



# **SCHOOL PRACTICES ON PROVISIONS OF PSYCHOSOCIAL SUPPORT TO TEACHERS OF PEDRO GUEVARA MEMORIAL NATIONAL HIGH SCHOOL : BASIS FOR PROPOSED SEMINAR / WORKSHOP ON COUNSELING PROGRAM TO TEACHERS**

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## **ABSTRACT**

*This study examined the impact of the work environment and psychosocial factors on teachers' health and performance. It focused on the provision of psychosocial support in a school, teachers' psychosocial skills, and their correlations.*

*The study used a descriptive research method, with 80 teachers from Pedro Guevara Memorial National High School as respondents. A five-point Likert questionnaire was employed for data collection. The analysis included weighted mean and Spearman rho correlation coefficient.*

*Results showed that the school effectively provided psychosocial support for teachers, and teachers demonstrated strong psychosocial skills, likely due to this support. The study also found significant correlations between teachers' profiles and their psychosocial skills, including the number of children, problem-solving skills, and role responsibilities.*

*Additionally, significant correlations were identified between the school's psychosocial support practices and the development of positive identity, management skills, and group effectiveness skills among teachers.*

## **I. CONTEXT AND RATIONALE**

Human Resources are the most important resource in any institution. In the education sector, teachers are the most important resource. The effectiveness of the transfer of learning depends on the effectiveness of teachers. The increasing occupational problems of teachers are presented by the number of assigned activities, which exceed those traditionally allocated to this profession.

Teaching is characterized by overcrowded classrooms. The presence of unhealthy factors and the inadequacy of the institution, when added to the increased workload, these deficiencies may cause discomfort and dysfunction. The work environment and psychosocial factors have been largely responsible for the health problems of teachers.

In addition, the different forms of work are reflected in their organizational aspect which may cause various consequences. It can compromise work performance and the quality of life for teachers. According to the World Health Organization (WHO), quality of life refers to the individual's perceptions of their life position, in the context of culture and the system of values in which they live.

The Department of Education recognized the importance of Human Resources in the effective and sustainable delivery of education objectives, as part of the recognition that Human resource development is a part of the research topic adopted in the Adaptation in Basic Education Agenda DepEd Order #36 series of 2016. The themes generally supported DepEd's overall mandate, each theme has unique contributions to the Department's target outcomes and mission.

For instance, Child Protection directly enhances the access outcome, while Teaching and Learning squarely impact the quality of education. In the same manner, the identified themes dovetail with the Department's mission, particularly its four key stakeholders. Teaching and Learning respond to students' and teachers' needs, Child Protection focuses on the students, Human Resource Development addresses concerns of teaching and non-teaching staff, and Governance centers on administration and stakeholder engagement.



Teachers have been increasingly presented with significant occupational health problems. They have been assigned an increasing number of activities, which exceed those traditionally allocated to this profession. These activities were held mainly responsible for the success or failure of educational results.

The teaching profession is characterized by overcrowded classrooms, the presence of unhealthy factors, and the structural inadequacy of the institutions. When added to the increased workload, these deficiencies may cause discomfort and dysfunction. They stem from the lack of rest breaks, a situation that contributes to high absenteeism and job abandonment. The work environment and psychosocial factors have been considered largely responsible for the health problems observed in teachers. Psychosocial aspects refer to the interaction between work environment, content and conditions, worker capacity, needs, culture, and extra-work personal elements, which may according to perception and experience, influence health, satisfaction, and work performance.

Therefore, the assessment of these aspects may be fundamental for the prevention of occupational diseases and in promoting workers' health. The model developed by Karasek (2012), denominated Demand-Control and analyzes factors related to the psychosocial characteristics of work, considering occupational stress as a result of the differences between working conditions and the response capacity of workers involved in task performance and the level of control available to meet their demands.

The aforementioned model focused on two psychosocial dimensions of work: control over work and the psychological demand of the professional activities developed. Control corresponds to the use and development of skills, such as the need to learn new practices, repetition level, creativity, diversified tasks, and the development of special individual skills. Psychological demands include requirements imposed on workers in the course of their activities.

