

## **BIBLIOGRAPHY**

CONCHITA L. OIDE, November 2006. Developmental Needs: A Guidance Intervention Program Paradigm for Baguio City National High School Roxas Annex Students. Benguet State University, La Trinidad, Benguet.

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## **ABSTRACT**

The study intended to determine the socio-demographic profile of the respondents, identify the priority developmental needs of the students, determine the relationship between the students' profile and the areas of needs, determine the extent of the satisfaction of the teachers in the fulfillment of their guidance functions, determine the relationship between the teachers' profile and the degree of satisfaction in the fulfillment of their guidance functions, and identify the extent of sensitivity of teachers to the developmental areas of needs.

The study was conducted in Baguio City National High School Roxas Annex at North Sto. Tomas Road, Baguio City.

The majority of the students range in age from 13 to 15 years, and are third years, highlanders and Catholics. The distribution of male and female respondents is equal. Most of the teachers are married, females and Catholics. All of them are degree holders of secondary education and several have taken master's units. The majority of the parents are high school graduates and Catholics.

The priority developmental needs of students as perceived are knowing proper nutrition along physical area, understanding one's self and others along psychological area; feeling accepted and respected along emotional area; developing open-mindedness along cognitive area; having friends along social area; understanding clearly what is right from wrong along moral area; and acquiring information about new schools along career area.

The teachers fulfill their guidance functions very satisfactorily. They are most effective in fulfilling the roles of helping students to understand themselves, facilitating knowledge, helping explore occupations, motivating and directing learning, and developing desirable ideas of leadership. Conversely, they are less effective in fulfilling the roles of knowing available resources in school and in the community, collecting and interpreting records, sponsoring curricular activities and planning and implementing intervention programs.

Students' age, year level, ethnic origin and religion do not affect the areas of developmental needs but not in sex. It may be generalized that sex is an important factor that affects physical psychological and moral needs. Although inconclusive the highest relation is seen in the psychological area according to age, moral area according to year level, emotional area according to sex, and career area according to ethnic origin.

Teachers' civil status, religion, educational background and field of specialization do not affect the satisfaction of the fulfillment of the guidance functions but not sex..

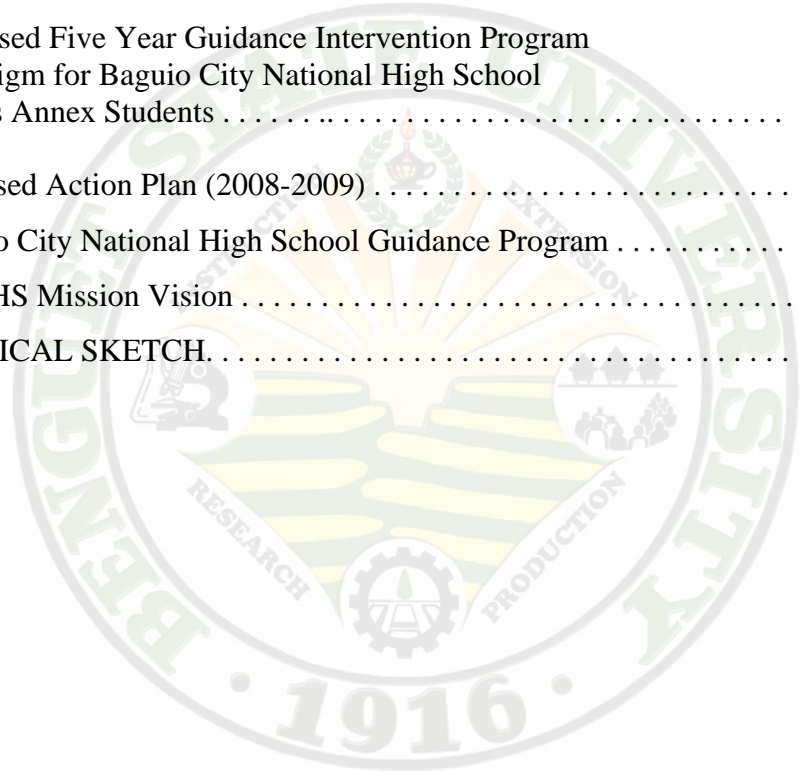
The teachers are most sensitive in the areas of moral, social, cognitive and career needs. Conversely, they are least sensitive in the areas of physical and psychological needs.

