

ABSTRACT

This study attempted to assess and evaluate the San Pablo Colleges Peer Facilitator Training Program in its two years of existence.

Specifically it sought to answer the following questions:

1. Does such a program affect the attitudes, personality traits, leadership skills of the peer facilitator as shown in their pre and post assessment based on the following instruments: 16 Personality Factor, Sacks Sentence Completion Test, and Leadership Opinion Questionnaire?

2. What are the manifested facilitating skills of the peer facilitators brought about by the training as seen by professional counselors, by themselves, and by the students?

3. Have the peer counseling sessions affected the academic performance as shown by the student grades, and student involvement depicted by the interview conducted and the student's cumulative record folder with regards to their social participation in organizations and clubs inside the school?

This study used the summative and formative kind of evaluation that shall be done in a descriptive



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narrative method of research. The main subjects of the study were a mix group of 7 student counselor trainees coming from different departments and courses who have completed all the sessions of the Peer Facilitator Training Program. Likewise, there were also students in the different departments who were recommended by their respective advisers to join the Seminar Workshop on Effective Study Habits and Skills given by the guidance center included in this study.

Findings of this study were treated in simple statistical analysis using means and frequencies. The pretest and posttest mean score of both 16PF and LQG were used in assessing the growth and development on the personality traits and leadership skills of the peer facilitators. However, due to force majeure caused by the fire that hit the guidance center of San Pablo Colleges, the use of statistical test prevented it and instead used the recall method by the researcher and counselors who had an encounter with the main subjects. Through the recall method, a comparison was made which became the conclusion on the development in the personality traits and leadership skills of the peer facilitators. Only the pretest and posttest of Personality Factors A, C, I, L and O were analyzed and



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reported in a narrative form.

At the same time, the pretest and posttest of the SSCT were analyzed in a narrative form. Again, the recall method was also used for the pretest. Only the three important factors on Self-Concept, Family, and Interpersonal Relationship were examined and reported in the posttest.

Findings on the facilitating skill of the peer facilitators as seen by the three raters were treated through the five-point continuum scale of the Facilitating Skill Rating Scale. The scale were given weights of 1-5 and each triad were totaled and averaged. Item means were also computed in each core dimension. Numerical results were translated in a descriptive narrative report that showed which among the Truax triad had been utilized by the peer facilitators in being effective helpers to their peers as seen by the peer facilitators themselves, and the students who had been helped. The assigned description to the numerical points are: 1-1.8 Not at all, 1.9-2.6 Small extent, 2.7-3.4 Some extent, 3.5-4.2 Considerable extent, 4.3-5.0 Great Extent.

Data regarding the growth and development of the peer facilitators on their personality traits revealed



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that most of the peer facilitators became more stable in their emotions and could now face reality of circumstances as compared to their being affected by their feelings easily. Most of them also became outgoing, warm-hearted, easy to be with and participating in contrast to their pretest where they were more reserve and detached. Two of the peer facilitators also became more trusting, adaptable, free of jealousy, and easy to get on with unlike before that most of them were self-opinionated and suspicious. Furthermore, five of them remained to be apprehensive and worried while two peer facilitators became more placid, self-assured, confident, and serene. What remain unchanged by the training, was their dependence and need for support from other people as shown in factor 1.

The posttest of the LQQ show that the leadership skills of the peer facilitators developed. Results showed scores to be ranging from average to a very high score in both structure and consideration dimension. An average score to a very high score in the structure dimension means that the peer facilitators now played an active role in directing group activities through planning, communicating information, scheduling, and trying out new ideas and other related task unlike



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before where they were hesitant to accept the task and had a hard time on how to attain the goal for the work assigned to them. In the same manner, their high score in Consideration indicates that there is now a climate of good rapport among the members of the group which makes them more confident in taking a lead role as against previous difficulty in relating with others that became their greatest block in taking the lead role. When compared to the highest possible score for structure which is 80 and consideration which is 112, it was found that the peer facilitators possess a higher structure than the consideration dimension. Such results show that through the training they have learned to be more active in taking a lead role in directing the group and that they are more ready in taking on the function of a true peer facilitators.

Along the SSCT measuring Attitude & Behavior, very encouraging results were observed. In the Attitude towards the family, five out of seven experienced an improved relationship with parents & sibling after the training which was the same observation for attitudes towards Interpersonal Relationship. On the other hand, five out of seven respondents were still experiencing emotional conflicts & mild disturbances despite the



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program, thus making their attitudes on self-concept not improved.

The finding then in the attitude, personality traits, and leadership skills showed that the training program has affected the peer facilitators in becoming more equipped in taking the function of a peer facilitator of SPC.

The facilitating Skill Rating Scale suggest that the manifested skill that was mostly utilized by the peer facilitators to their peers was that of the non-possessive warmth obtaining the highest area as seen by the professionals and the facilitators themselves. It was only the students who perceived the skill possessed by the peer facilitators to be differently since the students have seen genuiness to be highest, obtaining a mean of 3.59 which is a point different from non possessive warmth.

The interview that conducted the extent of help given by the PF to the student regarding their academic performance suggested that the peer facilitators had successfully extended their service for the improvement of the academic performance, particularly those that they were in contact with. The peer facilitators were able to motivate the students in improving their



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academic standing. However, results of interview suggested that the extent of work contributed by the peer facilitators in increasing the social involvement of the students were not sufficient enough to increase their social participation and involvement inside the school.

The findings of this study would contribute greatly to the improvement of the peer facilitators program particularly the training sessions being conducted. Such findings suggested that the peer facilitators training if reviewed and improved may foster and hasten the growth in the adolescents who are trained to help & in the recipients of help themselves.

The findings of the assessment study served as proof and evidences for the maintenance and improvement of the program. The data gathered from the researcher served as an entry point as to where revisions and alterations have to be done in order to make the program better. The data in this assessment study are also important materials and documents providing the other needs of the peer facilitators as they become more effective helpers to those students whom they will serve. Moreover the finding confirmed the objectives set for the program in developing their intellectual,



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emotional, moral, & social capacities so that they could render the needed guidance services to their fellow students, thus creating a wholesome atmosphere conducive to learning so as to make guidance function better in reaching out to more students.

Following these conclusions, this researcher ventures, to make the following recommendation:

1. The Peer Facilitator Training Program of the San Pablo Colleges must be improved by adding more topics such as: a) Empathy Skill of Counseling; b) The trait of being more self-reliant and self-assured or calmness needed by guidance counselors; c) The enhancement of their self-concept particularly in the area of fear and guilt; d) Increasing and motivating social involvements among students or peers.

2. An ongoing formative and summative evaluation study must be made in order to monitor the growth and development of the Peer Facilitator Program.

3. A detailed plan of action in campaigning for more active peer facilitators.

4. More worthwhile clubs and organizations must be organized in order to increase social involvement among students.

5. Send counselors to more seminars especially



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on peer facilitation so as to increase their training skills.

8. Such study should only be the beginning in motivating future studies similar to this study.

