

STRENGTHS-BASED APPROACH: STAR STUDENTS IN FOCUS



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DEDICATION

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R.S.C

RJ.S.D

JJ.A.C

ABSTRACT

The study aimed to find the strengths, coping strategies and insights of STAR students. The study used phenomenological method. Seven participants joined in the study sharing their insights. The results showed the following strengths: self-motivation of STAR students, faith as inspiration and faculty encouragement is a big boost. The coping strategies used are: focus on studies, leave problems at home, take time for self and others and vent emotions. As to their insights, they can share to other students who are also students at risk: peers give care and support, do group study to help each other and experiences of friends teach as lessons. Implications for social work are: tutorial for students with difficulties in understanding their lessons and referral for students observed to be emotionally bothered resulting to unusual class behavior. The Social Work Program which facilitates the Tulay Pandangal program may use the sources of motivation, personal dreams, peer support and faculty encouragement to improve academic performance. For future researchers, more researches may be done on the role of Social Work Program on students at risk in terms of academic performance.

Keywords: *Strengths of STAR students, phenomenology, Davao City, Philippines*

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CURRICULUM VITAE

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

The concept of being at risk pertains to students who are vulnerable and have low academic performance, thus resulting in a lack of motivation, failing grades, and other factors such as lack of knowledge and skills to perform the given task (Wright, 2012).

In studies on OECD (Organization for Economic Cooperation and Development) countries struggling with school failures, 1 out of 5 students is experiencing difficulties in coping with school-related activities. If not addressed, it creates a negative impact on economic growth and social development (Benavides, Musset, Pons Vilaseca, & Pont, 2012).

In the Philippines, a high number of at-risk students affect the country's economy as well as its development because a country's progress depends on its leaders. Therefore, the number of at-risk students increases the possibility of affecting future leadership of the country students are future leaders of the country (Maligalig, Caoli-Rodriguez, Martinez, & Cuevas 2010).

The researchers did not find a study on the topic, particularly in Davao City, and it is considered as the research gap of the study.

Research Questions

This study aims to and the coping strengths of students at risk (STAR) in dealing with academic difficulties and strategies to improve academic performance. This study sought to answer the following questions.

1. What are the strengths of the STAR students to encourage themselves to pass the subjects?
2. How do the STAR students cope with the challenges of their academic performance?
3. What insight can the STAR students share to their peers?

Purpose of the Study

The purpose of this study is to assess how STAR students encourage themselves and cope with challenges in academic performance who were in Tulay Pandangal Program. This study likewise aims to identify insights that STAR students can share with their peers.

Theoretical Lens

This study was viewed through the lens of Martin Seligman's Strengths-Based Approach. The approach premised that every student at risk has something that works well by looking at their capacity and strength that can be the starting point for creating positive change (Saleeby, 2009).

The Strengths-Based Approach (SBA) emphasizes that every person has personal strengths that lead an individual to be positive in dealing with problems. It holds the belief that a person has something to be improved, the way how they cope with trials in a positive way instead of looking at their negative side (McCaskey, 2008).

This theory can be applied to STAR students who deal with challenges in academics, achieving their desired outcomes using their strengths and capacities in handling difficulties.

Review of Related Literature

This section presents the related studies on the topic taken from books, newspapers, magazines, and the internet.

Strengths-Based Approach. Strength-based programs and philosophies can increase the motivation and retention of college students. It states that if students can recognize and apply their strengths, they can concentrate more on their educational and career goals (Anderson, 2006).

Strength-based education allows students to recognize and use innate talents, to view commitment and accomplishment positively. This also assumes that environmental sustainability is accomplished by talent-driven initiatives. The essence of strength-based education is transforming students into positive, successful, life-long learners whose work is infused with a sense of purpose (Passareli, Hall & Anderson, 2010; Lopez & Louis, 2009).

Students at Risk. The notion of being at risk pertains to students who do not excel in class. Family, friends, and colleagues might reject students at risk and even in the community that contributed to young people at risk to feel worthless, unaccepted, and resulted from being at risk (Diaz, 2003; Withers & Russell, 2001).

Students Personal Factors. Maximizing the talents and skills has a connection of being top achievers and determination of high achievements. High achievers use their skills that are in-line with their roles and

surroundings to develop their strengths, but they do not have more talent. Maximization to identify one's strengths must outweigh one's weaknesses to succeed (Anderson, 2004).

In any school establishments, students and teacher's top concerns are their educational matters. Motivation and study time are factors that contribute a lot to the students' achievements. Time management is an act of making a decisions by yourself focusing a specific work to be done rest, a time interval of every activity, what to do to achieve the desired result, and when to do it. It is considered as a set of principles, practices, skills, tools, and systems that will assist you and make use of your time effectively to achieve a better quality of life (Ukpong & George, 2012; Adebayo, 2015).

An Individual acquires negative images if they have low self-esteem and misguided characters. Unlike other students who view their strengths and success rather than their weaknesses, they have a positive outlook in life (Fox, 2008).

Students need to demonstrate strong self-efficacy as this enables them to function effectively in all aspects of life and allow them to gain strong confidence. Risky students with this mindset would and college as an opportunity rather than an obstacle to success (Torres & Solberg, 2001).

When stressful life events arise in college students, they have different ways of coping strategies in dealing with it properly. And these coping strategies differ from time to time that depends if this strategy is still valid on the student's way of coping (Yazon, Ang-Manaig, & Tesoro 2017).

When one learns to prioritize things, it improves one's ability to plan effectively and be aware of a task that needs to be done rest. Through this, it

can execute things that needed work. Smart prioritization practices with control over time enhance one's capability to use time effectively and achieve goals with lesser perceived stress (Babauta 2009).

When there are some problems at home, and something interesting like outside activities or sports with peers that can help not to remember problems at home (Griffin 2019).

If a student learns to manage stress, it means that a student can effectively do things by what should be done rest, with that a student can see themselves happier, healthier, and more productive. What a person need is a balanced life, a time for work, relationships, relaxation, and fun so we can be able to handle the challenges that life may bring (Robinson, Smith & Segal 2019).

We often want to avoid negative thoughts, not just because they feel bad, but because they appear to impair well-being. Nonetheless, there are at least some forms of negative situations that can support well-being because the effectively negative need-fulfillment Model focuses on meaning. For example, people need to follow their goals to and meaning and purpose. (Ryan & Deci, 2001).

States the value of optimizing the emotional goal to be effective in some venting. Thus, diversion may be a better alternative as a way of controlling emotions in the circumstances viewed as private (Parlami 2012).

Motivation is an essential factor in enhancing the learning of students. Every action students do is underlined by some motivation. Motivation includes students and their motivation to learn. The factors of students'

motivation are students themselves, teacher, content, method/process, and learning environment (Williams K, & Williams C, 2011).

Family Support. The house is a source of education and training. Parents, children, and other family members need to create a home-based learning environment to improve academic performance. For example, if students have a problem with a particular subject, parents are responsible for assisting. This support may be in the form of personal education or the education of your child. Provide technical and other educational materials at home to improve your child's performance. Parents play an essential role in managing the growth and development of their children (Kudari, 2016).

Families shared numerous examples of pre-existing college knowledge in this study. This knowledge came from rest-hand experiences as well as extended family members ' observations. Unfortunately, school administrators and teachers often perceive these same types of families as being uncommitted and detached from the school processes of their children or lacking knowledge of college (Auerbach 2004, Downs, Martin, Fossum, Martinez, Solorio, & Martinez 2008).

Schools need more support from families because of higher grades, good attitudes, and disposition, and more successful schools are the main benefits of their children's education (Richardson, 2009).

