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**PERSONAL EXPERIENCES CONTRIBUTORY TO MENTAL HEALTH  
AND SOCIAL PROBLEM OF GRADE 9 LEARNERS:  
FOCUSED ON GUIDANCE SERVICES IN  
PUBLIC SECONDARY SCHOOLS**

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**ABSTRACT**

This study determined the personal experiences contributory to mental health and social problems of Grade 9 learners focused on guidance services in public secondary schools as basis for the preparation of contextualized counseling module to enhance guidance services. The study was conducted in the School Year 2025-2026, utilizing the descriptive method using survey questionnaire. The respondents of the study were twenty (20) designated counselors, three hundred thirty (330) Grade 9 learners and five (5) jurors for a total of three hundred fifty-five (355) respondents.

The raw data were statistically treated using frequency count, percentage technique weighted mean, mathematics mean, stratified sampling and f-test analysis of variance. Findings and conclusions revealed that the extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along disturbances in stress impairment was the highest contributory factor among the variables and the lowest was disturbances in behavior. There was no significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to mental health among the variables. Extents of personal experiences encountered by Grade 9 learners that contribute to social problems along peer relationships was the highest contributory factor among the variables while the lowest was family dynamics. There was no significant difference in the extent of personal experiences encountered by the Grade 9 learners that contribute to social problems among

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the variables. The guidance services extended to Grade 9 learners with mental health and social problems was on Knowing where the school’s guidance office is located as the highest guidance services while the least guidance services was visiting the guidance office when support was needed. The contextualized guidance module for Grade 9 learners was developed. The acceptability of the prepared contextualized counseling module for Grade 9 learners as evaluated by jurors was strongly acceptable.

Based on the findings and conclusions drawn, this study recommends that the guidance counselors should have more training/seminars and provide more counseling guidance modules. Create a safe and confidential space for the learners and ensure that both the counselor and the learners are clear about the goals and expectations of the session. Incorporate evidence-based strategies and interventions that can promote healing and personal growth. Provide a coherent plan for focusing treatment interventions and increase the likelihood of achieving treatment goals; Indicate a set of specific skills that should be the focus of deliberate practice; Create a contextualized counseling module that is effective, evidence-based, and tailored to the needs of both the learners and the counselor; Provide interventions to individual needs and foster resilience that will empower learners to achieve their personal goals.

## INTRODUCTION

Adolescence is a pivotal and transformative stage marked by rapid physical, emotional, and social development. Grade 9 learners, in particular, are more susceptible to challenges in academic performance, peer relationships, family dynamics, and identity formation. These developmental stressors often result in mental health and social concerns such as anxiety, depression, isolation, and behavioral issues.

Republic Act No. 11036 known as Mental Health Act is an act establishing a national mental health policy for the purpose of enhancing the delivery of integrated mental health services, promoting and protecting the rights of persons utilizing psycho-social health services, appropriating funds therefor and other purposes

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DepEd Memorandum No. 074, s. 2021 on Inclusion and Promotion of Mental Health in All DepEd Events and Programs refers to the rising number of cases and presence of community transmissions which have not only hampered physical classes, but have also brought about mental and psychological distress to the learners and personnel of the Department of Education (DepEd) and stakeholders. This provision for mental health and psychological support services (MHPSS) aim to improve and strengthen the mental resilience of all learners and DepEd personnel.

This study determined the mental health and social problems of Grade 9 learners focused on guidance services in public secondary schools. This serves as basis for the preparation of contextualized counseling module to enhance guidance services. Hence, this study may ensure that these services are not only available but are meaningfully aligned with the needs of students, thus promoting their holistic development and overall well-being.

### Setting of the Study

The study was conducted in one of the city divisions of Albay, comprising 45 urban and 25 rural barangays, a total of 70 barangays with land area of 161.61 square kilometers or 62.40 square miles which constitute 6.28 percent of Albay's total area as shown in Appendix A.

There are 17 total number of public secondary schools in the setting of the study. The Grade 9 students, designated guidance counselors, and registered guidance counselor evaluators from selected public secondary schools are the respondents. The conduct of this study addressed the personal experiences contributory to mental health and social problems of Grade 9 learners which focused on guidance services in public secondary schools.

### Statement of the Problem

This study determined the personal experiences contributory to mental health and social problems of Grade 9 learners focused on Guidance Services in Public Secondary Schools

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as basis for the preparation of contextualized counseling module to enhance guidance services.

Specifically, it answered the following questions:

1. What is the extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along:
  - a. Disturbances in thinking
  - b. Disturbances in behavior
  - c. Disturbances in stress impairment?
2. Is there a significant difference in the extent of personal experiences encountered by the Grade 9 learners that contribute to mental health among the variables?
3. What is the extent of personal experiences encountered by the Grade 9 learners that contribute to social problems along:
  - a. Peer relationships
  - b. Family dynamics
  - c. Social pressure?
4. Is there a significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to social problems among the variable?
5. What guidance services are extended to Grade 9 learners with mental health and social problems?
6. What contextualized counselling module can be prepared to enhance guidance services?
7. How acceptable is the prepared contextualized counselling module as evaluated by the jurors?

## Hypotheses

This study tested the null hypotheses that:

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1. There is no significant difference in the extent of personal experiences encountered by the Grade 9 learners that contribute to mental health among the variables.

2. There is no significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to social problems among the variables

## Assumptions

This study was premised on the following assumptions:

1. Guidance and Counseling Act of 2004, establishes the framework for the guidance and counseling profession in the Philippines, promoting ethical and effective services (Republic Act No. 9258).

2. Guidance services are accessible to Grade 9 learners in public secondary schools

3. Guidance services intervention program are provided by the school to all students.

4. Guidance counselors are required to possess the necessary training, qualifications, and competencies for personal or social, academic or educational and occupational or career counseling support.

5. Guidance services provide for the following: assisting students, conducting individual and group counseling, collaborating with parents, teachers, and other professionals and implementing prevention and wellness programs per school year.

## Significance of the Study

This study on personal experiences contributory to mental health and social problem of Grade 9 learners which focused on guidance services in public secondary school, is deemed significant to the following stakeholders: Department of Education (DepEd), Policy Makers, Curriculum Writers, Higher Education Institutions (HEIs), Local Government Units (LGU's),

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Supervisors, School Heads, Guidance Counselors, Teachers, Students, Parents, Community and Researchers.

**Department of Education (DepEd).** The findings of this Study will provide DepEd significant ideas to improve its mentoring and guiding initiatives in public secondary schools by means of the practical suggestions presented by this study.

**Policy Makers.** This study may serve as a basis for policy makers in developing and strengthening mental health-responsive policies in public secondary schools. By identifying personal experiences that contribute to learners' mental health and social problems, this study can inform the formulation of child-protection, guidance, and mental health programs that are developmentally appropriate, inclusive, and responsive to the needs of adolescents.