## II. INNOVATION, INTERVENTION, AND STRATEGY

The study is designed to determine the School Practices in the Provision of psychosocial support for teachers in Pedro Guevara Memorial National High School in the Division of Laguna district of Santa Cruz. The findings of this study will give a window of opportunity for assessment of the practices of the school in providing the necessary psychosocial support for teachers.

## III. RESEARCH QUESTIONS

The purpose of this study is to determine the level of School Practices on the Provisions of Psychosocial Support and its relation to the level of psychosocial skills of teachers of Pedro Guevara Memorial National High School (PGMNHS).

Specifically, it will seek to answer the following questions:

1. What is the level of teachers' psychosocial skills in terms of:
  - a. Positive identity formation:
    - i. Personal growth and reflective thinking skills;
    - ii. Commitment;
    - iii. Optimism; and
    - iv. Accomplishment and pride?
  - b. Management skills formation:
    - i. Goal setting skills;
    - ii. Problem-solving skills; and
    - iii. Networking skills?
  - c. Group effectiveness skills formation:
    - i. Group communication;
    - ii. Roles and responsibilities; and
    - iii. Positive group dynamics?
2. Is there a significant relationship between school practices on the provisions of psychosocial support to teachers and the teachers' psychosocial skills?
3. What seminar/workshop on the counseling program for teachers may be proposed based on the analysis of the variables.?

## IV. ACTION RESEARCH METHODS

### A. Participants or Sources of Data

The eighty (80) teachers – respondents for this study are selected using a purposive sampling technique. This sampling technique is a non – probability sampling where each member of the population does not have an equal chance of being selected as a respondent of this study. The respondents have specific characteristics needed for this research.

### B. Data Gathering Method

To determine the level of school practices on the provisions of psychosocial support and its relationship to the level of psychosocial skills of teachers, researchers-made, a Likert type of questionnaire was used. The research instrument



consists of three parts. Part I is about the demographic profile of the respondents. Part II is comprised of school practices on the provisions of psychosocial support to teachers. Part III is about the teachers' psychosocial skills. Below are the scale, range, and interpretation of the responses on the level of school practices on the provisions of psychosocial support and the level of psychosocial skills of teachers.

| Scale | Range       | Verbal Interpretation              |                                 |
|-------|-------------|------------------------------------|---------------------------------|
|       |             | Provisions of Psychosocial Support | Psychosocial Skills of Teachers |
| 5     | 4.20 - 5.00 | Highly Implemented                 | Highly Manifested               |
| 4     | 3.40 - 4.19 | Moderately Implemented             | Moderately Manifested           |
| 3     | 2.60 - 3.39 | Seldom Implemented                 | Seldom Manifested               |
| 2     | 1.80 - 2.59 | Implemented                        | Manifested                      |
| 1     | 1.00 - 1.79 | Not Implemented                    | Not Manifested                  |

**C. Data Analysis Plan**

The researcher will do an extensive search for readings from books, unpublished theses, journals, magazines, and the internet to support the paradigm of this study. It is then followed by validation and reliability analysis of the researcher-made questionnaire by the researcher's adviser. The researcher then proceeds to secure the necessary permission from the Office of the Schools Division Superintendent regarding the conduct of this study. With permission from the Office of the Schools Division Superintendent secured the researcher and then ask permission from the Office of the School Principal to conduct the survey.

Before distributing the research questionnaires, assistance is sought by the researcher from the PGMNHS year level Coordinators on its distribution. The completed questionnaires will be collected. The data from the retrieved questionnaires will be summarized, tabulated, analyzed, and interpreted using the proper statistical tools.

**V. RESULTS AND DISCUSSION**

**Table 1**

**CORRELATION BETWEEN TEACHERS' PROFILE AND POSITIVE IDENTITY FORMATION**

| PROFILE  | $r_s$ value | p-value | Interpretation  |
|--|-------------|---------|-----------------|
| <b>Net Monthly Income</b>                      |             |         |                 |
| Personal Growth and Reflective Thinking Skills | 0.113       | 0.319   | Not Significant |
| Commitment                                     | 0.165       | 0.143   | Not Significant |
| Optimism                                       | 0.077       | 0.497   | Not Significant |
| Accomplishment and Pride                       | 0.142       | 0.210   | Not Significant |
| <b>Number of Children</b>                      |             |         |                 |
| Personal Growth and Reflective Thinking Skills | 0.082       | 0.467   | Not Significant |
| Commitment                                     | 0.125       | 0.271   | Not Significant |
| Optimism                                       | 0.140       | 0.217   | Not Significant |
| Accomplishment and Pride                       | 0.158       | 0.163   | Not Significant |

