

The data gathered from the survey questionnaire were tallied, collated, tabled and subjected to the following statistical treatments.



**Weighted Mean:** This was used to determine the respondents' perception in the effectiveness of the program.

**t-test:** This was used to determine the significance between the mean validations on the use of the guidance counseling program.

### Scoring Procedure

The average weighted point of the weighted categories was used as the mean of the evaluated item. Thus, the following parametric scales was utilized to provide equal chances for each response category. For effective of the program. The following parametric scale will be used:

**Parametric Scale 1**

Weight	Category	Verbal Description
2.1-3.0	UNSURE	If Student Intervention Program adapted and implemented in Matab-ang National High School in Toledo City Division.
1.1-2.0	NO	If Student Intervention Program adapted and implemented in Matab-ang National High School in Toledo City Division.
0.1-1.0	YES	If Student Intervention Program adapted and implemented in Matab-ang National High School in Toledo City Division.

**Parametric Scale 2**

Weight	Category	Verbal Description
34.0-64.0	NOT EFFECTIVE (NE)	If Student Intervention Program adapted and implemented in Matab-ang National High School in Toledo City Division with low result?
1.0-33.0	EFFECTIVE (E)	If Student Intervention Program adapted and implemented in Matab-ang National High School in Toledo City Division with moderate results?
65.0-100	VERY EFFECTIVE (VE)	If Student Intervention Program adapted and implemented in Matab-ang National High School in Toledo City Division with high result?

### DEFINITION OF TERMS

For the purpose of clarity and better understanding of this study, the following terms were defined in the context of this investigation.

**Balik-aral:** It refers to the students who left school and decided to continue after several years of vacationing.

**Cohort Survival rates:** The number of students who were able to finish and reach the final grade and completed the required number of days in a school year.

**Dropout:** These are those students who left school and did not finish the respected educational program or school year.

**Dropout Rate:** These are the number of students who left school during the school year including those who accomplish the grade/year level but unable to continue for the next school year.

**Family Factor:** This refers to Problems experienced by the students regarding family matters including financial issues.

**Intervention Program:** This is the programs implemented to help to reduce the rate of dropping or preventing the students from doing it.

**Personal Factor:** Problems faced by the student that affected including studies including health problems, early pregnancy and the lack of self-confidence.

**Problems:** Anything that raised for an inquiry, an answer, consideration or solution. I also refers to the troubles experienced by student and even teachers.

**Public High School:** A government institution that offers free education for the public, whether national, regional or local. It is provided, and paid for, by public funding from taxation.

**Repeaters:** Are those students who repeated an educational course, usually one previously failed. It can also be referred to as having "held back."

**School Factor:** This refers to the school-related problems of the students that hinders them from performing well in school.



**Students with failed grades:** This refers to students who were unable to meet the grade to pass the particular subject.

**Therapy Programs:** The level of programs must be implemented and monitored by the guidance counseling team.

**SIP:** It refers to School Intervention Program which describes an exemplary model of a comprehensive school counseling program that has been developed to guide school improvements.

**Supplemental Programs:** It refers to suitable interventions that may help to improve the empowerment of youth & their families, bridge the social capital divide, & turn schools into community centers for a better place to learn and grow competitively.

## 2. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter reveals the reports or the findings from the current study. These are systematized by research question in order to present fully the themes that occurred within each category. The data are on profile of the respondent group perceptions on the implementation program, and significant difference on the perceptions.

### THE DEMOGRAPHIC PROFILE OF THE RESPONDENT GROUP

The demographic profile of the students and the teachers of Matabang National High School are discussed in this portion on Table 3 illustrated below. The 2<sup>nd</sup> column presented the grade level followed by the respondents age and gender.

**Table 3 Students and Teachers Age and Gender**  
**Students= 250**

Grade Level	Students			Teachers			Total
	Age	Male	Female	Age	Male	Female	
Junior Grade 7	13-14	28	32				60
Junior Grade 8	14-15	23	37				60
Junior Grade 9	15-16	18	42				60
Junior Grade 10	16-17	29	31				60
Junior High Teachers				24-44	4	6	10
Total:	240			10			250

Table 4 revealed the age for Junior 7 ranges 13 to 14 years old responded and counted 28 males and 32 females in terms of gender. Junior 8 ranges from 14 to 15 years old responded, 23 males and 37 females in terms of gender. Junior 9 range from 15 to 16 years old responded, 18 from males and 42 from females in terms of their gender. Junior 10, aged from 16 to 17 years old responded, 28 males and 32 females in terms of gender. For Junior high teachers age were from 22 to 44 years old responded, 4 from males and 5 from females in terms of gender. The total respondents answered in terms of age and gender were 250.