**Curriculum Makers.** This study may benefit from the results of this study as it highlights the psychosocial challenges faced by Grade 9 learners. The findings can support the integration of social-emotional learning (SEL), values education, and mental health awareness into the curriculum. This may help ensure that learning competencies address not only academic development but also learners' emotional resilience and social well-being.

**Higher Education Institutions (HEIs).** This study benefits Higher Education Institutions (HEIs) by providing data-driven insights that can enhance teacher education and guidance counseling curricula, ensuring that pre-service professionals are equipped to address the mental health and social challenges of learners. The study will contribute to Republic Colleges of Guinobatan, Inc. (RCGI) in terms of teaching, research, and innovation. RCGI as the college involved in the study will gain substantial body of knowledge particularly in terms of improving and facilitating learning as one of the research agenda.

**Local Government Units (LGUs).** The findings of this study may serve as a reference in designing community-based mental health programs, youth interventions, and support services for adolescents. The study can guide LGUs in strengthening partnership with

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schools, health offices, and social welfare agencies to address mental health and social concerns affecting learners at the community level.

**Supervisors.** School supervisors may find this study valuable in monitoring and improving the implementation of guidance and counseling services in public secondary schools. The findings can assist supervisors in crafting targeted supervisory plans, recommending professional development for guidance personnel, and ensuring that schools adopt evidence-based practices in addressing learners' mental health and social problems.

**School Heads.** School Heads may benefit from this study as it provides a deeper understanding of the personal experiences influencing Grade 9 learners' mental health and social behavior. The results can help schools administrators to strengthen guidance services, implement preventive and intervention programs, and foster a supportive school environment that promotes learners' overall well-being and positive social development.

**Guidance Counselors.** This study will be highly beneficial to guidance counselors as it provides a clearer understanding of the specific mental health and social challenges faced by Grade 9 learners. The findings will allow them to assess the relevance and impact of existing guidance services, identify areas needing enhancement, and apply more targeted and responsive counseling interventions. The development of a proposed counseling module will serve as a practical tool to help counselors improve their strategies in addressing students' emotional well-being, peer-related issues, and coping skills, ensuring their guidance work aligns more closely with students' actual needs.

**Teachers.** This study will help teachers by highlighting their crucial role in identifying students who need social and emotional support. The results might encourage educators to integrate mental health awareness into their teaching strategies and create a supportive classroom environment where students feel safe, valued, and understood.

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**Students.** The results of this study will be helpful to the students, as they will have easier access to greater counseling and direction.

**Parents.** The findings of this study will help parents by emphasizing the importance of home-school collaboration in children's emotional and social well-being. The results might motivate parents to participate actively in school counseling programs and home-caring surroundings.

**Community.** This study will help the community by emphasizing the importance of collective involvement in supporting students' mental health and social well-being. The results might encourage local organizations, stakeholders, and community members to actively participate in school counseling initiatives and create programs that foster a supportive environment for students beyond the classroom.

**Researchers.** This research will be useful for future researchers examining related topics like guidance and counseling, mental health, and social development in the classroom. The findings may provide baseline data for further studies designed to improve educational systems for student, in-terms of their daily experiences contributory to mental health and social aid.

### Scope and Delimitation

This study on personal experiences contributory to mental health and social problems of Grade 9 learners focused on Guidance Services in Public Secondary Schools particularly on the personal experiences encountered by the Grade 9 learners that contribute to mental health along: Disturbances in thinking, Disturbances in behavior, Disturbances in stress impairment and personal experiences encountered by the Grade 9 learners that contribute to social problems along: Peer relationships, Family dynamics, Social pressure. The study was conducted in public secondary schools in Schools Year 2025-2026 in the setting of the study.

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The respondents were the 330 Grade 9 students and 5 jurors plus 20 designated guidance counselors using descriptive method utilizing survey questionnaire techniques. The statistical tools used were the Frequency count, percentage techniques, weighted mean, mathematics mean stratified sampling and f-test analysis of variance.

Other grade levels in the setting of the study were excluded and all private secondary schools were also not part in the conduct of the study.

## Research Design

This study made use of the descriptive method utilizing survey technique. According to Shona Mc Combes (2023) descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can be used to describe a wide variety of research methods to investigate one or more variables. In this study, the descriptive method was used to determine personal experiences contributory to mental health and social problems of Grade 9 learners focused on Guidance Services in Public Secondary Schools.

Survey technique is a type of collecting the data through self-administered or an interviewer administered questionnaires, (Sirisilla 2023). In this study, a questionnaire checklist was issued to the respondents to accurately determine the validity of the data. It was utilized to determine the personal experiences contributory to mental health and social problems of Grade 9 learners focused on Guidance Services in Public Secondary Schools.

## Sources of Data

The data were taken from two types of sources: primary and secondary sources. The primary sources were the responses of Grade 9 learners to the survey questionnaires.

The secondary sources of data were the literatures taken from published/unpublished theses and dissertations books, DepEd issuances, journals and internet websites.

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## Respondents of the Study

The respondents of this study shown in Table 1 were the 330 Grade 9 students, 20 designated guidance counselors, and registered guidance counselor, 5 jurors, a total of 355 respondent from selected public secondary schools in the setting of the study.

The respondents were chosen being the ones designated as guidance counselors, and registered guidance counselors their professional experiences and expertise enriched the understanding of current guidance services to the learners. The Grade 9 students who are in adolescent period are commonly vulnerable to experiences contributory to mental health and social problems. The One hundred percent retrieval was made possible due to the respondents' cooperation and through the use of technology as a way to speed up communication.

**Table 1**  
**Respondents of the Study**

Public Secondary Schools	Designated Guidance Counselor	Jurors	Grade 9 Students	Total
A	1	1	8	10
B	2		40	42
C	2		25	27
D	2		22	24
E	2	1	70	73
F	2		26	28
G	1	1	18	20
H	2		40	42
I	1	1	6	8
J	1	1	8	10
K	1		18	19
L	2		25	27
M	1		24	25
<b>Total</b>	<b>20</b>	<b>5</b>	<b>330</b>	<b>355</b>

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## Research Instrument

The self-made research instrument is composed of 3 parts. Part-I on Mental Health indicates the experience situation described, using the following scale 4–Always, 3–Often, 2–Sometimes, 1–Never by putting a check [✓] under the column that best reflects their answers. Part-II on Social Problems indicate how they agree or disagree to the situation described, using the following scale 4–Strongly Agree, 3–Agree, 2–Disagree, 1 –Strongly Disagree by putting a check [✓] under the column that best reflects their answer.

Part-III on Awareness and Utilization of Guidance Services indicate how they agree or disagree to the situation described. Using the following scale 4–Strongly Agree, 3–Agree, 2–Disagree, 1 –Strongly Disagree by putting a Check [✓] under the column that best reflects their answers.