The present study aimed to expand the literature by exploring possible paths from parental involvement to the achievement of students. Research findings indicate that the behaviors of parents have an effect on academic

achievement along with their actions and activities concerning children's education (Guðlaug, 2010).

Studies have been conducted with older student families, and it is noticeable that even if teachers and schools have significant impacts on first-grade education, parents are still very influential (Sheldon, 2009).

Partnership with Youth Agencies. Their cooperation must be a commitment from all youth agencies to figure as partners and embrace native faculties, oldsters, and alternative vital community support in developing awareness and evolving effective observe models of nurturing resiliency for all youth and their families. In doing this, youth and their families become additionally capable of addressing crises, weathering persistent stresses, and meeting future challenges as critical developing dependence on the system (Taylor, LoSciuto, & Porcellini, 2005).

School and Teacher Support. Teachers have an essential role in influencing the educational performance of the students. They're presented with the authority to direct all the schoolroom activities and administer learning. The lecturers to possess the traits of expertise and conscientiousness. They have to possess a friendly nature, listen and acquire solutions to the issues full-edged by the students. They must possess adequate data on topics, adept in usage of technology, equipped with fashionable and innovative ways of teaching and learning processes. The teaching must be good at managing discipline, and directive of schoolroom activities in an exceedingly well-organized manner. The lecturers, in some cases, are strict; however, strictness ought to be maintained inside limits. The most objective of the lecturers ought to solely

be to reinforce the educational performance of the scholars and cause their active development (Maina, 2010).

These programs provide time for teachers and individual students to foster positive, undoubting relationships through which the jeopardized students feel the utmost care by their teachers. Students who have this kind of support from adults when they were struggling academically often become more engaged with their studies and have a more positive view of their future (Balfanz, Herzog, & MacIver, 2007; Lemos, 2010; Tomlinson, 2002).

The effect of developing an effective curriculum to develop practical learning skills. Students can manage their learning environment using unique methods, such as active reading, listening to lectures, notes, effective writing, and homework (Demir, 2011).

Based on studies, if a student given a chance to have a conversation with their lecturer or adviser in school in regard to the problems while in their own home, or other related problems such as in the work or school, then there would be a positive impact on achieving high hopes in school. (Lemos, 2010; Smith, 2006; Tomlinson, 2002).

The teachers discover that the main reason of being not paying attention of the students is because, there's an instance that the problem of the students has affected their problem at schools (Lagana-Riordan, Franklun, Aguilar &Streeter 2011).

The prior research strength-based education is helping to improve self-esteem, skills, and achieving the goals through the positive interaction in the school. Involving to the class activities such as attending classes,

participation, and effectively perception to other people towards them (Cantwell, 2006).

Children and youth can and respond to the demanding practical situations and expectations for academic achievement while educator's display they consider in students' potential for outstanding things and recognition on assisting them to explore, recognize and enjoy their strengths and capacities through supportive relationships, pupil targeted interactions, differential getting to know environments and power-primarily based instructional practices. Even though educational excellence continuously is an essential consciousness and mandate of colleges, its success is dependent on the positive and wholesome social development of the students (Walsh & Park-Taylor, 2005).

Growing and maintaining a strength-primarily based faculty tradition requires dedication and leadership that displays and fashions its standards. Its miles approximately have power the primarily based way of wondering, describing, and practicing the consistency and purposefully supported by way of all team of workers and assisting community volunteers. (McCashen, 2005; O'Connell, 2006).

The traits and beliefs of strength-based education develop when supported by Colleagues and administrative (Benard, 1998; McCashen, 2005).

Schools, in a particular way, help the learners to develop their academic and social challenges successfully and with potent confidence. Wherein school based learning can strengthen their resources, skills, and communications through community involvement. It delivers reliable support

for teacher's needs and flexible roles. School-based programs generate multiple benefits in the field of relationships across class, inter-generational exchange, social divides, and community network building (Keller, 2010).

The studies suggested that when the curriculum is modified in such a way that it either has a creative element or is connected to what students already know outside the classroom, at-risk students are beginning to show more significant commitment in learning. It also considered essential to align education with the personal interests of at-risk students (Ewing, 2012; Finnan & Kombe, 2011; Sobel, 2004; Wootton, 2008).

Schools that provide programs that help prepare students from high school to be in college usually have a robust curriculum. It is also essential to give them the necessary information about being in college. Faculty and staff are responsible for the success of the students in delivering information directly (Hooker & Brand, 2010).

Peer Interaction. The college has a stressful environment, according to the research that peer interaction may help to cope with college students to reduce stress through interact and get a response by their peers (Varela & Prichard, 2011).

In school, the strengths of students must occur not only on the part of the teacher but also on colleagues, support staff, other educators with whom the student may communicate (Brownlee, Rawana, MacArthur, & Probizanski, 2010).

The peers can give impact to a particular individual or group to inspire other people to develop their characteristics, beliefs, and vision to their life to accept their situation (Treyner 2009).

Studying as a group, a student can help gain new knowledge, not just specific knowledge. Still, also students can learn the different knowledge from the group (Hammar 2011).

Significance of the study

The researchers believe that the results of this study may be beneficial to the following people:

Tulay Pandangal Participants. The results of this study may be beneficial to those students who are willing to be assisted with their challenges, including personal concerns that might hinder their studies. This study may help them look for strategies that may enhance their learning status.

Tulay Pandangal Faculty. The results may guide faculty to improve activities used in the program in its preventive, interventive, and developmental aspects.

Social Work Program. The results of this study may identify the strengths of STAR students and design intervention utilizing these strengths. This study may use by the program to help the STAR students cope up with their difficulties.

Future Researchers. The results of this study may serve as baseline information for succeeding studies.

Definition of Terms

Under this component is the conceptual and operational definition of terms used in this study.

Strengths-based Approach. The term refers to the potential of individuals who look at their capability to overcome their problems. In this study, the term refers to recognizing the assets of students.

Students at Risk (STAR). These are students at risk who are facing difficulties in their studies. As used in this study, the term refers to social work students who are under the Tulay Pandangal Program experiencing academic difficulties.

Chapter 2

METHOD

This chapter exhibited the research design method used in the study which support the researcher to differentiate the desired outcomes.

Research Design

The researchers used qualitative study and phenomenological design. This method allows learning more about the strengths that underpin vulnerable students. This study used the phenomenological approach, which is useful for this study to gather cognitive information based on personal experience. The chosen methodology is a qualitative research approach because it has expanded the understanding and interpretation of the meanings and intentions that underlie human interaction (Creswell, 2013).

This phenomenological study focused on the process and considered the flexibility of the case design. The purpose of this study was not to provide the full truth about the research topic, but to explore specific ways to study and obtain value from the phenomena being studied. In this study, the

phenomenological design looked into the strengths, strategies, and insights of STAR students who used to be under Tulay Pandangal Program.

Research Participants

The researchers chose seven to ten participants from second-year Social Work Students who were on the referral and records from Tulay Pandangal Program. The students were chosen because they had difficulties in their academics and vulnerable to fail in their subjects. Furthermore, Tulay Pandangal Program helps students who are struggling with their academic and even behavioral problems.

Role of the Researchers

The roles of the researchers were interviewing, transcribing, and evaluating. The researchers ensured that the steps and methods were followed to suit the needs of the study. The role of the researchers was to ask permission about their flexible time when conducting the interview. They informed respondents for a reason for their selection as participants of the study. They made them feel at ease in answering questions. The researchers transcribed all the data and evaluated the data based on the answers from the participants.

Conduct of Interview

In the conduct of the study, the researchers followed steps in the interview. The researchers prepared all the necessary documents, such as letters to participants, informed consent, and validation sheets.

