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June 2013

# A Needs-Based Guidance and Counseling Program for Grade Seven Students of Woodridge College School Year 2013-2014

Jennifer G. Gregorio

*Philippine Normal University*

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**A NEEDS-BASED GUIDANCE AND COUNSELING PROGRAM  
FOR GRADE SEVEN STUDENTS OF WOODRIDGE COLLEGE  
SCHOOL YEAR 2013-2014**

A Special Project  
Presented to the Faculty of the College of Arts and Social Sciences  
Department of Behavioral Sciences  
Philippine Normal University  
The National Center for Teacher Education  
Taft Avenue, Manila

In Partial Fulfilment of the Requirements for the Degree  
Master of Education with Specialization  
in Guidance and Counseling

**JENNIFER G. GREGORIO**  
2013

## APPROVAL SHEET

This special project entitled “**A Needs-Based Guidance and Counseling Program for Grade Seven Students of Woodridge College, School Year 2013-2014**”, prepared and submitted by ***Ms. Jennifer G. Gregorio***, in partial fulfilment of the requirements for the degree Master of Education with Specialization in Guidance and Counseling has been examined and recommended for acceptance.

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Date

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Adviser

Approved in partial fulfilment of the requirements for the degree in Master of Education with Specialization in Guidance and Counseling.

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Date

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Program Adviser, Guidance & Counseling

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Date

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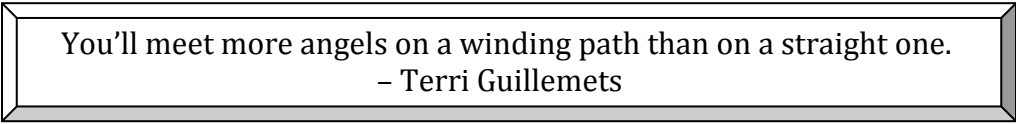
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Date

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ZENAIDA Q. REYES, Ph.D.  
Dean, College of Graduate Studies  
and Teacher Education Research

## ACKNOWLEDGMENT



You'll meet more angels on a winding path than on a straight one.  
– Terri Guillemets

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## DEDICATION

*This Special Project is dedicated to Ms. Aniceta A. Ibañez for encouraging me to pursue a masteral study. I have gone this far because of you.*

*This is also dedicated to my late mother Erlinda S. Guerrero for the warmth of your embrace, soft kisses, and happy memories you left behind – those have comforted me during my, literally, sleepless nights. The thought of dedicating this work to you kept me from giving up and quitting.*

*I miss you! I love you so much! Till we meet again.*

## ABSTRACT

Title: A NEEDS-BASED GUIDANCE AND COUNSELING PROGRAM  
FOR GRADE SEVEN STUDENTS OF WOODRIDGE COLLEGE,  
SCHOOL YEAR 2013-2014

Researcher: Jennifer G. Gregorio

Degree: Master of Education

Specialization: Guidance and Counseling

Key Concepts: Needs; Needs Assessment; Guidance Program

Adviser: Prof. Evelyn C. Bagaporo, RGC

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The main purpose of the study was to propose a new and enhanced guidance and counseling program based on the identified needs of the incoming grade seven students of Woodridge College for school year 2013-2014. Specifically, the study aimed to: (1) identify the specific needs of the incoming grade seven students of Woodridge College as perceived by the students themselves, the administrators, teachers, and parents; and (2) propose a guidance and counseling program for school year 2013-2014 based on the assessed needs of the incoming grade seven students of Woodridge College.

The researcher employed the descriptive-survey research method, making use of the South Dakota Student Needs Assessment Survey questionnaire originally developed by *Butron* (1996). Contained in the 60-item questionnaire are the eight need areas: Self-Awareness and Discovery, Communication and

Interpersonal Skills, School Work Adjustment, Home and Family Life, Love and Human Sexuality, Values Formation, Leadership, and Career Development.

The study was conducted at Woodridge College (WC), Molino, Bacoar, Cavite. The respondents were composed of four groups: five (5) administrators, twenty (20) teachers, twenty (20) parents, and one hundred twenty one (121) grade-six students who were all enrolled in school year 2012-2013. This batch represents the incoming grade seven students for school year 2013-2014.

In order to analyze, summarize, and present the data gathered, the researcher made use of tabulation, frequency distribution, and rank order. The weighted mean was generated to identify which of the eight need areas were much needed by the students.

The ratings of the administrators, teachers, and parents counterchecked the responses of the students and thereby, presented a well-rounded evaluation of the needs of students. Their perception, based on their own observations, their respective roles in the lives of the students, and their genuine concern for them provided greater information.

The results showed that the four groups of respondents perceived all the eight need areas as **Much Needed**. The need areas ranked as follows:

Self-Awareness and Discovery ( $\bar{X}$  =4.32), Communication and Interpersonal Skills ( $\bar{X}$  =4.26), and Home and Family Life ( $\bar{X}$  =4.20). Sharing the 4.5 rank were School-Work Adjustment ( $\bar{X}$  =4.15) and Career Development ( $\bar{X}$  =4.15). Sixth in the ranking was Leadership ( $\bar{X}$  =4.13), followed by Values Formation ( $\bar{X}$  =4.06), and, lastly, Love and Human Sexuality ( $\bar{X}$  =3.92).

The need areas assessed by the students were found to have lower mean scores compared to those assessed by the administrators, teachers, and parents. Similarities in ranking of need areas were evident between those of the administrators and teachers as well as between administrators and parents.

The shared perception of the administrators and teachers could be attributed to their effort in working together for the same goals. During this crucial period of implementing the new K+12 curriculum, everyone in school needs to be working together for the benefit of the students who are likewise going through their own transition.

The similarity of perception among the administrators and parents is an indication of their sense of authority. Teachers take orders from the administrators, just as students obey their parents. On a different light, the similarity of opinions regarding the needs of students signifies that the school and home are working together on the same grounds for the same goals.

The assessed needs were used as basis for the development of a new and enhanced guidance and counseling program for the incoming grade seven students of Woodridge College for school year 2013-2014. The proposed program consisted of the following: Vision; Mission; Philosophy; Rationale; General Objectives; and Program Matrix.

Based on the findings, the researcher concluded that the ranking of the assessed needs should be considered in the selection of needs to be prioritized and incorporated in the guidance and counseling program to be developed. Hence, the top three needs -- Self-Awareness and Discovery, Communications and Interpersonal Skills, and Home and Family Life -- should be integrated in the guidance activities.

The new and enhanced Guidance and Counseling Program is more responsive to the students' needs. The guidance activities were planned and developed to ensure effectiveness. The Program addresses the adjustment needs of the students, particularly those of the incoming grade seven students who will be going through the transition period brought by the K+12 Program.

In the light of the findings and conclusions drawn in this study, the researcher recommended that the proposed Guidance and Counseling Program for grade seven students of Woodridge College be implemented by school year 2013-2014.

An orientation for students, administrators, teachers, and parents must be held at the beginning of the school year. This must be done to provide information on the new Guidance and Counseling Program and to make them understand their specific roles and responsibilities in the proper implementation of the Program in relation to the K+12 Curriculum.

It is likewise recommended that the Guidance Program's effectiveness, strengths and weaknesses be evaluated at the end of every school year. Similar needs assessment survey for other grade/year levels be conducted to enhance the effectiveness of the Guidance Program in line with the K+12 Curriculum.



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## Chapter I

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

*"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." (Matthew 7:7)*

Catholics have been taught that despite God's awareness of all our needs, it is vital that we continuously pray to ask for them. Similarly, in a school setting, the guidance counselors may have ideas with regards to their students' needs. However, it is necessary that counselors conduct a survey to specifically identify the needs of the students and thereby provide appropriate activities suited for their level. Program development should strictly be based on the needs of the target population. Gathered information will help in setting the objectives and achieving the goals of the program. Addressing the needs of the students is like answering their prayers.

According to Abrenica (2012), "counselors are expected to be able to assess needs, design programs and interventions to meet needs, and implement planned interventions" (p. 5). One problem, however, is the lack of research competence among counselors. School administrators would usually hire new college graduates to be counselors. Most of those who get hired are inexperienced in counseling and other guidance work. Since they are new in the job, doing research such as assessing the needs of the students is the least of

their priorities. This was exactly what the researcher went through right after college. From one school to another, the researcher served guidance services to several students without a program based on the needs of the population being served. With the passing of RA 9258 “Guidance and Counseling Act” into a law, majority of those who worked in the guidance offices had to take up graduate studies to qualify in taking the board exam. Now that guidance and counseling is being professionalized by this law, conducting researches becomes necessary among counselors. Abrenica (2012) believes that “being able to satisfy one’s publics will necessarily boost the self-confidence and the morale of guidance workers” (p.11). Whiston stated that through research, “counselors will cease to be perceived as mere technicians or worse as unnecessary and dispensable members of the staff” (as cited in Abrenica, 2012, p. 7).

According to Domingo (2008), assessment is a process that involves gathering of information that identifies issues and needs as well as clarifying personal and environmental resources in relation to the issues and needs. Gibson and Mitchell said that gathering data and establishing the needs of the clientele are necessary steps that would lead to having a factual basis for a program’s goals and objectives (as cited in Villar, 2009). Needs assessment can help collect useful information and make justifiable decisions that improve the effectiveness of the Guidance program. “*Needs*” must be viewed as a critical foundation with regards to how these may influence decisions and guide assessments. “A Needs

Assessment is simply a systematic process of asking questions, comparing answers, and making informed decisions about what to do next to improve human or organizational performance” (Watkins, 2008. Retrieved from [www.needsassessment.org](http://www.needsassessment.org)).

Public and private schools in the Philippines are currently implementing the K+12 curriculum program of the Department of Education based on its schematic presentation of the K-6-4-2 Model Implementation (see Appendix A). The changes in the curriculum and the additional years of study may greatly affect the students’ view of themselves and their environment. In the past, there were only four high school levels, from first to fourth year. These four levels are now called junior high school. For school year 2012-2013, what used to be known as first year high school is currently called grade seven (7). By school year 2013-2014, those who are currently in grade seven will be promoted to grade eight (8), and those who are in grade six (6) will graduate from elementary and become the next grade seven (7) students. Those in the second, third, and fourth year levels this school year will continue to observe the old curriculum, and thus, they will all graduate on their fourth and last year in high school. However, all those who have gone through seventh grade will have to go through grades eight, nine, and ten.

## **Background of the Study**

With K+12 Program on its second year of implementation, the researcher saw the need to help the incoming grade seven students in their transition period by providing a needs-based guidance and counseling program for school year 2013-2014. In Sundin's study, she stated that "a school guidance program can be an immense asset to a school. A successful guidance program can provide morale, confidence and self-efficacy among the school children. It is important that the school community is being served in the most effective means possible." (as cited in Rogado, 2013, p.1)

Whether or not the grade seven students are transferees from different schools, they are still considered new to the high school department. Anderman (1999) stated that the characteristics of academic and social environment may explain why the achievement motivation of the students decline during transition periods. It's a common knowledge that at a certain stage of adolescence, most students need to increase their sense of belongingness. As implied by Anderman (1999), the students' positive relationship in school increases their sense of responsibility as well as their ability to learn and achieve more.

The researcher is yearning for the opportunity to ensure that future guidance activities in Woodridge College would be more meaningful and suitable



for the students. Hence, this study is the researcher's first attempt in providing an enhanced needs-based guidance and counseling program. She specifically targeted the incoming grade seven students for purposes of gearing them up and strengthening their personality to enable them to face the challenges that lie ahead.

### **Conceptual Framework**

This study is based on three main concepts such as need, needs assessment and guidance program.

### **Needs**

Thomson (1987) captured the importance of needs when he said, "what a person needs, he cannot do without" (p.16). One has the option to believe this or not. The term itself has been frequently used but at times, people are mistaken and fail to distinguish the difference between wants and needs. There are actually two concepts pertaining to needs as either fundamental or instrumental. Fundamental needs are those that are necessary to fulfill. Instrumental needs are dependent on one's goals and objectives.

According to Maslow, people are motivated to achieve certain needs. The fulfilment of one need urges one to seek ways to fulfill the next one and so on and so forth. The very first hierarchy of needs includes five motivational needs, such as follows: (1) basic needs, (2) safety needs, (3) social needs, (4) esteem needs, and (5) self-actualization. Satisfaction of needs must start from the basic and progress to higher level until one reaches the highest level of self-actualization. Although everyone is capable and has the desire to be self-actualized, it is unfortunate that a lot of people fail to meet their lower level needs. Negative experiences pose as obstacles for individuals to reach the peak level of the pyramid model created by Maslow. As little as the tip of the pyramid, perhaps only a few become fully actualized.

“It is important to note that Maslow's five stage model has been expanded to include cognitive and aesthetic needs and later transcendence needs.” (as cited in McLeod, 2007).

McLeod (2007) presented the eight-stage model of Maslow's hierarchy of needs, as follows:

1. Biological and Physiological Needs - air, food, drink, shelter, warmth, sex, sleep, etc.
2. Safety Needs - protection from elements, security, order, law, limits, stability, etc.

3. Belongingness and Love Needs - work group, family, affection, relationships, etc.
4. Esteem Needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
5. Cognitive Needs - knowledge, meaning, etc.
6. Aesthetic Needs - appreciation and search for beauty, balance, form
7. Self-Actualization Needs - realizing personal potential, self-fulfilment, seeking personal growth and peak experiences
8. Transcendence Needs - helping others achieve self-actualization

Maslow has always believed that people need to achieve their full potential as human beings in order to reach the stage of being self-actualized. The self-transcendence is also known as spiritual needs. This may differ from the other needs specified in the pyramid, but a person may fulfill this need at anytime without having to fulfill the other lower needs first. When spiritual needs are fulfilled, a person is then entitled to such feelings of integrity.

In the book, “Teenagers will be teenagers”, Humphrey (2002), said that it is the nature of every individual to have needs. He specifically classified the needs of teenagers as: physical, intellectual, emotional, and social needs. Teenagers’ needs can be successfully satisfied when they are also provided with the opportunity to develop their interests. Witmer (n.d.) advised parents to encourage their teenagers to develop a hobby based on their interests. He gave four reasons why teens need to get a hobby:

1. Hobbies help build teen confidence among teenagers. As they spend time with their hobbies, they would be able to build on their competence and skills. Continued positive results would add up and improve one's' competence and skills.
2. Hobbies help teens discover their identity. When teenagers begin to like what they are doing, they would eventually feel good about it. This positive feeling makes them appreciate what they have turned out to be. Developing their identity and accepting the positive changes that come along are two important developmental goals that they opt to achieve.
3. Hobbies keep teens from getting bored. Boredom is known to have devastating effects. Witmer, (n.d.) "Bored teens look for things to do and are more apt to get involved with negative peers" (n.p.). Hobbies that take up most of their time, therefore, would make them stay out of trouble.
4. Hobbies give parents a reason to praise their teens. It is always fun to talk about hobbies. Teens usually excel doing what they like and they feel good being watched or talked to about it. Parents may say encouraging words that would sustain their teens' interests. This increases positive communication and interaction between parents and their teenagers.

## Needs Assessment

Watkins (2008) equates needs as gaps in results. According to him, needs are basis of decisions. “Needs define the results we want to accomplish in relation to our current achievements, and we define them either formally or informally on a daily basis. The assessment of needs is therefore done in the pursuit of improving performance (or closing gaps in results) in a variety of contexts” (<http://www.needsassessment.org>).

According to Korlaar (2012), “the concept behind a need assessment is to collect information about expressed or implied needs within an area or community” (<http://topnonprofits.com/needs-assessment-ideas>). During the exploratory phase of any program, an initial needs assessment must be conducted. Since the needs of any group or community may change at any time, it is best that assessment of needs be done on a regular basis.

The following are some of Korlaar's (2012) reasons why conducting a needs assessment should be considered:

- Building a program or service that is not needed/wanted is a waste of time and money
- Helps keep the focus on the needs of those being served, not just on what you want to do

- Can uncover things that an outsider might easily miss
- Helps to test assumptions and reduces the risk of doing more harm than good

Wysong (1983) discussed in his paper the three different purposes of needs assessment. He said that it is conducted to help professionals in coming up with decisions as to what program of services must be provided for their clients. Program objectives therefore should be in harmony with the assessed needs of the clients.

Another basic purpose of needs assessment is to gather information that can be communicated to those who are likewise accountable when they decide to support a program or not. Included in the list of those who take interest in the programs and who desire to make sure that the needs of the clients are met are the administrators, teachers and the parents. Wysong (1983) stated that one cannot justify the allocation of resources to meet certain needs that do not exist or have low priority.

The third purpose of needs assessment is to involve groups of individuals such as administrators, teachers, parents, and students. Wysong (1983) explained that, aside from making them participate and aware of the program objectives, they must also understand the program itself and gain a sense of

ownership of it. This will give the program a better chance to be accepted and supported.

According to Stiltner, “there are several factors that other schools should consider in implementing a needs assessment. The involvement of teachers, parents, and students should be encouraged. This involvement serves to increase not only the validity of the needs assessment results but also the participants’ commitment to developing and implementing plans to meet the identified needs” (as cited in Wysong, 1983, p.4).

Based on the Louisiana Comprehensive Guidance and Counseling Model (2002) “there is no substitute for a process that ensures program improvement based on input from all those with a stake in the outcome—in other words, parents, community members, teachers, administrators, and importantly, the students themselves. Documenting student needs also gives the guidance program a framework from which to build the program and provides a rationale for the curriculum. On the other hand, not having documentation about needs or current conditions leaves the new program open to criticism for failing to help students.” (pp. 20-21)

Blake stated that “program planning can and ought to be based on meeting identified needs. The best planning for service delivery takes place when the

extent and nature of needs are clearly established” (as cited in Wysong, 1983, p.4).

Watkins, et.al. (2012) discussed needs assessment within a Performance Improvement Framework. According to them, during the process of assessment, needs are identified as gaps between the current and desired results. Identified needs and the potential solutions must then be analyzed. The last step would be to make the crucial decision of choosing the best option that will make the desired results attainable. In a nutshell, needs assessment plays a vital role in starting the improvement process. “Needs assessments link together past and future performance, guiding decisions throughout the improvement effort” (Watkins, et.al., 2012, p.7).

Gibson and Mitchell claim that this data-gathering tool seeks to establish the needs of the target population and serve as factual basis for a program’s goals, objectives, and priorities. The personal needs are the internal factors that initiate, direct, and sustain the program’s activities” (Villar, 2009, p.196).

### **Guidance Program**

Guidance program is commonly defined “as a system of services designed to improve the adjustment of each and every person for whom it was organized”



(Villar, 2009, p.8). Counseling is the heart of any guidance program. Recognizing this, past authorities began to use the label *Guidance and Counseling*. It has been so popular that it is still used interchangeably with the term *Guidance Program*. These two labels are one and the same comprehensive and systematic program that covers all the services and activities designed to attain its goals.

Villar (2009) discussed the three models to choose from in establishing a guidance program. *The Comprehensive Guidance Program Model* developed by Norman C. Gysbers, “is an innovative, program-based organizational plan that emphasizes the three domains of human growth and development shown in the following: (1) self-knowledge and interpersonal skills; (2) life roles, settings, and events; (3) and life career planning” (p.190). *The Teacher Advisor Program* developed by Robert D. Myrick, “is designed to provide an opportunity for each student to participate in a small and cohesive group of 15 to 25 peers led by a sensitive and caring teacher who promotes and monitors individual student’s educational and developmental experiences” (p. 191). *The Invitational Learning for Counseling and Development* by William W. Purkey “is founded on four value-based assumptions regarding the nature of people and their potential and the nature of professional helping – Respect, Trust, Optimism, and Intentionality” (p.192).

Whatever model of guidance program is chosen, what really matters is that it has gone through the process of assessing the needs of the community for which the program has been developed for.

Figure 1 on page 19 shows the proposed Guidance and Counseling Program for the grade 7 Junior High School for school year 2013-2014. It is composed of the following components: (1) Vision, Mission, Philosophy, Rationale, General Objectives, and (2) Services such as Individual Inventory, Information, Counseling, Referral, Testing, Placement, Research and Evaluation.

Villar (2009) describes the following guidance services:

1. Individual Inventory service refers to the collection of information about a pupil or student in school. A cumulative folder is used to store all the gathered data about each student including entrance test results and the information sheet.
2. Information service provides students with three major types of information such as personal-social, educational-academic, and vocational-occupational. Some students however, have to be guided in the use of information.
3. Counseling service is the main activity wherein a competent counselor facilitates the client's growth and adjustment, problem-solving and decision-making.
4. Referral service assists clients or their guardians in obtaining services from other people or agencies that might be more effective in helping them.

5. Placement service helps individuals find a place where they fit in and be contributing members of society.
6. Research and Evaluation are two different activities. Research is service-oriented that discovers new knowledge or validates a presumption. Evaluation, on the other hand is program-oriented. “It seeks to collect relevant information to determine whether program goals are met in terms of outcomes as basis for the modification of the delivery of services” (p.166).

Testing service is the administration of tests and interpretation of its results to the students and their parents.

The guidance program is based on the results of the needs assessment survey. The various needs included in the survey questionnaire are grouped together, as follows: (1) Self-awareness and Discovery; (2) Communication and Interpersonal Skills; (3) School-Work Adjustment; (4) Home and Family Life; (5) Love and Human Sexuality; (6) Values Formation; (7) Leadership; and (8) Career Development.

Self-awareness and discovery pertains to a person’s conscious effort of knowing, accepting, and appreciating him/herself. Identifying one’s strengths and weaknesses leads to understanding of oneself and thereby work on his or her level of confidence.

Communication and interpersonal skills are known as social skills that refer to verbal and non-verbal interactions with other people, either individually or in groups. These skills reflect one's confidence and ability to listen and understand. Problem solving, decision making and personal stress management are also considered interpersonal skills. There are several other skills, such as learning how to listen and choosing the right words to say, that help improve one's interpersonal skills (<http://www.skillsyouneed.com/interpersonal-skills>).

School-work adjustment refers to the transition from adolescence to adulthood. According to Hamilton, S.F. & Hamilton, M.A., it is defined by changes in social roles; as adolescents shift from being dependent upon adults to being capable of caring for self and others (as cited by Weiner, 2013.) Those who envision their future are more likely to do their best while they are young. They would organize their schedule and perform well in school. They would accept failures and seek help when necessary.

Home and family life refers to the dynamics or interactions of each member within the basic unit of society that promotes healthy and positive family living. According to Taquines (2012), every individual needs to have good relationship with their parents and siblings.