The jurors’ evaluation tool also included refers to the contextualized homeroom guidance module for Grade 9, using the following scale 4-Strongly Acceptable,3-Moderately Acceptable, 2-Unacceptable, 1-Strongly Unacceptable by putting a check [✓] under the column that best reflects their answers.

## Validation of the Research Instrument

The research instrument was evaluated by 5 experts who are licensed guidance counselors/educational psychologists outside of the setting of the study. The validators’ suggestions on the questionnaires for the improvement of the research study were taken into considerations and actions.

This validation process ensured that all instruments used in the study were scientifically sound, age-appropriate, and contextually responsive, enabling the researcher to collect accurate and meaningful data from all respondent groups.

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## Ethical Considerations

The researcher explained thoroughly to the respondents of the study the purpose of the study and the instructions before giving the survey-questionnaires to be answered. The researcher maintained the autonomy of the respondents while simultaneously assuring a complete disclosure of all relevant study-related information, all in accordance with the principle of human dignity.

The respondents were made aware of their rights to protection from exploitation as well as freedom from damage and discomfort. The respondents were informed of their right to privacy and to fair treatment. The researcher upheld any anonymity or confidentiality protocols that were part of the right to privacy. This included hiding any respondent's identification information and using code names or numbers instead. Only the researcher and research adviser knew the identity of respondents. No reward was offered to the respondent. The independence of the researcher was emphasized.

## Data Gathering Procedures

The researcher prepared a recommendation letter approved by the Dean of the Graduate School of Republic Colleges of Guinobatan, Inc., to the Schools Division Superintendent, seeking permission to conduct the study in selected public secondary schools within the second district of the province. Upon approval, a Letter of Approval signed by the SDS was issued, granting the researcher authorization to proceed.

The research instruments to be used, and the proposed schedule for data gathering were prepared. Table 2 presents the distribution and retrieval of the research instrument.

After the approval of the letter, the researcher distributed the survey-questionnaire to the respondents with the approval of the Public Schools District Supervisors and School Heads in the setting of the study. The retrieval of the questionnaire was done upon the accomplishment by the respondents.

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**Table 2**

**Distribution and Retrieval of Research Instrument**

Public Secondary Schools	Number of Questionnaire		Percent
	Distributed	Retrieved	
A	10	10	100
B	42	42	100
C	27	27	100
D	24	24	100
E	73	73	100
F	28	28	100
G	20	20	100
H	42	42	100
I	8	8	100
J	10	10	100
K	19	19	100
L	27	27	100
M	25	25	100
<b>Total</b>	<b>355</b>	<b>355</b>	<b>100</b>

**Statistical Tools.**

The researcher used the following statistical tools to treat the generated data: Frequency count, percentage Technique, weighted mean, arithmetic mean, stratified technique, weighted sampling and F-Test analysis of variance.

**Frequency Count.** It is the method by which the number of respondents' responses and occurrences of the respondents of the study will be determined and it will be done by a simple one -by-one counting (Kenney & Keeping, 1951). In this study, this was used in counting the responses of the respondents to all of the instruments used.

**Percentage Technique.** Percentage is calculated by taking the frequency in the category divided by the total number of participants and multiplying by 100 percent parts

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(Broto, 2007). This was used to determine the extent of personal experiences encountered by the Grade 9 learners that contributed to mental health.

The formula for calculating percentage is:

$$P = \frac{f}{n} \times 100$$

Where:

f = frequency count

n = total number of responses

100 = constant

**Weighted Mean.** It is the weighted average of observed data. It is the result of dividing the sum of the products of each observed value, the number of times it occurs and by the total number of observations (Broto,2007). In this study it was used to determine the personal experiences encountered by the Grade 9 learners that contributed to social problems.

The formula is shown below.

$$M_w = \frac{\sum f\omega}{n}$$

Where:

M<sub>w</sub> = weighted mean

∑ = summation

f = frequency

w = weight

n = number of respondents

**Arithmetic Mean.** It is the average of a data set which

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is found by adding all m=numbers in the data set and then dividing by the number of values in the set. (Khan Academy). This was used to determine the average of extent of the personal experiences encountered by the Grade 9 learners that contributed to mental health and personal experiences encountered by the Grade 9 learners that contributed to social problems.

Formula is shown below:

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

Where:

$\bar{x}$  = mean

$\sum x$  = summation of observations

N = number of observations

**Stratified Sampling (Mean Estimation).** To determine the total population of the respondents, stratified sampling (mean estimation) was used (Cochran and Krishnaswami 1980). It is critical to ensure that the results represent the whole population accurately and avoids bias that could happen if one subgroup is over or under-respondent.

The formula is presented below.

$$\bar{x} = \sum \left( \frac{N_i}{N} \right) \times X_i$$

Where:

$\bar{X}$  = Overall estimated mean

$N_i$  = Size of stratum i

N = Total population size

$X_i$  = Mean of stratum i

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**F-Test.** This is a non-parametric test used to compare the means of two or more groups of independent samples. It is also known as Analysis of Variance (ANOVA) (Broto, 2007).

This was utilized in this study to determine the significant difference in the extent of the personal experiences encountered by the Grade 9 learners that contribute to mental health and significant difference on the extent of personal experiences encountered by Grade 9 learners that contribute to social problems among the variables.

The computed data are presented in the ANOVA Table as follows:

Sources of Variation	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Squares (MS)	F-Value	
				Computed	Tabular
Between Groups	K-1	BSS	$\frac{BSS}{df}$	$\frac{MSB}{MSW} = F$	See the table of "F" Distribution at 0.05 $\alpha$
Within Groups	(N-1)(K-1)	WSS	$\frac{WSS}{df}$		
TOTAL	(N-1)	TSS			

Where:

F = F-Value (MSB divided by MSW)

K = number of groups

N = number of samples

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CF = correction factor

TSS = total sum of squares minus the CF

BSS = between sum of squares minus CF

WSS = difference between the TSS minus BSS

MSB = mean squares between (BSS/df)

MSW = mean squares within (WSS/df)

## **PERSONAL EXPERIENCES CONTRIBUTORY TO MENTAL HEALTH AND SOCIAL PROBLEM OF GRADE 9 LEARNERS: FOCUSED ON GUIDANCE SERVICES IN PUBLIC SECONDARY SCHOOLS**

This chapter presents the discussion of the results of the data gathered. This includes analysis, interpretation, implication, and relevance of the findings in the cited literature and studies and the contextualized counselling module prepared to enhance guidance services.

### **Extent of Personal Experiences Encountered by Grade 9 Learners Along Disturbances in Thinking**

The extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along disturbances in thinking is shown in Table 3, Data reflected that experiencing negative thoughts about self-worth got the highest weighted mean of 2.53, Often Encountered (OE) while finding it hard to follow instructions or logical steps received the lowest weighted mean of 2.04, Sometimes Encountered (SE) gaining an average of 2.31 or Sometimes Encountered (SE).