*Legend: \*\*Significant at p-value < 0.05, Significant*

Table 1 is about the correlation between teachers' profile and positive identity formation. Based on Table 3.1, no significant correlation exists between teachers' profile and positive identity formation (p – values > 0.05). The level of personal growth and reflective thinking skills, commitment, optimism and accomplishment and pride is not significantly related to net monthly income and number of children of teachers.



**Table 2**

**CORRELATION BETWEEN TEACHERS' PROFILE AND MANAGEMENT SKILLS FORMATION**

| PROFILE                   |                        | $r_s$ value | p-value | Interpretation  |
|---------------------------|------------------------|-------------|---------|-----------------|
| <b>Net Monthly Income</b> | Goal Setting Skills    | 0.129       | 0.253   | Not Significant |
|                           | Problem Solving Skills | 0.078       | 0.494   | Not Significant |
|                           | Networking Skills      | 0.134       | 0.237   | Not Significant |
|                           | <hr/>                  |             |         |                 |
| <b>Number of Children</b> | Goal Setting Skills    | 0.195       | 0.084   | Not Significant |
|                           | Problem Solving Skills | 0.221       | 0.049** | Significant     |
|                           | Networking Skills      | 0.167       | 0.139   | Not Significant |
|                           | <hr/>                  |             |         |                 |

*Legend: \*\*Significant at p-value < 0.05, Significant*

Table 2 is about the correlation between teachers' profile and management skills formation. Based on the table 3.2, there exist a positive, significant monotonic relationship between number of children and problem solving skills of teachers (p-value < 0.05). Since the  $r_s$  value is positive, this implies that teachers – respondents with at least two children really used their problem solving skills. The other correlations are not significant (p – values > 0.05).

**Table 3**

**CORRELATION BETWEEN TEACHERS' PROFILE AND GROUP EFFECTIVENESS SKILLS**

| PROFILE                   |                            | $r_s$ value | p-value | Interpretation  |
|---------------------------|----------------------------|-------------|---------|-----------------|
| <b>Net Monthly Income</b> | Group Communication        | 0.137       | 0.225   | Not Significant |
|                           | Roles and Responsibilities | 0.082       | 0.471   | Not Significant |
|                           | Positive Group Dynamics    | 0.107       | 0.345   | Not Significant |
|                           | <hr/>                      |             |         |                 |
| <b>Number of Children</b> | Group Communication        | 0.122       | 0.282   | Not Significant |
|                           | Roles and Responsibilities | 0.260       | 0.020   | Significant     |
|                           | Positive Group Dynamics    | 0.126       | 0.266   | Not Significant |
|                           | <hr/>                      |             |         |                 |

*Legend: \*\*Significant at p-value < 0.05, Significant*

Table 3 is about the correlation between teachers' profile and group effectiveness skills of teachers. Based on Table 3.3, there is a positive, significant monotonic relationship between number of children and roles and responsibilities of teachers (p – value < 0.05). Teachers – respondents with at least two children do have specific roles and perform specific responsibilities in an organization compared to teacher – respondents with less than two children. The other correlations are not significant (p – values > 0.05).

There are no values for the correlation between marital status of teachers and their psychosocial skills since marital status is a nominal variable.

**Table 4**

**CORRELATION BETWEEN SCHOOL PRACTICES ON THE PROVISIONS OF PSYCHOSOCIAL SUPPORT AND POSITIVE IDENTITY FORMATION**

| SCHOOL PRACTICE                       |  | $r_s$ value | p-value | Interpretation |
|---------------------------------------|--|-------------|---------|----------------|
| <b>Teacher's Continuous Education</b> | Personal Growth and Reflective Thinking Skills | 0.486       | 0.000   | Significant    |
|                                       | Commitment                                     | 0.360       | 0.000   | Significant    |
|                                       | Optimism                                       | 0.297       | 0.007   | Significant    |
|                                       | Accomplishment and Pride                       | 0.351       | 0.001   | Significant    |
|                                       | <hr/>  |             |         |                |