Love and human sexuality is an integration of somatic, emotional, intellectual, and social aspects of one's maleness and femaleness in ways that enriches and enhances one's personality (Stromborg and Olsen, 2004). This also pertains to one's ability to relate, accept, and deal with people of the opposite sex.

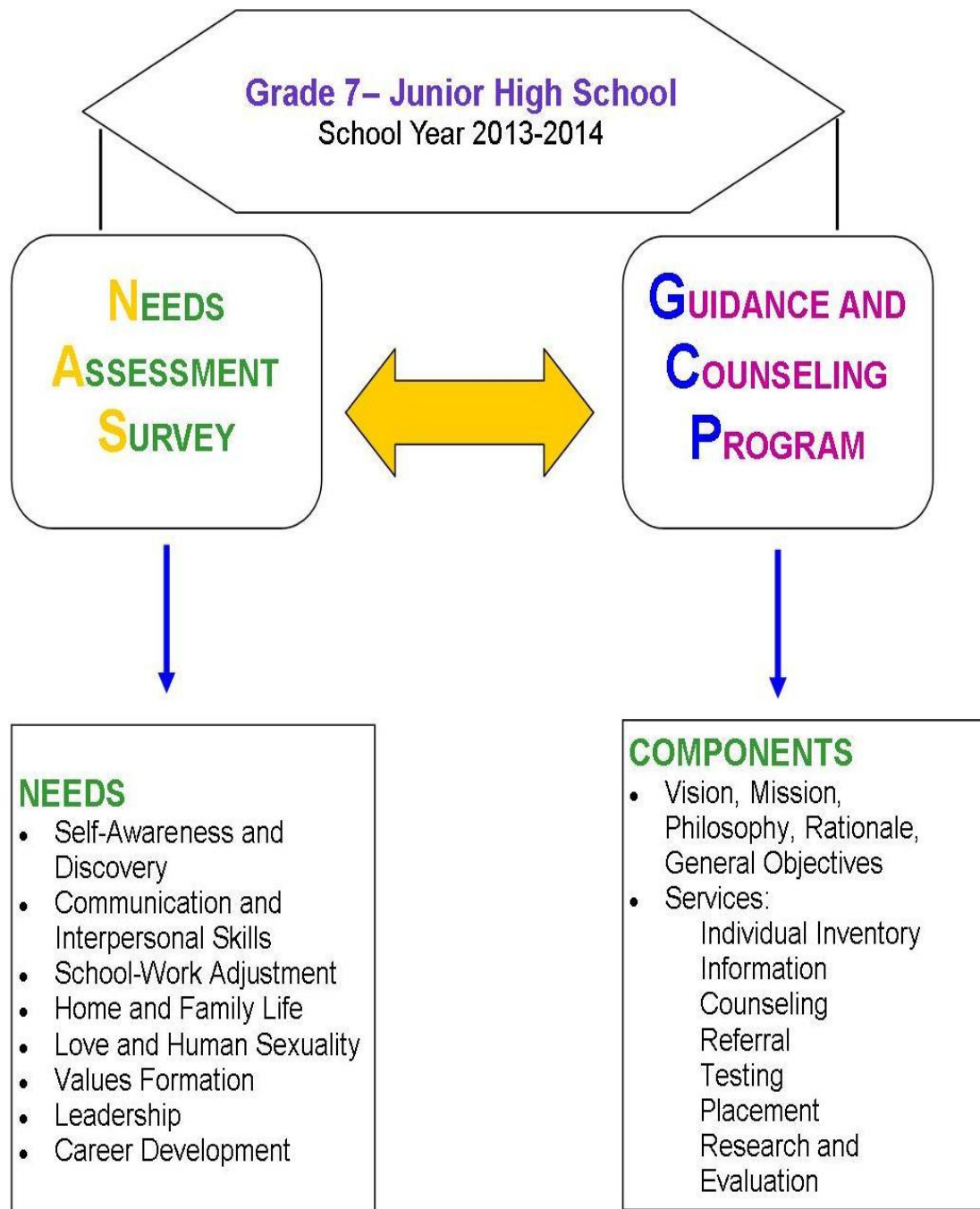
Values formation pertains to appreciating the things that fulfill one's basic needs and giving importance to those who provide those needs. A person's character and personality are molded through the attitudes and behavior of those who raised them. Social pressures and the pressure of conflicting values are usually experienced in school. On the other hand, love for country and pride in being a Filipino are strengthened in school.

Leadership is a process whereby any individual can learn the art of influencing a group of individuals to achieve a common goal (Northouse, 2010). It is also about being trained and skilled at directing others to achieve the group's objectives.

Gysbers, Heppner and Jonston defined career development as "self-development over the life span through the interaction and integration of the roles, settings and events of a person's life" (as cited in Peruniak, 2010, p.8). It entails the readiness of high school students in planning and pursuing college programs related to their interests and skills.

In the selection of the needs assessment tool, the researcher took into consideration the definitions, descriptions, process and purposes of needs assessment. The survey results revealed the assessed needs of the incoming grade seven students as perceived by the students themselves, the school administrators, teachers, and parents. The identified needs of the students are addressed through activities as part of the guidance program's components. This program is in line with the K+12 program objectives which are as follows: (1) "to provide sufficient time for mastery of concepts and skills, (2) develop lifelong learners, and (3) prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship." (<http://nursevilleph.blogspot.com/2012/04/k12-program.html>)

Ideally, all guidance programs should be based on the individual needs of the students. According to Gibson and Mitchell, the effective development of any counseling program, regardless of setting, is dependent first on an accurate and continuous assessment of the needs of the target population to be served (as cited by Intal, 2003). For this study, the researcher developed a guidance program based on Villar's description of its components and the various guidance services.



**Figure 1. Research Paradigm of the Study**

## **Statement of Purpose**

This study was conducted to propose a guidance and counseling program based on the identified needs of the incoming grade seven students of Woodridge College for school year 2013-2014.

Specifically, the researcher embarked on this study for the following purposes:

1. To identify the specific needs of the 2013-2014 grade seven students of Woodridge College as perceived by the students themselves, the administrators, teachers, and parents in terms of the following areas:
  - a. Self-awareness and discovery;
  - b. Communication and interpersonal skills;
  - c. School-work adjustment;
  - d. Home and family life;
  - e. Love and human sexuality;
  - f. Values Formation;
  - g. Leadership; and
  - h. Career development.
2. To propose a guidance and counseling program for school year 2013-2014 based on the assessed needs of the incoming grade seven students of Woodridge College.



## **Significance of the Study**

This study is particularly significant to the grade seven students, administrators, teachers, parents and other guidance counselors.

**Grade Seven Students.** This research heightens the awareness and sensitivity of the grade seven students in identifying their own needs. The output of this research would help them adjust during the transition period in the seventh grade under the K+12 program.

**Administrators.** This study will be useful to the administrators in their decision making tasks particularly in planning for activities in line with the objective of addressing the needs of the students.

**Teachers.** The findings of this study will benefit the teachers in understanding the various needs of their students. As such, it will enable them to effectively deal with students and create appropriate teaching strategies to meet their needs.

**Parents.** This study will enlighten the parents with regards to the needs of their children. As such, they will be empowered to collaborate with the school in

addressing the various needs of their children fostering positive relationship and healthier disposition.

**Guidance Counselors.** This study will serve as a good reference material for guidance counselors who intend to establish the needs of their clients in order to plan and manage program of activities to address the assessed needs. This will also inspire and encourage them to bring the quality of their service to a higher level, to further hone their skills, and to feel good about helping the students.

### **Scope and Delimitation**

This descriptive research is focused on the assessment of incoming grade seven students' needs as basis for proposing a new and enhanced guidance and counseling program.

This study was conducted at Woodridge College, Molino, Bacoar, Cavite. The respondents were five (5) administrators, twenty (20) teachers, twenty (20) parents, and one hundred twenty one (121) grade six students of school year 2012-2013. They are the same batch who will be the grade seven students in school year 2013-2014.

The researcher utilized the South Dakota Student Needs Assessment Survey developed by Butron (1996).

## Definition of Terms

For better understanding of the concepts discussed in this study, the following are key terms either conceptually or operationally defined:

**Career Development.** This refers to the students' need to acquire pertinent trends and opportunities which facilitate career choices to ensure their success.

**Communication and Interpersonal Skills.** This refers to the students' need to communicate and interact with others effectively.

**Grade Seven Students.** This refers to the second batch of grade seven students under the K to 12 Program by school year 2013-2014. In this study, they are referred to as the incoming grade seven students of junior high school who are grade six students in the elementary department, school year 2012-2013. They served as the main respondents in this study.

**Home and Family Life.** This refers to the students' need to be in a happy home enjoying positive relationships with his parents and siblings.

**Leadership needs.** This refers to students' need that heightens the qualities and responsibilities of a good leader.

**Need Areas.** This is the name used by the researcher to refer to the eight specific needs of the students: self-awareness and discovery, communication and interpersonal skills, school-work adjustment, home and family life, love and human sexuality, values formation, leadership and career development. This term is used interchangeably with the term "developmental needs."

**Needs Assessment.** Wysong (1983) defined this term as a process of identifying unfulfilled desirable goals that can be met by a planned program. In this study, when needs assessment is mentioned, it refers to a specific tool developed by Butron (1996)

**Needs-Based Guidance and Counseling Program.** This refers to the output of the study based on the results of the needs assessment conducted. It is a comprehensive system of services and activities designed for the grade seven students of Woodridge College for school year 2013-2014.

**Self-awareness and Discovery.** This pertains to the personal needs of an individual in terms of discovering, knowing, understanding, and accepting oneself.

**School-work Adjustment.** This refers to those developmental needs of the students in properly adjusting to the school-work environment and schedule.

**Values Formation.** This refers to the needs of the students in strengthening their values and perspective.

## Chapter II

### **REVIEW OF RELATED LITERATURE**

Related studies and conceptual literature on needs assessment and guidance programs were gathered and reviewed to provide the researcher with the necessary background to gain more insights in writing this paper. Presented in this chapter are foreign and local studies that were found to be relevant and helpful to the researcher.

#### **Needs-Based Career Guidance Program**

McComb-Beverage (2012) cited several career development specialists to introduce her dissertation entitled, “An Experimental Design: Examining the Effectiveness of the Virginia Career View Program on creating 7<sup>th</sup> Grade Student Career Self-Efficacy”. According to her,

“Experts in the field of education agree that career development is a process rather than a single event in a person’s life (Hirschi, Niles, & Akos, 2011; McMahon & Watson, 2008; Super, Savickas, Super, 1996). Super’s life-span, life-space theory, originating in the 1950’s, introduced career development as a life-span process taking place throughout multiple transition periods and beginning in adolescence (Herr, 1997). The adolescent years cover two of the four life stages in Super’s theory. The life stage of growth and the life stage of exploration cover a twenty year period from age 4 to

age 24. It is during this time when personal and occupational interests and self-concepts emerge to create a foundation for exploration of career and future plans (Bardick, Bernes, Magnussen, & Witco, 2008; Super, 1990). Without question, researchers agree that choosing a career pathway is one of most important and challenging developmental tasks in adolescence (Hartung, Porfeli, & Vondracek, 2005; Rivera & Schaefer, 2009; Super, 1990)" (as cited in McComb-Beverage, p. 2).

It is important to note that the American School Counselor Association (ASCA) requires student competency development in career decision making throughout the K-12 setting with the most emphasis placed throughout the adolescent years (ASCA, 1997). As such, schools are compelled to develop and continually improve their respective career guidance programs for their students.

A Career Guidance Program is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. Such program aims to develop an individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

Below are the key components of successful career guidance programs according to the Office of Vocational and Adult Education by the US Department of Education: (Retrieved on 18 August 2013 from <http://www2.ed.gov/about/offices/list/ovae/pi/cte/cgcp.html> )

- a. A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- b. Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations)
- c. Qualified leadership
- d. Effective management needed to support comprehensive career guidance programs
- e. A team approach where certified counselors are central to the program
- f. Adequate facilities, materials, resources
- g. Strong professional development activities so counselors can regularly update their professional knowledge and skills
- h. Different approaches to deliver the program such as outreach, assessment, counseling, curriculum, program and job placement, follow-up, consultation, referral

Domingo (2008) in her study entitled “Career Needs Assessment: Basis for a Proposed Career Guidance Program of Third Year High School Students of St. Joseph College Olongapo, Inc., ” utilized the descriptive developmental design using the survey questionnaire for data gathering. Domingo (2008) believed that career guidance can assist individuals grow in their occupational choice to have a

productive and meaningful life at present and enable people to meet their future needs. Job mismatch may be avoided if students' career needs are identified and addressed through a career guidance program. Part of Domingo's research instruments were the Holland's Personality Traits and Appropriate Job Environment Assessment. She also utilized the Fund for Assistance to Private Education (FAPE) Student Needs Assessment Survey questionnaire. Self-exploration involved assessment of occupational interest and personality type. Needs were also identified in terms of career exploration that involved career awareness, career exploration, career planning, and decision making. Data were gathered and organized through tabulation, frequency, percentage, weighted mean, and ranking. Domingo concluded that the Career Guidance Program is indispensable to third year high school students since they need to be assisted in their career and future life. Part of her conclusions is that the state of the guidance services, specifically the career development service, needs to be strengthened specially on self-exploration and decision making which are essential elements in career decision making, and therefore needs motivation and implementation from proper authorities. Among her recommendations was to include career guidance development in the Guidance Program of St. Joseph College, Olongapo.

Domingo (2008) recommended that the career guidance program activities must focus on how the career interests of the student must be congruent with how he views himself and his occupational preferences. Parenting seminars must be



able to help parents become better career counselors to their own children. A regular evaluation of the Guidance Program, which includes a Career Guidance Program, should be conducted to help improve the competence of the guidance counselors and, at the same time, continuously improve the developed program. Domingo also recommended that parallel studies should also be undertaken by guidance counselors in other year level to also address specific career needs of their students.

Guintibano (2009), in her study entitled “Career Preferences, Interests and Aptitudes of Junior High School Students: Bases for a Proposed Career Guidance Program for Miraculous Medal School, Sucat Muntinlupa City”, made use of two standardized psychological tests as research instruments, namely Philippine Occupational Interests Survey (POIS) and the Philippine Aptitude Classification Test (PACT). POIS measured the students’ preferred type of occupation, while PACT measured students’ abilities in eight aptitude factors, namely Perceptual Speed, Verbal English, General Reasoning, Flexibility of Closure, Verbal Filipino, Spatial Closure, Visualization, and Perceptual Acuity. The results of both tests were matched. Frequencies and percentages were used to process the data. Guintibano concluded that:

1. High school students are already capable of making tentative career/vocational choices although they still need more vocational information related to their career preferences.

2. High school students' capability in making tentative career/ vocational choices were attributed to their limited understanding of the importance of the different qualifications required by a particular field of occupation, such as the concept of aptitude and interests which were proven to be important variables in the pursuit of career/vocational success in the future.
3. There is a strong need to implement a comprehensive career guidance program in school.

Guintibano's Career Guidance Program focused on the implementation of career orientation services to deepen students' understanding of the relationship between choices, interests, and aptitudes.

### **Needs-Based Guidance and Counseling Program**

As defined in the Iowa Comprehensive Guidance and Counseling Program Development Guide, "a comprehensive counseling and guidance program is developmental by design and includes sequential activities and responsive services that address student growth and development for all students. It is a program based on what students need to know at each stage of their development which is reflected by the standards, benchmarks, and grade-level competencies" (Retrieved on 18 August 2013 from [www.schoolcounselor.org/files/iowa.pdf](http://www.schoolcounselor.org/files/iowa.pdf) ).

In one country, particularly in Pakistan, school counseling is not very common. Considering the students' needs, Nasir and Khan (2012) developed a comprehensive school counseling program that was unconventional from the perspective of Pakistan. The program was developed in Army Public School where there was around 1,900 students including teaching staff of 126. Students whose age ranged from 3-16 years old and enrolled in kindergarten to secondary level participated in the study. The research design used was descriptive in nature which comprised of naturalistic observation and questionnaire formats with convenient sampling. Nasir and Khan (2012) arrived at a conclusion that through the introduction of a comprehensive counseling program along with the hiring of a trained counselor, positive changes can be expected in the form of enhanced awareness which can be practically applied for better educational, social and personal outcomes of the students in relation with their teachers and parents as well.

In the study conducted by Tumuti (1985) entitled, "Needs Assessment for Guidance and Counseling in Kenya," he emphasized the importance of needs assessment for developing effective guidance and counseling programs. Tumuti's study used data from a larger study on guidance and counseling needs assessment of primary school pupils of Gachika Sub-location, Nyeri Town, and Nairobi City. His study specifically sought to delineate academic, occupational,

and psychological needs of 720 pupils in grades seven and five. The pupils rated their perception of their problems regarding how often each stated problem affected them. The results indicated that pupils were under great pressure from parents and relatives to perform well in the Certificate of Primary Education and to be admitted into government secondary schools. The pupils expressed high anxiety and fear related to this pressure. A guidance and counseling program could be effective in changing such devastating and unrealistic attitudes on the part of parents and pupils themselves.

In the Philippines, a growing number of researchers conducted studies that utilized needs assessment in order to develop and propose programs that would benefit students, teachers, parents, administrators, and the schools as well. For the purpose of choosing the most appropriate needs assessment tool for this study, the researcher looked into the tools used by previous researchers.

The South Dakota Student Needs Assessment Survey questionnaire was developed and used by Butron (1996) in her study entitled "Assessment Needs: Basis for the Development of a Homeroom Guidance Program for Freshmen of St. Thomas Academy". The questionnaire was later on adapted by John (1999) for his study entitled "A Needs-Based Developmental Guidance and Counseling Program for Holy Cross School, Dimapur, Nagaland, India". Omalin (2003) likewise adapted and used the questionnaire for her thesis "A Needs-Based

Developmental Guidance and Counseling Program for High School Students of San Pedro Relocation Center National High School”. Recently, the same survey questionnaire was utilized by Taquines (2012) for her research entitled “The Developmental Needs of the Open High School Students in Paradise Farms National High School: Basis for a Proposed Guidance Program”. There seems to be a steady increase in the number of researchers who either used or adapted the same questionnaire developed in 1996 by Butron.

The eight developmental needs assessed through the use of this survey were: self-awareness and discovery; communication and interpersonal skills; school-work adjustment; home and family life; love and human sexuality; values formation; leadership and career development.

The studies mentioned earlier sought the perception of the students, teachers, parents, and the administrators. The researchers commonly used tabulation, simple frequencies, and means to analyze the data they have gathered.

In the studies conducted by Butron (1996), John (1999), Omalin (2003), and Taquines (2012), all the eight areas of need as perceived by their respondents were found to be much needed but differed in rank order. Based on the assessed needs, programs were designed with the following common components: Rationale/Need for the Program; Services and Objectives; Program Matrix;

Prototype materials for Guidance and Counseling; and, the Results of the Evaluation.

Butron (1996) developed a Homeroom Guidance for the Freshmen of St. Thomas Academy of Sto. Tomas, Batangas. John (1999) and Omalin (2003) on the other hand, were able to develop Developmental Guidance and Counseling Programs for the high school students of Holy Cross School and San Pedro Relocation Center National High School, respectively.

Taquines (2012) also developed a Guidance Program for the Open High School Students in Paradise Farms National High School. Utilizing the Strategic Comprehensive Model (SCM), the program developed by Taquines consisted of the following components: Guidance Need Area; Goal/Objectives; Delivery Mechanism/Activities; Person/Office Involved; Time Frame; and, Expected outcome.

Butron, John, Omalin and Taquines recommended that orientation programs on the accurate implementation of guidance and counseling programs be conducted for administrators, guidance counselors, teachers, parents, and students at the beginning of the school year. Proper orientation on the roles of everyone involved is vital for the successful implementation of the guidance program. They also recommended that subsequent researches be conducted on

students' developmental needs at various levels of growth and offer various guidance services.

Intal (2003) utilized questionnaires for the evaluation of guidance services and students' needs inventory for her thesis entitled "Prototype Model in the Delivery of Guidance Services in the Public Secondary School". She adapted the Student Needs Inventory (SNI) of University of Assumption. Frequency, percentage distribution, and mean were employed to determine the proportion of responses and its averages. She also conducted correlation analysis between the students' perception of the delivery of guidance services and their identified needs.

The students' needs were all identified as "Very Much of a Need" particularly academic, economic, career, family related, physical related, sexual, character building, social, psychological-emotional and spiritual-moral needs. Intal (2003) developed modules in the delivery of guidance services in an effort to address the identified needs of the students of Pampanga High School.

Adona (2007) adapted the SNI of Intal for her study entitled "Needs-Based Guidance Management Program for High School Students". Adona modified the SNI by providing Filipino translations alongside the English version for better and easier understanding of the items. The inventory had ten (10) need areas,

namely: academic; career; character building; economic; family related; psychological-emotional; physical related; sexual; social; and spiritual-moral.

Adona's respondents answered the inventory based on a 5-point Likert-type scale. Tabulation, frequency and percentage distribution as well as the weighted mean were used to analyze and interpret the assessed needs of the respondents. The results of the study revealed that students perceive career as the most needed while sexual areas were the least needed. The Guidance Management Program of Adona (2007) was developed to address the needs of the students of Adelaido A. Bayot Memorial School. Adona recommended that a periodic survey of students' needs be conducted. According to her, there is a need to have an orientation program for everyone involved in the program to understand the roles and responsibilities of each one.

## **SYNTHESIS**

Within the literature are samples of needs-based programs developed here and abroad. The definition, necessity and components of a successful career guidance program have been presented.

McComb-Beverage (2012) found the Virginia Career View program as an effective tool for adolescent career development. The studies of Domingo (2008)



and Guintibano (2009) both refer to having enhanced career guidance program as part of the school's guidance program.

The definition of comprehensive counseling and guidance program presents the idea that it should be based on the assessment of students' needs. Nasir and Khan (2012) were able to develop a comprehensive school counseling program in Pakistan. Tumuti (1985) on the other hand, made use of needs assessment in developing an effective guidance and counseling program in Kenya.

The South Dakota Student Needs Assessment Survey by Butron (1996) and the adapted version of Student Needs Inventory by Intal (2003) and Adona (2007) were the researcher's top choices in the selection of the appropriate instrument. More researchers opted to use the South Dakota Student Needs Assessment Survey.

Researchers such as Tumuti (1985), Butron (1996), John (1999), Omalin (2003), Intal (2003), Adona (2007), Domingo (2008), Guintibano (2009), Taquines (2012), and Nasir and Khan (2012) were able to develop programs based on the assessed needs of their respondents.

This study is similar to that of Tumuti (1985), Butron, (1996), John (1999), Omalin (2003), Intal (2003), Adona (2007), Taquines (2012) as well as Nasir and Khan (2012) in terms of developing a new and enhanced guidance and counseling program based on the assessed needs of the students.