The prevalence of the indicator sometimes encountered cognitive disturbances suggest that while not all students are deeply affected, a significant portion experiences cognitive

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 challenges that may affect their academic performance, decision-making, and social relationships.

**Table 3**

**Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Mental Health Along Disturbances in Thinking**

Disturbances in Thinking Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
1. Have difficulty concentrating on tasks	45	62	217	26	2.36	SE
2. Experience negative thoughts about my self-worth	67	87	160	36	2.53	OE
3. Forget simple tasks or become mentally confused	47	82	180	41	2.39	SE
4. Feel hopeless or pessimistic	28	79	158	85	2.15	SE
5. Have trouble organizing or planning my activities	50	75	167	58	2.34	SE
6. Tend to think in rigid or obsessive patterns	19	76	156	99	2.05	SE
7. Struggle to solve problems or make decisions	55	98	156	41	2.48	SE
8. Thoughts are overwhelmed by worry	58	94	152	46	2.47	SE
9. Feel like thoughts are spiraling out of control	48	74	149	79	2.26	SE
10. Find it hard to follow instructions or logical steps	22	49	198	81	2.04	SE
Average					2.31	SE
<b>Range ng Weighted</b>					<b>Verbal Interpretation (VI)</b>	

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Disturbances in Thinking Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
<b>Mean (WM)</b>						
3.50 – 4.00					Always Encountered (AE)	
2.50 – 3.49					Often Encountered (OE)	
1.50 – 2.49					Sometimes Encountered (SE)	
1.00 – 1.49					Rarely Encountered (RE)	

Teachers should be trained to identify signs of cognitive stress, and classroom activities which include brain breaks, mindfulness sessions, and opportunities for reflection. Counselors, meanwhile, must integrate cognitive strategies such as thought restructuring and journaling into school guidance modules to help students manage their thinking patterns.

In relation to the study of Torres and Cruz (2022) on Role of Social Media Usage on Adolescent Mental Health, it was found out that the use of social media was linked to increased loneliness, poor self-esteem, and susceptibility to cyber bullying; nevertheless, peer support groups and digital literacy training appeared to mitigate these negative effects. This study recommended that school should hold workshops on healthy online behavior and peer support networks.

### Extent of Personal Experiences Encountered by Grade 9 Learners Along Disturbances in Behavior

Table 4 presents the extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along disturbances in behavior. Isolating oneself even when needed help was achieved got 2.42 as the highest weighted mean or Sometimes Encountered (SE) while Skipping classes or pretending to be sick to avoid school had the lowest weighted mean of 1.44, Sometimes Encountered (SE) obtained an average of 1.93, Sometimes Encountered (SE). This implies that this severe behavior disorders may not be

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prevalent, but there is a notable presence of behavioral concerns that impact learners' school adjustment and interpersonal relationships.

**Table 4**

**Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Mental Health Along Disturbances in Behavior**

Disturbances in Behavior Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
1. Avoid interacting with friends or classmates	28	54	145	123	1.97	SE
2. Get irritated or angry easily without reason	48	67	130	105	2.17	SE
3. Lash out or argue aggressively	25	44	147	134	1.89	SE
4. Feel unmotivated to do school tasks	33	57	158	102	2.06	SE
5. Skip classes or pretend to be sick to avoid school	13	22	70	245	1.44	RE
6. Do things it shouldn't be, like breaking rules.	27	35	112	176	1.75	SE
7. Act on impulse without thinking about the consequences	12	52	162	124	1.87	SE
8. Argue with adults or authority figures	17	44	125	164	1.76	SE
9. Start and stop activities without finishing them	21	57	152	120	1.94	SE
10. Isolate myself even when need help.	66	64	170	50	2.42	SE
Average					1.93	SE
<b>Range ng Weighted Mean (WM)</b>		<b>Verbal Interpretation (VI)</b>				
3.50 – 4.00		Always Encountered (AE)				
2.50 – 3.49		Often Encountered (OE)				
1.50 – 2.49		Sometimes Encountered (SE)				

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Disturbances in Behavior Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
1.00 – 1.49	Rarely Encountered (RE)					

It is recommended that schools enhance their behavioral screening and support mechanisms by implementing regular teacher observations, guidance referrals, and student-led behavior contracts. Interventions should focus on preventative and supportive approaches rather than on punitive actions. The counseling program can integrate behavioral checklists, peer mediation activities, and resilience-building workshops to address these concerns holistically. It is also vital to establish a coordinated referral system between classroom teachers and guidance counselors to monitor students at risk. By fostering collaboration across school personnel, a more consistent and student-centered behavioral support system can be developed.

In relation to the study of Reyes & Tan (2024) which explored the Mobile-Phone Dependency and Academic Stress among Filipino Adolescents. It was revealed that high mobile-phone dependency correlated with increased academic stress and disrupted study habits; nevertheless, students who used productivity apps reported less procrastination. Accordingly, it was suggested that guidance counselors should teach digital-self-management strategies rather than blanket phone bans.

### **Extent of Personal Experiences Encountered By Grade 9 Learners Along Disturbances in Stress Impairment**

A comfortable learning environment helps learners stay focused, alert, and productive. Table 5 shows the extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along disturbances in stress impairment. Crying or breaking down emotionally under pressure obtained the highest weighted of 2.56 or Often Encountered (OE) while avoiding doing tasks because they too overwhelming, achieved the lowest

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weighted mean of 2.13, Sometimes Encountered (SE) which earned the average of 2.37 or Sometimes Encountered (SE).

This implies that most Grade 9 students occasionally experience difficulty in managing stress, which may affect their emotional stability, concentration, and academic performance. It is suggested that stress management should not only be addressed through one-on-one counseling but through systemic school-based programs that involve teachers, parents, and peers as support networks. It is recommended that schools enhance their behavioral screening and support mechanisms by implementing regular teacher observations, guidance referrals, and student-led behavior contracts. Interventions should focus on preventative and supportive approaches rather than on punitive actions. The counseling program can integrate behavioral checklists, peer mediation activities, and resilience-building workshops to address these concerns holistically.

Based on the study of Zhao et al. (2023) School Bullying Results in Poor Psychological Conditions Among Adolescents: A Large-Scale Survey in Sichuan. The psychological conditions among adolescents found out that students who experienced bullying were more likely to develop anxiety, depression, and post-traumatic stress disorder (PTSD), yet many schools lacked integrated anti bullying interventions. The study may recommend implementing anti bullying programs with routine mental health screenings and support services. Counselors should develop peer-support and mentoring systems to create safe spaces for students to express emotional struggles.