| <b>Counselling</b>                             |       |       |                 |  |
|--|-------|-------|-----------------|--|
| Personal Growth and Reflective Thinking Skills | 0.496 | 0.000 | Significant     |  |
| Commitment                                     | 0.340 | 0.002 | Significant     |  |
| Optimism                                       | 0.177 | 0.116 | Not Significant |  |
| Accomplishment and Pride                       | 0.320 | 0.004 | Significant     |  |
| <b>Spiritual Support</b>                       |       |       |                 |  |
| Personal Growth and Reflective Thinking Skills | 0.411 | 0.000 | Significant     |  |
| Commitment                                     | 0.257 | 0.021 | Significant     |  |
| Optimism                                       | 0.220 | 0.050 | Not Significant |  |
| Accomplishment and Pride                       | 0.350 | 0.001 | Significant     |  |
| <b>Group Support</b>                           |       |       |                 |  |
| Personal Growth and Reflective Thinking Skills | 0.485 | 0.000 | Significant     |  |
| Commitment                                     | 0.392 | 0.000 | Significant     |  |
| Optimism                                       | 0.258 | 0.021 | Significant     |  |
| Accomplishment and Pride                       | 0.348 | 0.002 | Significant     |  |

Legend: \*\*Significant at  $p$ -value  $< 0.05$ , Significant

Table 4 is about the correlations between school practice on the provision of psychosocial support and positive identity formation of teachers. Significant correlation exists between school practice on the provisions of psychosocial support and positive identity formation ( $p$ -values  $< 0.05$ ) except for the correlations between counselling and optimism and spiritual support and optimism ( $p$ -values  $> 0.05$ ). The significant  $r_s$  values are all positive. This means that if the provisions of school psychosocial are highly implemented by the school then the teachers really act on their positive identity formation.

These results are supported by the findings of Lyigodan (2011). He cited factors that affect the engagement of teachers in continuous education. The list includes changes in the educational system, the teaching environment and the lack of feeling of well-being. This implies that in order for teachers to engage in professional development school should take into account their psychosocial well-being and their environment as well.

Also, Dik et. al (2017), mentioned in their study that supporting human strengths, personal growth, and well-being results to a career development in the workplace. Further, it suggests that the support of school leaders in the personal growth of teachers is essential because it will motivate them to engage in higher education to further enhance their skills.

**Table 5**

**CORRELATION BETWEEN SCHOOL PRACTICE ON THE PROVISIONS OF PSYCHOSOCIAL SUPPORT AND MANAGEMENT SKILLS FORMATION**

| <b>SCHOOL PRACTICE</b>                | <b><math>r_s</math> value</b> | <b>p-value</b> | <b>Interpretation</b> |
|---------------------------------------|-------------------------------|----------------|-----------------------|
| <b>Teacher's Continuous Education</b> |                               |                |                       |
| Goal Setting Skills                   | 0.388                         | 0.000          | Significant           |
| Problem Solving Skills                | 0.393                         | 0.000          | Significant           |
| Networking Skills                     | 0.361                         | 0.001          | Significant           |
| <b>Counselling</b>                    |                               |                |                       |
| Goal Setting Skills                   | 0.296                         | 0.008          | Significant           |
| Problem Solving Skills                | 0.294                         | 0.008          | Significant           |
| Networking Skills                     | 0.389                         | 0.000          | Significant           |



| <b>Spiritual Support</b> |                        |       |       |             |
|--------------------------|------------------------|-------|-------|-------------|
|                          | Goal Setting Skills    | 0.300 | 0.007 | Significant |
|                          | Problem Solving Skills | 0.356 | 0.001 | Significant |
|                          | Networking Skills      | 0.481 | 0.000 | Significant |
| <b>Group Support</b>     |                        |       |       |             |
|                          | Goal Setting Skills    | 0.302 | 0.006 | Significant |
|                          | Problem Solving Skills | 0.397 | 0.000 | Significant |
|                          | Networking Skills      | 0.329 | 0.003 | Significant |

Legend: **\*\*Significant at  $p$ -value < 0.05, Significant**

Table 5 is about the correlations between school practice on the provision of psychosocial support and management skills formation of teachers. Management skills formation of teachers and school practice on the provisions of psychosocial support to teachers' continuous education, counselling, spiritual and group support are significantly correlated ( $p$ -values < 0.05). The computed  $r_s$  values are all positive which indicate positive monotonic relationships among the variables. These significant correlations suggest that if the provisions of psychosocial support is highly implemented then the teachers actually used their management skills formation in terms of goal setting, problem solving and networking skills.