What sets this research different and unique from the studies mentioned above is that it purposely targeted the grade seven students as respondents in order to usher them towards a smooth transition into the new K+12 Basic Education Program. The new and enhanced K+12 Curriculum promotes mastery of learning. Hence, the output of this study included activities that would help the students become good thinkers and social players.

## Chapter III

### **METHODOLOGY**

This chapter presents the research method, the participants of the study, the locale, the research instrument, data gathering procedure, and the statistical treatment used to enable the researcher analyze and interpret the gathered data.

#### **RESEARCH METHOD**

This study employed the descriptive-survey research method. According to Calmorin, L.P. and Calmorin, M. (2007), this method is “suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects” (p.70). He also said that when the data from a descriptive-survey is used as basis for inferences, it would be helpful in solving practical problems. The gathered facts would be generally valuable to the respondents and particularly valuable to the researcher.

#### **RESPONDENTS**

The participants of this study were composed of five (5) administrators of Woodridge College, twenty (20) teachers, twenty (20) parents, and one hundred

twenty one (121) grade six students who were all enrolled in school year 2012-2013. This batch represents the grade seven students for school year 2013-2014.

## **RESEARCH LOCALE**

This study was conducted at Woodridge College (WC), Molino, Bacoar, Cavite. WC is a private non-sectarian school for boys and girls, offering preschool to high school. Figure 2 shows the location map of Woodridge College. The school is popularly known as a school in a garden.

The school's mission is to provide a natural learning environment characterized by intellectual and artistic stimulation to develop students to think logically, critically, and creatively to aid them in their academic pursuits for higher learning and leadership capability in the community.

The school envisions itself to be a leading institution committed to the total formation of the child who achieves academic excellence and develops Christian personality.

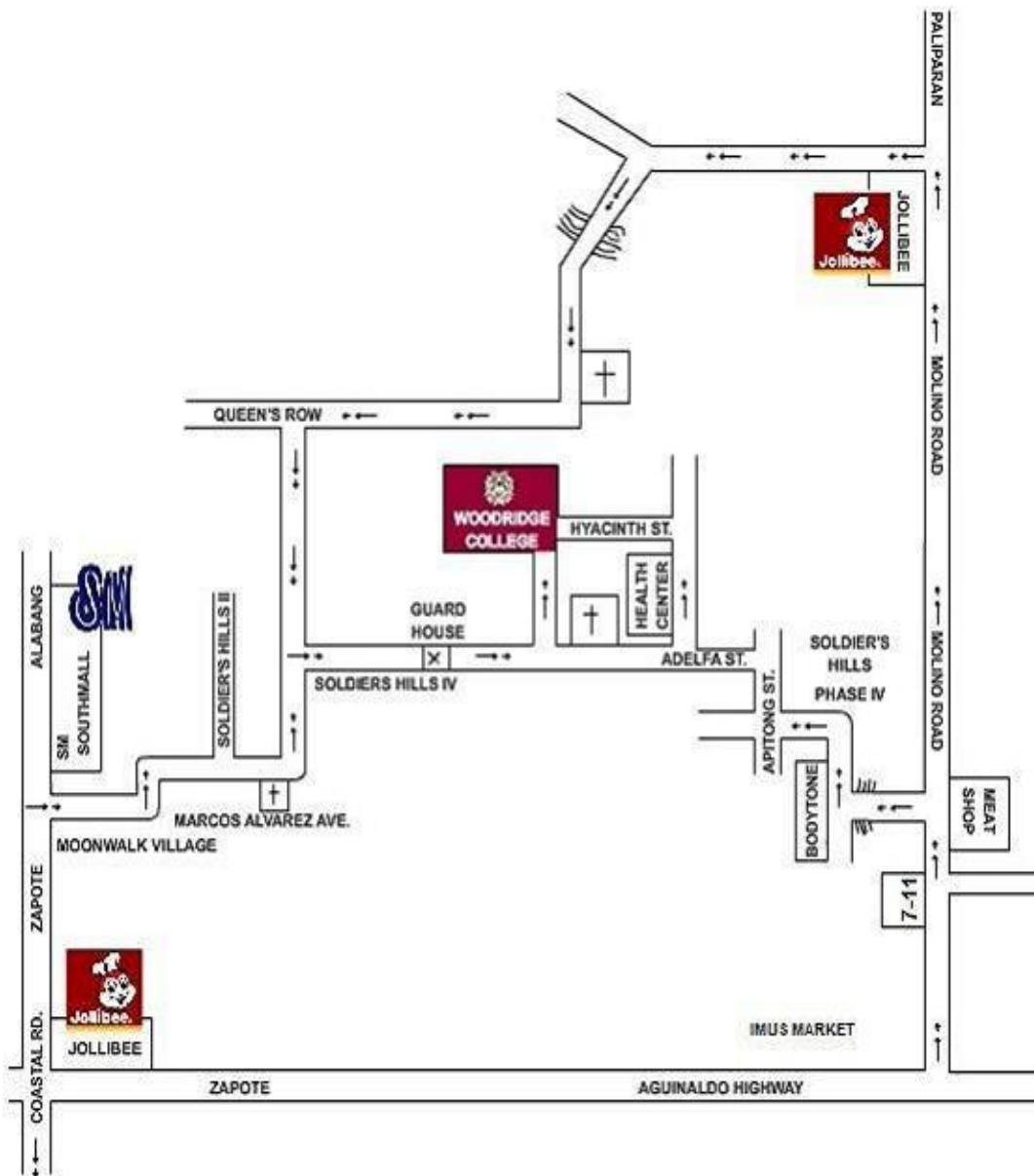


Figure 2. Location Map of Woodridge College

## RESEARCH INSTRUMENT

In order to gather data for the assessment of the needs of the grade seven students for school year 2013-2014, the South Dakota Student Needs Assessment Survey was administered to the students, parents, teachers, and administrators (See Appendices E and E<sub>1</sub>). The author's permission to use the said tool was received by the present researcher through an electronic mail.

The South Dakota Student Needs Assessment Survey was originally developed by *Butron* (1996) for her special project entitled "Assessment Needs: Basis for the Development of a Homeroom Guidance Program for Freshmen of St. Thomas Academy". Three years after, *John* (1999) adapted the questionnaire for his study "A Needs-Based Developmental Guidance and Counseling program for Holy Cross School, Dimapur, Nagaland, India". *Omalin* (2003) also adapted the same needs assessment survey for her thesis "A Needs-Based Developmental Guidance and Counseling Program for High School Students of San Pedro Relocation Center National High School". A growing number of researchers are using this same questionnaire with the similar purpose of developing a needs-based guidance and counseling program in their respective schools.

The needs assessment survey tool made use of a 5-point-Likert-type scale. The five scales used are the following: five (5) as Very Much Needed; four (4) as

Much Needed; three (3) as Needed; two (2) as Less Needed; and one (1) as Not Needed.

The questionnaire has a total of 60 items answerable within 40 minutes.

## **DATA GATHERING PROCEDURE**

After reading several related literature and studies pertaining to needs assessment and need-based guidance and counseling programs, the researcher was able to choose the most appropriate needs assessment tool. A letter of request to use the selected research instrument was sent to its author via electronic mail (See Appendix B). A permission to use the survey questionnaire was received through an email from Sister Vilma Butron, FMIJ (See Appendix C).

The researcher also asked permission from the principal (see Appendix D) to allow her to administer needs assessment survey to the graduating elementary pupils. Verbal permission was also sought to allow the researcher to administer the same survey to the administrators, teachers, and parents.

The administration of the South Dakota Student Needs Assessment Survey to the grade 6 pupils was done by class. The researcher explained the objectives and read the instructions per class. Filled-out questionnaires were retrieved after.

The questionnaire for the administrators and teachers were individually distributed in their respective offices and faculty rooms. The questionnaires for the parents were randomly distributed among those who were waiting to pick up their children after class. The researcher noted down the verbal remarks of the respondents as they submit the filled out questionnaires.

## STATISTICAL TREATMENT OF DATA

The researcher made use of the following statistical treatments and tools in analyzing, summarizing, and presenting the data gathered:

1. Tabulation, frequency distribution, and rank order in presenting the eight categories of students' needs.
2. The mean per item responses was computed in order to compare and rank the necessity level of students' needs as perceived by the respondents.

Below is the specific formula used to find the mean.

$$\bar{X} = \frac{\sum X}{n}$$

Where:

X = value of the variables  
 $\sum x$  = total of the values of the variable  
N = total number of respondents  
 $\sum$  = summation of

To ensure the accuracy of and to speed up the processing of the data and computations of statistics, all data were processed with the aid of a computer using Microsoft Excel 2007.



## Chapter IV

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the results obtained from the data gathered using the South Dakota Student Needs Assessment Survey tool which the researcher administered at Woodridge College, Bacoar, Cavite. The respondents were 121 Grade 6 students, 5 Administrators, 20 teachers and 20 parents.

Presented after each specific purpose of the study are the gathered data in tabular form with description and justification. The tables, showing the results gathered from the students, followed by administrators, teachers and then parents are presented and discussed one at a time. Also, a comparative interpretation of the responses given by the four respondent groups is provided at the end of this sub-section.

Purpose #1: To identify the specific needs of the incoming grade seven students for school year 2013-2014 of Woodridge College as perceived by the students themselves, the parents, teachers, and administrators in terms of the following need areas: (1) Self-awareness and Discovery; (2) Communication and Interpersonal Skills; (3) School Work Adjustment; (4) Home and Family Life; (5) Love and Human Sexuality; (6) Values Formation; (7) Leadership; and (8) Career Development.

Table 1 shows the findings obtained from the data gathered from the students. Presented are the eight need areas with their mean, descriptive ratings, and rank order. All eight areas were considered by the students as Much Needed (MN).

**TABLE 1**  
**Need Areas of Students as Assessed by the Students Themselves**  
**(N=121)**

| <b>NEED AREAS</b>                       | <b>MEAN</b> | <b>DESCRIPTIVE<br/>RATING</b> | <b>RANK</b> |
|-----------------------------------------|-------------|-------------------------------|-------------|
| 1. Self-Awareness & Discovery           | 3.89        | MN                            | 2           |
| 2. Communication & Interpersonal Skills | 3.74        | MN                            | 6           |
| 3. School-Work Adjustment               | 3.72        | MN                            | 7           |
| 4. Home & Family Life                   | 3.84        | MN                            | 3           |
| 5. Love and Human Sexuality             | 3.51        | MN                            | 8           |
| 6. Values Formation                     | 3.80        | MN                            | 5           |
| 7 Leadership                            | 3.83        | MN                            | 4           |
| 8 Career Development                    | 3.94        | MN                            | 1           |

Career Development was first in rank, with a mean of 3.94. Under this need area are two specific needs that ranked 1.5, with a mean score of 4.03 -- the need to “understand the importance of work in their life” and to “know when to start looking for job opportunities” (see Appendix F). This finding may be attributed to students’ awareness of the objectives of the K+12 Curriculum. They were oriented since at the start of the school year about the additional two school years in senior

high school prior to employment and/or pursuing tertiary education. The students probably felt that the success of the K+12 program lies on what they can accomplish. Education Secretary Bro. Armin Luistro said, "we will make high school graduates employable." He explained that the K+12 Program will actually allow more students to enrol in tertiary education. He also said, "if senior high school [graduates] can be employable, there should be more self-supporting, working students" (cited by Montenegro, 2010).

Second in rank was Self-awareness and Discovery, with a mean score of 3.89. The specific need with the highest mean under this area is to "develop confidence in oneself" ( $\bar{X} = 4.33$ ). Most students from the elementary department are anxious in entering the high school building. An increase in self-confidence will help them conquer their fear of the unknown.

As assessed by the students, Home and Family Life ranked third, with a mean score of 3.84. The top specific need under this area is to "learn to consider parental advise most especially in matters of major decisions" ( $\bar{X} = 3.96$ ). Students at this stage in their life tend to consult their friends for advice instead of opening up to their parents. The school then should encourage them to at least see their guidance counselor and talk about their concerns and issues.

Fourth in rank was Leadership, with a mean score of 3.83. Under this need area, the need with the highest mean was to “learn how to be firm and principled as a leader” ( $\bar{X} = 3.88$ ). Popular students are usually elected as class officers. Being popular sometimes makes them easily give in to peer pressure and sacrifice their principles as leaders.

Students rated Values Formation as fifth in rank, with a mean score of 3.80. They specifically need to “dare to stand for what is right without offending others” ( $\bar{X} = 4.05$ ). Some students are torn between reporting a violation such as cheating and keeping mum about it since the one involved is a classmate or a friend who might have to suffer the consequences. They need to understand that reporting the incident will actually benefit their friend/classmate as he/she will learn from the experience. They have to realize that covering up the situation will only encourage their classmate or friend to commit the same offense, thinking he/she can always get away with it and thus, fail to genuinely learn from the lectures and lessons in class.

Communication and Interpersonal Skills ranked sixth, with a mean score of 3.74. The students' specific need is to “understand and accept their teachers and school authorities” ( $\bar{X} = 3.88$ ). Respected teachers and school authorities are real people too. As much as these people try to maintain a professional image,

there are opportunities when students get to see their true nature especially when they get to connect together through social networking.

School-Work Adjustment ranked seventh, with a mean score of 3.72. The need specified under this area is to “learn how to prepare for tests and examinations” ( $\bar{X} = 4.06$ ). Preparing for tests in elementary is different in high school. Parents would usually review their children before the scheduled exams; high school students, however, are usually left on their own.

Last in rank was Love and Human Sexuality, with a mean score of 3.51. The top need under this area is to “know the essential facts about love, courtship, and marriage in the Christian perspective” ( $\bar{X} = 3.66$ ). The researcher finds it odd that the students placed Love and Human sexuality as their least “Much Needed” need. Considering the fact that a growing number of students in the batch already have boyfriends/girlfriends at their very young age, the researcher thought they would be particularly interested in this area. According to Kalish (2009), teenagers in the past, married their first love, but since “education has become prolonged, so marriage is [done] later” (<http://www.psychologytoday.com/blog/sticky-bonds/200906/teenagers-in-love>). With the K+12 Program, education will indeed be prolonged. Instead of getting into college right after four years in high school, students will have to go through another two years of senior high school. Culturally, Filipinos value having their own diplomas and exhibit them where

people could see. Despite the added years and expenses that go with it, parents might still demand or expect their children to pursue college education. Due to this, romantic love will have to take a back seat and marriage will definitely have to wait. Kalish (2009) observed that today's teenagers date for fun, but not to find a lifetime partner. Nevertheless, teen romances should not be taken for granted since these teens are capable of loving people who are special to them such as their parents, other family members, and even their best friends.

Table 2 displays the eight need areas, with their mean, descriptive ratings and rank order as assessed by the administrators. All eight areas were considered Much Needed (MN).

**TABLE 2**  
**Need Areas of Students as Assessed by the Administrators**  
**(N=5)**

| <b>NEED AREAS</b>                       | <b>MEAN</b> | <b>DESCRIPTIVE<br/>RATING</b> | <b>RANK</b> |
|-----------------------------------------|-------------|-------------------------------|-------------|
| 1. Self-Awareness & Discovery           | 4.45        | MN                            | 1           |
| 2. Communication & Interpersonal Skills | 4.44        | MN                            | 2           |
| 3. School-Work Adjustment               | 4.27        | MN                            | 3           |
| 4. Home & Family Life                   | 4.26        | MN                            | 4           |
| 5. Love and Human Sexuality             | 3.73        | MN                            | 8           |
| 6. Values Formation                     | 3.78        | MN                            | 7           |
| 7 Leadership                            | 3.97        | MN                            | 5           |
| 8 Career Development                    | 3.93        | MN                            | 6           |

Self-awareness and discovery topped the ranking, with a mean of 4.45. It was followed by Communication and Interpersonal Skills ( $\bar{X} = 4.44$ ) then, by School-Work Adjustment ( $\bar{X} = 4.27$ ). Fourth in rank was Home and Family life with a mean score of 4.26, while Leadership, with a mean score of 3.97 ranked fifth. Career Development ranked sixth, with a mean score of 3.93, while Values Formation ranked seventh, with a mean score of 3.78. The last in rank was Love and Human Sexuality, with a mean score of 3.73.

Under Self-Awareness and Discovery, the specific need of students according to the administrators was to “understand, accept, and like oneself” ( $\bar{X} = 4.80$ ). As administrators, they probably perceived the students to be in a stage of discovering their potentials. It has been observed that students surprise their former elementary teachers of what they become in high school. The usually quiet kid in class during elementary becomes well known in high school when his skills are discovered. Hence, it is during this period that students are expected to learn more about themselves and go through the process of accepting and understanding their strengths and weaknesses, eventually experiencing a boost in their self-confidence.

The top need under Communication and Interpersonal Skills was for students to “be a good listener and respond better to others” ( $\bar{X} = 4.80$ ). This result shows that the administrators saw the need for the grade seven students to

improve on their ability to communicate and relate well with their classmates, teachers, and other personnel in school. Students with better communication and interpersonal skills seem to do well academically, which is also one of the primary goals of any educational institution. Such skills will give students an edge to be more competitive and globally ready to face the challenges that await them as envisioned in the K+12 Program.

The specific need pertaining to School-Work Adjustment is to “know how to plan a daily schedule” ( $\bar{X} = 4.80$ ). A lot of students are into playing online games which are addictive by nature. Students easily get hooked on these games which results in their inability to do other important tasks such as reviewing for a quiz, doing an assignment, project or even simple household chores. Learning to plan a daily schedule would also lessen students’ dependence on electronic gadgets to remind them of things they should be able to recall on their own.

Home and Family Life, as assessed by the administrators, focused on the students’ need to “develop love and respect for parents, elders, brothers, and sisters” ( $\bar{X} = 4.80$ ). Values education is integrated in all subjects in the hope that students will be able to apply values learned in school in their daily life. The school requires that quizzes and test papers must be signed by the parents. Regular teacher-parent conferences are scheduled so that students will realize that a partnership between the home and the school exists. The school intends to



illustrate that constant coordination with parents is a concrete way of showing respect to them.

In terms of Leadership, administrators believed that the students need to “learn how to be firm and principled as a leader” ( $\bar{X} = 4.40$ ). Leadership trainings are usually done after the student council officers have been elected. This is an annual activity of the school to make sure that elected officers will understand their role and be able to carry out their responsibilities.

On Career Development, administrators perceived that the students need to “involve their parents in career planning” ( $\bar{X} = 4.40$ ). The Guidance Office in collaboration with GuidanceNGO, a non-profit organization, “advocates the dissemination of truthful information through seminars. These seminars are conducted to encourage growth and understanding among its attendees and to empower them in making critical choices as regards their future” ([http://guidancengo.com/about\\_us.html](http://guidancengo.com/about_us.html)). The school provides these seminars for students and parents to be well informed about the different choices of programs currently available. Parents can assist in identifying their children’s skills and interests, so that by the time their children graduate from grade 10, they are ready to choose what to take in their senior high school.

On Values Formation, the two specific student needs as perceived by the administrators are “dare to stand for what is right without offending others” ( $\bar{X}$  =4.20) and “develop a sense of gratitude to those who have helped them” ( $\bar{X}$  =4.20). Despite the school being non-sectarian, majority of the students, especially those who have been with the school since Nursery, have grown up to have relatively good set of values. During case investigations., the students are quite honest in admitting their faults. Some of them have been observed and reported to be naughty, and yet when confronted and asked, they tend to spill everything out, except when they know that a classmate or a schoolmate would be placed in a bad light.

Love and Human Sexuality was perceived by the administrators to be the least among the “Much Needed,” need areas of the students, understandably due to their limited opportunities in knowing the students on a personal level. The two specific needs under this area were “know the essential facts about love, courtship, and marriage in the Christian perspective’ ( $\bar{X}$  =4.00) and “further understand concepts about sex in the Christian perspective” ( $\bar{X}$  =4.00). Being in a school that caters to both genders, the administrators were confident that the students are well exposed in relating with the opposite sex.

Table 3 shows the mean, descriptive ratings and rank order of the eight need areas as perceived by the Teachers. Self-awareness and Discovery was

considered Very Much Needed (VMN), while the rest of the need areas were considered Much Needed (MN).

**TABLE 3**  
**Need Areas of Students as Assessed by the Teachers**  
**(N=20)**

| <b>NEED AREAS</b>                       | <b>MEAN</b> | <b>DESCRIPTIVE<br/>RATING</b> | <b>RANK</b> |
|-----------------------------------------|-------------|-------------------------------|-------------|
| 1. Self-Awareness & Discovery           | 4.54        | VMN                           | 1           |
| 2. Communication & Interpersonal Skills | 4.46        | MN                            | 2           |
| 3. School-Work Adjustment               | 4.19        | MN                            | 8           |
| 4. Home & Family Life                   | 4.25        | MN                            | 7           |
| 5. Love and Human Sexuality             | 4.27        | MN                            | 6           |
| 6. Values Formation                     | 4.35        | MN                            | 4           |
| 7 Leadership                            | 4.33        | MN                            | 5           |
| 8 Career Development                    | 4.39        | MN                            | 3           |

Similar to the administrators' thinking, the teachers likewise rated Self-awareness and Discovery as the foremost need area of the students, giving it the highest mean of 4.54. It was followed by Communication and Interpersonal Skills which gained a mean score of 4.46 then by Career Development with a mean score of 4.39. Fourth in rank was Values Formation with a mean score of 4.35, while Leadership ranked fifth with a mean score of 4.33. Love and Human Sexuality ranked sixth with a mean score of 4.27, while Home and Family life ranked seventh with a mean score of 4.25. Last in rank is School-Work Adjustment with a mean score of 4.19.

Under Self-Awareness and Discovery, the primary need of the students according to the teachers was to “know more about their strengths and weaknesses” ( $\bar{X}$  = 4.80). It is the desire and objective of any Woodridgean teacher to help students discover who they are and what they are capable of. Teachers tap the hidden skills and talents of their students and constantly encourage them to do better. An online article of APA says that an estimate of “40 to 80 percent of school-age children experience bullying at some point during their school careers, and 10-15 percent may be either chronic victims or bullies themselves” (Retrieved on 5 May 2013 from <http://www.apa.org/pubs/newsletters/access/2012/03-27/anti-bullying.aspx>).

Confident students have less chance of becoming victims of bullying; thus, it is important that students discover their strengths and accept their weaknesses.