Furthermore, the researchers sought participants' permission to use an audio recorder during the interview. The recording serves a basis in the transcription of participants' statements. After, the researchers asked the participants about their flexible time when conducting the interview and agreed upon the venue. Then, the researchers encoded and transcribed all the data gathered.

Source of Information

The study was conducted through an in-depth interview consisting of open ended questions and probe questions for clarification. The researchers ensured that the adviser and panel members checked and validated the questions. Before the conduct of the study, the participants were allowed to share their views without any judgment.

Trustworthiness of the study

To show the trustworthiness of this study, the researchers observed the following components;

Credibility. The researchers made sure before the interview, the research questions and other documents were signed and validated through the help of the adviser and panel members to strengthen the confidence of the study.

Transferability. The researchers described the given context of the study and showed that all the data was honest and open. Furthermore, the researchers assured that the content of the study was based on reliable sources.

Dependability. The researchers made sure the consistency of the data gathered and analysis was executed correctly in the conduct of the interview so as other future researchers can replicate this study.

Conformability. The researchers made sure the results were objective and not just augment of the participants' imagination but interpreted from the data in the audio recording during the interview. During the interview, the researchers set aside personal judgments on the thoughts and experiences of the participants.

Ethical Consideration

The researchers ensured that the respondents involved in this study would respect their privacy and their right to participate. The following steps were followed;

Informed Consent. The researchers explained to the participants what was the study all about and the procedure of the study. The researchers also seek consent and prepared letters to the participants before the interview.

Confidentiality. The researchers made sure to conserve all the information with the utmost secrecy, and the researchers used code names to hide the identity of the participants. The researchers also asked permission from respondents to use audio recording to serve as the basis for transcribing the gathered data.

Right to Recede. The researchers ensured that the participants are allowed to withdraw from the interview without hesitation.

Analysis treatment of the information

The researchers ensured that data gathered from participants were transcribed into English from vernacular. The researchers also forwarded the data gathered to the Data Analyst for a more precise interpretation of the participant's opinion regarding the research question. After analyzing the data, the researchers categorized participants' responses through comparison and contrast of different experiences and thoughts. Last, the researchers made concluding remarks and gave implications about the implication of the results to the social work practice.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the findings of the themes and core ideas the data gathered from seven students at risk under the Social Work program at the University of Mindanao.

Table 1. Strengths of the STAR students

THEMES	CORE IDEAS
Students' self-determination pushes STAR Students to review ahead.	Support system becomes the Motivation of STAR students.

cooperate during recitation,
receive information and advice,
get strength to overcome
challenges.

Plan ahead what to do

Put in effort

Using reviewer boosts my
confidence

Participating in class boosts my
confidence, listen and understand
what the teacher is saying, take
notes and then study at home.

My family is my strength even I
doubt my answers sometimes.

Joining study groups where group
mates motivate each other to

Faith as inspiration and faculty
encouragement is a big boost.

I pray always and stay positive.

Professor's appreciation of effort
in stating answers helps avoid
embarrassment, encourages me
when I am afraid.

Self Determination pushes STAR to review ahead. All participants emphasized that they have different strategies in studying that serves as an enhancement to learn effectively. Studies by Yazon, Ang-Manaig, & Tesoro (2017) have said that when stressful life events arise in college students, they have different ways of coping strategies in dealing with it properly and these coping strategies will differ from time to time that will depend if this strategy is still effective on student's way of coping. Participant 1, say being organized in reviewing is one of their motivation in studying, while Participants 4, 5, 6, 7 emphasized that reviewing lessons ahead of time with friends have a great impact on their studies.

“Mag review then motivated ka sa reviewer nimo, ma boost nimo imong confidence, maka pasar jud ang motivation gamit ang systematize ang pag study” (I review, motivated by using the reviewer which boosts my confidence. Participating in class, boosts my confidence and I am motivated to pass using a systematic way of studying.) P1.

“Maki sabay sa akong classmate kung sila nag study” (I study also when I see my classmates studying.) P2

“Mag hunahuna gyud ko ana ug unsa akong buhaton kung mag review” (I plan ahead what to do when I review my lesson.) P5

“bag-ohon kay tungod sa scholarship tapos para di nako tulay na program” (I have to change because of my scholarship and I will not be part of the Tulay program anymore.) P6

“Ginasabot nako ang mga gipangsulti ni ma'am, take note, ko then sa balay basahon para makasabot pud kog balik” (I try to understand what the teacher is saying, take notes and then study at home.) P7

Support system becomes motivation of STAR students. Among the seven participants P2 and P3 have similar views of appreciation of a parent plays an important role to lift their confidence and to overcome challenges as a student. As it summarizes, most of respondents shows that teachers, family and peers have its contribution to help them to lift up from being at risk. According to Walsh & Park-Taylor (2005) Children and youth can and will respond to the practical demanding situations and expectations for academic achievement while educators display they consider in students' potential for outstanding things and recognition on assisting them to explore, recognize and enjoy their strengths and capacities through supportive relationships, pupil targeted interactions, differential getting to know environments and power-primarily based instructional practices. Despite the fact that educational excellence will constantly be an essential consciousness and mandate of colleges, its success is dependent on the optimistic and wholesome social development of the students

Taking inspirations sa parents and studies”
(I am inspired by my parents and my studies.) P2

“Study hard para makita sa imong parents nga naningkamot ka ug be guided ug kabalo ka mo manage sa imong subject” (I study hard, so my parents can see I put in effort and I know how to manage my subject.) P3

Motivate namu ang isa't-isa mag cooperate like recitations. Ang challenges sa atong life kay isa pud sa mkapa strong, para makasugakod ta sa pang adlaw-adlaw. Ampo ragud ko always Giina motivate nako akong self na positive lang. (We motivate each other to cooperate during recitation. Challenges make us strong, so we are able to survive daily. I pray always and stay positive.) P6

Faith as inspiration and faculty encouragement is a big boost. According to the participants, teachers who can appreciate students even if they answered wrong encourage students at risk to overcome their academic challenges. With this association, Balfanz, Herzog, & MacIver, (2007); Lemos, (2010); Tomlinson (2002) These programs provide time for teachers and individual students to foster positive, undoubting relationships through which, the jeopardized students feel utmost care by their teachers. Students who have this kind of support from adults when they were struggling academically often become more engaged with their studies and have a more positive viewpoint of their future. All students' performance is also dependent on the teacher's capacity to teach.

magamit nimo ang strength para maging resilient para mapadayun nimo ipagskwela. (Strengths are useful to be resilient, so you can continue to study.) P1

Ma appreciate mi sa prof. di ipa feel sa amoa ug sa mga classmate nga mali diay to among tubag para di sad mi maulawan ma boost pud among confidence sa oral recitation, dapat positive pati pud ang

outcome ma inspire ka sa imong studies. (I draw strengths from the professor's appreciation of our answers which helps us avoid embarrassment. This boosts our confidence in oral recitation. Strengths help us stay positive and inspires us in our studies.) P2

Maminaw para masabtan nila ang giingun sa teacher; Hunahunaon jud nako akong pamilya maam, sila akomg strength kay naningkamot sila; kanang usahay makulbaan ko usahay kung tama ba ni akung answer, ako lang jud gihunahuna akong pamilya. (I listen so I can understand what the teacher is saying. My family is my strength even I doubt my answers sometimes.) P3

Makaencourage ang appreciation sa teacher sa effort kung mahadlok ko. Para ma overcome nimo tanan challenges na imong ma agian ug muabot, dapat strength jud ka. Mag study tapos mangutana sa uban, mangita ug lain information. (The teacher's appreciation encourages me when I am afraid. One should have strength to overcome challenges he/she faces now and those to come, Study and ask information from others.) P4