Counseling was another psychosocial support which may affect the psychosocial skills of teachers. In fact, Vand der Rijt et al. (2013) emphasized in his study that the use of counseling in problem solving approach is effective. In today's modern times, teachers are experiencing diverse learners with diverse attitudes and conflicts. Thus, counseling helps in addressing this diversity.

Additionally, Kappes and Shrout (2011) showed that having support group leads to the development of personal goal of an individual which leads to their own personal success. This study implies that there is a direct relationship between having group support and the enhancement of goal setting skills of an individual.

**Table 6**

**CORRELATION BETWEEN GROUP EFFECTIVENESS SKILLS FORMATION AND SCHOOL PRACTICE ON THE PROVISIONS OF PSYCHOSOCIAL SUPPORT**

| <b>SCHOOL PRACTICE</b>                |                            | <b><math>r_s</math> value</b> | <b>p-value</b> | <b>Interpretation</b> |
|---------------------------------------|----------------------------|-------------------------------|----------------|-----------------------|
| <b>Teacher's Continuous Education</b> | Group Communication        | 0.314                         | 0.005          | Significant           |
|                                       | Roles and Responsibilities | 0.205                         | 0.067          | Not Significant       |
|                                       | Positive Group Dynamics    | 0.327                         | 0.003          | Significant           |
| <b>Counselling</b>                    | Group Communication        | 0.235                         | 0.036          | Significant           |
|                                       | Roles and Responsibilities | 0.350                         | 0.001          | Significant           |
|                                       | Positive Group Dynamics    | 0.176                         | 0.119          | Not Significant       |
| <b>Spiritual Support</b>              | Group Communication        | 0.337                         | 0.002          | Significant           |
|                                       | Roles and Responsibilities | 0.444                         | 0.000          | Significant           |
|                                       | Positive Group Dynamics    | 0.330                         | 0.003          | Significant           |
| <b>Group Support</b>                  | Group Communication        | 0.235                         | 0.036          | Significant           |
|                                       | Roles and Responsibilities | 0.382                         | 0.000          | Significant           |
|                                       | Positive Group Dynamics    | 0.301                         | 0.007          | Significant           |

Legend: **\*\*Significant at  $p$ -value < 0.05, Significant**

Table 6 is about the correlations between group effectiveness skills formation and school practice on the provision of school support to teachers. There is a significant correlation between group effectiveness skills formation and school practice on the provisions of psychosocial support to teachers ( $p$ -values < 0.05) except for the correlation between teachers' continuous education and roles and responsibilities as well as the correlation between counselling and positive group dynamics ( $p$ -values > 0.05). The significant  $r_s$



values are all positive which indicate positive monotonic relationships among the variables. These significant correlations suggest that if the provisions of psychosocial support is highly implemented then the teachers really performed group effectiveness skills formation.

The results above are affirmed by Mousa and Alas (2016). Based on their study, meaningful work and sense of community due to spiritual group has a signification relationship with the aforementioned organizational commitments. Further, having spiritual group in an organization serves as foundation for its members to be committed in the organization. In addition, Chawla and Guda (2010), stated that a workplace which has a spiritual group tends to be more committed and productive. Moreover, it suggests that spirituality positively affects the work ethics of an individual.

Group support is significantly related to the level of commitment of teachers. In the study of Tuna and Aslan (2018), there is a meaningful, positive and low-level relationship between perceived social support and organizational commitment. Teachers' support group most of the time are from their husband, and sometimes from their students. This study, also suggests that teachers have the lowest commitment if the compliance is based on their own benefits while it has highest commitment if the compliance is based on the internalization of norms and values of the school.