**Table 5**

**Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Mental Health Along Disturbances in Stress Impairment**

Disturbances in Stress Impairment Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
1. Feel overwhelmed by daily responsibilities	41	78	191	40	2.35	SE

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Disturbances in Stress Impairment Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
2. Have trouble sleeping or sleep too much	64	70	154	62	2.39	SE
3. Feel sick or tired when stressed	79	80	149	42	2.56	OE
4. Cry or break down emotionally under pressure	115	53	102	80	2.58	OE
5. Feel anxious in normal situations	47	67	148	88	2.21	SE
6. Cannot relax even during free time	60	60	143	87	2.27	SE
7. Lose appetite or eat too much when stressed	82	75	102	91	2.43	SE
8. Feel emotionally tired or burned out	79	74	145	52	2.52	OE
9. Avoid doing tasks because they feel too overwhelming	38	61	157	94	2.13	SE
10. Can't handle small problems without getting upset	54	72	149	74	2.31	SE
Average					2.37	SE
<b>Range ng Weighted Mean (WM)</b>		<b>Verbal Interpretation (VI)</b>				
3.50 – 4.00		Always Encountered (AE)				
2.50 – 3.49		Often Encountered (OE)				
1.50 – 2.49		Sometimes Encountered (SE)				
1.00 – 1.49		Rarely Encountered (RE)				

### Significant Difference in the Extent, of Personal Experiences Encountered by the Grade 9 Learners Among the Variables

Table 6 presents the significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to mental health along three dimensions: Disturbances in Thinking, Disturbances in Behavior, and Disturbances in Stress Impairment.

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Using the the F-Test analysis of variance the computed F-value of 14.05 exceeded the tabular F-value of 3.35 with 2 and 27 degrees of freedom at 0.05 level of significance.

The null hypothesis was rejected and the alternative hypothesis is accepted which means there is significance in the extent of personal experiences encountered by Grade 9 learners that contribute to mental health among the variables. This implies that school administrators, teachers, and guidance personnel should recognize that higher levels of stress and thinking disturbances call for early mental health interventions, including cognitive-behavioral strategies, emotion regulation training, and school-based stress management programs. These suggest that while students may appear behaviorally normal, many are silently struggling with stress and cognitive disruptions that may affect their academic and emotional well-being. A more holistic and data-driven program is necessary to respond to the driven mental health needs.

In connection to the study of Delos Santos, (2022) on about Irregular Sleep Patterns and Mental Health Symptoms Among Junior High Students, it was shown that inconsistent bedtimes were linked to increased irritability and depressive symptoms; moreover excessive weekend catch up sleep predicted Monday absenteeism. Thus, the study may recommend that guidance offices conduct sleep-hygiene seminars and work with parents on consistent routines and more holistic, data-driven guidance program to respond to the diverse mental health needs of students.

**Table 6**  
**Significant Difference in the Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Mental Health Among the Variables**

<b>Variables</b>	<b>Weighted Mean</b>
Disturbances in Thinking	2.31
Disturbances in Behavior	1.93

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Disturbances in Stress Impairment				2.37	
Average				2.20	
Sources of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value	
				Computed	Tabular
Between Groups	2	1.17	0.585	14.05	3.35
Within Groups	27	1.12	0.040		
TOTAL	29	2.29			
Level of Significance				: 0.05	
Remark:				: Significant	
Null Hypothesis:				: Rejected	
Alternative Hypothesis				: Accepted	

### Extent of Personal Experiences Encountered by Grade 9 Learners Along Peer Relationships

The extent of personal experiences encountered by Grade 9 learners that contribute to social problems is shown in Table 7. Having at least one friend to trust achieve the highest weighted mean of 3.20 or Often Encountered (OE). Both Can count on classmates when they need help, and not being bullied or excluded by peers received the lowest weighted mean of 2.67 or Often Encountered (OE) and had the average of 2.91, Often Encountered (OE).

The implications for educators and guidance counselors, is that peer relationship problems are often encountered, there is a need to strengthen social-emotional learning (SEL) programs in the junior high school curriculum. Teachers must be equipped to identify early signs of peer conflict, exclusion, and social anxiety and intervene with positive behavior support strategies. In the light of the data, obtained schools should prioritize peer relationship modules within guidance counseling and homeroom programs. Activities such as empathy training, peer

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mentoring, cooperative learning, and conflict resolution role-playing should be embedded in the curriculum.

Counselors may also develop and implement social skills work-shops and self-awareness exercises to address the underlying issues of conformity, exclusion, and peer pressure. Teachers should be given training in classroom climate management, while school leaders must enforce policies that encourage respect, inclusion, and diversity in student interactions. Peer mapping strategies and student support groups can further identify at-risk individuals and foster inclusive peer networks.

**Table 7**

**Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Social Problems Along Peer Relationships**

Peer Relationships Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
3. feel accepted by classmates	76	177	78	19	2.89	OE
4. Have at least one friend to trust	163	112	55	20	3.20	OE
5. Can count on classmates when need help.	59	158	91	42	2.67	OE
6. Feel comfortable sharing thoughts with friends.	89	144	85	32	2.83	OE
7. Work well with others in group activities	75	169	90	16	2.87	OE
8. Try to understand how friends feel	145	129	66	10	3.17	OE
9. Spend time with friends outside class	103	132	86	29	2.89	OE
8. Feel included in class discussions or activities	69	175	86	20	2.84	OE

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Peer Relationships Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
9. Not bullied or excluded by peers	87	108	107	48	2.67	OE
10. Friends encourage to do well in school.	120	142	70	18	3.05	OE
Average					2.91	OE
<b>Range ng Weighted Mean (WM)</b>		<b>Verbal Interpretation (VI)</b>				
3.50 – 4.00		Always Encountered (AE)				
2.50 – 3.49		Often Encountered (OE)				
1.50 – 2.49		Sometimes Encountered (SE)				
1.00 – 1.49		Rarely Encountered (RE)				

Regular evaluation of peer interaction activities and feedback from students can help refine programs to ensure sustained impact and relevance.

In relation to the study of Lim & Bautista (2023) on Online Gaming Addiction, Peer Relationships, and Classroom Behavior, the study shows that Grade 9 gamers who exceeded four hours of daily play exhibited poorer peer relations and increased in-class impulsivity, yet structured after-school sports clubs moderated these effects by providing adult supervision and social skill coaching. Therefore, the study urged the schools to create supervised digital-gaming programs within guidance frameworks.