In terms of Communication and Interpersonal Skills, the two primary needs of students as perceived by teachers were to “learn how to tell others how they feel” and to “be good listeners and respond better to others” ( $\bar{X}$  = 4.70). This finding implies that the teachers thought their students to be lacking in these skills. Common knowledge dictates that effective communication results to better relationships. This is especially important for students in junior high school who might also have to satisfy their need to belong and be accepted by their peers.

On Career Development, the teachers perceived that the primary need of students was to “explore which college programs match their interests and abilities” ( $\bar{X}$  =4.60). According to the seminar speakers from GuidanceNGO, the number of colleges and universities in the country is growing. College programs have increased in number, too. With the numerous college programs, determining the interests and abilities of the students is important. In line with the K+12 Program, the school must help guide its students in choosing which career track to pursue.

Under Values formation, the primary need of students as assessed by the teachers was to “dare to stand for what is right without offending others” ( $\bar{X}$  =4.60). It is a fact that teachers are the first ones to know and investigate when students violate school rules. In such cases, the teacher-respondents may have observed that some students were vulnerable to peer pressure, and dared not to reveal the offending students as they are their friends. Thus, they rated high the need mentioned above.

On Leadership, the top need of the students was to “learn to accept responsibilities and work them out the best way they can” ( $\bar{X}$  =4.45). In order to tap the leadership potentials of the students inside the class, teachers assign leaders who have not been one. As observed by the teachers, first time leaders

are reluctant to accept the role due to fear that the group members might not cooperate.

In terms of Love and Human Sexuality, the two most needed areas were the following: “to further understand concepts about sex in the Christian perspective” ( $\bar{X}$  =4.45) and “to know the essential facts about love, courtship, and marriage in Christian perspective” ( $\bar{X}$  =4.45). Students usually open up to their teachers. When they get into a relationship, their teachers are the first ones to know. They usually receive advices from their teachers.

On Home and Family Life, the top need of students as perceived by the teachers was to “learn to consider parental advise most especially in matters of major decisions” ( $\bar{X}$  =4.55). Students tend to be closer to teachers than to their parents. Instead of seeking parental advice, they rely on what their teachers’ have to say. Perhaps this happens because parents are usually busy with a lot of things, and their children think that they only have little or no time for them.

For School-Work Adjustment, the primary need of students was to “increase their classroom participation” ( $\bar{X}$  =4.60). The researcher asked some teachers why they ranked this need area as the last among the eight. One of them expressed, “we meet our students daily for at least ten months and we recognize their efforts in coming to school, so I guess the other more important needs must

be prioritized.” The other teacher said, “I feel it’s my responsibility as a teacher to make my students do well academically, but I would need help in making the quiet ones participate in class”. Based on the responses, it may be deduced that the teachers, encouraging active student participation is part of their job and that there are some students needing more motivation.

Table 4 presents the parents’ assessment of the eight need areas. The results showed that all the eight need areas were considered Much Needed (MN).

**TABLE 4**  
**Need Areas of Students as Assessed by the Parents**  
**(N=20)**

| <b>NEED AREAS</b>                       | <b>MEAN</b> | <b>DESCRIPTIVE<br/>RATING</b> | <b>RANK</b> |
|-----------------------------------------|-------------|-------------------------------|-------------|
| 1. Self-Awareness & Discovery           | 4.41        | MN                            | 4           |
| 2. Communication & Interpersonal Skills | 4.42        | MN                            | 2.5         |
| 3. School-Work Adjustment               | 4.42        | MN                            | 2.5         |
| 4. Home & Family Life                   | 4.46        | MN                            | 1           |
| 5. Love and Human Sexuality             | 4.18        | MN                            | 8           |
| 6. Values Formation                     | 4.30        | MN                            | 7           |
| 7 Leadership                            | 4.40        | MN                            | 5           |
| 8 Career Development                    | 4.35        | MN                            | 6           |

Home and Family Life got the highest mean of 4.46. Then Communication and Interpersonal Skills and School-Work Adjustment ranked 2.5, with a mean score of 4.42. Fourth in rank was Self-Awareness and Discovery, with a mean score of 4.41 followed by Leadership, with a mean score of 4.40. Career Development ranked sixth, with a mean score of 4.35, while Values Formation ranked seventh, with a mean score of 4.30. Last in rank was Love and Human Sexuality, which obtained a mean score of 4.18.

As perceived by parents, the prevailing need of students under Home and Family Life was the need for students to “develop love and respect for their parents, elders, brothers, and sisters” ( $\bar{X}$  =4.70). A large population of students at Woodridge College have one or both parents working abroad. Still, there are mothers or home makers who are constantly seen in school from the time their children arrive until they go home in the afternoon. Geminiano, E. and G.(n.d.) shared that “the Filipino family has values that have been treasured and passed on for many generations already. These values are believed to be beneficial as it fulfill some of the basic needs of people.”

Geminiano, G. and E. (n.d.) in their blog further shared the traditional Filipino values as he described below: (Retrieved on 1 May 2013 from <http://emilgen2011.hubpages.com/hub/Filipino-Family-Values> )



*“Paggalang”* – In English, it means being respectful or giving due respect for a person. Filipinos are accustomed to using the words “po,” “opo,” and “ho” when conversing with older people or sometimes to people with higher position or status in the society. Using these words is customary in the Philippines, and it shows sign of respect. *Paggalang* can also be given to the elders by virtue of kissing their hands before leaving and upon arrival. Younger member of the family gives due respect to older siblings by calling them *kuya* (older brother) or *ate* (older sister).

*“Pakikisama”* or Getting along well with people – The yearning of the Filipinos to be accepted and well liked by his friends, colleagues, boss, and even relatives steers them perform *pakikisama*. The word *pakikisama* means helping others. This trait usually fosters cooperation and doing good deeds which are favorable to other people.

*“Utang na Loob”* or Debt of Gratitude –Usually a system of obligation, when applied, it gives duty and responsibility on the part of the young siblings to serve and repay the favors done to them sooner or later.

*“Pagpapahalaga sa Pamilya”* or Putting importance to family - This implies that a person will put high regards and concerns over the family before anything else. This is one of the reasons why a father or a mother in a Filipino family will seek employment abroad just to earn decent earnings for their family, to meet the family’s basic needs and want.

*“Hiya”* or Shame – This controls the social behavior of Filipino. It is a value that makes a Filipino obedient and respectful to parents, older siblings, and authorities. It is also a key ingredient to the loyalty of one’s family.

In terms of Communication and Interpersonal Skills, the primary need of students according to the parents was to “seek advice to resolve personal problems” ( $\bar{X}$  =4.60). Under School-Work Adjustment, students need to “learn how to prepare for tests and examinations ( $\bar{X}$  =4.60) and “know how to plan a

daily schedule” ( $\bar{X}$  =4.60). This finding shows that the parents would really want their children to seek help when there are things that are bothering them. One parent even said, “*kung hindi man sya mag-open-up sa akin, at least, me mahanap sya ibang tao na makakatulong sa kanya*”. Parents would also want their children to do well in school by developing good study habits and have good grades.

Under Self-Awareness and Discovery, the topmost need of students for the parents was to “understand more about the use and abuse of drugs and/or alcohol” ( $\bar{X}$  =4.70). Any parent in his/her right mind would not want their children to get hooked on drugs or alcohol. In school, it is stipulated in the handbook of rules and regulations that possession and use of drugs and alcohol merits a ground for student dismissal.

In terms of Leadership, the prime need believed by parents was for students to “understand the qualities of a responsible leader” ( $\bar{X}$  =4.50). Based on the researcher’s observations, parents take pride when their children get assigned or elected as officers in school. Regardless of leadership position, parents want their children to become responsible leaders, thus, they allow them to attend leadership seminars.

For Career Development, the primary need of students was to “involve their parents in career planning” ( $\bar{X}$  =4.55). Based on the responses, it is clear that the parents are willing to be involved in their children’s career planning.

On Values Formation, the foremost need of students as assessed by parents was for students to “learn to belong to a group who would treat them as persons of worth and dignity” ( $\bar{X}$  =4.50). The students are at the stage of wanting to belong, have friends, and form peer groups. There is strength in number, that’s the mindset of students when they are with their peers. Parents are particularly concerned about the kind of friends their children have. By experience, parents know that friends can strongly influence any individual.

The parents indicated that under Love and Human Sexuality, the primary need of students was to “know how to get along with the members of the opposite sex” ( $\bar{X}$  =4.40). Having this need area ranked as last implies that parents still do not like the idea of their children getting involved in romantic relationships. According to some parents, they wish to prolong the time and enjoy the company of their children. However, when the time comes that their children will choose friends or lovers over them they have no choice but to accept this reality. The good news is, with the K+12 Program prolonging education, students might have to focus more on their studies and work on achieving their academic goals instead.

The data in the four tables presented earlier were placed beside each other to easily compare the mean scores and ranking of the eight need areas as rated by the students, administrators, teachers, and parents. Similarities and differences of mean scores and ranking are easily seen by inspecting Table 5. The table also presents the computed overall mean for each need area with its descriptive meaning and ranking.

**TABLE 5**  
**Comparative Analysis of the Need Areas of Students**  
**as Assessed by the Four Groups of Respondents**

| NEED AREAS                              | RESPONDENTS |                    |      |                |                    |      |          |                    |      |         |                    |      |              |                    |      |
|-----------------------------------------|-------------|--------------------|------|----------------|--------------------|------|----------|--------------------|------|---------|--------------------|------|--------------|--------------------|------|
|                                         | Students    |                    |      | Administrators |                    |      | Teachers |                    |      | Parents |                    |      | OVERALL      |                    |      |
|                                         | MEAN        | DESCRIPTIVE RATING | RANK | MEAN           | DESCRIPTIVE RATING | RANK | MEAN     | DESCRIPTIVE RATING | RANK | MEAN    | DESCRIPTIVE RATING | RANK | AVERAGE MEAN | DESCRIPTIVE RATING | RANK |
| 1. Self-Awareness & Discovery           | 3.89        | MN                 | 2    | 4.45           | MN                 | 1    | 4.54     | VMN                | 1    | 4.41    | MN                 | 4    | 4.32         | MN                 | 1    |
| 2. Communication & Interpersonal Skills | 3.74        | MN                 | 6    | 4.44           | MN                 | 2    | 4.46     | MN                 | 2    | 4.42    | MN                 | 2.5  | 4.26         | MN                 | 2    |
| 3. School-Work Adjustment               | 3.72        | MN                 | 7    | 4.27           | MN                 | 3    | 4.19     | MN                 | 8    | 4.42    | MN                 | 2.5  | 4.15         | MN                 | 4.5  |
| 4. Home & Family Life                   | 3.84        | MN                 | 3    | 4.26           | MN                 | 4    | 4.25     | MN                 | 7    | 4.46    | MN                 | 1    | 4.20         | MN                 | 3    |
| 5. Love and Human Sexuality             | 3.51        | MN                 | 8    | 3.73           | MN                 | 8    | 4.27     | MN                 | 6    | 4.18    | MN                 | 8    | 3.92         | MN                 | 8    |
| 6. Values Formation                     | 3.80        | MN                 | 5    | 3.78           | MN                 | 7    | 4.35     | MN                 | 4    | 4.30    | MN                 | 7    | 4.06         | MN                 | 7    |
| 7 Leadership                            | 3.83        | MN                 | 4    | 3.97           | MN                 | 5    | 4.33     | MN                 | 5    | 4.40    | MN                 | 5    | 4.13         | MN                 | 6    |
| 8 Career Development                    | 3.94        | MN                 | 1    | 3.93           | MN                 | 6    | 4.39     | MN                 | 3    | 4.35    | MN                 | 6    | 4.15         | MN                 | 4.5  |

Students gave the need areas lower ratings than other groups of respondents. This indicates the importance of seeking the opinions of the administrators, teachers, and the parents in identifying the needs of the students.

Overall, *Self-awareness and Discovery* was the topmost need, with an average mean of 4.32. It is followed by *Communication and Interpersonal Skills* which obtained an average mean of 4.26. Third in rank was *Home and Family Life*, with an average mean of 4.20. Career Development and School-Work Adjustment both ranked 4.5, with an average mean of 4.15. Leadership occupied the sixth rank with an average mean of 4.13, followed by Values Formation ( $\bar{X}=4.06$ ), then by Love and Human Sexuality ( $\bar{X} = 3.92$ ). The four groups regarded all the eight need areas as **Much Needed** by the students.

Both the administrators and teachers perceive Self-Awareness and Discovery as the top most need of the students. Communication and Interpersonal Skills ranked second as perceived by the administrators and teachers; same with the parents although it ranked 2.5. It is good to note that the administrators and teachers shared the same perception and were looking at the same direction.

The need areas that ranked fifth, sixth, seventh and eighth as perceived by the administrators and parents were the following: Leadership, Career

Development, Values Formation, Love and Human Sexuality, respectively. Leadership was also ranked fifth by the teachers. Love and Human Sexuality was ranked last by the students.

Love and Human Sexuality, as mentioned earlier, was ranked last by the three groups except the teachers. Teachers are more open-minded. They do not tolerate, but they do guide those whom they found out to be romantically involved already. It is inevitable that students will eventually divert their attention towards the opposite sex. Instead of getting mad at them, they need adult supervision to guide them in their decisions. It is rare for teenagers to be sharing romantic stories with their parents, thus teachers' role is important. Since school is the second home for all students, their teachers serve as their second parents. It is the role, therefore, of the teachers to monitor and constantly guide the students.

Purpose #2: To propose a guidance and counseling program for school year 2013-2014 based on the assessed needs of the incoming grade seven students of Woodridge College.

It was the purpose of this study to generate a new and enhanced guidance and counseling program that focuses on the assessed needs of the incoming grade seven students of Woodridge College for school year 2013-2014. The results of the needs assessment survey represented the needs of the students as assessed by the students themselves, administrators, teachers and parents. Based on the perceived needs, a guidance and counseling program was developed. The program will be beneficial to the students as it is designed to address their needs. Proper implementation and strict coordination and collaboration among the administrators, teachers, guidance counselor, parents, and other linkages are necessary to make the program achieve its goals.

The Program includes the following:

- a. Vision
- b. Mission
- c. Philosophy
- d. Rationale
- e. General Objectives
- f. Program Matrix

Below is a table which displays in the first column the eight **Much Needed** perceived needs of students arranged according to rank. The next column presents how each identified need is addressed in the Guidance Program, while the third column specify the activities that will address the needs of the students.

| <b>Much Needed Aspects of the Need Areas of the Students</b> | <b>How they are Addressed in the Guidance Program</b>   | <b>Specific Activities</b>                                                    |
|--------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------|
| 1. Self-Awareness and Discovery                              | Boost Confidence Level                                  | Group Dynamics: Comparing self-description and others' observations about you |
| 2. Communication and Interpersonal Skills                    | Know When to Speak or Listen                            | Group Dynamics: Talking all at the same time VS Talking while others listen   |
| 3. Home and Family Life                                      | Love and Respect in the Family                          | Family Day at School engaging family members in games                         |
| 4. School-Work Adjustment                                    | Improve Study Habits                                    | Seminar-Workshop on Learning How To Learn                                     |
| 5. Career Development                                        | Separate Career Coaching Talks for Students and Parents | Goals Seminar by GuidanceNGO for students and parents                         |
| 6. Leadership                                                | Leadership training                                     | Seminar-Workshops on leadership                                               |
| 7. Values Formation                                          | Community Extension Services                            | Adopt an Indigent Community                                                   |
| 8. Love and Human Sexuality                                  | Gender Appreciation                                     | Talk on femininity and masculinity                                            |



# **GUIDANCE AND COUNSELING PROGRAM**

## **for Grade Seven Students of WOODRIDGE COLLEGE**

### **School Year 2013-2014**

#### **VISION:**

An integral part of the institution committed to the total formation of the child who achieves academic and behavioral excellence.

#### **MISSION:**

To provide activities that develop students to think logically, critically, and creatively that may help them in their academic pursuits for higher learning and leadership capability in the community.

#### **PHILOSOPHY:**

Every child is a work in progress. Their needs change over time; hence, continuous assistance must be provided to maximize the students' academic, social, and emotional potential.

#### **RATIONALE:**

Based on the student needs assessment survey conducted among students, administrators, teachers, and parents, a new and enhanced Guidance and Counseling Program has been developed particularly for the incoming grade seven students of Woodridge College for school year 2013-2014. The results of the study were used as basis in planning and creating the Guidance Program.

**GENERAL OBJECTIVE:**

The new and enhanced Guidance and Counseling Program aims to assist the grade seven students of Woodridge College, school year 2013-2014 during their transition period unto the second year of implementation of the K+12 Program.

**WOODRIDGE COLLEGE**  
**Guidance and Counseling Program for Grade Seven Students**  
**School Year 2013-2014**

| <b>Services</b>              | <b>Activities</b>                                                                                                                   | <b>Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Persons Involved</b>                                                                            | <b>Target Date</b>              | <b>Expected Outcome</b>                                                                                                                                                                                                                          |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual Inventory Service | Update Student Records based on Information Sheet<br><br>Filing of NETRC & CEM Test Results                                         | To obtain information about the students.<br><br>To facilitate students' self-awareness/ self-understanding and to determine the best way to help them.<br><br>To appropriate strategies in responding to student needs.                                                                                                                                                                                                         | Guidance Facilitator                                                                               | June and January                | All students will have filled out their Information Sheet;<br><br>100% of students' records are updated.                                                                                                                                         |
| Information Service          | Bulletin Board Announcements<br><br>Classroom Guidance Activities<br><br>Orientation/ Talks / Seminar-Workshops<br><br>Film Showing | To share information to more students at a given time especially about: <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Career Paths &amp; Goals</li> </ul> To disseminate information on how to: <ul style="list-style-type: none"> <li>• Improve oneself/boost confidence</li> <li>• Improve communication and interpersonal skills</li> <li>• Improve study habits</li> <li>• Appreciate own gender</li> </ul> | Guidance Facilitator<br><br>Students<br><br>Class Advisers<br><br>Parents<br><br>Resource Speakers | All-Year Round starting in June | All students and their parents will be well informed about Career paths and Goals.<br><br>At least 75% of the students will be more confident and skilled in terms of: relating and leading others.<br><br>Students appreciate their own gender. |

| <b>Services</b>    | <b>Activities</b>                                                   | <b>Objectives</b>                                                                                                                                                                                                                                                              | <b>Persons Involved</b>                                 | <b>Target Date</b> | <b>Expected Outcome</b>                                                                                                                                                                    |
|--------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Counseling Service | Individual /Group Counseling<br><br>Voluntary / Referred Counseling | Assist students in their transition period during the implementation of the K+12 Curriculum.<br><br>Focus on the students' areas of concerns: <ul style="list-style-type: none"> <li>• Academic/Educational</li> <li>• Vocational/Career</li> <li>• Personal/Social</li> </ul> | Guidance Facilitator<br><br>Students<br><br>Teachers    | All-Year Round     | 100% of the students have been counseled, either individually or in groups.<br><br>All students have been helped adjust to the new curriculum and are equipped to face new challenges.     |
| Referral Service   | Refer special cases to a Specialist                                 | To help parents seek professional help for their children with special needs.                                                                                                                                                                                                  | Guidance Facilitator<br>Students<br>Teachers<br>Parents | As the need arises | Referred cases have been handled well by professionals based on the reports/documents submitted to the school.<br>Guidance Office has received a copy of the specialists' recommendations. |

| <b>Services</b>         | <b>Activities</b>                                                                                                                                                             | <b>Objectives</b>                                                                                                                                                                                                                                                              | <b>Persons Involved</b>                                                          | <b>Target Date</b>              | <b>Expected Outcome</b>                                                                                                                                                                                                                                                      |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Testing Service         | <p>Coordinate with CEM for the Scheduling of Achievement Tests</p> <p>Assist in the administration of NETRC Tests</p> <p>Administer Admissions Test to Student Applicants</p> | <p>To predict academic success of students</p> <p>To identify the students' academic strengths and weaknesses per subject area</p> <p>To provide the administrators, subject area coordinators, and regular teachers with the data that they need to identify and improve.</p> | <p>Guidance Facilitator</p> <p>Students</p> <p>CEM/NETRC Examiners</p>           | <p>September</p> <p>Jan-May</p> | <p>99% of the examinees took the exams as scheduled</p> <p>Individual test results have been fully disseminated and copies of test results have all been filed as part of student records.</p> <p>All student data are made available for use during counseling purposes</p> |
| Placement               | <p>Section placement</p> <p>Level placement</p>                                                                                                                               | <p>To provide students with options that will enable them to act on their choices and help them adjust to the chosen environment.</p>                                                                                                                                          | <p>Administrators</p> <p>Guidance Facilitator</p> <p>Faculty</p>                 | <p>May to June</p>              | <p>Students would feel good to belong in their assigned level/section.</p>                                                                                                                                                                                                   |
| Research and Evaluation | <p>Survey</p> <p>Guidance Evaluation of Services</p>                                                                                                                          | <p>To utilize data from surveys and evaluation of services for the improvement of the Guidance Program.</p>                                                                                                                                                                    | <p>Administrators</p> <p>Guidance Facilitator</p> <p>Faculty</p> <p>Students</p> | <p>February to May</p>          | <p>Survey and evaluation results are available as basis for Program Improvement.</p>                                                                                                                                                                                         |

## Chapter V

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents a summary of the significant findings of the study conducted. Based on the findings, conclusions were drawn and recommendations were formulated.

The study was conducted to propose a Needs-Based Guidance and Counseling Program for the incoming grade seven students of Woodridge College, School Year 2013-2014.

Specifically, the researcher embarked on this study for the following purposes:

1. Identify the specific needs of the 2013-2014 grade seven students of Woodridge College as perceived by the students themselves, the administrators, teachers, and parents, in terms of the following areas:
  - a. Self-awareness and discovery;
  - b. Communication and interpersonal skills;
  - c. School-work adjustment;
  - d. Home and family life;
  - e. Love and human sexuality;
  - f. Values Formation;
  - g. Leadership; and
  - h. Career development.

2. Propose a guidance and counseling program for school year 2013-2014 based on the assessed needs of the incoming grade seven students of Woodridge College.

### **Summary of Findings:**

Based on the tabulated results presented in Chapter 4, the researcher arrived at the following findings:

1. All the eight need areas were perceived to be **Much Needed** by the four groups of respondents. The following were the need areas arranged by rank:
  - a. Self-Awareness and Discovery ( $\bar{X}$  =4.32)
  - b. Communication and Interpersonal Skills ( $\bar{X}$  =4.26)
  - c. Home and Family Life ( $\bar{X}$  =4.20)
  - d. School-Work Adjustment ( $\bar{X}$  =4.15)
  - e. Career Development ( $\bar{X}$  =4.15)
  - f. Leadership ( $\bar{X}$  =4.13)
  - g. Values Formation ( $\bar{X}$  =4.06)
  - h. Love and Human Sexuality ( $\bar{X}$  =3.92)
2. The students gave the need areas lower mean ratings than the administrators, teachers and parents.