Therefore, the weighted mean difference from students were 96% and 4% from teachers in terms of demographic profile.

### HIGHEST EDUCATIONAL ATTAINMENT

The column 1 presented as the respondents, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> columns presented as the degree of the teachers acquired and the last column is the total of the respondents answered the question in terms of the teachers highest educational attainment.

**Table 5 Teacher's Highest Education Attainment**  
**Teachers=10**

Respondents	Degree			Total
	Bachelor's Degree	Master's Degree	Doctoral Degree	
Junior Grade 7 Teachers	3	1	0	4
Junior Grade 8 Teachers	1	1	0	2
Junior Grade 9 Teachers	1	1	0	2
Junior Grade 10 Teachers	0	1	1	2
Total:	5	4	1	10

Teachers Educational attainment illustrated that there were three (3) teachers attain Bachelor's Degree and 1 Master's Degree as their Highest Educational Attainment for Grade 7 students; 1 Bachelor's Degree and 1

Master's Degree for Grade 8 Teachers. For the Grade 9 Teachers was 1 Bachelor's Degree Master's, 1 Master's Degree as their Highest Educational Attainment. Lastly for the Grade 10 students, 0 for Bachelor's Degree, 1 Master's Degree and 1 Doctorate Degree as their Highest Educational Attainment.

Therefore, the highest Educational Attainment of the teachers of Matab-ang National School was 50% for Bachelor's Degree, 40% for master's Degree and 10% for Doctorate Degree for a of 100%.

**Table 6 Number of Years of Teaching  
Teachers= 10**

Respondents	Number of years of Teaching			Total
	1 to 10 Years	11-20 Years	21-30 Years	
Junior Grade 7 Teachers	4	0	0	4
Junior Grade 8 Teachers	0	2	0	2
Junior Grade 9 Teachers	0	0	2	2
Junior Grade 10 Teachers	0	0	2	2
Total:	4	2	4	10

As shows in Table 6, only 4 teachers experienced 1 to 10 years in teaching for Junior Grade 7. Two (2) teachers experienced 11 to 20 years in teaching for Junior grade 8. Two (2) teachers experienced 21 to 30 years in teaching for Junior grade 9 teachers. Two (2) teachers experienced 21 to 30 years in teaching for Junior grade 10 at Matab-ang National High School.

Therefore, there were 40% teachers experienced from 1-10 years in teaching; 20% teachers experienced from 11-20 years and 40% teachers experienced from 21-to 30 in teaching for a total of 100% teacher's teaching experience at Matab-ang National High School.

#### RELEVANT TRAINING/SEMINAR ATTENDED

The teacher's profile were broken down to three tables namely: Teacher's Highest Educational Attainment, Number of Years in Teaching and Relevant Training/Seminar Attended. Every table has respondent indicators and respondents. The total number of respondents was only 10.

#### PERCEIVED BY THE RESPONDENT-GROUPS THE LEVEL OF STUDENTS' INTERVENTION PROGRAM IMPLEMENTATIONS

The level of student's intervention program implementation was closely monitored by the program coordinator or the guidance counselors in the school. It has the following programs: Therapy, Intervention Team Approaches, Supplemental and Community/Home/ School Partnership Programs.

##### Therapy Programs

The level of therapy programs must be implemented and monitored by the guidance counseling team. Table 8, presents the necessary SIP Therapy programs such as: Coordinated services with trained professionals, Tend to focus on psychological or social issues confronting the student and Are most effective when they are tailored to the needs of the individual student. Based on these activities, it shows example how to perform. "Multi-systemic Therapy (Liberty Resources) and other types of therapy programs exist in your district.

**Table 8 Therapy Programs  
N= 240**

Supportive Intervention Program in terms of Therapy Program	Selected Respondents				
	Not Effective (NE)	Effective (E)	Very Effective (VE)	n	%
Coordinated services with trained professionals.	10	120	90	220	91.66
Tend to focus on psychological or social issues confronting the student.	20	110	100	230	95.83
Are most effective when they are tailored to the needs of the individual student.	10	110	100	220	91.66

The Table 8, discussed about the SIP in terms of Therapy Programs. The respondents answered 120 as Effective; 10 as Not Effective; 90 as Very Effective in terms of "Coordinated services with trained professionals"; 110; 20; and 100 responded in terms of "Tend to focus on psychological or social issues confronting the student; and 110;

10; and 100 responded in terms of” Are most effective when they are tailored to the needs of the individual student. The respondents answered the questions about the terms of SIP Therapy Programs was only 93.05%. Therefore, the interpretation of these SIP Therapy Program was “Very Effective” as implemented by the school organization.