Naga hatag silag advice, atleast ba naka hunahuna ka na kaya nimo tanan. (They give me advice. At least, I think I can overcome all challenges.) P5

Ginasabot jud nako ang mga gipangsulti ni ma'am, take note ko, basahon para makasabot pud kog balik, magbuo ug groupwork or teamwork unya mag study, diha mn gud ta naga kuha kusog para malagpasan gne atong mga challenges na muabot sa atong kinabuhi. Gina motivate nako para kung kaya ba jud nako o dili ba. (I try to understand what the teacher is saying. I take notes, read them again. I join study group. I get strength to overcome

challenges that come. I motivate myself, so I will know if I can do it or not.) P7

Table 2. Coping strategies of STAR students

THEMES	CORE IDEAS
Focus on studies	One should focus, prioritizing studies
Leave problems at home	Time management to reach goals, time for self, meal,
Take time for self and others relax, play, social media	meditate, music, movie,
Vent Emotions	Pray and stay positive

Focus on studies. The participants answered that everyone should focus and prioritize their studies. As stated by Babauta (2009) when one learns to prioritize things, it helps to improve one's ability to plan effectively and be aware on a task that needs to be done first. Through this, it will be able to execute things that need to work on. Smart prioritization practices with control in time will enhance one's capability to use time effectively and achieve goals with lesser perceived stress.

Time management, kung academic problem e'work nimo, dapat naa kay time para sa self, wa jud kay time management wala rapud ang goal; I always pray, di man pud na ihatag sa imo sa ginoo kung way buhaton. (Time management. One should have time to work out academic problems and time for self. Time management enables one to reach goals. I always pray, and God will grant it when I work on it.) P2

Unahon nako ang pag skwela. Naay solusyon ang tanan kanang mahuman rajud siya. (I prioritize my studies. All problems have solution and will end.) P4

Nag set ko ug time unahon sa nako academic problem. (I give time to academic problems.) P7

Leave problems at home. Participants said that in order to have focused in studying problems should be left at home. As stated by Griffin (2019) when there are some problems at home, find something interesting like outside activities or sports with peers that can help not to remember problems at home. Participants emphasized that setting aside problem from home and studies will help a lot to becoming more focused in studies to avoid being part of STAR program.

Problem sa balay lang bilin lang nako. (I leave family problems at home.) P5

Take time for self and others. The participants stated that giving oneself a break and time management is the key in order to accomplish goals. According to Robinson & Smith & Segal (2019) if a student learns to manage stress, it means that a student can effectively do things in accordance to what should be

done first, with that a student can see themselves happier, healthier and more productive. What a person need is a balance life, a time for work, relationships, relaxation and fun so we can be able to handle the challenges that life may bring.

Mag meditate sa, or mag relax sa or mangita ug alone place (I meditate, relax, or go to a lonely place.) P1

Mag music tapos sigeg panglimpyo sa balay, play pud games, mag share sa twitter.(I listen to music, clean the house, play games and share on Twitter.) P2

Tabangan nako akong mama. (I help my mother.) P3

Dili ko mahimutang dili ko katulog irritable; naga tan aw nalang kog movie mag sounds nalang ko. (I am uneasy, I cannot sleep, and I am irritable. I watch a movie and listen to music.) P4

Na train ko sakong lola ug mommy dapat positive lang. Panagsa mag hilak ko labaw nag lisod na kayo pero pray lang jud. (I was trained by my mother and grandmother to think positively. Sometimes I cry especially when the struggle is difficult, but I pray.) P5

Kaon chocolates, unya dala pud study ba. dapat jud nato iface (ang problema) kay para makatabang pud ug sulbad. ug maningkamot lang jud. (I eat chocolates while studying. I should face the problem for it to be solved and strive hard.) P6

Wala nako gina down akong sarili nga di na nako makaya pero gina push nako akong sarili nga kaya nako ni. (I do not tell myself that I cannot do it, but I push myself I can do it.) P7

Vent Emotions. Participants emphasized that allowing to express emotions is to find time looking for your coping stress like listening to music, watching movie, meditate and etc. to have a better plan in studying your lessons. According to Parlamis (2012) the value of optimizing the emotional goal in order to be effective in some venting. Thus, diversion may be a better alternative as a way of controlling emotions in circumstances.

Di lang jud magpadala (sa school or family), kabalo ka mag separate sa imong focus; i'divert kung unsa imong ginaka busyan, (I will not be carried away with problems in school or family. One should have a separate focus. One can divert attention from what is currently busy with.) P1

kabalo ka mo set aside sa imong buhatunon; Akong papa sugarol, akong ginabuhat lang bahala sila. (I know how to set aside things which are not priority. My father gambles, I let him be.) P3

Kaylangan jud nako mag study kay para dili ma kuan sa akong academic para dili na ma kuanan sa star, ampo always, sa self na positive lang. (I really need to study so it will not affect my academics and be part of the star program. I pray always and stay positive.) P6

Table 3. Insights STAR students can share with their peers

THEMES	CORE IDEAS
Peer give care and support	Peers are emotional support systems when the journey is

difficult, listen, provide advice and assurance when I doubt my answers, crack jokes to help forget problems, and model determination and participation.

We do group study to help each other

Study groups help those who do not know the topic.

Experiences of friends teach lessons

Experiences boost confidence and provide learning.

Peers give care and support. The participants stated that peers show support and give advice to lessen the problems they encounter and stated that a person who was students at risk emphasizes that peers have its influence on students who are struggling on their academic. Peers helped a STAR to become motivated and boost confidence. According to Treynor (2009) the peers can give impact to a certain individual or group to inspire other people to develop their characteristics, beliefs and vision to their life in order to accept their situation.

Support system (ang peers), pero ikaw naga manage sa imong sarili, pero dili - agaran na result pero atleast naa nakay matun an sa imong mga experiences para mo boost sa imong confidence. (My peers are my support system. But you can also

manage yourself. What I learn from experiences boost my confidence.) P1

Tabangan ko nila mag oral nga tama lagi na imong answer, Lain man sila kay kanang gina palimot jud nila imohang problema ana naga joke nalang sila; tabangan ka nila nga nga maningkamot ka then maningkamot pud sila para makasundog ka sailaha. (My friends help me during oral recitation by assuring me that my answer is correct. They help me forget my problems by jokes. They help you strive hard by following their actions.) P4

Wala koy friends pero naa gihapon maka kuan siyag confidence (kay) problem nako last year kay sige kog absent so naa pud koy mga friends na di siya sigeg absent para di siya ma bagsak, mag hunahuna pud ko nganong dili man ko mo skwela na para na sakoa na confident lang pud ko na kaylangan lang gyud nako ni siya mahuman; gi warningan pud ko sakong mga friends (bahin sa absences) kaylangan jud mo skwela. (I don't have friends, but I learn from experiences of other friends.) P6
 Gina motivate ko nag mag participate. (Peers motivate me to participate.) P7

We do group study to help each other. The participants stated that doing a group study is important especially to those who do not know the certain topic of the lesson, the importance of reviewing the study who reviews before taking exam says that important to review in advance before the test. On the day before the exam, students need to study the lessons that given, and back read all the notes to clarify and analyze the past lessons. Reviewing is important to remember your lessons and help you to pass. According to Hammar (2011) studying as a group, a student can help gain a new knowledge not just the

certain knowledge but also students can learn the different knowledge from the group.