3. Similarities in ranking of need areas were evident between the administrators and teachers as well as between administrators and parents.
4. The assessed needs of students as perceived by the four groups of respondents were used as basis for the development of a new and enhanced guidance and counseling program for the incoming grade seven students of Woodridge College for school year 2013-2014.

The proposed program consists of the following:

- a. Vision;
- b. Mission;
- c. Philosophy;
- d. Rationale;
- e. General Objectives; and
- f. Program Matrix.

## **Conclusions:**

Based on the findings of the study, the following conclusions were drawn:

1. The ranking of assessed needs should be considered in the selection of needs to be prioritized and incorporated in the Guidance and Counseling



Program. Hence, the top three needs -- Self-Awareness and Discovery, Communications and Interpersonal Skills, and Home and Family Life as perceived by the four groups of respondents should be integrated in the guidance activities.

2. The ratings given by the administrators, teachers, and parents to the items included in the survey questionnaire counterchecked the responses of the students. Their perception, based on their own observations, their respective roles in the lives of the students, and their genuine concern for them, provided greater information.
3. The shared perception of the administrators and teachers could be attributed to their effort in working together for the same goals. During this crucial period of implementing the new K+12 Curriculum, everyone in school needs to be working together for the benefit of the students who are likewise going through their own transition.

The similarity of perception among the administrators and parents is an indication of their sense of authority. Teachers take orders from the administrators, just as students obey their parents. On a different light, the similarity of opinions regarding the needs of students signifies that the school and home are working together on the same grounds for the same goals.

4. The new and enhanced Guidance and Counseling Program is more responsive to the students' needs. The guidance activities were planned and developed to ensure effectiveness. This is unlike before when the activities given to students lacked preparation time. The new Guidance Program addresses the adjustment needs of the students, particularly those of the incoming grade seven students who will be going through the transition period brought by the K+12 Program.

### **Recommendations:**

The following recommendations were formulated in the light of the findings and conclusions drawn in this study:

1. The proposed Guidance and Counseling Program for the grade seven students of Woodridge College be implemented by school year 2013-2014.
2. An orientation for students, administrators, teachers, and parents must be held at the beginning of the school year. To provide information on the new Guidance and Counseling Program and to make them understand their specific roles and responsibilities for the proper implementation of the Program in relation to the K+12 Curriculum.

3. The Guidance Program's effectiveness, strengths and weaknesses be evaluated at the end of every school year.
4. Similar needs assessment survey for other grade/year levels be conducted to enhance the effectiveness of the Guidance Program in line with the K+12 Curriculum.

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# APPENDICES

# APPENDIX A

## K+12 Model Implementation

### Schematic Presentation of the K-6-4-2 Model Implementation

K-6-4-2 MODEL

| YEAR 0:<br>SY 2011 - 12 | YEAR 1:<br>SY 2012 - 13 | YEAR 2:<br>SY 2013 - 14 | YEAR 3:<br>SY 2014 - 15 | YEAR 4:<br>SY 2015 - 16 | YEAR 5:<br>SY 2016 - 17 | YEAR 6:<br>SY 2017 - 18 | Target/<br>Ideal                 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------------|
|                         |                         |                         |                         |                         |                         | GR 12<br>GR 11          | 2 YEARS<br>SENIOR<br>HIGH SCHOOL |
| HS IV (15y.o.)          |                         |                         |                         |                         |                         | GR 10                   | 4 YEARS<br>JUNIOR HIGH<br>SCHOOL |
| HS III (14y.o.)         |                         |                         |                         |                         |                         | GR 9                    |                                  |
| HS II (13y.o.)          | Old Curriculum          |                         |                         |                         |                         | GR 8                    |                                  |
| HS I (12y.o.)           | New Curriculum          |                         |                         |                         |                         | GR 7                    |                                  |
| GR 6 (11y.o.)           |                         |                         |                         |                         |                         | GR 6                    | 6 YEARS<br>ELEMENTARY            |
| GR 5 (10y.o.)           |                         |                         |                         |                         |                         | GR 5                    |                                  |
| GR 4 (9y.o.)            |                         |                         |                         |                         |                         | GR 4                    |                                  |
| GR 3 (8y.o.)            |                         |                         |                         |                         |                         | GR 3                    |                                  |
| GR 2 (7y.o.)            | Old Curriculum          |                         |                         |                         |                         | GR 2                    |                                  |
| GR 1 (6y.o.)            | New Curriculum          |                         |                         |                         |                         | GR 1                    |                                  |
| KINDER (5y.o.)          |                         |                         |                         |                         |                         |                         | KINDER                           |

## APPENDIX B

### LETTER OF REQUEST TO USE THE SURVEY QUESTIONNAIRE



December 9, 2012

Sister Vilma Butron, FMIJ  
via [srvilmabutron@yahoo.com](mailto:srvilmabutron@yahoo.com)

Dear Sister Butron,

Greetings of Peace!

I am presently doing my study entitled ***“A Needs-Based Guidance and Counseling Program for Grade Seven Students of Woodridge College, School Year 2013-2014”***. It will be conducted in our school, [Woodridge College](#) in Bacoar, Cavite.

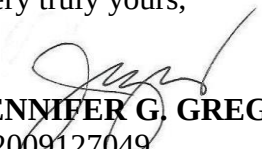
This study is part of the requirements for the degree of Masters in Education with specialization in Guidance and Counseling.

May I request for a copy and your permission to use the needs assessment tool you utilized for your own study, ***“ASSESSMENT NEEDS: Basis for the Development of a Homeroom Guidance.”***

Hoping for your positive response.

Thank you very much.

Very truly yours,

  
**JENNIFER G. GREGORIO**  
G2009127049  
MAEd-GC Student

## APPENDIX C

### PERMISSION LETTER FOR THE USE OF THE SURVEY QUESTIONNAIRE

**Subject:** Re: Request for a copy and a permission to use Needs Assessment Tool

**From:** Sister Vilma Butron (svilmabutron@yahoo.com)

**To:** jenjhanelle99@yahoo.com;

**Date:** Wednesday, December 12, 2012 3:48 AM

Dear Jennifer,

I give you my permission to use my thesis. All the best in your studies. God bless!

Sister Vilma Butron, FMJ

---

**From:** Jennifer Gregorio <jenjhanelle99@yahoo.com>

**To:** "svilmabutron@yahoo.com" <svilmabutron@yahoo.com>

**Sent:** Sunday, December 9, 2012 10:55 AM

**Subject:** Request for a copy and a permission to use Needs Assessment Tool

Hi Sister Vilma,

Got your email address thru a friend, Rhai Mangaya who has a FMJ friend. Attached is my formal letter of request. I actually need a lot of help in pursuing my study. I'm supposed to finish it this semester. I wonder if it's possible.

Thank you, please read my attachment.

Jennifer G. Gregorio

## APPENDIX D

### PERMISSION LETTER TO FLOAT THE QUESTIONNAIRE



March 18, 2013

Ms. Sherry M. Magpantay  
Principal  
Woodridge College  
Soldiers' Hills IV, Molino, Bacoar, Cavite

Dear Ms. Magpantay:

Greetings of Peace!

I have finally completed the academic requirements leading to the degree of Master in Education with specialization in Guidance and Counseling at the Philippine Normal University. I am now in the process of gathering data for my special project with a working title of **"A Needs-Based Guidance and Counseling Program for Grade Seven Students of Woodridge College, School Year 2013-2014"**. I have chosen the Grade Six students as respondents for this study.

In line with this, may I ask for your permission to administer to these students the *South Dakota Student Needs Assessment Survey* developed by **Sister Vilma Butron, FMIJ** for her own study in 1996. This tool has been used several times by other researchers for similar purposes.

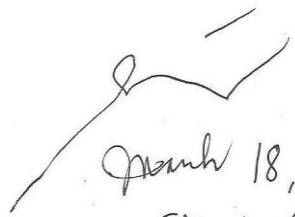
Be assured that all gathered data will be treated with utmost confidentiality and will only be used for the purpose of the study, which is to develop a guidance and counseling program for our high school students.

I hope for your favorable response and I wish to extend my appreciation for your valuable support in this undertaking.

Thank you very much. God Bless

Very truly yours,

  
**JENNIFER G. GREGORIO**  
Researcher

  
March 18, 2013  
5:10 pm

# APPENDIX E

## SOUTH DAKOTA STUDENT NEEDS ASSESSMENT SURVEY

### SURVEY QUESTIONNAIRE FOR STUDENTS

Directions: Kindly answer this questionnaire to enable the researcher to assess the needs of the incoming grade seven students of Woodridge College. This will serve as basis for any plan of action towards the development of a guidance and counseling program.

In a scale of 1 to 5 with 5 as the highest and 1 as the lowest, assign rating points to each item on the basis of your own experience in school, at home, and in society. Read each item carefully. Shade the circle that corresponds to the numeral that represents your rating. Please try to answer all the items honestly. You may also state other needs on the space provided at the end.

Very Much Needed ..... 5  
Much Needed ..... 4  
Needed ..... 3  
Less Needed..... 2  
Not Needed..... 1

| I need to:                                                                 | 5                     | 4                     | 3                     | 2                     | 1                     |
|----------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Understand, accept and like myself                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Develop confidence in myself                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Understand how my feelings influence my behavior                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Learn how to be more accepting of my physical appearance                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Understand more about the use and abuse of drugs and/or alcohol         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Identify what I should know and believe about my religion               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Know more about my strengths and weaknesses                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Learn how to adapt to change                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Learn to tell others how I feel                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Be a good listener and respond better to others                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Be able to express my opinions independently                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Know more about the needs and feelings of others                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Seek advice to resolve my personal problems                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Have someone listen when I'm confronted with problems and difficulties | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Be more tolerant of persons whose opinions differ from mine            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Understand and accept my teachers and school authorities               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Develop better relationships with other students                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Become more involved in extracurricular activities                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                                                              |                       |                       |                       |                       |                       |
|----------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 19. Learn to worry less about poor academic grades                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Increase my classroom participation                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Learn how to prepare for tests and examination                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Know how to plan a daily schedule                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Receive help from outside of class in subjects where I may be having difficulties        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Know more about scholarship and financial assistance                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Develop personal traits which are essential to a successful family living                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Learn to do my share in the household chores and other family obligations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Respect the rights and properties of other members of the family                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Learn to use kind words in speaking with household helpers/servants                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Learn to consider parental advise most especially in matters of major decisions          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Be hospitable to strangers particularly those who visit our homes                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Develop love and respect for my parents, elders, brothers and sisters                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Know how to get along with the members of the opposite sex                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Develop friendship with both sexes                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Understand the changing roles and expectations of men and women                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Further understand concepts about sex in the Christian perspective                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Learn important facts about dating                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Know the essential facts about love, courtship and marriage in the Christian perspective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Learn to belong to a group who would treat me as a person of worth and dignity           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. Be recognized for my accomplishments                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Dare to stand for what is right without offending others                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Develop a sense of gratitude to those who have helped me                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. Learn to adapt to the times without losing my identity                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Understand the socio-economic, cultural and political problems in the Philippines        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Learn more about my mother tongue                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Learn more about my own culture and traditions                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. Understand the qualities of a responsible leader                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



- |                                                                                                              |                       |                       |                       |                       |                       |
|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 47. Learn to accept responsibilities and work them out the best way I can                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. Learn how to convince people without intruding into their personal convictions                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. Learn how to organize people for work                                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. Learn how to plan and execute a project which will improve conditions in the school and in the community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. Learn how to be firm and principled as a leader                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. Talk to a counselor about my future career plans                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. Involve my parents in my career planning                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. Become aware of career training offered in my interest area                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. Explore which college programs match my interests and abilities                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Discuss job opportunities with persons employed in the career I am interested in                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Understand the importance of work in my life                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. Know where to start looking for job opportunities                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. Know the different kinds of job available in the community/country                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Gain job experiences related to my high school interests                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## APPENDIX E<sub>1</sub>

### SOUTH DAKOTA STUDENT NEEDS ASSESSMENT SURVEY

#### SURVEY QUESTIONNAIRE FOR ADMINISTRATORS, TEACHERS, AND PARENTS

Directions: Kindly answer this questionnaire to enable the researcher to assess the needs of the incoming grade seven students of Woodridge College. This will serve as basis for any plan of action towards the development of a guidance and counseling program.

In a scale of 1 to 5 with 5 as the highest and 1 as the lowest, assign rating points to each item on the basis of your own experience in school, at home and in society. Read each item carefully. Shade the circle that corresponds to the numeral that represents your rating. Please try to answer all the items honestly. You may also state other needs on the space provided at the end.

Very Much Needed ..... 5  
Much Needed ..... 4  
Needed ..... 3  
Less Needed..... 2  
Not Needed..... 1

|                                                                                     |                       |                       |                       |                       |                       |
|-------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I recognize the need for a student to:                                              | 5                     | 4                     | 3                     | 2                     | 1                     |
| 1. understand, accept and like himself/herself                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. develop confidence in himself/herself                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. understand how his/her feelings influence his/her behavior                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. learn how to be more accepting of his/her physical appearance                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. understand more about the use and abuse of drugs and/or alcohol                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. identify what he/she should know and believe about his/her religion              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. know more about his/her strengths and weaknesses                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. learn how to adapt to change                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. learn to tell others how he/she feels                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. be a good listener and respond better to others                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. be able to express his/her opinions independently                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. be sensitive to the needs and feelings of others                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. seek advice to resolve his/her personal problems                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. have someone listen when he/she is confronted with problems<br>and difficulties | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. be more tolerant of persons whose opinions differ from his/her                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. understand and accept his/her teachers and school authorities                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. develop better relationships with other students                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                                                                 |                       |                       |                       |                       |                       |
|-------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. become more involved in extracurricular activities                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. learn to worry less about poor academic grades                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. increase his/her classroom participation                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. learn how to prepare for tests and examination                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. know how to plan a daily schedule                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. receive help from outside of class in subjects where he/she may<br>be having difficulties   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. know more about scholarships and financial assistance                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. develop personal traits which are essential to a successful family<br>living                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. learn to do his/her share in the household chores and other family<br>obligations           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. respect the rights and properties of other members of the family                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. learn to use kind words in speaking with household<br>helpers/servants                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. learn to consider parental advise most especially in matters of<br>major decisions          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. be hospitable to strangers particularly those who visit their homes                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. develop love and respect for his/her parents, elders,<br>brothers/sisters                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. know how to get along with the members of the opposite sex                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. develop friendship with both sexes/gender                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. understand the changing roles and expectations of<br>men and women                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. further understand concepts about sex in the Christian perspective                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. learn important facts about dating                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. know the essential facts about love, courtship and marriage in the<br>Christian perspective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. learn to belong to a group who would treat him/her as a person<br>of worth and dignity      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. be recognized for his/her accomplishments                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. dare to stand for what is right without offending others                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. develop a sense of gratitude to those who have helped him/her                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. learn to adapt to the times without loosing his/her identity                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                                                                             |                       |                       |                       |                       |                       |
|-------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 43. understand the socio-economic, cultural and political problems in the Philippines                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. learn more about his/her mother tongue                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. learn more about his/her own culture and traditions                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. understand the qualities of a responsible leader                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. learn to accept responsibilities and work them out the best way he/she can                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. learn how to convince people without intruding into their personal convictions                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. learn how to organize people for work                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. learn how to plan and execute a project which will improve conditions n the school and in the community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. learn how to be firm and principled as a leader                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. talk to a counselor about his/her future career plans                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. involve his/her parents in career planning                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. become aware of career training offered in his/her interest area                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. explore which college programs match their interests and abilities                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. discuss job opportunities with persons employed in the career he/she ls interested in                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. understand the importance of work in his/her life                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. know where to start looking for job opportunities                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. know the different kinds of job available in the community/country                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. gain job experiences related to his/her high school interests                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## APPENDIX F

### RESULTS OF NEEDS ASSESSMENT SURVEY PER NEED AREA AS PERCEIVED BY STUDENTS THEMSELVES

|    | <b>A. Self-Awareness and Discovery</b>                                  | <b>Mean</b> | <b>Description</b> | <b>Rank</b> |
|----|-------------------------------------------------------------------------|-------------|--------------------|-------------|
| 1  | Understand, accept and like myself.                                     | 4.06        | Much Needed        | 2           |
| 2  | Develop confidence in myself.                                           | 4.33        | Much Needed        | 1           |
| 3  | Understand how my feelings influence my behavior.                       | 3.83        | Much Needed        | 6           |
| 4  | Learn how to be more accepting of my physical appearance.               | 3.72        | Much Needed        | 7           |
| 5  | Understand more about the use and abuse of drugs and/or alcohol.        | 3.27        | Needed             | 8           |
| 6  | Identify what I should know and believe about my religion.              | 3.89        | Much Needed        | 5           |
| 7  | Know more about my strengths and weaknesses.                            | 4.05        | Much Needed        | 3           |
| 8  | Learn how to adapt to change.                                           | 3.96        | Much Needed        | 4           |
|    | <b>AVERAGE MEAN</b>                                                     | <b>3.89</b> | Much Needed        |             |
|    |                                                                         |             |                    |             |
|    | <b>B. Communication and Interpersonal Skills</b>                        | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 9  | Learn to tell other how I feel.                                         | 3.69        | Much Needed        | 8           |
| 10 | Be a good listener and respond better to others.                        | 3.83        | Much Needed        | 3           |
| 11 | Be able express my opinions independently.                              | 3.78        | Much Needed        | 7           |
| 12 | Know more about the needs and feelings of others.                       | 3.83        | Much Needed        | 3           |
| 13 | Seek advice to resolve my personal problems                             | 3.80        | Much Needed        | 5           |
| 14 | Have someone listen when I'm confronted with problems and difficulties. | 3.83        | Much Needed        | 3           |
| 15 | Be more tolerant of persons whose opinions differ from mine.            | 3.45        | Needed             | 10          |
| 16 | Understand and accept my teachers and school authorities.               | 3.88        | Much Needed        | 1           |
| 17 | Develop better relationships with other students.                       | 3.79        | Much Needed        | 6           |
| 18 | Become more involved in extracurricular activities.                     | 3.56        | Much Needed        | 9           |
|    | <b>AVERAGE MEAN</b>                                                     | <b>3.74</b> | Much Needed        |             |

|    | <b>C. School-Work Adjustment</b>                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 19 | Learn to worry less about poor academic grades.                                    | 3.37        | Needed             | 6           |
| 20 | Increase my classroom participation.                                               | 3.98        | Much Needed        | 2           |
| 21 | Learn how to prepare for tests and examination.                                    | 4.06        | Much Needed        | 1           |
| 22 | Know how to plan a daily schedule.                                                 | 3.73        | Much Needed        | 3           |
| 23 | Receive help from outside of class in subjects where I may be having difficulties. | 3.60        | Much Needed        | 4           |
| 24 | Know more about scholarship and financial assistance.                              | 3.56        | Much Needed        | 5           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>3.72</b> | Much Needed        |             |
|    |                                                                                    |             |                    |             |
|    | <b>D. Home and Family Life</b>                                                     | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 25 | Develop personal traits which are essential to successful family living.           | 3.93        | Much Needed        | 2.5         |
| 26 | Learn to share in the household chores and other family obligations.               | 3.70        | Much Needed        | 7           |
| 27 | Respect the rights and properties of other members of the family.                  | 3.93        | Much Needed        | 2.5         |
| 28 | Learn to use kind words in speaking with household helpers/servants.               | 3.76        | Much Needed        | 5.5         |
| 29 | Learn to consider parental advise most especially in matters of major decisions.   | 3.96        | Much Needed        | 1           |
| 30 | Be hospitable to strangers particularly those who visit our homes                  | 3.76        | Much Needed        | 5.5         |
| 31 | Develop love and respect for my parents, elders, brothers and sisters.             | 3.84        | Much Needed        | 4           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>3.84</b> | Much Needed        |             |

|    | <b>E. Love and Human Sexuality</b>                                                       | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 32 | Know how to get along with the members of the opposite sex.                              | 3.38        | Needed             | 6           |
| 33 | Develop friendship with both sexes.                                                      | 3.53        | Much Needed        | 3           |
| 34 | Understand the changing roles and expectations of men and women.                         | 3.50        | Much Needed        | 4           |
| 35 | Further understand concepts about sex in the Christian perspective.                      | 3.44        | Needed             | 5           |
| 36 | Learn important facts about dating.                                                      | 3.54        | Much Needed        | 2           |
| 37 | Know the essential facts about love courtship and marriage in the Christian perspective. | 3.66        | Much Needed        | 1           |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>3.51</b> | Much Needed        |             |
|    |                                                                                          |             |                    |             |
|    | <b>F. Values Formation</b>                                                               | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 38 | Learn to belong to a group who would treat me as a person of worth and dignity.          | 3.81        | Much Needed        | 5           |
| 39 | Be recognized for my accomplishments.                                                    | 3.90        | Much Needed        | 2           |
| 40 | Dare to stand for what is right without offending others.                                | 4.05        | Much Needed        | 1           |
| 41 | Develop a sense of gratitude to those who have helped me.                                | 3.88        | Much Needed        | 3           |
| 42 | Learn to adapt to the times without losing my identity.                                  | 3.83        | Much Needed        | 4           |
| 43 | Understand the socio-economic, cultural and political problems in the Philippines.       | 3.63        | Much Needed        | 7           |
| 44 | Learn more about my mother- tongue.                                                      | 3.57        | Much Needed        | 8           |
| 45 | Learn more about my culture and traditions.                                              | 3.74        | Much Needed        | 6           |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>3.80</b> | Much Needed        |             |

|    | <b>G. Leadership</b>                                                                           | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 46 | Understand the qualities of a responsible leader.                                              | 3.86        | Much Needed        | 2           |
| 47 | Learn to accept responsibilities and work them out the best way I can                          | 3.85        | Much Needed        | 3           |
| 48 | Learn how to convince people without intruding into their personal convictions                 | 3.80        | Much Needed        | 5           |
| 49 | Learn how to organize people for work.                                                         | 3.82        | Much Needed        | 4           |
| 50 | Learn how to plan and execute a project which will improve conditions in the school and in the | 3.77        | Much Needed        | 6           |
| 51 | Learn how to be firm and principled as a leader.                                               | 3.88        | Much Needed        | 1           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>3.83</b> | Much Needed        |             |
|    |                                                                                                |             |                    |             |
|    | <b>H. Career Development</b>                                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 52 | Talk to a counselor about my future career plans.                                              | 3.71        | Much Needed        | 9           |
| 53 | Involve my parents in my career planning.                                                      | 3.93        | Much Needed        | 6           |
| 54 | Become aware of career training offered in my interest area.                                   | 3.88        | Much Needed        | 8           |
| 55 | Explore which college programs match my interests and abilities.                               | 4.02        | Much Needed        | 3           |
| 56 | Discuss job opportunities with persons employed in the career I am interested in.              | 3.92        | Much Needed        | 7           |
| 57 | Understand the importance of work in my life.                                                  | 4.03        | Much Needed        | 1.5         |
| 58 | Know when to start looking for job opportunities.                                              | 4.03        | Much Needed        | 1.5         |
| 59 | Know the different kinds of job available in the community/country.                            | 3.99        | Much Needed        | 4           |
| 60 | Get job experiences related to my high school interests.                                       | 3.96        | Much Needed        | 5           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>3.94</b> | Much Needed        |             |