### Intervention Team Approaches

The level of therapy programs must be implemented and monitored by the guidance counseling team. In Table 9 the data are measured by the SIP Intervention Team Approaches such as: Provide advanced preparation for students who are lagging behind their peers and can focus on academic, social, or psychological risk factors.

**Table 9 Intervention Team Approaches**  
N= 240

Supportive Intervention Program in terms of Intervention Team Approaches	Selected Respondents				
	Not Effective (NE)	Effective (E)	Very Effective (VE)	n	%
Provide advanced preparation for students who are lagging behind their peers	10	120	90	220	91.66
Can focus on academic, social, or psychological risk factors	20	110	100	230	95.83

Based in the Table 9, discussed about the SIP in terms of Intervention Team Approach. The respondents answered 120 as Effective; 10 as Not Effective; 90 as Very Effective in terms of “Provide advanced preparation for students who are lagging behind their peers”; 110; 20; and 100 responded in terms of” Tend to focus on psychological or social issues confronting the student. The respondents answered the questions about the terms of SIP Intervention Team Approaches was only 93.745%.

Therefore, the interpretation of these SIP Intervention Team Approaches was “Very Effective” as implemented by the guidance counsellor.

### Supplemental Programs

The level of therapy programs must be implemented and monitored by the guidance counseling team. In column 1, presented the necessary SIP Supplemental programs such as: Focus on adding to the resources and experiences of the most at-risk students, Provide support to peer groups and Enhanced learning opportunities for those students deemed most at-risk.

**Table 10 Supplemental Programs**  
N= 240

Supportive Intervention Program in terms of Supplemental Programs	Selected Respondents				
	Effective (E)	Not Effective (NE)	Very Effective (VE)	n	%
Focus on adding to the resources and experiences of the most at-risk students	120	10	90	220	91.66
Provide support to peer groups	110	20	100	230	95.83
Enhanced learning opportunities for those students deemed most at-risk.	110	10	100	220	91.66

The Table 10, discussed about the SIP in terms of Supplemental Programs. The respondents answered 120 as Effective; 10 as Not Effective; 90 as Very Effective in terms of “Focus on adding to the resources and experiences of the most at-risk students”; 110; 20; and 100 responded in terms of” Provide support to peer groups; and 110; 10; and 100 responded in terms of” Enhanced learning opportunities for those students deemed most at-risk.. The respondents answered the questions about the terms of SIP Supplemental Programs was only 93.05%.

Therefore, the interpretation of these SIP Supplemental Program was “Very Effective” as implemented by the school organization.

### Community/Home/ School Partnership Programs

The level of therapy programs must be implemented and monitored by the guidance counseling team. In column 1, presented the necessary SIP Community/Home/ School Partnership Programs such as: Home/School



Partnerships: Seek to bridge the divide between the family and the school. The best ones develop a sense of ownership and responsibility and Community partnerships.

**Table 11 Community/Home/ School Partnership Programs**  
N= 240

Supportive Intervention Program in terms of Community/Home/ School Partnership Programs	Selected Respondents				
	Not Effective (NE)	Effective (E)	Very Effective (VE)	N	%
Home/School Partnerships: Seek to bridge the divide between the family and the school. The best ones develop a sense of ownership and responsibility	10	120	90	220	
<b>Percent Total:</b>	<b>4.54</b>	<b>54.54</b>	<b>40.91</b>		<b>100%</b>
Community partnerships	20	110	100	230	
<b>Percent to Total:</b>	<b>4.54%</b>	<b>54.55%</b>	<b>40.91%</b>	<b>100</b>	<b>100%</b>

As revealed in Table 11, the SIP in terms of Community/Home/ School Partnership Programs. The respondents answered 120 as Effective; 10 as Not Effective; 90 as Very Effective in terms of “Provide advanced preparation for students who are lagging behind their peers”; 110; 20; and 100 responded in terms of” Tend to focus on psychological or social issues confronting the student. The respondents answered the questions about the terms of SIP Community/Home/ School Partnership Programs was only 93.745%.

Therefore, the interpretation of these SIP Community/Home/ School Partnership Programs was “Very Effective” as implemented by the guidance counselor.

### Whole School Reform Programs

The level of therapy programs must be implemented and monitored by the guidance counseling team. In column 1, presented the necessary SIP Therapy programs such as: Change every aspect of the school’s environment, seek to align all of the school’s cognitive, affective, and social efforts under a single guiding vision and usually involve the other four SIP types as components of the reform effort.

