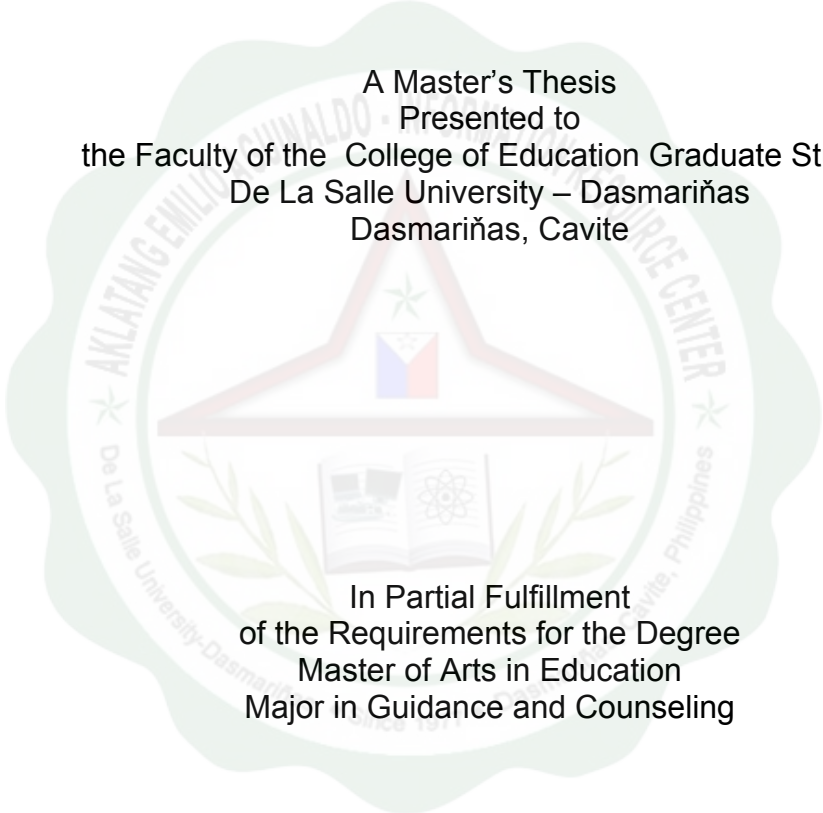


**A SPECIALIZED/FOCUSED INTERVENTION PROGRAM
FOR ROGATIONIST COLLEGE STUDENTS
ON CONDUCT PROBATION**

A Master's Thesis
Presented to
the Faculty of the College of Education Graduate Studies
De La Salle University – Dasmariñas
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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Guidance and Counseling

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ABSTRACT

Title of the Research: **A Specialized/Focused Intervention Program for Rogationist College Students on Conduct Probation**

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This study is anchored on the assumption that a specific/focused intervention program can be proposed for Rogationist College students on conduct probation. This study involved 262 students placed on conduct probation from school year 2000-2001 to school year 2008-2009. The conceptual framework evolved from personality traits and birth order of the participants as factors of their misconduct thereby placing them under conduct probation, thus, intervention program should be developed. This study utilized a descriptive design with document analysis and used simple statistical tools, specifically frequency, percentage and rank to determine the common misconduct, common trends of personality and birth order of the participants.

The primary source of data was the participants' comprehensive guidance folders containing records of misconduct, birth order and High

School Personality Questionnaire (HSPQ) results which determine their personality traits. These results served as inputs to the intervention program integrated to the guidance program of the school.

The findings of the study concluded that the most common displayed misbehaviors of the participants were habitual disregard of policies, using unnecessary materials, cheating, fighting, drinking liquor, dishonesty, disrespect of school authorities and involvement in fraternity and these participants were usually first or middle born. Most of them were on the average in all fourteen personality traits. However, some participants were described as or have tendencies to be high or low in each of personality factors.

In view of the conclusions drawn, it is recommended that the school should be more careful about deliberation of the offenses in consideration of their personality traits. The school is encouraged to conduct more activities/programs catering to the needs of its students and to practice excellent and meaningful collaboration, coordination and consultation with all persons with direct contact to them. Lastly, school personnel should improve their guidance skills through trainings, seminars and further studies in order to effectively integrate or implement the proposed intervention program.

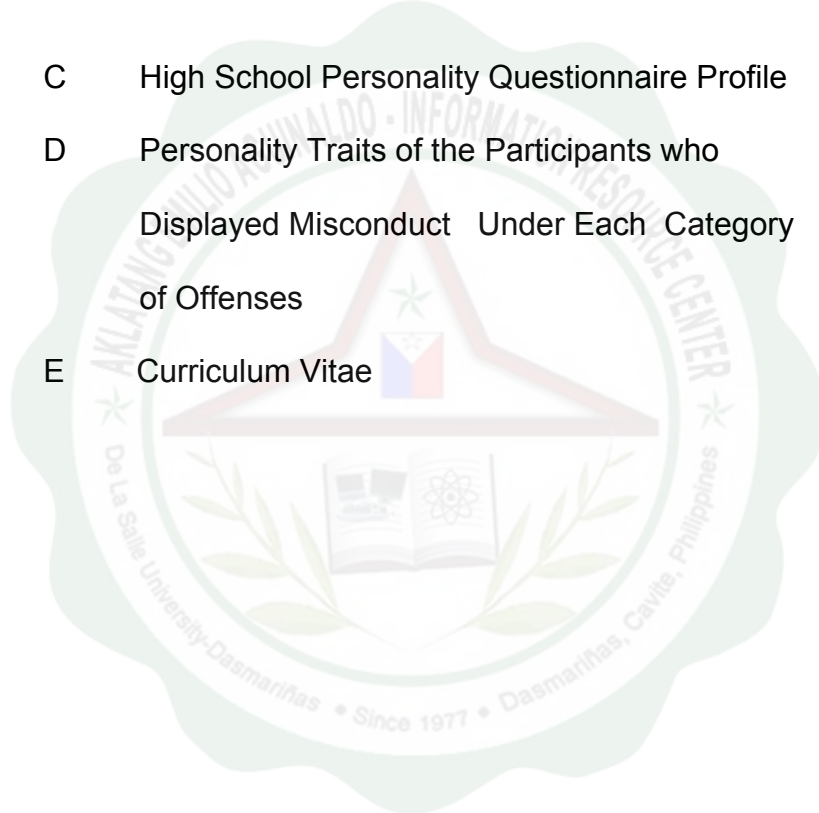
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