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## **INTRODUCTION**

### Background of the Study

Every child comes in this world not only as a body but and as a soul. While he is not yet capable of fending for himself, it is the moral responsibility of the society to take charge of his needs based on his very nature.

It is important that the child's material and immaterial needs are well provided for. Neglect or lack of support to any of those needs could spell disaster not only to the child as an individual but to society as well. On the other hand, if the child's needs are given he achieves self-actualization.

Needs could mean imperfection. On the contrary, needs bring out the beauty of being human. They connect one's life with those of others. As a result, they make one realize his necessary link with others (Kelly, 1933).

Needs implies something, which is required for the individual to attain an end or objective commensurate with his nature, origin and destiny as a human person (Kelly, 1933). This means that needs could mean a state of lack or absence. Due to his needs, the individual struggles for achievement and completion of such needs. In the process that he exerts efforts he discovers his potentials. Simultaneously he comes to realize the importance of others for the realization of his needs. Thus he develops significant relationships.

Needs could be a source of satisfaction when met. On the other hand it becomes a source of tension, conflict and frustration when it is not met. These



negative results are usually manifested by misbehaviors. Kelly (1933) continued that basic needs could be physical and psychological which have to be satisfied properly in order that the mind and emotions may function adequately.

Currently, several types of students were identified in classroom settings you have special needs: students with specific cognitive or academic difficulties, students with social and behavioral problems, students with general delays in cognitive and social functions, student with physical or sensory challenges, and students with advanced cognitive development (Omrod, 2000).

Students with specific or academic difficulties are those who have low self-esteem related to academic difficulty. Moreover these students are susceptible to the pressure of their peers due to their learning disabilities, and in some cases, due to poor social skills and few friends.

Students with social and behavioral problems are identified separately. They are also those who have poor social skills. These students experience difficulty in social problem solving, rejection of peers and few friendships. In addition, since they misinterpret social cues, they have less ability to recognize the emotional state of others. Moreover, they have less empathy and difficulty in perspective thinking.

There are also students with general delays in cognitive and social functioning. The main problems are usually low self-esteem, and poor social skills. They have difficulty identifying and interpreting social cues. As for the



ideas of right and wrong they may belong to the concrete level but most of the time they belong to the pre-conventional level.

Students with physical or sensory challenges, on the other hand, are those who will have fewer friends or may resort to social isolation. There are fewer opportunities to develop social skills because of their feelings of insecurities.

Some students with advanced cognitive development may have average development and emotional adjustment. Others may have difficulty because they are very different from their peers. They also experience conflicts especially among females between the need to develop and display abilities on one hand, and to gain peer acceptance on the other.

According to the National Career Development Guidelines (1989), students need assistance in increasing self-knowledge, educational and occupational exploration, and lifelong career.

In 1988, Gysberg listed the following career development needs of students: help in translating their emerging career identities through effective placement and following through adjustment activities; help in translating their emerging career identities into reality; and opportunities to continuously explore and test out from an internal frame of reference their personal attributes in relation to educational and career opportunities.

The STWO Act of 1994 states the strong need for career education and career development programs for all students. For these to take place, students will need information sharing, communication, and career education, labor market





information, job placement, work experience programs, counseling, assessment and public relations (Ettinger, Lambert and Rudolf, 1994).

Recent authors point out that there are emerging emotional needs. On emotional intelligence, Goleman (1996) defines and identifies emotional needs, and said that all humans have basic emotional needs but they differ in the strength of need. Most schools treat psychological needs as identical with emotional needs. As a result the students experience frustration and thereby act it out as misbehaviors. This is specially seen first when all children are expected to do the same thing at the same time. Secondly, misbehaviors are evident when students are not challenged with things that are relevant to their lives. As claimed by said author, it is mostly in the dysfunctional families that emotional needs are not met. In response to these two factors Goleman emphasizes the importance of identifying the individual's unique needs and satisfying them to lessen behavioral problems.

Eventually aid from the international studies several researchers undertook studies in the local and regional level. Some of which are directly and indirectly connected with this study.