**Table 12 Whole School Reform Programs**  
N= 240

Supportive Intervention Program in terms of Whole School Reform Programs	Selected Respondents				
	Not Effective (NE)	Effective (E)	Very Effective (VE)	n	%
Change every aspect of the school’s environment, seek to align all of the school’s cognitive, affective, and social efforts under a single guiding vision.	10	120	90	220	91.66
<b>Percent total:</b>	4.54	54.55	40.91		100%
Usually involve the other four SIP types as components of the reform effort.	110	20	100	230	95.83
<b>Percent total:</b>	8.69	47.83	43.48		100%

Based in the Table 12, discussed about the SIP in terms of Whole School Reform Programs. The respondents answered 120 as Effective; 10 as Not Effective; 90 as Very Effective in terms of “Change every aspect of the school’s environment, seek to align all of the school’s cognitive, affective, and social efforts under a single guiding vision”; 110; 20; and 100 responded in terms of” Usually involve the other four SIP types as components of the reform effort.

The respondents answered the questions about the terms of SIP Whole School Reform Programs was only 93.745%.

Therefore, the interpretation of these Whole School Reform Programs was “Very Effective” as implemented by the guidance counsellor.

## SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTION OF RESPONDENT GROUPS ON THE SIP LEVEL OF IMPLEMENTATIONS

The Table 13, discussed the Perception of the responds: the students and the Teachers. The significant relationship between the identified profile variables and the SIP level of implementations was discussed after the table presentation.

**Table 13 Significant difference between the perception of the respondents on the SIP level of implementations**

**N=250**

Perception of the Respondents	Teachers (N=10)		Learners (N=240)		Computed t-value	Critical t-value $\alpha=0.05$ two tailed test	Decision
	X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>			
School Intervention Program at Matab-ang National High School	4.67	0.13	4.65	0.15	0.36	2.04	Do not reject Ho

As revealed in Table 13, the result on the Significant difference between perception of the students and teachers on the SIP level of Implementations of the respondent groups of Matab-ang National High School, Matab-ang, Toledo City, Cebu. It shows that the teachers has a weighted mean of 4.67 with the standard deviation of 0.13; shows that the learners has a weighted mean of 4.65 with the standard deviation of 0.15. The computed t-value is 0.36 lesser than the critical t-value of 2.04 at alpha level of 0.05, two tailed test. Therefore the null hypothesis, which states: "There is no significant difference between the perception of students and teachers on the SIP level of Implementations is accepted.

This means that both the teachers and the learners have the same SIP level of implementations, hence the learning exercises is Highly Acceptable and based on their performance.

This implies that the quality instruction can be given by the respective teachers and learners through simplified learning exercises through the use of SIP implementation.

### 3. SUMMARY AND RECOMMENDATIONS

This chapter presents the finding of the study, summary, recommendations and conclusions based on the results and interpretation of data from the previous chapter. It also presents the Scheme of Implementation of the Student's Intervention Program of Matab-ang National High School. The purpose of the study and of the researcher is to create SIP Implementation that can be an improvement as well as prevention for Grade 7, 8, 9 and 10 students in making absences and in leaving school.

#### SUMMARY

The main purpose of this study is to create SIP Implementation that can be an improvement and prevention for Grade 7, 8, 9 and 10 students of Matab-ang National High School Department of Education Toledo City Division, Toledo City Cebu during the academic year 2021-2022.

#### FINDINGS

The findings are a summary based on responses made by the teachers interviewed First, No common factor that the Students Intervention Programs (SIP) will not succeed after its implementation Second, In the first year of operation, insufficient support from leaders and other staff of the school were presented and lastly the timetable was the most important factor to prevent the structured, sequential, intensive form of assistance appropriate to the program.

### CONCLUSION

Based on the respondent's answered with respect to the improvement of the School Intervention Program, the researcher must implement the Scheme of Students Intervention Program at Matab-ang National High School, Department of Education, Toledo City Division, Matab-ang, Toledo City.

### RECOMMENDATION

This study has identified the following key aspects of intervention for improving the literacy skills of students as well as developing their potentials and likewise to the teachers, that is why it is highly recommended.

1. Positive relationships between teacher and students by providing a designated teacher for intervention will be promoted.
2. At least three to five sessions of open intensive instruction per week will be provided.
3. Experienced literacy teachers to facilitate the intervention program will be maximized.
4. Maintaining flexible program to cater student's diversity of learning needs and interests.
5. Teacher's extended support to mainstreaming classes.
6. Evaluate skills using a range of procedures through close monitoring and collecting of evidences.

7. Ensure that the whole school supported the program promoting for literacy improvement.
8. Allotting a warm, inviting room for those students who likely to withdraw from the program.
9. Development for all teachers' knowledge, skill about literacy learning and expanding; and
10. Teachers collects appropriate professional skill and development.

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