### Extent of Personal Experiences Encountered by Grade 9 Learners

#### Along Family Dynamics

The extent of personal experiences encountered by the Grade 9 learners that contribute to social problems along family dynamics is presented in Table 8. Feeling emotionally supported at home got the highest weighted mean of 2.85, Often Encountered (OE) while parents getting involved in schoolwork received the lowest weighted mean of 2.40, Often Encountered (OE) and had an average of 2.66 or Often Encountered (OE). This implies

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that the personal experiences encountered by the learners that contribute to social problems are the critical role of family environment in shaping learners' behavior and mental well-being. The challenges within family dynamics are frequently experienced by learners which likely contribute

**Table 8**  
**Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Social Problems Along Family Dynamics**

Family Dynamics Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
1. Feel emotionally supported at home.	89	147	85	29	2.85	OE
2. Can talk to parents or guardians openly	75	118	101	56	2.61	OE
3. Family rarely argues or fights	51	116	113	70	2.43	SE
4. Follow a regular routine at home	75	168	77	30	2.83	OE
5. Feel that family understand	68	133	96	53	2.62	OE
6. Parents get involved in schoolwork	38	124	125	63	2.40	SE
7. Don't feel neglected by family.	58	132	116	44	2.59	OE
8. Share responsibilities fairly at home	94	156	72	28	2.91	OE
9. Parents cheer up during hard times	83	136	85	46	2.74	OE
10. Home is peaceful most of the time.	72	135	101	42	2.68	OE
Average					2.66	OE
<b>Range ng Weighted Mean (WM)</b>	<b>Verbal Interpretation (VI)</b>					
3.50 – 4.00	Always Encountered (AE)					
2.50 – 3.49	Often Encountered (OE)					
1.50 – 2.49	Sometimes Encountered (SE)					
1.00 – 1.49	Rarely Encountered (RE)					

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significantly to their social and emotional development.

It is suggested that the schools need to view students' academic performance and social interactions through a holistic lens that includes family context. Teachers and counselors must be aware that family instability or dysfunction can be manifested in classroom behavior, absenteeism, or declining academic performance. In response, schools must implement family-oriented counseling, trauma-informed teaching, and support systems that foster collaboration between home and school. Addressing issues can enhance not only students' academic performance but also their social-emotional resilience. The personal experiences encountered by the Grade 9 learners that contribute to school problems along family dynamics is supported by the study of Ramirez (2022) about influence of Broken Family Structures on Adolescent Behavior.

Therefore, the study proposed school-level interventions including one-on-one counselling, parental involvement sessions, and values education classes to support these at-risk learners. Given these insights, it is recommended that guidance counselors integrate family-focused scenarios in counseling modules and group sessions, allowing learners to express and process their home experiences in a safe space.

Addressing peer relationship problems is vital not just for improving classroom behavior but for promoting healthy psychosocial development and mental wellness among learners. Results highlight the need for schools to view students' academic performance and social interactions through a holistic lens that includes family context.

## **Extent of Personal Experiences Encountered by Grade 9 Learners**

### **Along Social Pressure**

Table 9 presents the extent of personal experiences related to social pressure encountered by Grade 9 learners that contribute to social problems. Reflected in the table, worrying about what others think of, received the highest weighted mean of 2.98, Often Encountered (OE) while feeling bad when they don't follow trends had the lowest weighted

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mean of 2.13, Often Encountered (OE) which achieved an average of 2.68, Often Encountered (OE)

These results have direct implications for educators and school guidance programs. The fact that social pressure is often encountered implies a need for preventive and responsive strategies in schools. Teachers and counselors must recognize that peer influence plays a powerful role in shaping learners' self-perception, decision-making, and behavior. Unaddressed, it can contribute to poor academic performance, anxiety, and compromised self-esteem.

Therefore, integrating mental health programs, peer mentoring, and socio-emotional learning (SEL) activities can help learners develop skills to cope with peer pressure and assert their individuality in healthy ways. In connection to the study of Alvarez & Mendoza (2021) which focused on Academic Burnout Among Junior High School Students in Urban

**Table 9**  
**Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Social Problems Along Social Pressure**

Social Pressure Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
1. Feel pressured to act like others in group	54	149	105	42	2.62	OE
2. Find it hard to say 'no' to friends	92	124	95	39	2.77	OE
3. Feel bad when don't follow trends	30	83	138	99	2.13	SE
4. Worry about what others think of.	134	112	66	38	2.98	OE
5. Family expect to always do well	116	126	70	38	2.92	OE
6. Feel must succeed to be accepted	122	119	71	38	2.93	OE

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Social Pressure Indicators	N = 350				Extent	
	4	3	2	1	WM	VI
7. Feel pressure to post or follow social media trends.	55	98	109	88	2.35	SE
8. Afraid of being left out by others	110	103	79	58	2.76	OE
9. Feel anxious during group social events	57	126	118	49	2.55	OE
10. Struggle to express own choices when others disagree	112	101	89	48	2.80	OE
Average					2.68	OE
<b>Range ng Weighted Mean (WM)</b>	<b>Verbal Interpretation (VI)</b>					
3.50 – 4.00	Always Encountered (AE)					
2.50 – 3.49	Often Encountered (OE)					
1.50 – 2.49	Sometimes Encountered (SE)					
1.00 – 1.49	Rarely Encountered (RE)					

Settings, the findings revealed that Grade 9 students who experienced high academic expectations, coupled with insufficient rest and social support, were more prone to emotional exhaustion and disengagement from learning, while teachers played a crucial role in moderating academic stress. The study recommended that schools implement time management workshops and regular mental wellness assessments as part of their guidance services.

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**Significant Difference in the Extent of Personal Experiences Encountered by Grade 9 Learners Among the Variables**

The significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to social problems, focusing on three key variables: peer relationships, family dynamics, and social pressure is presented in Table 10. Using the F-test analysis of variance revealed that the computed F-value of 4.06 was higher than the tabular F-value of 3.35 with the degrees of freedom of 2 and 27 at 0.05 level of significance.

The null hypothesis was rejected and the alternative hypothesis is accepted which means there is significant difference in the extent of personal experiences encountered by the Grade 9 learners that contribute to social problems among the variables.

The results imply that while all three areas contribute to learners' issues, the influence of peers exerts a comparatively stronger pressure on students social well-being at this developmental stage. The statistical analysis confirms that these categories differ significantly in how they impact students. The notable difference suggests that peer relationships play a more prominent role in shaping students' social challenges than family or social pressure alone. According to Diaz et al. (2024) Stress, Coping, and Resilience among Filipino Adolescents revealed that while academic performance pressure and family expectations were significant stressors, students who practiced mindfulness, engaged in sports, or communicated with trusted adults demonstrated higher resilience. Therefore, the study concluded that guidance services should incorporate teaching of resilience strategies, mindfulness sessions, and encouragement of extracurricular engagement.