(I have) assurance nga good jud sila for me, ga group study mi, mag tinabangay jud mi kung isa di kabalo. (Personally, I am close to my friends. I am assured they are good for me. We do group study, helping those who do not know the topic.) P2

Helping each other labaw nag mag lisud ko. (My friends help me when I find it difficult.) P3

Naa silay confidence gud, makuha nako; mag group study so akong mga barkada manghagad jud na sila labaw nag hapit na ang exam. (Their confidence rubs off on me. My peers invite me to their group study when exams are near.) P5

Experiences of friends teach lessons. The participants state that experiences boost confidence and provide learning. As (Williams K, & Williams C, 2011). Says motivation is the most important factor in order to enhance learning of students. Every action we do is underlined by some sort of motivation. This includes students and their motivation to learn. The important factors of students' motivation are students themselves, teacher, content, method/process, and learning environment.

Share lang tapos gina katawa lang gina himuag joke. Gina kataw an pud ko nila, gusto lang nila na naa pud silay matabang sa imoha. (I share my problems but in a joking manner. They laugh with me as their way of helping.) P1

Mag storya-storya, uy kumusta naman ka? ug naay problema ang isa syempre importante jud ang maminaw, naay uban

nga positive, negative Dependi pud sa imoha ug dawaton nimo sya positively or negatively. (I share, and it is important to listen. Some peers give positive advice, some negative. It depends how you accept it.) P2

Mag share pud kog problem sa ilaha, mawala nalang pud siya (ang problema) Kung unsay iingun nila, dawaton. (I share my problems and problems fade away. Whatever my friends tell me, I would accept it.) P3

Sa akong mga old friend jud ko naga share ug magkita mi or sa facebook Naay uban na kanang maayo ilang tambag kanang ma motivate jud ka or kanang maka, kanang maka tuon jud k aba mka realize ka; naa puy uban na friend na mo ingon nalang na undang nalang ug skwela oy. (I share with an old friend face to face or in social media. Sometimes others give good advice, others, negative advice.) P4

Panagsa lang, pag sdili na kaya, mo share nako. (I share rarely. If I cannot bear it anymore, that's the time, I share.) P5

Gina dala lang nakog joke, seryoso ko tan awon, pero dili diay. Gina ingnan ko nila skwela langdaw always kay tabangay lang lagi daw. (I share in a joking manner as I may look serious, but I am not. My friends tell me to go to school because they will help me.) P6

Ginashare nako man sila pero, mas naga care pud sila sa ako pag naga share; gina motivate pud ko nila. (I share with them as they care more for me. They also motivate me.) P7

Chapter 4

CONCLUSION AND IMPLICATION

This chapter presents the conclusion and implications of discussion and insights on Students at Risk in University of Mindanao.

Concluding Remarks

To come up with the idea that looking their strengths help them to become motivated and continue achieving their dreams despite all the barriers. They felt pressured and unmotivated because of what they have been through. Hence, their experiences will serve as a starting point to become resilient and mold them to strive hard to surpass all the challenges that they have encountered. In addition, their family, peers and teachers contributed a lot in building their confidence and as motivators to encourage them to continue aiming high despite of their academic struggles.

Furthermore, The Tulay Pandangal Program played a big role for STAR students, since one of the intervention of the program is to help students who are struggling not just in academic but also in behavioral aspects.

As researchers, we understand their situation because we also experienced failures in any aspects of our lives. We truly appreciate their different ways in overcoming with their difficulties as it leads them to gain confidence that will surely help them functioned well. Their coping strategies were surely applied in any circumstances they may encounter, we also come up that students who are struggling in schools need guidance and support from

family, teachers and peers because it serves as their motivation to strive hard on achieving their goals.

Implications for field of practice

The effective learning skills that the Tulay Pandangal students may continue are effective reading, listening to lectures, notes and homework. Tulay Pandangal participants may develop and sustain strength-based culture that helps them acquire strength-based way of thinking, describing and practicing that was consistently supported by all staff through tutorials and referrals for counseling to regenerate their behavior to be socially functional. As their strength may depend on the people around them and faith as their inspiration. Their coping strategies are to lean their attention to the things that they're capable with. And peer support has a great impact to their emotional well-being.

The Tulay Pandangal faculty plays an important role in influencing students' performance. The Social Work Program which facilitates the Tulay Pandangal programs may use the sources of motivation, personal dreams, peer support and faculty encouragement to improve academic performance. The Tulay Pandangal faculty plays an important role in influencing students' performance. Students should be fully aware of the subjects they teach, the use of technology, modern and innovative teaching and learning methods, the disciplined management and guidance of all classrooms, school events and functions in a well-organized manner to help students build self-confidence.

More researches may be done on the role of Social Work Program on students at risk in terms of academic and social performance.

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Appendix A

(Letter for Permission to conduct the
study)



The University of Mindanao

College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 118

June 21, 2019

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education
This University


Dear Dr. Concepcion:

The undersigned are currently writing a research entitled "Strengths-based approach STAR students in focus" as one of the requirements in the Social Work Research II (03991), a research course in the Bachelor of Science in Social Work.

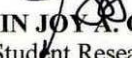
In line with the above mentioned, we are seeking for your approval to conduct the said study. Rest assured that all research ethical considerations shall be observed in the entire conduct of the study.

Thank you very much and God bless.

Very truly yours,


ROSILYN S. CASILAGAN
Student Researcher


RELYN JOYCE S. DOBLES
Student Researcher


JASMIN JOYA A. COLLADO
Student Researcher

Noted by:


JEAN AGNES A. PASILIAO, MTSW, MSSW
Subject Teacher


JENNIFER S. RAYOT, MED-LT
Research Coordinator, CASE

Action Taken:

Approved Disapproved

*Please comply w/ due diligence
requirements prior to data gathering.*

Pluly

Appendix B

(Letter to the Adviser)



College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 118

January 14, 2019

JEAN AGNES A. PASILIAO, MTSW
Faculty-Social Work Program
College of Arts and Sciences Education
University of Mindanao, Matina Campus

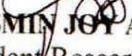
Dear Prof. Pasiliao:

The undersigned are currently writing a research entitled” **Strengths-Based Approach: STAR students in focus**” as one of the requirements in 05267- SW10a, Social Work Research I, a research course in Bachelor of Science in Social Work program.

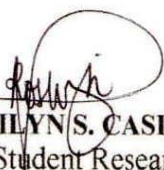
In line with the above mentioned, we are requesting you to be the adviser of our research to check questions and instruments that would be used in data gathering of the said research.

Your positive response will be highly appreciated.


Very truly yours,



JASMIN JOY A. COLLADO
Student Researcher

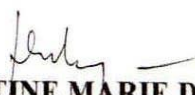

RELYN JOYCE S. DOBLES
Student Researcher


ROSILYN S. CASILAGAN
Student Researcher

Noted By:


HELEN Q. OMBLERO, DSD
Subject Teacher


JENNIFER S. PAYOT, Med-LT
Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

Appendix C

(Letter to the Data Analyst)



College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 118

June 25, 2019

JEAN AGNES A. PASILIAO, MTSW, MSSW
Social Work Faculty
Case Department
This University

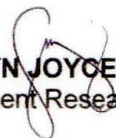
Dear Ma'am:

The undersigned are currently writing a research entitled "Strengths-based approach STAR students in focus" as one of the requirements in the Social Work Research II (03991), a research course in Bachelor of Science in Social Work.


In line with the above mentioned, we are requesting you to be our data analyst to check and assist us to analyze our gathered data, as we highly recognize your expertise in this area.

Thank you very much and God bless.

