



## ABSTRACT

Name of Institution: De La Salle University – Dasmariñas  
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Title: Affective Needs and Their Management Among Students from Intact and Single-Parent Homes  
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## OBJECTIVES OF THE STUDY

### A. GENERAL

To determine the affective needs and their management among students from intact and single-parent homes in Congressional National High School (CNHS) for the school year 2001-2002.

### B. SPECIFIC

1. What are the affective needs of the student-respondents in terms of the following:

1.1 Occurrence: Most to least experienced



1.2 Seriousness: Intense, moderate, slight

1.3 Expression: repressed, verbalized, expressed

2. Are there significant differences in the affective needs between the students from the intact homes and those from single-parent homes in terms of:

2.1 Occurrence: most to least experienced

2.2. Seriousness: intense, moderate, slight

2.3. Expression: repressed, verbalized, and expressed

3. What are the coping strategies employed by students in order to manage their affective needs?

4. Who are the persons consulted or sought by students when they experience affective needs?

**SCOPE AND COVERAGE:**

This study involved 284 or 31% of the 915 students in Congressional National High School for the school year 2001-2002.

**METHODOLOGY:**

This study made use of the descriptive survey research design. This study specifically involved and compared those students coming from intact and single-parent homes for the purpose of finding out how they managed their affective needs. The purposive sampling technique was used since the respondents were chosen from two categories, from first year to fourth year.



There were 177 respondents from intact homes and 107 from single-parent homes.

The research instrument used in this study was adapted from the study of Ocampo (1999), The statistical tools used were frequency count, percentage and chi square. Chi-Square was used to find out if there are significant difference in occurrence, seriousness and expression of affective needs of the respondents when grouped according to intact and single-parent homes

#### FINDINGS:

The findings of the study showed that the frequently occurring affective needs of high school students from Congressional National High School could be grouped according to four major classifications which are: affective needs on interpersonal relationship with parents; affective needs on interpersonal relationship with parents and siblings; affective needs on interpersonal relationship with parents, siblings and others; and affective needs on intrapersonal relationship with oneself. The most frequently occurring affective needs fell under needs **on interpersonal relationship with parents, siblings and others**; specifically Pagkakaroon ng taong mahihingian ng payo which was chosen by 159 or 55.99% of the total respondents. The moderately occurring affective needs fell under **interpersonal relationship with parents, siblings and others**; specifically Paghahanap ng paglalambing at mapaglalambingan which was chosen by



143 or 50.35% of the total respondents. The least frequently occurring affective needs were under **personal relationship with oneself**, Pansariling katahimikan, which was chosen by 103 or 36.72%.

The most intensely occurring affective needs fell **on interpersonal relationship with parents**, specifically Pag ayaw sa pananakit ng magulang which was chosen by 168 or 59.15% of the total respondents.

The moderate affective needs in terms of seriousness were **on interpersonal relationship with parents** specifically Pag ayaw na makitang nagtatalo ang mga magulang, which was chosen by 116 or 40.85% and **on interpersonal relationship with parents and siblings** specifically Pag-unawa mula sa magulang/ kapatid which was chosen by 116 or 40.85% of the total respondents. The slightly serious affective need in terms of seriousness was **on intrapersonal relationship with oneself** specifically Pansariling katahimikan which was chosen by 120 or 42.25% of the total respondents.

The computed  $X^2$  value of 20.19 at 0.05 level of significance with two degrees of freedom was greater than the critical value of 5.991 at 0.05 level of significance. This proved that there was a significant difference in the occurrence of affective needs between students coming from intact and single-parent homes. This could simply mean that the kind of home atmosphere affects the occurrence of affective needs.



In the seriousness of affective needs the computed  $X^2$  value of 25.58 at 0.05 level of significance with two degrees of freedom was greater than the critical value of 5.991 at 0.05 level of significance. So the null hypothesis that there are no significant differences in the seriousness of affective needs between students coming from intact homes and those from single-parent homes was rejected.

As for the expressions used; since the computed  $X^2$  value of 5.61 at 0.05 level of significance with two degrees of freedom was less than the critical value of 5.991 at 0.05 level of significance. The null hypothesis that there is no significant difference in the expression of affective needs between students coming from intact homes and those from single-parent homes is accepted.

In terms of expression of affective needs, 142 or 50% of the student respondents used verbal expression to state how they feel; 115 or 40% chose to repress their feelings, and 27 or 10% showed direct and indirect physical actions. The student respondents, who numbered 115 or 40% most frequently used the logical management in addressing their affective needs, while 142 or 50% used preventive management and another 27 or 10% resorted to a depressive management approaches. In terms of persons consulted to or sought by students when they experienced affective needs, 105 or 37.06% chose to seek help from their friends, 100 or 34.93% chose to



seek help from their parents, 57 or to 20.18% went to their relatives for assistance and 22 or 7.83 % looked for help from other people.

#### CONCLUSIONS:

Based on the findings of the study these conclusions were made:

1. The family structure affects the occurrence of affective needs.
2. The differences in the intensity of needs felt by students are affected by the kind of family structure they have.
3. The family structure does not have any great effect on how students express themselves.
4. In terms of expression of affective needs most of the students use verbal responses to communicate their affective needs.
5. Students most frequently use the logical management approach to cope with their affective needs
6. Students most frequently seek help from their friends when they experience affective needs

#### RECOMMENDATIONS:

After considering the conclusions made, the researcher gives the following recommendations:

1. The school guidance program should include intervention strategies such as group counseling to address specific affective needs of students.



2. The schools should come up with activities like father and son camping that will allow parents and children to spend more time together.
3. Parents should be made to attend seminars that will broaden their awareness on the greater role they perform in the overall development of their children.
4. School activities like acquaintance parties and prom, sports festival or family day that develop student interpersonal skills should be organized.
5. Peer counseling in schools should be organized so that students will have more people who they can turn to for assistance
6. Further, similar study is encouraged to support the findings of the present study. However, focus should be on private and public schools.