**Table 10**  
**Significant Difference in the Extent of Personal Experiences Encountered by the Grade 9 Learners that Contribute to Social Problems Among the Variables**

<b>Variables</b>	<b>Weighted</b>
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				<b>Mean</b>	
Peer Relationships				2.91	
Family Dynamics				2.66	
Social Pressure				2.68	
<b>Average</b>				<b>2.75</b>	
<b>Sources of Variation</b>	<b>Degrees of Freedom</b>	<b>Sum of Squares</b>	<b>Mean Squares</b>	<b>F-Value</b>	
				<b>Computed</b>	<b>Tabular</b>
Between Groups	2	0.37	0.187	4.06	3.35
Within Groups	27	1.24	0.050		
TOTAL	29	1.62			
Level of Significance				: 0.05	
Remark:				: Significant Difference	
Null Hypothesis:				: Rejected	
Alternative Hypothesis				: Accepted	

## Guidance Services Extended to Grade 9 Learners with Mental Health and Social Problems

Table 11 presents the guidance services extended to Grade 9 learners with mental health and social problems. The table revealed that the most available guidance services was Knowing where the school's guidance office is located. This had the highest frequency of 235 or 67 percent, indicating that nearly one-third of the learners knew the guidance services while the least guidance services were, having visited the guidance office when support was

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needed, achieved the lowest frequency of 165 or 47 percent, resulting to nearly one half of the learners received at least one form of guidance services.

These figures show that a significant portion of the students population had been recipients of guidance services. The data serve as a vital indicator of the schools responsiveness to mental health and social concerns and provides insight into the extent and reach of existing intervention. To maximize the effectiveness of school-based guidance services, the institutions should regularly conduct needs assessments to ensure that programs remain relevant to the evolving concerns of students. Increasing student awareness through orientations, advisories, and digital

platform can improve access and utilization, particularly for underutilized support services. Furthermore, fostering collaboration among teachers, parents, guidance counselors, mental health professionals, can provide a broader safety net for learners, resulting in a more inclusive and responsive net educational environment.

According to the study of Alberto & Carreon, (2021) on Art-Therapy Interventions and Emotional Expression in Adolescents, the findings were reported difficulty in expressing emotions; while participants showed significant reductions in anger and sadness scores, control groups did not. Thus, the study urged schools to embed creative arts therapy options within guidance services for emotionally constrained learners.

**Table 11**  
**Guidance Services Extended to Grade 9 Learners**  
**with Mental Health and Social Problems**

Guidance Services	N = 350	
	Frequency	Percent
1. Know where the school's guidance office is located.	235	67
2. Aware of the types of counseling or support services	214	61

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available in our school.		
3. Have been informed about how to access guidance services when facing emotional or social difficulties.	202	58
4. Feel comfortable speaking with the school guidance counselor.	172	49
5. Have visited the guidance office when needed support.	165	47
6. The guidance counselor listens attentively when share my concerns.	198	56
7. The guidance office organizes programs or activities related to emotional or social well-being.	213	61
8. Received clear information from the counselor about what to do after seeking help.	204	58
9. Would recommend the guidance office to other students who need help.	220	63
10. The guidance services provided have helped manage personal or social challenges.	203	58

## Prepared Contextualized Counseling Guidance Module for Grade 9 Learners

Adolescence is a pivotal and transformative stage marked by rapid physical, emotional, and social development. This Module is anchored on DepEd Memorandum No. 074, s. 2021 Inclusion and Promotion of Mental Health in All DepEd Events and Programs.

This DepEd Memorandum refers to the rising number of cases and presence of community transmissions which have not only hampered physical classes, but also brought about mental and psychological distress to the learners and personnel of the Department of Education (DepEd) and stakeholders. This provision of mental health and psychological support services (MHPSS) aims to improve and strengthen the mental resilience of all learners and DepEd personnel.

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From the result of this study, all the learners need support and the school must move beyond academic instruction and prioritize a 'Culture of Care' where guidance services are visible, approachable, and integrated into the student's daily social fabric.

### **Level of Acceptability of Prepared Contextualized Counseling Module as Evaluated by the Jurors**

The level of acceptability of the prepared contextualized counseling module as evaluated by the jurors is shown in Table 12. The results reflected in the table showed that the objectives era aligned with learners' needs and developmental level. This received the highest weighted mean of 4.00 or Strongly Acceptable (SA). The lowest were both on. Objectives are relevant to the guidance services and mental health and Objectives contribute to the holistic development of learners. This obtained the weighted mean of 3.50 or Strongly Acceptable (SA).

The acceptability average of 3.57 means Strongly Acceptable (SA). Under Content it shows that content is age-

-appropriate and relevant for grade 9 learners, activities and topics are meaningful and engaging. This received the highest weighted mean of 4.00, Strongly Acceptable (SA)

while the lowest Content reflecting psychological and developmental concepts achieved the weighted mean of 3.25, Moderately Acceptable (MA).

For Language and Clarity, the language used is simple, clear, and understandable for learners and instructions are easy to follow. This attained the highest weighted mean of 4.00 or Strongly Acceptable (SA) while the lowest were on

Sentences are concise and avoid technical jargon. Tone and language promoting inclusivity and emotional sensitivity had the weighted mean of 3.50 or Strongly Acceptable (SA).

The relevance to learners' content are scenarios and examples that are relatable to learners in Legazpi. This achieved the highest weighted mean of 4.00, Strongly Acceptable

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(SA) while Module reflecting local culture, traditions, and community practices obtained the lowest weighted mean of 3.25 or Moderately Acceptable (MA).

**Table 12**

**Level of Acceptability of the Prepared Contextualized Counseling Module as Evaluated by the Jurors**

Guidance Services	Level of Acceptability	
	WM	VI
<b>Objectives</b>		
1 Objectives are clearly stated and measurable	3.75	SA
2 Objectives align with learners' needs and developmental level	4.00	SA
3 Objectives are relevant to the guidance services and mental health	3.50	SA
4 Objectives are achievable within the given session or timeframe	3.75	SA
5. Objectives contribute to the holistic development of learners	3.50	SA
<b>Content</b>		
1 Content is age-appropriate and relevant for Grade 9 learners	4.00	SA
2 Content reflects psychological and developmental concepts	3.25	SA
3 Activities and topics are meaningful and engaging	4.00	SA
4 Content promotes emotional resilience and social awareness	3.50	SA
5 Information is accurate, evidence-based, and aligned with DepEd policies	3.75	SA
<b>Language and Clarity</b>		

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1 Language used is simple, clear, and understandable for learners	4.00	SA
2 Instructions are easy to follow	4.00	SA
3 Use of terms is appropriate and free of ambiguity	2.75	MA
4 Sentences are concise and avoid technical jargon	3.50	SA
5 Tone and language promote inclusivity and emotional sensitivity	3.50	SA
<b>Relevance to Learners' Content</b>		
1 Module reflects local culture, traditions, and community practices	3.25	MA
2 Scenarios and examples are relatable to learners in Legazpi	4.00	SA
3 Content respects cultural sensitivity and diversity	3.75	SA
4 Issues and examples are drawn from real-life student experiences	3.50	SA
5 Module integrates community-based or local support systems	3.50	SA
<b>Organization and Structure</b>		
1 Sequence of topics follows a logical flow	2.75	SA
2 Each section is well-organized and labeled	3.50	SA
3 Transitions between topics are smooth and cohesive	3.25	MA
4 Visual layout and formatting are clear and user-friendly	3.50	SA
5 The module structure facilitates both independent and guided learning	3.75	SA
<b>Practical Application</b>		
1 Activities are doable and require minimal resources	3.50	SA
2 Module encourages critical thinking and reflection	3.25	MA
3 Module can be used independently by teachers or counselors	3.75	SA
4 Module promotes sustainable mental health practices among	3.50	SA