Very truly yours,

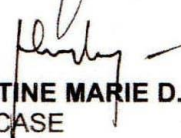

RELYN JOYCE S. DOBLES
Student Researcher


ROSILYN S. CASILAGAN
Student Researcher


JASMIN JOY A. COLLADO
Student Researcher

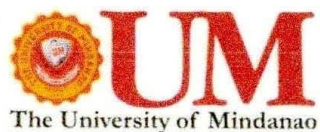
Noted by:


JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

Appendix D

(Letter to the Panel Members)



College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 118

January 15, 2019

LOWE LITO S. BIRANG, RSW
Social Work Faculty
College of Arts and Sciences Education
University of Mindanao

Dear Prof. Birang:

The undersigned would like to inform you that the research entitled “ **Strengths-Based Approach: STAR Students in Focus**” of Rosilyn S. Casilagan, Relyn Joyce S. Dobles, and Jasmin Joy A. Collado, in partial fulfillment of the requirements in SW10a- Social Work Research, of Bachelor of Science in Social Work Program is ready for outline defense.

Thus, we would like to request your permission to be one of the panel members during the outline defense of the said research study. The outline defense is scheduled in January 16-18, 2019, 8am-5pm, Social Work Laboratory.

Your positive response will be highly appreciated.

Very truly yours,

JEAN AGNES A. PASILIAO, MTSW
Research Adviser

Noted by:

JENNIFER S. PAYOT, Med-LT
Research Coordinator

KRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education



College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City

Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 118

January 15, 2019

HELEN Q. OMBLERO, DSD
Social Work Faculty
College of Arts and Sciences Education
University of Mindanao

Dear Dr. Omblero:

The undersigned would like to inform you that the research entitled “**Strengths-Based Approach: STAR Students in Focus**” of Rosilyn S. Casilagan, Relyn Joyce S. Dobles, and Jasmin Joy A. Collado, in partial fulfillment of the requirements in SW10a- Social Work Research, of Bachelor of Science in Social Work Program is ready for outline defense.


Thus, we would like to request your permission to be one of the panel members during the outline defense of the said research study. The outline defense is scheduled in January 16-18, 2019, 8am-5pm, Social Work Laboratory.

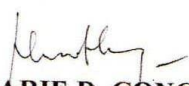
Your positive response will be highly appreciated.

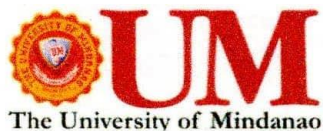
Very truly yours,


JEAN AGNES A. PASILIAO, MTSW
Research Adviser

Noted by:


JENNIFER S. PAYOT, Med-LT
Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education



The University of Mindanao

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Phone No.: (082)300-5456/305-0647 Local 118

January 15, 2019

JENNIFER S. PAYOT, Med-LT
Research Coordinator
College of Arts and Sciences Education
University of Mindanao


Dear Prof. Payot:

The undersigned would like to inform you that the research entitled **“Strengths-Based Approach: STAR Students in Focus”** of Rosilyn S. Casilagan, Relyn Joyce S. Dobles, and Jasmin Joy A. Collado, in partial fulfillment of the requirements in SW10a- Social Work Research, of Bachelor of Science in Social Work Program is ready for outline defense.


Thus, we would like to request your permission to be one of the panel members during the outline defense of the said research study. The outline defense is scheduled in January 16-18, 2019, 8am-5pm, Social Work Laboratory.

Your positive response will be highly appreciated.

Very truly yours,


JEAN AGNES A. PASILIAO, MTSW
Research Adviser

Noted by:


KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

Appendix E

(Letter to the Validators)



College of Arts and Sciences Education
 2ndFloor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456 Local 118

June 04, 2019

JEAN AGNES A. PASILIAO, MTSW, MSSW
 Faculty
 College of Arts and Sciences Education
 University of Mindanao


Dear Professor Payot,


The undersigned are currently writing a research entitled “Strengths-Based Approach: STAR Students in Focus: A Phenomenology” as one of the requirements in SW 10-Social Work Research, a research course in Bachelor of Science in Social Work program.

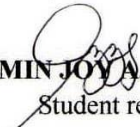
In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guidelines that would be used in data gathering of this study.

Your positive response will be highly appreciated.


Very truly yours,


ROSILYN S. CASILAGAN
 Student researcher


RELYN JOYCE S. DOBLES
 Student researcher


JASMIN JOYA A. COLLADO
 Student researcher

Noted by:


JEAN AGNES A. PASILIAO, MTSW
 Research Adviser


KHRISTINE MARIE D. CONCEPCION, Ph.D
 Dean, College of Arts and Sciences Education



College of Arts and Sciences Education
 2ndFloor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456 Local 118

June 04, 2019

HELEN Q. OMBLERO, DSD
 Faculty
 College of Arts and Sciences Education
 University of Mindanao


Dear Professor Omblero,


The undersigned are currently writing a research entitled “Strengths-Based Approach: STAR Students in Focus: A Phenomenology” as one of the requirements in SW 10-Social Work Research, a research course in Bachelor of Science in Social Work program.


In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guidelines that would be used in data gathering of this study.

Your positive response will be highly appreciated.

Very truly yours,


ROSILYN S. CASILAGAN
 Student researcher

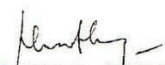

RELYN JOYCE S. DOBLES
 Student researcher


JASMIN JOY A. COLLADO
 Student researcher

Noted by:


JEAN AGNES A. PASILIAO, MTSW
 Research Adviser


JENNIFER S. PAYOT, Med-LT
 Research Coordinator


KRISTINE MARIE D. CONCEPCION, Ph.D
 Dean, College of Arts and Sciences Education



College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.: (082)300-5456 Local 118

June 04, 2019

JENNIFER S. PAYOT, Med-LT
 Faculty
 College of Arts and Sciences Education
 University of Mindanao


Dear Professor Payot,

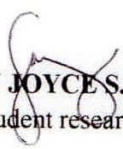
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Very truly yours,

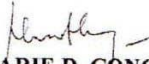

ROSILYN S. CASILAGAN
 Student researcher


RELYN JOYCE S. DOBLES
 Student researcher


JASMIN JOY A. COLLADO
 Student researcher

Noted by:


JEAN AGNES A. PASILIAO, MTSW
 Research Adviser


KHRISTINE MARIE D. CONCEPCION, Ph.D
 Dean, College of Arts and Sciences Education

Appendix F

(Validation Sheets)



COLLEGE OF ARTS AND SCIENCES EDUCATION
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.:(082) 300-5456/305-0647 Local 118

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE


Title of Research: STRENGTHS-BASED APPROACH STAR STUDENTS IN FOCUS

Proponents: Relyn Joyce S. Dobles
 Jasmin Joy A. Collado
 Rosilyn S. Casilagan

To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
 (8 to 9 yes marks)- Good (0 to 5 yes marks) -Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth response; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	



 Signature Over Printed Name



COLLEGE OF ARTS AND SCIENCES EDUCATION
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.:(082) 300-5456/305-0647 Local 118

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE

Title of Research: STRENGTHS-BASED APPROACH STAR STUDENTS IN FOCUS

Proponents: Relyn Joyce S. Dobles
 Jasmin Joy A. Collado
 Rosilyn S. Casilagan

To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
 (8 to 9 yes marks)- Good (0 to 5 yes marks) -Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth response; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	

Jean Angeles A. Pasiliao

Signature Over Printed Name



COLLEGE OF ARTS AND SCIENCES EDUCATION
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.:(082) 300-5456/305-0647 Local 118

VALIDATION SHEET FOR INTERVIEW GUIDE QUESTIONNAIRE


Title of Research: STRENGTHS-BASED APPROACH STAR STUDENTS IN FOCUS

Proponents: Relyn Joyce S. Dobles
 Jasmin Joy A. Collado
 Rosilyn S. Casilagan

To the Evaluator: Please check the appropriate box for you rating.