**VI. RECOMMENDATIONS**

**THE SIGNIFICANT FINDINGS OF THIS STUDY PROVIDE BASES FOR THE LIST OF RECOMMENDATIONS BELOW.**

1. The provisions of psychosocial support to teachers in terms of continuous education, counseling, spiritual and group support should always be highly implemented in order for the teachers to have a sound level of psychosocial skills. Eventually, this practice will further the goals of the organization.
2. Create a school committee with the responsibility of handling the psychosocial health and psychosocial issues of the teachers. This committee will take the lead in directing the psychosocial skills of teachers to reducing work – related stress.
3. Make a parallel study on the effect of psychosocial support provided by the school to psychosocial skills of teachers. In order for this parallel study to be robust include variables like rank of the teachers, their length of service and sex. Define continuous education in terms of level, type and number of seminars; counseling in terms of number of times they sought counsel from a professional; and spiritual and group support in terms of attendance to event or activity related to spirituality and group support dynamics. Also, include reliability analysis of the research instrument that will be used. Factor analysis or Cronbach's alpha are some of the known statistical tools that are used for checking the scale reliability of a research instrument. Factor analysis requires a large sample size but Cronbach's alpha does not.

**Action Research Work Plan and Timelines**

| ACTIVITIES   | Feb 2023 | Mar 2023 | Apr 2023 | May 2023 | Jun 2023 |
|--|----------|----------|----------|----------|----------|
| 1. Preparation of Action Research Proposal           |          |          |          |          |          |
| 2. Submission of Action research Proposal            |          |          |          |          |          |
| 3. Distribution of Questionnaires to the respondents |          |          |          |          |          |
| 4. Collection, Analysis, and interpretation of Data  |          |          |          |          |          |
| 5. Submission of Action Research Terminal Report     |          |          |          |          |          |

**Cost Estimates**

| ACTIVITY   | ELIGIBLE EXPENDITURES | QUANTITY  | COST                 |
|--|-----------------------|---|----------------------|
| Constructing, Conceptualizing, and Printing Research Materials | Supplies              | • 1 Set (Epson L210 ink Bottle set of 4 Colors Genuine) | Php. 1,060.00        |
|  |                       | • 4 Reams (Paper One A4-80 gsm)                         | Php. 680.00          |
| <b>Total Cost:</b>   |                       |   | <b>Php. 1,740.00</b> |



**Plans for Dissemination and Utilization**

| DISSEMINATION OF ACTIVITIES                                     | Jul 2023 | Aug 2023 | Sept 2023 | Nov 2023 | Dec 2023 |
|---|----------|----------|-----------|----------|----------|
| 1. Reporting and Sharing the Results through Training/Workshops |          |          |           |          |          |
| 2. Rolling Out to other Schools                                 |          |          |           |          |          |
| 3. Publishing and continuous sharing with other educators.      |          |          |           |          |          |

**PROPOSED SEMINAR/WORKSHOP ON COUNSELING PROGRAM TO TEACHERS OF PEDRO GUEVARA MEMORIAL NATIONAL HIGH SCHOOL**

**INTRODUCTION**

The different attitudes of people affect work, socialization and personal development. Within twenty years of teaching at PGMNHS, the researcher observed different behaviors of teachers; various manners of teachers prompted the researcher to study which could help them improve the teaching of values education. This research study shows the school's best practices which will guide teachers to understand themselves and the people around them. Also, through this, he would find out why these teachers behave differently from one another and everyone's needs can be met. If this matrix can be carried out, teachers may fully understand how they will be happy and satisfied with their work and to anything that is work-related. Their human relations may improve; the way they treat others would be very ideal which may be imitated by whoever experience or witness that kind of conduct. Having a good organization within the school shows a friendly attitude towards each of all genres

**RATIONALE**

Based on the memorandum issued by the Department of Education (DepEd), D.O. # 39 s 2016 specifically known as “Adoption of the Basic Education Research Agenda. Its main purpose is to ensure that the Department of Education is sustaining and continuously improves itself to better serve its stakeholders. It is through sound and evident researches, the department would be able to deliver and can draw lessons from past and existing education programs and identify ways to improve them. Policy studies can define problems and generate possible solutions. Social experiments can compare the effects of school interventions, and weed out ineffective from promising ones.