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learners			
5 Implementation of the module can strengthen the overall school guidance program		3.75	SA
<b>Average</b>		<b>3.57</b>	<b>SA</b>
<b>Range of Weighted Mean (WM)</b>	<b>Verbal Interpretation (VI)</b>		
3.50 – 4.00	Strongly Acceptable (SA)		
2.50 – 3.49	Moderately Acceptable (MA)		
1.50 – 2.49	Fairly Acceptable (FA)		
1.00 – 1.49	Poorly Acceptable (PA)		

In terms of organization and structure, both Sequence of topics followed a logical flow and the module structure facilitated both independent and guided learning. These had the highest weighted mean of 3.75 or Strongly Acceptable (SA) while transitions between topics were smooth and cohesive, got low weighted mean of 3.25 or Moderately Acceptable (MA). Under practical application, both Modules can be used independently by teachers or counselors and Implementation of the module can strengthen the overall school guidance program. These received the highest mean of 3.75, Strongly Acceptable (SA) while the Module which encourages critical thinking and reflection got the lowest weighted mean of 3.25 or Moderately Acceptable (MA).

The findings imply that the module holds strong potential to enhance the current Homeroom Guidance delivery and contribute meaningfully to learners’ coping strategies and emotional intelligence. It is recommended that the module be rolled out in pilot implementation and paired with capacity-building training for teachers and counselors to optimize impact and feedback integration.

According to Villanueva & Santos’ (2020) study on the Teacher’s Role in Supporting Students Emotional Needs, the learners who felt supported by their teachers reported less

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stress and greater engagement in school. However, the absence of consistent emotional support was linked to increased feelings of neglect and loneliness. Consequently, the study emphasized the need for training teachers in basic counselling skills and embedding emotional check-ins in everyday classroom routines were recommended.

## CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings conclusions and recommendations of this study.

### Summary

This study determined the personal experiences contributory to mental health and social problems of Grade 9 learners focused on Guidance Services in Public Secondary Schools as basis for the preparation of contextualized counseling module to enhance guidance services.

Specifically, it answered the following questions:

1. What is the extent of the personal experiences encountered by the Grade 9 learners that contribute to mental health along:

- a. Disturbances in thinking
- b. Disturbances in behavior
- c. Disturbances in stress impairment?

2. Is there a significant difference in the extent of the personal experiences encountered by the Grade 9 learners that contribute to mental health among the variables?

3. What is the extent of personal experiences encountered by the Grade 9 learners that contribute to social problems along:

- a. Peer relationships
- b. Family dynamics
- c. Social pressure?

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4. Is there a significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to social problems among the variables?

5. What guidance services are extended to Grade 9 learners with mental health and social problems?

6. What contextualized counselling module can be prepared to enhance guidance services?

7. How acceptable is the prepared contextualized counselling module as evaluated by jurors?

## Findings of the study

The data gathered yielded the following salient findings:

1. The extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along disturbances in stress impairment was the highest among the variables which obtained an average of 2.37 or Sometimes Encountered (SE) while the lowest was disturbances in behavior which had an average of 1.93 or Sometimes Encountered (SE).

2. Using the F-Test analysis of variance the computed F-value of 14.05 exceeded the tabular F-value of 3.35 with 2 and 27 degrees of freedom at 0.05 level of significance. The null hypothesis was rejected and the alternative hypothesis is accepted which means there is no significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to mental health among the variables.

3. The extent of personal experiences encountered by grade 9 learners that contribute to social problems along peer relationships was highest among the variables with the average of 2.91 or Often Encountered (OE) while the lowest was family dynamics which had an average of 2.66 or Often Encountered (OE).

4. Using the F-test analysis of variance revealed that the computed F-value of 4.06 was higher than the tabular F-value of 3.35 with the degrees of freedom of 2 and 27 at 0.05 level of significance. The null hypothesis was rejected and the alternative hypothesis is accepted

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which means there is no significant difference in the extent of personal experiences encountered by the Grade 9 learners that contribute to social problems among the variables.

5.The guidance services extended to Grade 9 learners with mental health and social problems were Knowing where the school’s guidance office is located had the highest frequency of 235 or 67 percent, indicating that nearly one-third of the learners knew the guidance services while the least guidance services was on Having visited the guidance office when needed support, achieved the lowest frequency of 165 or 47 percent, resulting to nearly one half of the learners received at least one form of guidance services.

6.The contextualized guidance module for Grade 9 learners was developed in direct response to the findings of the research study.

7.The acceptability of prepared contextualized counselling module for Grade 9 learners as evaluated by jurors achieved the average of 3.57 or Strongly Acceptable (SA)

## Conclusions

From the findings of the study, the following conclusions were deduced:

1. The extent of personal experiences encountered by the Grade 9 learners that contribute to mental health along disturbances in stress impairment is the highest contributory factor among the variables and the lowest was disturbances in behavior.
2. There is no significant difference in the extent of personal experiences encountered by Grade 9 learners that contribute to mental health among the variables.

The extent of personal experiences encountered by Grade 9 learners that contribute to social problems along peer relationships was the highest contributory factors among the variables while the lowest was family dynamics.

3. There is no significant difference in the extent of personal experiences encountered by the Grade 9 learners that contribute to social problems among the variables.

4. The guidance services extended to Grade 9 learners with mental health and

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social problems was Knowing where the school's guidance office is located was the highest guidance services while the least guidance services was Having visited the guidance office when support is needed.

5. The contextualized guidance counseling module for Grade 9 learners was developed.

6. The acceptability of prepared contextualized counselling module for Grade 9 learners as evaluated by jurors was strongly acceptable.

## Recommendations

From the findings and conclusions drawn, the following recommendations are formulated:

1. Encourage guidance counselors to have more trainings and may provide more counseling guidance modules.

2. Create a safe and confidential space for the learners and ensure that both the counselor and the learners may be clear about the goals and expectations of the session.

3. Incorporate evidence-based strategies and interventions that may promote healing and personal growth.

4. Provide a coherent plan for focusing treatment interventions and increase the likelihood of achieving treatment goals.

5. Indicate a set of specific skills that may be the focus of deliberate practice.

6. Create a contextualized counseling module that may be effective, evidence-based, and tailored to the needs of both the learners and the counselor.

7. Provide interventions to individual needs and fosters resilience and may empower learners to achieve their personal goals.

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