Points Equivalent: (10 yes marks) - Very good (6 to 7 yes marks) - Fair
 (8 to 9 yes marks)- Good (0 to 5 yes marks) -Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided)	/	
2. Informed consent is included	/	
ARTISTRY		
3. Script is included/built in, so interviewer can introduce, guide and conclude the interview in a consistent manner.		/
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RIGOR		
5. Questions are open-ended to encourage an in-depth response; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes, not exceeding 15 open-ended items (probes included), for every research questions, except for special cases	/	



Signature Over Printed Name

Appendix G

(Informed Consent)

**College of Arts and Sciences Education**

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

Good day!

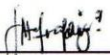
The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 3 Hours. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09465672216 or email at jasminjoyasiscollado@gmail.com

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

June 25, 2019

Date

**College of Arts and Sciences Education**

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

Good day!

The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

04.25.2019
Date

**College of Arts and Sciences Education**

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

Good day!

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


STEFFANY JANE A. CALAMBA
Signature of Participant

June 24, 2019
Date

**College of Arts and Sciences Education**

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

Good day!

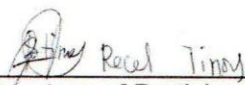
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Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


Signature of Participant

06/24/19
Date



The University of Mindanao

College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

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Signature of Participant

06-24-19
Date

**College of Arts and Sciences Education**

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)

Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

Good day!


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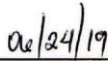
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Signature of Participant



Date

**College of Arts and Sciences Education**

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 111

Informed Consent

Good day!

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Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



Signature of Participant

06/24/19

Date

Appendix H

(Interview Guide Questionnaire)



COLLEGE OF ARTS AND SCIENCES EDUCATION
 2nd Floor, DPT Building
 Matina Campus, Davao City
 Telefax: (082)
 Phone No.:(082) 300-5456/305-0647 Local 118

INTERVIEW GUIDE QUESTIONNAIRE

Title: STRENGTHS- BASED APPROACH STAR STUDENTS IN FOCUS

Thank you very much for coming and participating in this study. I am Rosilyn S. Casilagan and I am with my co-researchers, Relyn Joyce S. Dobles and Jasmin Joy A. Collado, we are undergraduate students of Bachelor of Science in Social Work of the University of Mindanao, Davao City. Your participation will be of great help for us.

Before we will begin with the interview, we have a written informed consent form for you. You may affix your signature if you would like to participate in this study. However, if you find the participation not favorable to you, you are free to decline without any consequences.

Research Question	Identifying Questions	Probe Questions
1. What are the strengths of the STAR students to encourage themselves to pass the subject?	1.1 What positive things do you do in order to pass the subject?	1.1.1 What do you think is the best way to encourage students to participate in class in order to pass the subject?
	1.2 How important is strength in dealing with challenges in life?	1.2.1 How did it work for you to lift up from being at risk?
2. How do the STAR students cope with the challenges in their academic performance?	2.1 How did you balance your personal problems and academic problems?	2.1.1 How did you perceive this positively despite your problems?

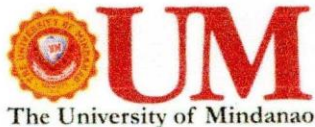
	2.2 What do you do when you are facing struggles in academic?	2.2.2 How did you deal with it?
3. What insight can the STAR students share with their peers.	3.1 What do your peers do to increase your confidence when you face challenges as a student?	3.1.1 In what way can they help you to lift up from being at risk?
	3.2 How did you share your problems with your peers?	3.2.2 How do they respond?

Researchers: Relyn Joyce S. Dobles
Jasmin Joy A. Collado
Rosilyn S. Casilagan

\

Appendix I

(Endorsement Letter)



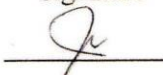
College of Arts and Sciences Education

2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)


Phone No.: (082)300-5456/305-0647 Local 118


ENDORSEMENT FOR OUTLINE/ORAL DEFENSE

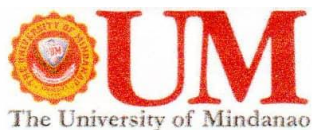
This is to endorse the research manuscript, entitled “**Strengths-Based Approach: STAR Students in Focus**” prepared and submitted by Jasmin Joy A. Collado, Relyn Joyce S. Dobles, and Rosilyn S. Casilagan for Outline/Oral Defense. The manuscript has been evaluated by research personnel listed below and was found to be compliant with the quality standards as provided in the UM Research Manual.

	Name of Personnel	Signature
Adviser	<u>Jean Agnes A. Pasiliao</u>	

Endorsed by:


JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE




KRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education




College of Arts and Sciences Education
 2nd Floor, DPT Building
 Matina Campus, Davao City
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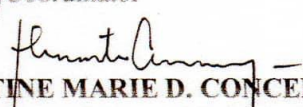
ENDORSEMENT FOR FINAL DEFENSE

This is to endorse the research manuscript entitled "Strengths-based Approach STAR Students in Focus", prepared and submitted by Rosilyn S. Casilagan, Relyn Joyce S. Dobles, and Jasmin Joy A. Collado for Final Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the UM Research Manual.

	Name of Faculty	Signature
Adviser	JEAN AGNES A. PASILIAO, MSSW	 _____
Statistician/Data Analyst	JEAN AGNES A. PASILIAO, MSSW	 _____

Endorsed by:


JENNIFER S. PAYOT, MeD-LT
 Research Coordinator


KRISTINE MARIE D. CONCEPCION, Ph.D.
 Dean, College of Arts and Sciences Education

Appendix J

(Certifications)




College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456 Local 118

CERTIFICATION

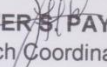
This is to certify that the research manuscript of Rosilyn S. Casilafan, Relyn Joyce S. Dobles, and Jasmin Joy A. Collado titled, "**Strengths-Based Approach: STAR Students in Focus: A Phenomenology**", has been revised following the suggestions of the panel after the final defense. Moreover, this is to acknowledge that the undersigned has comprehensibly checked and reviewed Chapter 1 to Chapter 4, and is now ready for panel signature.

This certification is issued on November 04, 2019.

Very truly yours,


JEAN AGNES A. PASILIAO, MTSW, MSSW
Research Adviser

Noted by:

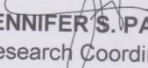

JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE

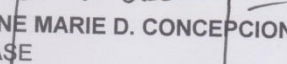


College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456 Local 118

ACCEPTANCE

The final Research Report entitled, "**Strengths-Based Approach: STAR Students in Focus: A Phenomenology**", prepared and submitted by Rosilyn S. Casilagan, Relyn Joyce S. Dobles and Jasmin Joy A. Collado, in compliance with the requirements for the subject SW 50 (Social Work Research II), is hereby accepted and approved.


JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE


KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

Appendix K

(Turnitin and Grammarly Results)

STRENGTH-BASED APPROACH: STAR STUDENTS IN FOCUS

ORIGINALITY REPORT

4%	3%	0%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	files.eric.ed.gov Internet Source	2%
2	ijetsr.com Internet Source	1%
3	Submitted to Colorado Technical University Online Student Paper	<1%
4	Submitted to Queensland University of Technology Student Paper	<1%
5	list.msu.edu Internet Source	<1%
6	search.proquest.com Internet Source	<1%
7	Submitted to CSU, San Jose State University Student Paper	<1%
8	dspace.lboro.ac.uk Internet Source	<1%



Report: rosilyn for grammarly

rosilyn for grammarly

by jean pasillao

General metrics

54,961	8,152	673	32 min 36 sec	1 hr 2 min
characters	words	sentences	reading time	speaking time

Score



This text scores better than 99% of all texts checked by Grammarly

Writing Issues

30		30
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

Appendix L

(Outline and Final Defense
Minutes)

January 14, 2019

Minutes of the Meeting

Program: College of Arts and Sciences Education

Course: Bachelor of Science in Social Work

Members: Rosilyn S. Casilagan

Relyn Joyce S. Dobles

Jasmin Joy A. Collado

Title:

Strengths-Based Approach: STAR Students in Focus

Title

- Our previous title was "Factors Affecting Academic Performance among Social Work" and was changed into "Strengths-based approach: STAR Students in Focus".