## APPENDIX F<sub>1</sub>

### RESULTS OF NEEDS ASSESSMENT SURVEY PER NEED AREA AS PERCEIVED BY THE ADMINISTRATORS

|    | <b>A. Self-Awareness and Discovery</b>                                  | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|-------------------------------------------------------------------------|-------------|--------------------|-------------|
| 1  | Understand, accept and like myself.                                     | 4.80        | Very Much Needed   | 1           |
| 2  | Develop confidence in myself.                                           | 4.60        | Very Much Needed   | 3.5         |
| 3  | Understand how my feelings influence my behavior.                       | 4.60        | Very Much Needed   | 3.5         |
| 4  | Learn how to be more accepting of my physical appearance.               | 4.60        | Very Much Needed   | 3.5         |
| 5  | Understand more about the use and abuse of drugs and/or alcohol.        | 4.20        | Much Needed        | 7           |
| 6  | Identify what I should know and believe about my religion.              | 3.80        | Much Needed        | 8           |
| 7  | Know more about my strengths and weaknesses.                            | 4.60        | Very Much Needed   | 3.5         |
| 8  | Learn how to adapt to change.                                           | 4.40        | Much Needed        | 6           |
|    | <b>AVERAGE MEAN</b>                                                     | <b>4.45</b> | <b>Much Needed</b> |             |
|    |                                                                         |             |                    |             |
|    | <b>B. Communication and Interpersonal Skills</b>                        | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 9  | Learn to tell other how I feel.                                         | 4.20        | Much Needed        | 9           |
| 10 | Be a good listener and respond better to others.                        | 4.80        | Very Much Needed   | 1           |
| 11 | Be able express my opinions independently.                              | 4.20        | Much Needed        | 9           |
| 12 | Know more about the needs and feelings of others.                       | 4.60        | Very Much Needed   | 3           |
| 13 | Seek advice to resolve my personal problems                             | 4.40        | Much Needed        | 6           |
| 14 | Have someone listen when I'm confronted with problems and difficulties. | 4.20        | Much Needed        | 9           |
| 15 | Be more tolerant of persons whose opinions differ from mine.            | 4.40        | Much Needed        | 6           |
| 16 | Understand and accept my teachers and school authorities.               | 4.60        | Very Much Needed   | 3           |
| 17 | Develop better relationships with other students.                       | 4.60        | Very Much Needed   | 3           |
| 18 | Become more involved in extracurricular activities.                     | 4.40        | Much Needed        | 6           |
|    | <b>AVERAGE MEAN</b>                                                     | <b>4.44</b> | <b>Much Needed</b> |             |

|    | <b>C. School-Work Adjustment</b>                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 19 | Learn to worry less about poor academic grades.                                    | 3.80        | Much Needed        | 5.5         |
| 20 | Increase my classroom participation.                                               | 4.60        | Very Much Needed   | 2.5         |
| 21 | Learn how to prepare for tests and examination.                                    | 4.60        | Very Much Needed   | 2.5         |
| 22 | Know how to plan a daily schedule.                                                 | 4.80        | Very Much Needed   | 1           |
| 23 | Receive help from outside of class in subjects where I may be having difficulties. | 3.80        | Much Needed        | 5.5         |
| 24 | Know more about scholarship and financial assistance.                              | 4.00        | Much Needed        | 4           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>4.27</b> | <b>Much Needed</b> |             |
|    |                                                                                    |             |                    |             |
|    | <b>D. Home and Family Life</b>                                                     | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 25 | Develop personal traits which are essential to successful family living.           | 4.20        | Much Needed        | 5           |
| 26 | Learn to share in the household chores and other family obligations.               | 4.40        | Much Needed        | 3.5         |
| 27 | Respect the rights and properties of other members of the family.                  | 4.40        | Much Needed        | 3.5         |
| 28 | Learn to use kind words in speaking with household helpers/servants.               | 4.00        | Much Needed        | 6           |
| 29 | Learn to consider parental advise most especially in matters of major decisions.   | 4.60        | Very Much Needed   | 2           |
| 30 | Be hospitable to strangers particularly those who visit our homes                  | 3.40        | Needed             | 7           |
| 31 | Develop love and respect for my parents, elders, brothers and sisters.             | 4.80        | Very Much Needed   | 1           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>4.26</b> | <b>Much Needed</b> |             |

|    | <b>E. Love and Human Sexuality</b>                                                       | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 32 | Know how to get along with the members of the opposite sex.                              | 3.60        | Much Needed        | 4.5         |
| 33 | Develop friendship with both sexes.                                                      | 3.40        | Needed             | 6           |
| 34 | Understand the changing roles and expectations of men and women.                         | 3.80        | Much Needed        | 3           |
| 35 | Further understand concepts about sex in the Christian perspective.                      | 4.00        | Much Needed        | 1.5         |
| 36 | Learn important facts about dating.                                                      | 3.60        | Much Needed        | 4.5         |
| 37 | Know the essential facts about love courtship and marriage in the Christian perspective. | 4.00        | Much Needed        | 1.5         |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>3.73</b> | <b>Much Needed</b> |             |
|    |                                                                                          |             |                    |             |
|    | <b>F. Values Formation</b>                                                               | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 38 | Learn to belong to a group who would treat me as a person of worth and dignity.          | 3.80        | Much Needed        | 4.5         |
| 39 | Be recognized for my accomplishments.                                                    | 3.60        | Much Needed        | 6           |
| 40 | Dare to stand for what is right without offending others.                                | 4.20        | Much Needed        | 1.5         |
| 41 | Develop a sense of gratitude to those who have helped me.                                | 4.20        | Much Needed        | 1.5         |
| 42 | Learn to adapt to the times without losing my identity.                                  | 4.00        | Much Needed        | 3           |
| 43 | Understand the socio-economic, cultural and political problems in the Philippines.       | 3.80        | Much Needed        | 4.5         |
| 44 | Learn more about my mother- tongue.                                                      | 3.20        | Needed             | 8           |
| 45 | Learn more about my culture and traditions.                                              | 3.40        | Needed             | 7           |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>3.78</b> | <b>Much Needed</b> |             |

|    | <b>G. Leadership</b>                                                                           | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 46 | Understand the qualities of a responsible leader.                                              | 3.80        | Much Needed        | 4.5         |
| 47 | Learn to accept responsibilities and work them out the best way I can                          | 4.20        | Much Needed        | 2           |
| 48 | Learn how to convince people without intruding into their personal convictions                 | 3.80        | Much Needed        | 4.5         |
| 49 | Learn how to organize people for work.                                                         | 3.80        | Much Needed        | 4.5         |
| 50 | Learn how to plan and execute a project which will improve conditions in the school and in the | 3.80        | Much Needed        | 4.5         |
| 51 | Learn how to be firm and principled as a leader.                                               | 4.40        | Much Needed        | 1           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>3.97</b> | <b>Much Needed</b> |             |
|    |                                                                                                |             |                    |             |
|    | <b>H. Career Development</b>                                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 52 | Talk to a counselor about my future career plans.                                              | 3.80        | Much Needed        | 7           |
| 53 | Involve my parents in my career planning.                                                      | 4.40        | Much Needed        | 1           |
| 54 | Become aware of career training offered in my interest area.                                   | 3.80        | Much Needed        | 7           |
| 55 | Explore which college programs match my interests and abilities.                               | 3.80        | Much Needed        | 7           |
| 56 | Discuss job opportunities with persons employed in the career I am interested in.              | 3.80        | Much Needed        | 7           |
| 57 | Understand the importance of work in my life.                                                  | 4.00        | Much Needed        | 3           |
| 58 | Know when to start looking for job opportunities.                                              | 4.00        | Much Needed        | 3           |
| 59 | Know the different kinds of job available in the community/country.                            | 3.80        | Much Needed        | 7           |
| 60 | Get job experiences related to my high school interests.                                       | 4.00        | Much Needed        | 3           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>3.93</b> | <b>Much Needed</b> |             |

## APPENDIX F<sub>2</sub>

### RESULTS OF NEEDS ASSESSMENT SURVEY PER NEED AREA AS PERCEIVED BY THE TEACHERS

|    | <b>A. Self-Awareness and Discovery</b>                                  | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|-------------------------------------------------------------------------|-------------|--------------------|-------------|
| 1  | Understand, accept and like myself.                                     | 4.40        | Much Needed        | 6           |
| 2  | Develop confidence in myself.                                           | 4.70        | Very Much Needed   | 2           |
| 3  | Understand how my feelings influence my behavior.                       | 4.65        | Very Much Needed   | 3           |
| 4  | Learn how to be more accepting of my physical appearance.               | 4.45        | Much Needed        | 5           |
| 5  | Understand more about the use and abuse of drugs and/or alcohol.        | 4.35        | Much Needed        | 7.5         |
| 6  | Identify what I should know and believe about my religion.              | 4.35        | Much Needed        | 7.5         |
| 7  | Know more about my strengths and weaknesses.                            | 4.80        | Very Much Needed   | 1           |
| 8  | Learn how to adapt to change.                                           | 4.60        | Very Much Needed   | 4           |
|    | <b>AVERAGE MEAN</b>                                                     | <b>4.54</b> | <b>Much Needed</b> |             |
|    |                                                                         |             |                    |             |
|    | <b>B. Communication and Interpersonal Skills</b>                        | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 9  | Learn to tell other how I feel.                                         | 4.70        | Very Much Needed   | 1.5         |
| 10 | Be a good listener and respond better to others.                        | 4.70        | Very Much Needed   | 1.5         |
| 11 | Be able express my opinions independently.                              | 4.45        | Much Needed        | 7           |
| 12 | Know more about the needs and feelings of others.                       | 4.55        | Very Much Needed   | 4.5         |
| 13 | Seek advice to resolve my personal problems                             | 4.55        | Very Much Needed   | 4.5         |
| 14 | Have someone listen when I'm confronted with problems and difficulties. | 4.65        | Very Much Needed   | 3           |
| 15 | Be more tolerant of persons whose opinions differ from mine.            | 4.40        | Much Needed        | 8.5         |
| 16 | Understand and accept my teachers and school authorities.               | 4.50        | Very Much Needed   | 6           |
| 17 | Develop better relationships with other students.                       | 4.40        | Much Needed        | 8.5         |
| 18 | Become more involved in extracurricular activities.                     | 3.65        | Much Needed        | 10          |
|    | <b>AVERAGE MEAN</b>                                                     | <b>4.46</b> | <b>Much Needed</b> |             |

|    | <b>C. School-Work Adjustment</b>                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 19 | Learn to worry less about poor academic grades.                                    | 3.10        | Needed             | 6           |
| 20 | Increase my classroom participation.                                               | 4.60        | Very Much Needed   | 1           |
| 21 | Learn how to prepare for tests and examination.                                    | 4.55        | Very Much Needed   | 2           |
| 22 | Know how to plan a daily schedule.                                                 | 4.40        | Much Needed        | 3           |
| 23 | Receive help from outside of class in subjects where I may be having difficulties. | 4.20        | Much Needed        | 5           |
| 24 | Know more about scholarship and financial assistance                               | 4.30        | Much Needed        | 4           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>4.19</b> | <b>Much Needed</b> |             |
|    |                                                                                    |             |                    |             |
|    | <b>D. Home and Family Life</b>                                                     | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 25 | Develop personal traits which are essential to successful family living.           | 4.30        | Much Needed        | 4.5         |
| 26 | Learn to share in the household chores and other family obligations.               | 4.30        | Much Needed        | 4.5         |
| 27 | Respect the rights and properties of other members of the family.                  | 4.35        | Much Needed        | 3           |
| 28 | Learn to use kind words in speaking with household helpers/servants.               | 4.20        | Much Needed        | 6           |
| 29 | Learn to consider parental advise most especially in matters of major decisions.   | 4.55        | Very Much Needed   | 1           |
| 30 | Be hospitable to strangers particularly those who visit our homes                  | 3.60        | Much Needed        | 7           |
| 31 | Develop love and respect for my parents, elders, brothers and sisters.             | 4.45        | Much Needed        | 2           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>4.25</b> | <b>Much Needed</b> |             |

|    | <b>E. Love and Human Sexuality</b>                                                       | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 32 | Know how to get along with the members of the opposite sex.                              | 4.35        | Much Needed        | 3           |
| 33 | Develop friendship with both sexes.                                                      | 4.30        | Much Needed        | 4           |
| 34 | Understand the changing roles and expectations of men and women.                         | 4.25        | Much Needed        | 5           |
| 35 | Further understand concepts about sex in the Christian perspective.                      | 4.45        | Much Needed        | 1.5         |
| 36 | Learn important facts about dating.                                                      | 3.80        | Much Needed        | 6           |
| 37 | Know the essential facts about love courtship and marriage in the Christian perspective. | 4.45        | Much Needed        | 1.5         |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>4.27</b> | <b>Much Needed</b> |             |
|    |                                                                                          |             |                    |             |
|    | <b>F. Values Formation</b>                                                               | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 38 | Learn to belong to a group who would treat me as a person of worth and dignity.          | 4.40        | Much Needed        | 3           |
| 39 | Be recognized for my accomplishments.                                                    | 4.40        | Much Needed        | 3           |
| 40 | Dare to stand for what is right without offending others.                                | 4.60        | Very Much Needed   | 1           |
| 41 | Develop a sense of gratitude to those who have helped me.                                | 4.40        | Much Needed        | 3           |
| 42 | Learn to adapt to the times without losing my identity.                                  | 4.35        | Much Needed        | 5           |
| 43 | Understand the socio-economic, cultural and political problems in the Philippines.       | 4.30        | Much Needed        | 6           |
| 44 | Learn more about my mother- tongue.                                                      | 4.10        | Much Needed        | 8           |

|    | <b>G. Leadership</b>                                                                           | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 46 | Understand the qualities of a responsible leader.                                              | 4.30        | Much Needed        | 4           |
| 47 | Learn to accept responsibilities and work them out the best way I can                          | 4.45        | Much Needed        | 1           |
| 48 | Learn how to convince people without intruding into their personal convictions                 | 4.30        | Much Needed        | 4           |
| 49 | Learn how to organize people for work.                                                         | 4.20        | Much Needed        | 6           |
| 50 | Learn how to plan and execute a project which will improve conditions in the school and in the | 4.30        | Much Needed        | 4           |
| 51 | Learn how to be firm and principled as a leader.                                               | 4.40        | Much Needed        | 2           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>4.33</b> | <b>Much Needed</b> |             |
|    |                                                                                                |             |                    |             |
|    | <b>H. Career Development</b>                                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 52 | Talk to a counselor about my future career plans.                                              | 3.85        | Much Needed        | 9           |
| 53 | Involve my parents in my career planning.                                                      | 4.25        | Much Needed        | 8           |
| 54 | Become aware of career training offered in my interest area.                                   | 4.40        | Much Needed        | 7           |
| 55 | Explore which college programs match my interests and abilities.                               | 4.60        | Very Much Needed   | 1           |
| 56 | Discuss job opportunities with persons employed in the career I am interested in.              | 4.45        | Much Needed        | 5           |
| 57 | Understand the importance of work in my life.                                                  | 4.45        | Much Needed        | 5           |
| 58 | Know when to start looking for job opportunities.                                              | 4.50        | Very Much Needed   | 3           |
| 59 | Know the different kinds of job available in the community/country.                            | 4.55        | Very Much Needed   | 2           |
| 60 | Get job experiences related to my high school interests.                                       | 4.45        | Much Needed        | 5           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>4.39</b> | <b>Much Needed</b> |             |



## APPENDIX F<sub>3</sub>

### RESULTS OF NEEDS ASSESSMENT SURVEY PER NEED AREA AS PERCEIVED BY THE PARENTS

|    | <b>A. Self-Awareness and Discovery</b>                                  | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|-------------------------------------------------------------------------|-------------|--------------------|-------------|
| 1  | Understand, accept and like myself.                                     | 4.55        | Very Much Needed   | 3           |
| 2  | Develop confidence in myself.                                           | 4.60        | Very Much Needed   | 2           |
| 3  | Understand how my feelings influence my behavior.                       | 4.40        | Much Needed        | 4           |
| 4  | Learn how to be more accepting of my physical appearance.               | 4.30        | Much Needed        | 6           |
| 5  | Understand more about the use and abuse of drugs and/or alcohol.        | 4.70        | Very Much Needed   | 1           |
| 6  | Identify what I should know and believe about my religion.              | 4.15        | Much Needed        | 8           |
| 7  | Know more about my strengths and weaknesses.                            | 4.30        | Much Needed        | 6           |
| 8  | Learn how to adapt to change.                                           | 4.30        | Much Needed        | 6           |
|    | <b>AVERAGE MEAN</b>                                                     | <b>4.41</b> | <b>Much Needed</b> |             |
|    |                                                                         |             |                    |             |
|    | <b>B. Communication and Interpersonal Skills</b>                        | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 9  | Learn to tell other how I feel.                                         | 4.40        | Much Needed        | 6           |
| 10 | Be a good listener and respond better to others.                        | 4.55        | Very Much Needed   | 3           |
| 11 | Be able express my opinions independently.                              | 4.20        | Much Needed        | 9.5         |
| 12 | Know more about the needs and feelings of others.                       | 4.55        | Very Much Needed   | 3           |
| 13 | Seek advice to resolve my personal problems                             | 4.60        | Very Much Needed   | 1           |
| 14 | Have someone listen when I'm confronted with problems and difficulties. | 4.50        | Very Much Needed   | 5           |
| 15 | Be more tolerant of persons whose opinions differ from mine.            | 4.30        | Much Needed        | 8           |
| 16 | Understand and accept my teachers and school authorities.               | 4.35        | Much Needed        | 7           |
| 17 | Develop better relationships with other students.                       | 4.55        | Very Much Needed   | 3           |
| 18 | Become more involved in extracurricular activities.                     | 4.20        | Much Needed        | 9.5         |
|    | <b>AVERAGE MEAN</b>                                                     | <b>4.42</b> | <b>Much Needed</b> |             |

|    | <b>C. School-Work Adjustment</b>                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 19 | Learn to worry less about poor academic grades.                                    | 4.20        | Much Needed        | 5.5         |
| 20 | Increase my classroom participation.                                               | 4.45        | Much Needed        | 3.5         |
| 21 | Learn how to prepare for tests and examination.                                    | 4.60        | Very Much Needed   | 1.5         |
| 22 | Know how to plan a daily schedule.                                                 | 4.60        | Very Much Needed   | 1.5         |
| 23 | Receive help from outside of class in subjects where I may be having difficulties. | 4.20        | Much Needed        | 5.5         |
| 24 | Know more about scholarship and financial assistance.                              | 4.45        | Much Needed        | 3.5         |
|    | <b>AVERAGE MEAN</b>                                                                | <b>4.42</b> | <b>Much Needed</b> |             |
|    |                                                                                    |             |                    |             |
|    | <b>D. Home and Family Life</b>                                                     | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 25 | Develop personal traits which are essential to successful family living.           | 4.50        | Very Much Needed   | 3           |
| 26 | Learn to share in the household chores and other family obligations.               | 4.45        | Much Needed        | 4           |
| 27 | Respect the rights and properties of other members of the family.                  | 4.30        | Much Needed        | 6           |
| 28 | Learn to use kind words in speaking with household helpers/servants.               | 4.40        | Much Needed        | 5           |
| 29 | Learn to consider parental advise most especially in matters of major decisions.   | 4.65        | Very Much Needed   | 2           |
| 30 | Be hospitable to strangers particularly those who visit our homes                  | 4.25        | Much Needed        | 7           |
| 31 | Develop love and respect for my parents, elders, brothers and sisters.             | 4.70        | Very Much Needed   | 1           |
|    | <b>AVERAGE MEAN</b>                                                                | <b>4.46</b> | <b>Much Needed</b> |             |

|    | <b>E. Love and Human Sexuality</b>                                                       | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 32 | Know how to get along with the members of the opposite sex.                              | 4.40        | Much Needed        | 1           |
| 33 | Develop friendship with both sexes.                                                      | 3.95        | Much Needed        | 6           |
| 34 | Understand the changing roles and expectations of men and women.                         | 4.20        | Much Needed        | 3.5         |
| 35 | Further understand concepts about sex in the Christian perspective.                      | 4.20        | Much Needed        | 3.5         |
| 36 | Learn important facts about dating.                                                      | 4.00        | Much Needed        | 5           |
| 37 | Know the essential facts about love courtship and marriage in the Christian perspective. | 4.30        | Much Needed        | 2           |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>4.18</b> | <b>Much Needed</b> |             |
|    |                                                                                          |             |                    |             |
|    | <b>F. Values Formation</b>                                                               | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 38 | Learn to belong to a group who would treat me as a person of worth and dignity.          | 4.50        | Very Much Needed   | 1           |
| 39 | Be recognized for my accomplishments.                                                    | 4.40        | Much Needed        | 3           |
| 40 | Dare to stand for what is right without offending others.                                | 4.25        | Much Needed        | 5           |
| 41 | Develop a sense of gratitude to those who have helped me.                                | 4.30        | Much Needed        | 4           |
| 42 | Learn to adapt to the times without losing my identity.                                  | 4.45        | Much Needed        | 2           |
| 43 | Understand the socio-economic, cultural and political problems in the Philippines.       | 4.20        | Much Needed        | 6.5         |
| 44 | Learn more about my mother- tongue.                                                      | 4.10        | Much Needed        | 8           |
| 45 | Learn more about my culture and traditions.                                              | 4.20        | Much Needed        | 6.5         |
|    | <b>AVERAGE MEAN</b>                                                                      | <b>4.30</b> | <b>Much Needed</b> |             |

|    | <b>G. Leadership</b>                                                                           | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
|----|------------------------------------------------------------------------------------------------|-------------|--------------------|-------------|
| 46 | Understand the qualities of a responsible leader.                                              | 4.50        | Very Much Needed   | 1           |
| 47 | Learn to accept responsibilities and work them out the best way I can                          | 4.40        | Much Needed        | 4           |
| 48 | Learn how to convince people without intruding into their personal convictions                 | 4.25        | Much Needed        | 6           |
| 49 | Learn how to organize people for work.                                                         | 4.45        | Much Needed        | 2           |
| 50 | Learn how to plan and execute a project which will improve conditions in the school and in the | 4.40        | Much Needed        | 4           |
| 51 | Learn how to be firm and principled as a leader.                                               | 4.40        | Much Needed        | 4           |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>4.40</b> | <b>Much Needed</b> |             |
|    |                                                                                                |             |                    |             |
|    | <b>H. Career Development</b>                                                                   | <b>MEAN</b> | <b>Description</b> | <b>Rank</b> |
| 52 | Talk to a counselor about my future career plans.                                              | 4.25        | Much Needed        | 8.5         |
| 53 | Involve my parents in my career planning.                                                      | 4.55        | Very Much Needed   | 1           |
| 54 | Become aware of career training offered in my interest area.                                   | 4.35        | Much Needed        | 4.5         |
| 55 | Explore which college programs match my interests and abilities.                               | 4.30        | Much Needed        | 7           |
| 56 | Discuss job opportunities with persons employed in the career I am interested in.              | 4.35        | Much Needed        | 4.5         |
| 57 | Understand the importance of work in my life.                                                  | 4.35        | Much Needed        | 4.5         |
| 58 | Know when to start looking for job opportunities.                                              | 4.40        | Much Needed        | 2           |
| 59 | Know the different kinds of job available in the community/country.                            | 4.25        | Much Needed        | 8.5         |
| 60 | Get job experiences related to my high school interests.                                       | 4.35        | Much Needed        | 4.5         |
|    | <b>AVERAGE MEAN</b>                                                                            | <b>4.35</b> | <b>Much Needed</b> |             |