The focus of this study is one of the research agenda which is the Teaching and Learning that responds to students and teachers’ needs. Definitely, psychosocial skills of teachers should be considered in any teaching-learning process. The researcher asked the school’s guidance counselor what study can be done based on this subject. Also, he approached some people who are knowledgeable about the concentration of this study entitled: **SCHOOL PRACTICES ON PROVISIONS OF PSYCHOSOCIAL SUPPORT**

**TO TEACHERS OF PEDRO GUEVARA MEMORIAL NATIONAL HIGH SCHOOL DISTRICT OF SANTA CRUZ DIVISION OF LAGUNA: BASIS FOR PROPOSED SEMINAR / WORKSHOP ON COUNSELING PROGRAM TO TEACHERS.**

As the researcher further studied the proposition, he found out that one of the results that emerged from the teacher respondents was that the Counseling program had the lowest points. It is in this light and the reason behind this Proposed Seminar / Workshop on Counseling Program to teachers wherein teachers may improve and/ or enhance their individual and social relationships. This is also for the betterment of learners in general.

**OBJECTIVES**

The Proposed Seminar/ Workshop on Counseling Program to Teachers has the following goals:Determine the different psychosocial supports needed by the teachers;

1. Enhance the psychosocial skills of the teachers in counseling; and
2. Appreciate the psychosocial supports given by the school.





**MATRIX**  
**SEMINAR / WORKSHOP ON COUSELING PROGRAM TO TEACHERS OF**  
**PEDRO GUEVARA MEMORIAL NATIONAL HIGH SCHOOL**  
**DAY 1**

| Date | Time          | Activity / Topic  | In-Charge/Facilitator     |
|------|---------------|---|---------------------------|
|      | 7:00 – 8:00   | Registration  | TWG                       |
|      | 8:00 – 8:30   | House Rules   | TWG                       |
|      | 8:30 – 9:30   | Opening Program   | Management - Led          |
|      | 9:30 – 10:00  | Snack   |                           |
|      | 10:00 – 10:30 | Plenary ( Part I )<br><i>Introduction:</i><br><b>Counseling and Its Origin</b><br>A. Purpose<br>B. Principles | Guest Speaker             |
|      | 10:30 – 12:00 | Workshop #1<br><b>Groupings</b><br><b>Getting to know</b>   | Team Leader / Facilitator |
|      | 12:00 – 1:00  | Lunch Break   |                           |
|      | 1:00 – 2:00   | Plenary ( Part II )<br><b>Identifying the problem.</b>  | Guest Speaker             |
|      | 2:00 – 3:00   | Workshop #2<br><b>Description of the Problem</b>  | Team Leader / Facilitator |
|      | 3:00 – 3:15   | Break   |                           |
|      | 3:15 – 5:00   | Workshop #2 ( Cont..)<br><b>The causes and effects of the problem</b>   | Team Leader / Facilitator |

**MATRIX**  
**SEMINAR / WORKSHOP ON COUSELING PROGRAM TO TEACHERS OF**  
**PEDRO GUEVARA MEMORIAL NATIONAL HIGH SCHOOL**  
**DAY 2**

| Date | Time          | Activity / Topic   | In-Charge/Facilitator     |
|------|---------------|--|---------------------------|
|      | 7:00 – 8:00   | Attendance   | TWG                       |
|      | 8:00 – 8:30   | Management of Learning   | TWG                       |
|      | 8:30 – 9:30   | Opening Program  | Management - Led          |
|      | 9:30 – 10:00  | Snack  |                           |
|      | 10:00 – 10:30 | Plenary ( Part III )<br><b>Counseling Process</b><br>A. Individual Counseling<br>B. Group Counseling | Guest Speaker             |
|      | 10:30 – 12:00 | Workshop #3<br>Outcomes  | Team Leader / Facilitator |
|      | 12:00 – 1:00  | Lunch Break  |                           |
|      | 1:00 – 2:00   | Plenary ( Part IV )<br><b>Applying Solutions</b>   | Guest Speaker             |
|      | 2:00 – 3:00   | Workshop #4<br><b>Counselor’s Findings</b>   | Team Leader / Facilitator |
|      | 3:00 – 3:30   | Break  |                           |
|      | 3:30 – 5:00   | Closing Program<br><b>Distribution of Certificates</b>   | Management - Led          |



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