THE EFFECT OF GROUP DYNAMICS INTERVENTION BETWEEN MALE AND FEMALE FOURTH YEAR STUDENTS OF MANRESA SCHOOL

BC0100

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by

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AKLATANG EMILIO AGUINALDO

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ABSTRACT

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Summary

This research study was conducted primarily to determine the relationship between male and female students of Manressa School in coping up with anxiety when there is an intervention.

The study also tried to answer the following questions:

1. Is there a relationship between sex and high level of anxiety with no group dynamics intervention?

2. If so, for both group, how strong is the relationship?

Findings

On the basis of gathered data and informations resulting from this study, the following were revealed:

1. There is a higher level of anxiety without group dynamics intervention in the pre-test.
2. There is a lower level of anxiety with group dynamics intervention in the post-test.

Conclusion

Based on the careful analysis of the data and informations gathered it was revealed that:

1. There is no relationship between sex and high level of anxiety with no group dynamics intervention.
2. There is no relationship between sex and high level of anxiety with group dynamics intervention.

Recommendations

Based on the findings and analysis, the researchers arrived on a recommendations that:

1. For the researchers who wish to conduct the same study, they should make use of a different standardized test to truly determine the effectivity of the study.
2. Due to the success of the treatment, it is but right to try the procedure to a different group, base on their economic status as well as their educational level to determine if the result is still ideal.
3. For the school administrators, the findings will be a big help in the preparation of student activities that would ensure better policies and program thereby uplifting them morally and socially.
4. For the guidance counselors, the findings will help them prepare set of activities that would reduce the level of tensions among the students.
5. For the class advisers, during their

supervised research, they will be able to help the students through interactions, thus, may help them in the identification and formulation of possible solutions to the identified problem(s).

6. The school administrators, particularly guidance counselors and class advisers should include in the annual program of activities seminars on self-improvement to help them in their personality development thus, may lower their anxiety during interventions.

7. For the students themselves, they will have a chance to improve their relationship with their fellow students if and when there is an intervention.