## APPENDIX G

### COMPARATIVE NEEDS ASSESSMENT RESULTS PER NEED AREA AS PERCEIVED BY THE STUDENTS, ADMINISTRATORS, TEACHERS, AND PARENTS

|    | <b>A. Self-Awareness and Discovery</b>                                  | Students | Administrators | Teachers            | Parents | AVE. MEAN   | Descriptive Rating | RANK |
|----|-------------------------------------------------------------------------|----------|----------------|---------------------|---------|-------------|--------------------|------|
| 1  | Understand, accept and like myself.                                     | 4.06     | 4.80           | 4.40                | 4.55    | <b>4.45</b> | Much Needed        | 2    |
| 2  | Develop confidence in myself.                                           | 4.33     | 4.60           | 4.70                | 4.60    | <b>4.56</b> | Very Much Needed   | 1    |
| 3  | Understand how my feelings influence my behavior.                       | 3.83     | 4.60           | 4.65                | 4.40    | <b>4.37</b> | Much Needed        | 4    |
| 4  | Learn how to be more accepting of my physical appearance.               | 3.72     | 4.60           | 4.45                | 4.30    | <b>4.27</b> | Much Needed        | 6    |
| 5  | Understand more about the use and abuse of drugs and/or alcohol.        | 3.27     | 4.20           | 4.35                | 4.70    | <b>4.13</b> | Much Needed        | 7    |
| 6  | Identify what I should know and believe about my religion.              | 3.89     | 3.80           | 4.35                | 4.15    | <b>4.05</b> | Much Needed        | 8    |
| 7  | Know more about my strengths and weaknesses.                            | 4.05     | 4.60           | 4.80                | 4.30    | <b>4.44</b> | Much Needed        | 3    |
| 8  | Learn how to adapt to change.                                           | 3.96     | 4.40           | 4.60                | 4.30    | <b>4.31</b> | Much Needed        | 5    |
|    |                                                                         |          |                | <b>AVERAGE MEAN</b> |         | <b>4.32</b> | <b>Much Needed</b> |      |
|    |                                                                         |          |                |                     |         |             |                    |      |
|    | <b>B. Communication and Interpersonal Skills</b>                        | Students | Administrators | Teachers            | Parents | AVE MEAN    | Descriptive Rating | RANK |
| 9  | Learn to tell other how I feel.                                         | 3.69     | 4.20           | 4.70                | 4.40    | <b>4.25</b> | Much Needed        | 7    |
| 10 | Be a good listener and respond better to others.                        | 3.83     | 4.80           | 4.70                | 4.55    | <b>4.47</b> | Much Needed        | 1    |
| 11 | Be able express my opinions independently.                              | 3.78     | 4.20           | 4.45                | 4.20    | <b>4.16</b> | Much Needed        | 8    |
| 12 | Know more about the needs and feelings of others.                       | 3.83     | 4.60           | 4.55                | 4.55    | <b>4.38</b> | Much Needed        | 2    |
| 13 | Seek advice to resolve my personal problems                             | 3.80     | 4.40           | 4.55                | 4.60    | <b>4.34</b> | Much Needed        | 3.5  |
| 14 | Have someone listen when I'm confronted with problems and difficulties. | 3.83     | 4.20           | 4.65                | 4.50    | <b>4.29</b> | Much Needed        | 6    |
| 15 | Be more tolerant of persons whose opinions differ from mine.            | 3.45     | 4.40           | 4.40                | 4.30    | <b>4.14</b> | Much Needed        | 9    |
| 16 | Understand and accept my teachers and school authorities.               | 3.88     | 4.60           | 4.50                | 4.35    | <b>4.33</b> | Much Needed        | 5    |
| 17 | Develop better relationships with other students.                       | 3.79     | 4.60           | 4.40                | 4.55    | <b>4.34</b> | Much Needed        | 3.5  |
| 18 | Become more involved in extracurricular activities.                     | 3.56     | 4.40           | 3.65                | 4.20    | <b>3.95</b> | Much Needed        | 10   |
|    |                                                                         |          |                | <b>AVERAGE MEAN</b> |         | <b>4.26</b> | <b>Much Needed</b> |      |

|    | <b>C. School-Work Adjustment</b>                                                         | Students | Administrators | Teachers            | Parents | AVE MEAN    | Descriptive Rating | RANK |
|----|------------------------------------------------------------------------------------------|----------|----------------|---------------------|---------|-------------|--------------------|------|
| 19 | Learn to worry less about poor academic grades                                           | 3.37     | 3.80           | 3.10                | 4.20    | <b>3.62</b> | Much Needed        | 6    |
| 20 | Increase my classroom participation.                                                     | 3.98     | 4.60           | 4.60                | 4.45    | <b>4.41</b> | Much Needed        | 2    |
| 21 | Learn how to prepare for tests and examination.                                          | 4.06     | 4.60           | 4.55                | 4.60    | <b>4.45</b> | Much Needed        | 1    |
| 22 | Know how to plan a daily schedule.                                                       | 3.73     | 4.80           | 4.40                | 4.60    | <b>4.38</b> | Much Needed        | 3    |
| 23 | Receive help from outside of class in subjects where I may be having difficulties.       | 3.60     | 3.80           | 4.20                | 4.20    | <b>3.95</b> | Much Needed        | 5    |
| 24 | Know more about scholarship and financial assistance.                                    | 3.56     | 4.00           | 4.30                | 4.45    | <b>4.08</b> | Much Needed        | 4    |
|    |                                                                                          |          |                | <b>AVERAGE MEAN</b> |         | <b>4.15</b> | <b>Much Needed</b> |      |
|    |                                                                                          |          |                |                     |         |             |                    |      |
|    | <b>D. Home and Family Life</b>                                                           | Students | Administrators | Teachers            | Parents | AVE MEAN    | Descriptive Rating | RANK |
| 25 | Develop personal traits which are essential to successful family living.                 | 3.93     | 4.20           | 4.30                | 4.50    | <b>4.23</b> | Much Needed        | 4    |
| 26 | Learn to share in the household chores and other family obligations.                     | 3.70     | 4.40           | 4.30                | 4.45    | <b>4.21</b> | Much Needed        | 5    |
| 27 | Respect the rights and properties of other members of the family.                        | 3.93     | 4.40           | 4.35                | 4.30    | <b>4.24</b> | Much Needed        | 3    |
| 28 | Learn to use kind words in speaking with household helpers/servants.                     | 3.76     | 4.00           | 4.20                | 4.40    | <b>4.09</b> | Much Needed        | 6    |
| 29 | Learn to consider parental advise most especially in matters of major decisions.         | 3.96     | 4.60           | 4.55                | 4.65    | <b>4.44</b> | Much Needed        | 2    |
| 30 | Be hospitable to strangers particularly those who visit our homes                        | 3.76     | 3.40           | 3.60                | 4.25    | <b>3.75</b> | Much Needed        | 7    |
| 31 | Develop love and respect for my parents, elders, brothers and sisters.                   | 3.84     | 4.80           | 4.45                | 4.70    | <b>4.45</b> | Much Needed        | 1    |
|    |                                                                                          |          |                | <b>AVERAGE MEAN</b> |         | <b>4.20</b> | <b>Much Needed</b> |      |
|    |                                                                                          |          |                |                     |         |             |                    |      |
|    | <b>E. Love and Human Sexuality</b>                                                       | Students | Administrators | Teachers            | Parents | AVE MEAN    | Descriptive Rating | RANK |
| 32 | Know how to get along with the members of the opposite sex.                              | 3.38     | 3.60           | 4.35                | 4.40    | <b>3.93</b> | Much Needed        | 4    |
| 33 | Develop friendship with both sexes.                                                      | 3.53     | 3.40           | 4.30                | 3.95    | <b>3.79</b> | Much Needed        | 5    |
| 34 | Understand the changing roles and expectations of men and women.                         | 3.50     | 3.80           | 4.25                | 4.20    | <b>3.94</b> | Much Needed        | 3    |
| 35 | Further understand concepts about sex in the Christian perspective.                      | 3.44     | 4.00           | 4.45                | 4.20    | <b>4.02</b> | Much Needed        | 2    |
| 36 | Learn important facts about dating.                                                      | 3.54     | 3.60           | 3.80                | 4.00    | <b>3.73</b> | Much Needed        | 6    |
| 37 | Know the essential facts about love courtship and marriage in the Christian perspective. | 3.66     | 4.00           | 4.45                | 4.30    | <b>4.10</b> | Much Needed        | 1    |
|    |                                                                                          |          |                | <b>AVERAGE MEAN</b> |         | <b>3.92</b> | <b>Much Needed</b> |      |

|    | <b>F. Values Formation</b>                                                                     | <b>Students</b> | <b>Administrators</b> | <b>Teachers</b>     | <b>Parents</b> | <b>AVE MEAN</b> | <b>Descriptive Rating</b> | <b>RANK</b> |
|----|------------------------------------------------------------------------------------------------|-----------------|-----------------------|---------------------|----------------|-----------------|---------------------------|-------------|
| 38 | Learn to belong to a group who would treat me as a person of worth and dignity.                | 3.81            | 3.80                  | 4.40                | 4.50           | <b>4.13</b>     | Much Needed               | 4           |
| 39 | Be recognized for my accomplishments.                                                          | 3.90            | 3.60                  | 4.40                | 4.40           | <b>4.08</b>     | Much Needed               | 5           |
| 40 | Dare to stand for what is right without offending others.                                      | 4.05            | 4.20                  | 4.60                | 4.25           | <b>4.27</b>     | Much Needed               | 1           |
| 41 | Develop a sense of gratitude to those who have helped me.                                      | 3.88            | 4.20                  | 4.40                | 4.30           | <b>4.19</b>     | Much Needed               | 2           |
| 42 | Learn to adapt to the times without losing my identity.                                        | 3.83            | 4.00                  | 4.35                | 4.45           | <b>4.16</b>     | Much Needed               | 3           |
| 43 | Understand the socio-economic, cultural and political problems in the Philippines.             | 3.63            | 3.80                  | 4.30                | 4.20           | <b>3.98</b>     | Much Needed               | 6           |
| 44 | Learn more about my mother- tongue.                                                            | 3.57            | 3.20                  | 4.10                | 4.10           | <b>3.74</b>     | Much Needed               | 8           |
| 45 | Learn more about my culture and traditions.                                                    | 3.74            | 3.40                  | 4.25                | 4.20           | <b>3.90</b>     | Much Needed               | 7           |
|    |                                                                                                |                 |                       | <b>AVERAGE MEAN</b> |                | <b>4.06</b>     | <b>Much Needed</b>        |             |
|    |                                                                                                |                 |                       |                     |                |                 |                           |             |
|    | <b>G. Leadership</b>                                                                           | <b>Students</b> | <b>Administrators</b> | <b>Teachers</b>     | <b>Parents</b> | <b>AVE MEAN</b> | <b>Descriptive Rating</b> | <b>RANK</b> |
| 46 | Understand the qualities of a responsible leader.                                              | 3.86            | 3.80                  | 4.30                | 4.50           | <b>4.11</b>     | Much Needed               | 3           |
| 47 | Learn to accept responsibilities and work them out the best way I can                          | 3.85            | 4.20                  | 4.45                | 4.40           | <b>4.23</b>     | Much Needed               | 2           |
| 48 | Learn how to convince people without intruding into their personal convictions                 | 3.80            | 3.80                  | 4.30                | 4.25           | <b>4.04</b>     | Much Needed               | 5           |
| 49 | Learn how to organize people for work.                                                         | 3.82            | 3.80                  | 4.20                | 4.45           | <b>4.07</b>     | Much Needed               | 4.5         |
| 50 | Learn how to plan and execute a project which will improve conditions in the school and in the | 3.77            | 3.80                  | 4.30                | 4.40           | <b>4.07</b>     | Much Needed               | 4.5         |
| 51 | Learn how to be firm and principled as a leader.                                               | 3.88            | 4.40                  | 4.40                | 4.40           | <b>4.27</b>     | Much Needed               | 1           |
|    |                                                                                                |                 |                       | <b>AVERAGE MEAN</b> |                | <b>4.13</b>     | <b>Much Needed</b>        |             |
|    |                                                                                                |                 |                       |                     |                |                 |                           |             |
|    | <b>H. Career Development</b>                                                                   | <b>Students</b> | <b>Administrators</b> | <b>Teachers</b>     | <b>Parents</b> | <b>AVE MEAN</b> | <b>Descriptive Rating</b> | <b>RANK</b> |
| 52 | Talk to a counselor about my future career plans                                               | 3.71            | 3.80                  | 3.85                | 4.25           | <b>3.90</b>     | Much Needed               | 9           |
| 53 | Involve my parents in my career planning.                                                      | 3.93            | 4.40                  | 4.25                | 4.55           | <b>4.28</b>     | Much Needed               | 1           |
| 54 | Become aware of career training offered in my interest area.                                   | 3.88            | 3.80                  | 4.40                | 4.35           | <b>4.11</b>     | Much Needed               | 8           |
| 55 | Explore which college programs match my interests and abilities.                               | 4.02            | 3.80                  | 4.60                | 4.30           | <b>4.18</b>     | Much Needed               | 5           |
| 56 | Discuss job opportunities with persons employed in the career I am interested in.              | 3.92            | 3.80                  | 4.45                | 4.35           | <b>4.13</b>     | Much Needed               | 7           |
| 57 | Understand the importance of work in my life.                                                  | 4.03            | 4.00                  | 4.45                | 4.35           | <b>4.21</b>     | Much Needed               | 3           |
| 58 | Know when to start looking for job opportunities.                                              | 4.03            | 4.00                  | 4.50                | 4.40           | <b>4.23</b>     | Much Needed               | 2           |
| 59 | Know the different kinds of job available in the community/country.                            | 3.99            | 3.80                  | 4.55                | 4.25           | <b>4.15</b>     | Much Needed               | 6           |
| 60 | Get job experiences related to my high school interests.                                       | 3.96            | 4.00                  | 4.45                | 4.35           | <b>4.19</b>     | Much Needed               | 4           |
|    |                                                                                                |                 |                       | <b>AVERAGE MEAN</b> |                | <b>4.15</b>     | <b>Much Needed</b>        |             |

## APPENDIX H

### COMPUTATION OF WEIGHTED MEANS OF STUDENTS' NEEDS AS ASSESSED BY THE STUDENTS THEMSELVES

| Item | FREQUENCY |    |    |    |    | Total | $\Sigma fw$ | Mean |
|------|-----------|----|----|----|----|-------|-------------|------|
|      | 1         | 2  | 3  | 4  | 5  |       |             |      |
| 1    | 4         | 10 | 21 | 26 | 60 | 121   | 491         | 4.06 |
| 2    | 1         | 6  | 15 | 29 | 70 | 121   | 524         | 4.33 |
| 3    | 1         | 10 | 34 | 40 | 36 | 121   | 463         | 3.83 |
| 4    | 2         | 24 | 25 | 25 | 45 | 121   | 450         | 3.72 |
| 5    | 23        | 15 | 26 | 20 | 37 | 121   | 396         | 3.27 |
| 6    | 5         | 13 | 26 | 23 | 54 | 121   | 471         | 3.89 |
| 7    | 4         | 11 | 19 | 28 | 59 | 121   | 490         | 4.05 |
| 8    | 0         | 8  | 33 | 36 | 44 | 121   | 479         | 3.96 |
| 9    | 4         | 17 | 33 | 25 | 42 | 121   | 447         | 3.69 |
| 10   | 4         | 11 | 32 | 28 | 46 | 121   | 464         | 3.83 |
| 11   | 3         | 15 | 28 | 35 | 40 | 121   | 457         | 3.78 |
| 12   | 2         | 11 | 32 | 36 | 40 | 121   | 464         | 3.83 |
| 13   | 0         | 17 | 29 | 36 | 39 | 121   | 460         | 3.80 |
| 14   | 2         | 14 | 30 | 32 | 43 | 121   | 463         | 3.83 |
| 15   | 6         | 12 | 47 | 34 | 22 | 121   | 417         | 3.45 |
| 16   | 5         | 18 | 16 | 30 | 52 | 121   | 469         | 3.88 |
| 17   | 5         | 15 | 27 | 27 | 47 | 121   | 459         | 3.79 |
| 18   | 7         | 14 | 34 | 36 | 30 | 121   | 431         | 3.56 |
| 19   | 11        | 23 | 30 | 24 | 33 | 121   | 408         | 3.37 |
| 20   | 2         | 12 | 25 | 29 | 53 | 121   | 482         | 3.98 |



| Item | FREQUENCY |    |    |    |    | Total | $\Sigma fw$ | Mean |
|------|-----------|----|----|----|----|-------|-------------|------|
|      | 1         | 2  | 3  | 4  | 5  |       |             |      |
| 21   | 3         | 10 | 22 | 28 | 58 | 121   | 491         | 4.06 |
| 22   | 5         | 12 | 32 | 34 | 38 | 121   | 451         | 3.73 |
| 23   | 7         | 16 | 27 | 39 | 32 | 121   | 436         | 3.60 |
| 24   | 9         | 11 | 37 | 31 | 33 | 121   | 431         | 3.56 |
| 25   | 2         | 10 | 25 | 41 | 43 | 121   | 476         | 3.93 |
| 26   | 9         | 8  | 30 | 37 | 37 | 121   | 448         | 3.70 |
| 27   | 5         | 11 | 24 | 29 | 52 | 121   | 475         | 3.93 |
| 28   | 4         | 19 | 21 | 35 | 42 | 121   | 455         | 3.76 |
| 29   | 4         | 10 | 19 | 42 | 46 | 121   | 479         | 3.96 |
| 30   | 8         | 8  | 30 | 34 | 41 | 121   | 455         | 3.76 |
| 31   | 9         | 14 | 19 | 24 | 55 | 121   | 465         | 3.84 |
| 32   | 14        | 15 | 35 | 25 | 32 | 121   | 409         | 3.38 |
| 33   | 9         | 22 | 26 | 24 | 40 | 121   | 427         | 3.53 |
| 34   | 8         | 17 | 34 | 30 | 32 | 121   | 424         | 3.50 |
| 35   | 7         | 20 | 32 | 37 | 25 | 121   | 416         | 3.44 |
| 36   | 9         | 13 | 35 | 32 | 32 | 121   | 428         | 3.54 |
| 37   | 8         | 15 | 28 | 29 | 41 | 121   | 443         | 3.66 |
| 38   | 8         | 8  | 25 | 38 | 42 | 121   | 461         | 3.81 |
| 39   | 5         | 10 | 25 | 33 | 48 | 121   | 472         | 3.90 |
| 40   | 2         | 5  | 31 | 30 | 53 | 121   | 490         | 4.05 |

| Item | FREQUENCY |    |    |    |    | Total | $\Sigma fw$ | Mean |
|------|-----------|----|----|----|----|-------|-------------|------|
|      | 1         | 2  | 3  | 4  | 5  |       |             |      |
| 41   | 6         | 12 | 24 | 28 | 51 | 121   | 469         | 3.88 |
| 42   | 3         | 13 | 25 | 40 | 39 | 120   | 459         | 3.83 |
| 43   | 8         | 10 | 35 | 33 | 34 | 120   | 435         | 3.63 |
| 44   | 9         | 15 | 30 | 32 | 35 | 121   | 432         | 3.57 |
| 45   | 4         | 13 | 32 | 34 | 38 | 121   | 452         | 3.74 |
| 46   | 3         | 13 | 29 | 29 | 47 | 121   | 467         | 3.86 |
| 47   | 4         | 10 | 31 | 31 | 45 | 121   | 466         | 3.85 |
| 48   | 4         | 11 | 27 | 42 | 37 | 121   | 460         | 3.80 |
| 49   | 3         | 13 | 30 | 32 | 43 | 121   | 462         | 3.82 |
| 50   | 5         | 11 | 33 | 30 | 42 | 121   | 456         | 3.77 |
| 51   | 4         | 9  | 27 | 39 | 42 | 121   | 469         | 3.88 |
| 52   | 6         | 11 | 30 | 39 | 35 | 121   | 449         | 3.71 |
| 53   | 3         | 7  | 28 | 40 | 43 | 121   | 476         | 3.93 |
| 54   | 2         | 5  | 41 | 30 | 43 | 121   | 470         | 3.88 |
| 55   | 3         | 8  | 27 | 29 | 54 | 121   | 486         | 4.02 |
| 56   | 1         | 11 | 27 | 40 | 42 | 121   | 474         | 3.92 |
| 57   | 2         | 9  | 24 | 34 | 52 | 121   | 488         | 4.03 |
| 58   | 3         | 6  | 28 | 31 | 53 | 121   | 488         | 4.03 |
| 59   | 2         | 7  | 26 | 41 | 45 | 121   | 483         | 3.99 |
| 60   | 3         | 8  | 29 | 32 | 49 | 121   | 479         | 3.96 |