Objectives:

- We must focus on the strengths aspect of the star students.

Methodology:

- From factor analysis the panel suggest using the phenomenological method.
- There are Eight to ten (8-10) participants.
- The theory applied to this study will be strength perspective theory of Martin Seligman.

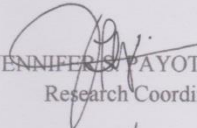



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Matina Campus, Davao City
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Phone No.: (082)300-5456/305-0647 Local 118


Strengths-Based Approach: Star Students in Focus

(Title of the Study)


PANEL COMMITTEE


JENNIFER S. PAYOT, MeD-LT
Research Coordinator



HELEN Q. OMBLERO, DSD
Member


JEAN AGNES A. PASILIAO, MTSW
Member

After evaluating the paper, I certify that the aforementioned suggestions were strictly complied.


JEAN AGNES A. PASILIAO, MTSW
Adviser

Received Copy


HELEN Q. OMBLERO, DSD
Subject Teacher



The University of Mindanao

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August 27, 2019

Final Minutes of the Meeting

Program: College of Arts and Sciences Education
Course : Bachelor of Science in Social Work
Members: Rosilyn S. Casilagan
Relyn Joyce S. Dobles
Jasmin Joy A. Collado
Adviser: Jean Agnes A. Pasiliao, MSSW

Title:

Strengths Based Approach: Star Students in Focus

Chapter 1:

- Dr. Omblero Highlighted that every general topic must have sub heading.
- RRL must be divided into sublevel based on the Research Questions.
- Prof. Payot highlighted that background of the study must explained what is the problem and what is the contribution to the body of knowledge.
- Prof. Payot also added that the purpose of the study must base on the research question

Chapter 2:

- Dr. Omblero added that source of information must expound on how does it apply to the study.

Instrument:

- Dr. Omblero suggested to add more themes.
- The panel committee also added that concluding remarks and implication for practice must relate to the study.
- Ethical consideration, Trustworthiness, credibility, dependability, must explain how it contributes to the study.

References:

- The panel committee added that researchers must follow the format from the previous studies.



College of Arts and Sciences Education

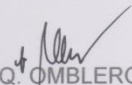
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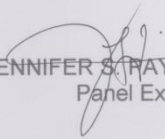
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Strengths Based Approach: Star Students in Focus


(Title of the Study)

PANEL COMMITTEE


HELEN Q. OMBLERO, DSD
Member


JENNIFER S. RAYOT, MeD-LT
Panel Expert

After evaluating the manuscript, I certify that the aforementioned suggestions were strictly complied.


JEAN AGNES A. PASILIAO, MTSW, MSSW

Adviser

Curriculum Vitae

CURRICULUM VITAE**ROSILYN S. CASILAGAN****LORETO, AGUUSAN DEL SUR****Email Address: rosicasilagan@gmail.com****Contact Number: 09465672216****PERSONAL DATA:**

Age : 20 years old
Sex : female
Civil Status : Single
Birth Date : July 29, 1999
Birth Place : Jandayugong, Loreto Agusan Del Sur
Father's Name : RosendoCasilagan Sr.
Mother's Name : Maria Casilagan
Citizenship : Filipino
Religion : Roman Catholic
Height : 5'5
Weight : 60 kilos

EDUCATIONAL BACKGROUND:

School	Year Graduated
University of Mindanao	2019-Present
Sta. Ana National High School	2014-2015

Loreto, Elementary School

2010-2011

INTERNSHIP EXPERIENCED:

2nd Semester SOS Children's Village Intern

SY 2018-2019 J.P Laurel Agdao, Davao City

1st Semester SOS Childrens's Village Intern

SY 2019-2020 J.P Laurel Agdao, Davao City

SEMINAR/WORKSHOP/CONFERENCE ATTENDED:

- "Suicide Awareness Seminar" Seminar (Resource Speaker, October 2018)
- "Mental Health Awareness: Social Work Students as Mental Health Defenders" Seminar (October 2018)
- "Children in conflict with the law: A Social worker perspective", August 8, 2018
- "Advocacy on HIV/AIDS, SOGIE & Therapeutic Communication for Awareness, Wellness and Resilience of Social Work Students" (January 11, 2019)

RELYN JOYCE S. DOBLES**BARANGAY 18, FLOREINDO, PANABO CITY****Email Address:** angel.dobles@yahoo.com**Contact Number:** 09759604808**PERSONAL DATA:**

Age : 20 years old
Sex : Female
Civil Status : Single
Birth Date : December 18, 1998
Birth Place : Davao City
Father's Name : Renato T. Dobles
Mother's Name : Linda S. Dobles
Citizenship : Filipino
Religion : Roman Catholic
Height : 5'2
Weight : 54 kilos

EDUCATIONAL BACKGROUND:

School	Year Graduated
University of Mindanao	2014 - Present

INTERNSHIP EXPERIENCED:

2 nd Semester SY 2018-2019	Children's Joy Foundation Inc. Indangan Street, Davao City	Intern
1 st Semester	UM-CEC	Intern

SY 2019-2020

Tugbok District, Davao City

SEMINAR/WORKSHOP/CONFERENCE ATTENDED:

- Certificate Of Participation “Less to Stress, More to Happiness “Social Work Laboratory, University of Mindanao, MatinaCampus, Davao City (October 1, 2018)
- Certificate of Participation“Deepening one’s Perspective on Mental Health Awareness: Social Work Students as Mental Health Defenders”AVR1, University of Mindanao, Bolton, Davao City (October 10, 2018)
- “Advocacy on HIV/AIDS, SOGIE & Therapeutic Communication for Awareness, Wellness and Resilience of Social Work Students” (January 11, 2019)

CURRICULUM VITAE**JASMIN JOY A. COLLADO****Brgy. 76-A St. John Bucana, Davao City****Email Address: jasminjoyasiscollado@gmail.com****Contact Number: 09972282555****PERSONAL DATA:**

Age : 20 Years Old
Sex : Female
Civil Status : Single
Birth Date : March 22, 1998
Birth Place : Davao City
Father's Name : Tomas M. Collado Jr.
Mother's Name : Josielyn A. Collado
Citizenship : Filipino
Religion : Iglesia Ni Cristo
Height : 5'1
Weight : 43 kilos

EDUCATIONAL BACKGROUND:

School Graduated	Year
University of Mindanao	2015-Present
Sta. Ana National High School D. Suazo Street, Barangay 28-C, Davao City, Davao Del Sur	2013-2014
Magallanes Elementary School A. Pichon Street, Barangay 1-A, Davao City, Davao Del Sur	2009-2010

SEMINAR/WORKSHOP/CONFERENCE ATTENDED:

- Certificate Of Participation “Less to Stress, More to Happiness “Social Work Laboratory, University of Mindanao, MatinaCampus, Davao City (October 1, 2018)
- Certificate of Participation“Deepening one’s Perspective on Mental Health Awareness: Social Work Students as Mental Health Defenders”AVR1, University of Mindanao, Bolton, Davao City (October 10, 2018)
- “Advocacy on HIV/AIDS, SOGIE & Therapeutic Communication for Awareness, Wellness and Resilience of Social Work Students” (January 11, 2019)