## APPENDIX H<sub>1</sub>

### COMPUTATION OF WEIGHTED MEANS OF STUDENTS' NEEDS AS ASSESSED BY THE ADMINISTRATORS

| Item | FREQUENCY |   |   |   |   | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|---|---|-------|-------------|------|
|      | 1         | 2 | 3 | 4 | 5 |       |             |      |
| 1    | 0         | 0 | 0 | 1 | 4 | 5     | 24          | 4.80 |
| 2    | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 3    | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 4    | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 5    | 0         | 0 | 0 | 4 | 1 | 5     | 21          | 4.20 |
| 6    | 0         | 0 | 1 | 4 | 0 | 5     | 19          | 3.80 |
| 7    | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 8    | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 9    | 0         | 0 | 0 | 4 | 1 | 5     | 21          | 4.20 |
| 10   | 0         | 0 | 0 | 1 | 4 | 5     | 24          | 4.80 |
| 11   | 0         | 0 | 0 | 4 | 1 | 5     | 21          | 4.20 |
| 12   | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 13   | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 14   | 0         | 0 | 0 | 4 | 1 | 5     | 21          | 4.20 |
| 15   | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 16   | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 17   | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 18   | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 19   | 0         | 1 | 0 | 3 | 1 | 5     | 19          | 3.80 |
| 20   | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |

| Item | FREQUENCY |   |   |   |   | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|---|---|-------|-------------|------|
|      | 1         | 2 | 3 | 4 | 5 |       |             |      |
| 21   | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 22   | 0         | 0 | 0 | 1 | 4 | 5     | 24          | 4.80 |
| 23   | 0         | 0 | 1 | 4 | 0 | 5     | 19          | 3.80 |
| 24   | 0         | 0 | 1 | 3 | 1 | 5     | 20          | 4.00 |
| 25   | 0         | 0 | 1 | 2 | 2 | 5     | 21          | 4.20 |
| 26   | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 27   | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 28   | 0         | 0 | 1 | 3 | 1 | 5     | 20          | 4.00 |
| 29   | 0         | 0 | 0 | 2 | 3 | 5     | 23          | 4.60 |
| 30   | 0         | 1 | 1 | 3 | 0 | 5     | 17          | 3.40 |
| 31   | 0         | 0 | 0 | 1 | 4 | 5     | 24          | 4.80 |
| 32   | 0         | 1 | 1 | 2 | 1 | 5     | 18          | 3.60 |
| 33   | 0         | 1 | 1 | 3 | 0 | 5     | 17          | 3.40 |
| 34   | 0         | 1 | 0 | 3 | 1 | 5     | 19          | 3.80 |
| 35   | 0         | 0 | 2 | 1 | 2 | 5     | 20          | 4.00 |
| 36   | 1         | 0 | 1 | 1 | 2 | 5     | 18          | 3.60 |
| 37   | 0         | 1 | 1 | 0 | 3 | 5     | 20          | 4.00 |
| 38   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 39   | 0         | 0 | 2 | 3 | 0 | 5     | 18          | 3.60 |
| 40   | 0         | 0 | 1 | 2 | 2 | 5     | 21          | 4.20 |

| Item | FREQUENCY |   |   |   |   | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|---|---|-------|-------------|------|
|      | 1         | 2 | 3 | 4 | 5 |       |             |      |
| 41   | 0         | 0 | 1 | 2 | 2 | 5     | 21          | 4.20 |
| 42   | 0         | 0 | 2 | 1 | 2 | 5     | 20          | 4.00 |
| 43   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 44   | 1         | 0 | 1 | 3 | 0 | 5     | 16          | 3.20 |
| 45   | 0         | 1 | 1 | 3 | 0 | 5     | 17          | 3.40 |
| 46   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 47   | 0         | 0 | 1 | 2 | 2 | 5     | 21          | 4.20 |
| 48   | 0         | 0 | 1 | 4 | 0 | 5     | 19          | 3.80 |
| 49   | 0         | 0 | 1 | 4 | 0 | 5     | 19          | 3.80 |
| 50   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 51   | 0         | 0 | 0 | 3 | 2 | 5     | 22          | 4.40 |
| 52   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 53   | 0         | 0 | 1 | 1 | 3 | 5     | 22          | 4.40 |
| 54   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 55   | 0         | 0 | 2 | 2 | 1 | 5     | 19          | 3.80 |
| 56   | 0         | 0 | 1 | 4 | 0 | 5     | 19          | 3.80 |
| 57   | 0         | 0 | 1 | 3 | 1 | 5     | 20          | 4.00 |
| 58   | 0         | 0 | 2 | 1 | 2 | 5     | 20          | 4.00 |
| 59   | 0         | 0 | 1 | 4 | 0 | 5     | 19          | 3.80 |
| 60   | 0         | 0 | 1 | 3 | 1 | 5     | 20          | 4.00 |

## APPENDIX H<sub>2</sub>

### COMPUTATION OF WEIGHTED MEANS OF STUDENTS' NEEDS AS ASSESSED BY THE TEACHERS

| Item | FREQUENCY |   |   |    |    | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|----|----|-------|-------------|------|
|      | 1         | 2 | 3 | 4  | 5  |       |             |      |
| 1    | 0         | 0 | 3 | 6  | 11 | 20    | 88          | 4.40 |
| 2    | 0         | 0 | 2 | 2  | 16 | 20    | 94          | 4.70 |
| 3    | 0         | 0 | 2 | 3  | 15 | 20    | 93          | 4.65 |
| 4    | 0         | 1 | 2 | 4  | 13 | 20    | 89          | 4.45 |
| 5    | 1         | 0 | 3 | 3  | 13 | 20    | 87          | 4.35 |
| 6    | 0         | 0 | 4 | 5  | 11 | 20    | 87          | 4.35 |
| 7    | 0         | 0 | 1 | 2  | 17 | 20    | 96          | 4.80 |
| 8    | 0         | 0 | 1 | 6  | 13 | 20    | 92          | 4.60 |
| 9    | 0         | 0 | 2 | 2  | 16 | 20    | 94          | 4.70 |
| 10   | 0         | 0 | 1 | 4  | 15 | 20    | 94          | 4.70 |
| 11   | 0         | 0 | 3 | 5  | 12 | 20    | 89          | 4.45 |
| 12   | 0         | 0 | 2 | 5  | 13 | 20    | 91          | 4.55 |
| 13   | 0         | 0 | 1 | 7  | 12 | 20    | 91          | 4.55 |
| 14   | 0         | 0 | 0 | 7  | 13 | 20    | 93          | 4.65 |
| 15   | 0         | 0 | 1 | 10 | 9  | 20    | 88          | 4.40 |
| 16   | 0         | 1 | 2 | 3  | 14 | 20    | 90          | 4.50 |
| 17   | 0         | 1 | 2 | 5  | 12 | 20    | 88          | 4.40 |
| 18   | 0         | 2 | 7 | 7  | 4  | 20    | 73          | 3.65 |
| 19   | 4         | 1 | 6 | 7  | 2  | 20    | 62          | 3.10 |
| 20   | 0         | 0 | 1 | 6  | 13 | 20    | 92          | 4.60 |

| Item | FREQUENCY |   |    |   |    | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|----|---|----|-------|-------------|------|
|      | 1         | 2 | 3  | 4 | 5  |       |             |      |
| 21   | 0         | 0 | 2  | 5 | 13 | 20    | 91          | 4.55 |
| 22   | 0         | 0 | 4  | 4 | 12 | 20    | 88          | 4.40 |
| 23   | 0         | 0 | 5  | 6 | 9  | 20    | 84          | 4.20 |
| 24   | 0         | 1 | 2  | 7 | 10 | 20    | 86          | 4.30 |
| 25   | 0         | 0 | 5  | 4 | 11 | 20    | 86          | 4.30 |
| 26   | 0         | 0 | 5  | 4 | 11 | 20    | 86          | 4.30 |
| 27   | 0         | 0 | 5  | 3 | 12 | 20    | 87          | 4.35 |
| 28   | 0         | 1 | 4  | 5 | 10 | 20    | 84          | 4.20 |
| 29   | 0         | 0 | 1  | 7 | 12 | 20    | 91          | 4.55 |
| 30   | 1         | 0 | 10 | 4 | 5  | 20    | 72          | 3.60 |
| 31   | 0         | 0 | 3  | 5 | 12 | 20    | 89          | 4.45 |
| 32   | 0         | 0 | 3  | 7 | 10 | 20    | 87          | 4.35 |
| 33   | 0         | 0 | 3  | 8 | 9  | 20    | 86          | 4.30 |
| 34   | 0         | 0 | 5  | 5 | 10 | 20    | 85          | 4.25 |
| 35   | 0         | 0 | 3  | 5 | 12 | 20    | 89          | 4.45 |
| 36   | 0         | 0 | 10 | 4 | 6  | 20    | 76          | 3.80 |
| 37   | 0         | 0 | 2  | 7 | 11 | 20    | 89          | 4.45 |
| 38   | 0         | 0 | 4  | 4 | 12 | 20    | 88          | 4.40 |
| 39   | 0         | 0 | 3  | 6 | 11 | 20    | 88          | 4.40 |
| 40   | 0         | 0 | 2  | 4 | 14 | 20    | 92          | 4.60 |

| Item | FREQUENCY |   |   |   |    | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|---|----|-------|-------------|------|
|      | 1         | 2 | 3 | 4 | 5  |       |             |      |
| 41   | 0         | 0 | 3 | 6 | 11 | 20    | 88          | 4.40 |
| 42   | 0         | 0 | 5 | 3 | 12 | 20    | 87          | 4.35 |
| 43   | 0         | 2 | 2 | 4 | 12 | 20    | 86          | 4.30 |
| 44   | 0         | 2 | 4 | 4 | 10 | 20    | 82          | 4.10 |
| 45   | 0         | 2 | 2 | 5 | 11 | 20    | 85          | 4.25 |
| 46   | 0         | 0 | 5 | 4 | 11 | 20    | 86          | 4.30 |
| 47   | 0         | 0 | 3 | 5 | 12 | 20    | 89          | 4.45 |
| 48   | 0         | 0 | 5 | 4 | 11 | 20    | 86          | 4.30 |
| 49   | 0         | 0 | 6 | 4 | 10 | 20    | 84          | 4.20 |
| 50   | 0         | 0 | 4 | 6 | 10 | 20    | 86          | 4.30 |
| 51   | 0         | 0 | 5 | 2 | 13 | 20    | 88          | 4.40 |
| 52   | 0         | 0 | 7 | 9 | 4  | 20    | 77          | 3.85 |
| 53   | 0         | 0 | 4 | 7 | 9  | 20    | 85          | 4.25 |
| 54   | 0         | 0 | 2 | 8 | 10 | 20    | 88          | 4.40 |
| 55   | 0         | 0 | 1 | 6 | 13 | 20    | 92          | 4.60 |
| 56   | 0         | 0 | 3 | 5 | 12 | 20    | 89          | 4.45 |
| 57   | 0         | 0 | 4 | 3 | 13 | 20    | 89          | 4.45 |
| 58   | 0         | 0 | 2 | 6 | 12 | 20    | 90          | 4.50 |
| 59   | 0         | 0 | 2 | 5 | 13 | 20    | 91          | 4.55 |
| 60   | 0         | 0 | 2 | 7 | 11 | 20    | 89          | 4.45 |



### APPENDIX H<sub>3</sub>

#### COMPUTATION OF WEIGHTED MEANS OF STUDENTS' NEEDS AS ASSESSED BY THE PARENTS

| Item | FREQUENCY |   |   |    |    | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|----|----|-------|-------------|------|
|      | 1         | 2 | 3 | 4  | 5  |       |             |      |
| 1    | 0         | 0 | 2 | 5  | 13 | 20    | 91          | 4.55 |
| 2    | 0         | 0 | 1 | 6  | 13 | 20    | 92          | 4.60 |
| 3    | 0         | 0 | 2 | 8  | 10 | 20    | 88          | 4.40 |
| 4    | 0         | 0 | 2 | 10 | 8  | 20    | 86          | 4.30 |
| 5    | 0         | 0 | 1 | 4  | 15 | 20    | 94          | 4.70 |
| 6    | 0         | 1 | 5 | 4  | 10 | 20    | 83          | 4.15 |
| 7    | 0         | 0 | 6 | 2  | 12 | 20    | 86          | 4.30 |
| 8    | 0         | 0 | 3 | 8  | 9  | 20    | 86          | 4.30 |
| 9    | 0         | 0 | 2 | 8  | 10 | 20    | 88          | 4.40 |
| 10   | 0         | 0 | 1 | 7  | 12 | 20    | 91          | 4.55 |
| 11   | 0         | 0 | 4 | 8  | 8  | 20    | 84          | 4.20 |
| 12   | 0         | 0 | 1 | 7  | 12 | 20    | 91          | 4.55 |
| 13   | 0         | 0 | 0 | 8  | 12 | 20    | 92          | 4.60 |
| 14   | 0         | 0 | 0 | 10 | 10 | 20    | 90          | 4.50 |
| 15   | 0         | 0 | 4 | 6  | 10 | 20    | 86          | 4.30 |
| 16   | 0         | 0 | 4 | 5  | 11 | 20    | 87          | 4.35 |
| 17   | 0         | 0 | 0 | 9  | 11 | 20    | 91          | 4.55 |
| 18   | 0         | 0 | 4 | 8  | 8  | 20    | 84          | 4.20 |
| 19   | 0         | 0 | 4 | 8  | 8  | 20    | 84          | 4.20 |
| 20   | 0         | 0 | 2 | 7  | 11 | 20    | 89          | 4.45 |

| Item | FREQUENCY |   |   |    |    | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|----|----|-------|-------------|------|
|      | 1         | 2 | 3 | 4  | 5  |       |             |      |
| 21   | 0         | 0 | 0 | 8  | 12 | 20    | 92          | 4.60 |
| 22   | 0         | 0 | 1 | 6  | 13 | 20    | 92          | 4.60 |
| 23   | 0         | 1 | 2 | 9  | 8  | 20    | 84          | 4.20 |
| 24   | 0         | 0 | 1 | 9  | 10 | 20    | 89          | 4.45 |
| 25   | 0         | 0 | 1 | 8  | 11 | 20    | 90          | 4.50 |
| 26   | 0         | 0 | 2 | 7  | 11 | 20    | 89          | 4.45 |
| 27   | 0         | 0 | 4 | 6  | 10 | 20    | 86          | 4.30 |
| 28   | 0         | 0 | 2 | 8  | 10 | 20    | 88          | 4.40 |
| 29   | 0         | 0 | 1 | 5  | 14 | 20    | 93          | 4.65 |
| 30   | 1         | 0 | 1 | 9  | 9  | 20    | 85          | 4.25 |
| 31   | 0         | 0 | 1 | 4  | 15 | 20    | 94          | 4.70 |
| 32   | 0         | 0 | 2 | 8  | 10 | 20    | 88          | 4.40 |
| 33   | 1         | 0 | 4 | 9  | 6  | 20    | 79          | 3.95 |
| 34   | 1         | 0 | 3 | 6  | 10 | 20    | 84          | 4.20 |
| 35   | 0         | 1 | 2 | 9  | 8  | 20    | 84          | 4.20 |
| 36   | 1         | 1 | 1 | 11 | 6  | 20    | 80          | 4.00 |
| 37   | 0         | 0 | 4 | 6  | 10 | 20    | 86          | 4.30 |
| 38   | 0         | 0 | 1 | 8  | 11 | 20    | 90          | 4.50 |
| 39   | 0         | 0 | 3 | 6  | 11 | 20    | 88          | 4.40 |
| 40   | 0         | 1 | 2 | 8  | 9  | 20    | 85          | 4.25 |

| Item | FREQUENCY |   |   |    |    | TOTAL | $\Sigma fw$ | Mean |
|------|-----------|---|---|----|----|-------|-------------|------|
|      | 1         | 2 | 3 | 4  | 5  |       |             |      |
| 41   | 0         | 0 | 3 | 8  | 9  | 20    | 86          | 4.30 |
| 42   | 0         | 0 | 3 | 5  | 12 | 20    | 89          | 4.45 |
| 43   | 0         | 1 | 2 | 9  | 8  | 20    | 84          | 4.20 |
| 44   | 1         | 1 | 2 | 7  | 9  | 20    | 82          | 4.10 |
| 45   | 0         | 0 | 5 | 6  | 9  | 20    | 84          | 4.20 |
| 46   | 0         | 0 | 1 | 8  | 11 | 20    | 90          | 4.50 |
| 47   | 0         | 0 | 3 | 6  | 11 | 20    | 88          | 4.40 |
| 48   | 0         | 1 | 4 | 4  | 11 | 20    | 85          | 4.25 |
| 49   | 0         | 0 | 2 | 7  | 11 | 20    | 89          | 4.45 |
| 50   | 0         | 1 | 1 | 7  | 11 | 20    | 88          | 4.40 |
| 51   | 0         | 0 | 2 | 8  | 10 | 20    | 88          | 4.40 |
| 52   | 0         | 0 | 2 | 11 | 7  | 20    | 85          | 4.25 |
| 53   | 0         | 0 | 1 | 7  | 12 | 20    | 91          | 4.55 |
| 54   | 0         | 0 | 3 | 7  | 10 | 20    | 87          | 4.35 |
| 55   | 0         | 0 | 3 | 8  | 9  | 20    | 86          | 4.30 |
| 56   | 0         | 0 | 2 | 9  | 9  | 20    | 87          | 4.35 |
| 57   | 0         | 0 | 2 | 9  | 9  | 20    | 87          | 4.35 |
| 58   | 0         | 0 | 3 | 6  | 11 | 20    | 88          | 4.40 |
| 59   | 0         | 1 | 1 | 10 | 8  | 20    | 85          | 4.25 |
| 60   | 0         | 0 | 1 | 11 | 8  | 20    | 87          | 4.35 |

## APPENDIX I

### CERTIFICATE OF LANGUAGE EDITING



Philippine Normal University  
*The National Center for Teacher Education*  
CENTER FOR RESEARCH AND DEVELOPMENT IN EDUCATION  
Taft Avenue, Manila 1000, Philippines  
Te/Fax: (632) 527-0366

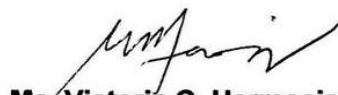
---

### CERTIFICATION

May 27, 2013

This is to certify that I edited the Special Project entitled, "*A Needs-Based Guidance and Counseling Program for Grade Seven Students of Woodridge College, School year 2013-2014*", of **Mrs. JENNIFER G. GREGORIO**, Master of Education with Specialization in Guidance and Counseling.

This certification is issued to Mrs. Gregorio for attachment to her Special Project.

  
**Ma. Victoria C. Hermosisima**  
Faculty Researcher

## APPENDIX J

### CERTIFICATE OF AUTHENTICITY

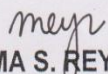


Philippine Normal University  
EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER  
Taft Avenue, Manila 1000, Philippines  
Tel/Fax: (632) 527-0366

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#### CERTIFICATION

This is to certify that the special project of JENNIFER G. GREGORIO entitled "*A Needs-Based Guidance and Counseling Program for Grade 7 Students of Woodridge College School Year 2013-2014*" **passed** the authenticity test performed by the Center on June 20, 2013, using the Anti-Plagiarism software of the university.

  
**WILMA S. REYES, Ph.D.**  
Director

PNU OR No: 37373  
UCRSS CN: 2013 - 0164  
Student No: G2009127049





## APPENDIX K

### CURRICULUM VITAE

#### JENNIFER G. GREGORIO

📍 Block 4 Lot 4 Doña Vasillaje St.  
Springville Heights V, Molino, Bacoar,  
Cavite 4102



Mobile: 0925-502-1889  
Office: 046-477-0982  
jenjhanelle99@yahoo.com

---

#### Skills

- Microsoft Office Specialist in Word, Excel, Powerpoint 2003
- Proof reader
- Accounting

---

#### Professional Experience

**Woodridge College** June 1, 2004 to Present  
Soldier's Hills IV, Molino Bacoar, Cavite

**Guidance Facilitator**  
Preschool to High School (2006-Present)  
Preschool and Elementary (2004-2006)

**St. Paul College, Pasig** June 1, 1997 to May 30, 2004  
St. Paul Road, Brgy. Ugong, Pasig City

**High School Guidance Counselor, 1<sup>st</sup> year level**  
June 1, 2001 to May 30, 2004

**Purchasing Assistant**  
June 1, 2000 to May 30, 2001

**High School Guidance Counselor, 3<sup>rd</sup> and 4<sup>th</sup> year levels**  
June 1, 1997 to May 30, 2000

**St. Paul College, Manila** August 25, 1996 to May 30, 1997  
680 Pedro Gil St. Malate, Manila

**Secretary, Office of the Student Development**  
October 1, 1996 to May 30, 1997

**Religion Teacher, Grades 4, 5 and 6**  
August 25, 1996 to May 30, 1997

**ATAC Electronics** August 1992 to March 1993  
**Repair of Telephone Device for the Deaf (TDD)**  
City of Industry, California, USA

- Quality Control**
- Inspected and prepared repaired TDD units for shipment

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## Professional License

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Licensure Examination for Teachers

Taken on **August 26, 2001**, with a general rating of **82.2%**

PRC License No: **728227**

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## Education

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Philippine Normal University

**Master of Education**  
**Guidance and Counseling** 2009-2013

St. Paul University, Manila

**Education Units** 2000-2001

**Bachelor of Science in Psychology** October 1996  
Honor Student, (1st Sem, 1994-1995)  
St. Paul Awardee (1996)

St. Paul College, Pasig

**High School** 1991

**Grade School** 1987

**Preschool** 1981

Paulinian Loyalty Awardee

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## Accomplished Special Tasks

---

**School's Official Representative** in Meetings / Seminars regarding National Tests  
**Testing Coordinator for all Levels**, NAT / NCAE / REAT, Annual Event

**Guest Speaker**, Grade 6 Parents Recollection

Invited by *Pledge of Love School*, Deparo, Caloocan City

held on November 6, 2011 at St. Bridget's Retreat House, Tagaytay City

**Group Process Facilitator**, Team Building Seminar-Workshop

for Third Year High School held on October 17, 2010

at Paradise Farms National High School, Bulacan

**Chairman**, Registration of Secondary Schools and

**Task Force Member**, Steering Committee

2<sup>nd</sup> Division Training Program in Campus Journalism for Private Schools

Imus Institute, Sept. 12-14, 2006

I hereby certify that the abovementioned facts are genuine and accurate.

**JENNIFER G. GREGORIO**