Fulgueras (1998) after assessing the needs in Abra, gave a brief summary of the socio-economic and cultural needs of the place. The first three problems perceived were unemployment, lack of education and graft and corruption. The assessment indicated that the school is not addressing itself to the priority needs of the people. The system of education services is focused on academic and



religious roles, which served as its strength. On the other hand, its weaknesses are not being able to address fully the economic and socio-cultural needs of the people. As a result it was recommended that non-formal education program be given attention.

The foregoing studies which were concerned with identifying the needs of students became the basis of the present study.

### Statement of the Problem

The study aimed to determine the perception of the extent of needs of the students of Baguio City National High School Roxas Annex. It also determined the guidance services that respond to their needs.

Specifically, it sought the answers to the following questions:

1. What is the socio-demographic profile of the respondents at Baguio City National High School Roxas Annex?
2. What are the priority developmental areas of the students as perceived by students, teachers, and parents?
3. What is the relationship between the extent of priority developmental areas of the students and their socio-economic profile?
4. What is the extent of satisfaction of the teachers in their fulfillment of the guidance function?
5. What is the relationship between the extent of satisfaction in the fulfillment of the guidance function and the teacher's profile?



6. What is the extent of sensitivity of teachers to the priority developmental needs of students?

### Objectives of the Study

The study determined the extent of needs of the students of Baguio City National High School Roxas Annex. It also aimed to determine the guidance services appropriate to respond to these needs. The specific objectives are:

1. To determine the socio-demographic profile of the respondents at Baguio City National High School Roxas Annex.
2. To identify the priority developmental areas of the students as perceived by students, teachers, and parents.
3. To determine the relationship between the extent of priority developmental needs of the students and their socio-economic profile.
4. To determine the extent of satisfaction of the teachers in the fulfillment of their guidance functions.
5. To determine the relationships between the teachers' socio demographic profile and the extent of satisfaction in the fulfillment of their guidance function.
6. To identify the extent of sensitivity of teachers to the priority developmental needs of their students.



### Importance of the Study

This study is important in the field of education because it contributes to the learning process. When learning is based on needs, it becomes a natural education. This means that when basic needs are considered when teaching, then learning is integrated with life. Thus education becomes realistic in a way by which the learner can adopt to the changes in his social environment.

This study is also important in the field of guidance and counseling. It would be a basis of a guidance program. When the extent of needs is known then counselors could find ways on how to satisfy such needs. This would then lessen behavioral problems among students.

Determining the extent of needs of the students would help them be aware of what they do not have at the moment. They would be challenged to reflect on their present condition. They would have a general check-up of themselves, family and community.

It is hoped that in identifying the needs of the respondents the administration would gain insight into how they could become more effective and efficient. They are challenged to create a healthy climate which would respond to these needs.

This study would like teachers to understand the needs of their students: that in the process of education, teachers will not only respond to the intellectual needs of their students but also of other needs in other areas of their



responsibility. The study would help parents to note the essentials of life they have to provide for their children to grow up as good citizens.

This study could be a basis of further studies perhaps in wider scope. It could serve as an eye opener for leaders to really know the needs of the citizens before they implement particular programs and projects.

On the part of the researcher, this study is important due to personal and professional reasons. This study would enrich her own growth and development. Undergoing this study challenged her knowledge and skills. This study made her reflect on her life in the past, present, and future. It made her understand herself better. In her profession as a teacher and counselor, this study made her understand her students and clients better. She came to realize that it is her moral responsibility to cater as much as possible to all their needs. She would have a basis of becoming a contributing factor to their development as persons.

#### Scope and Delimitation of the Study

Only seven areas were considered in the study of extent of needs: the physical, psychological, emotional, intellectual, social, moral and career. These were considered since the focus of the study is the developmental needs of the students in Roxas Annex.

This study is focused on the needs if the students of BCNHS Roxas Annex of the School Year 2004-2005, it includes their personal perception on the extent of their needs.



## REVIEW OF LITERATURE

This section contains ideas, concepts and theories from materials that are related to the study.

The needs of man are based on his nature. This means that his needs are classified based on the different areas of his development: the physical, psychological, emotional, intellectual, social, moral and career. These needs differ as one goes through the different stages of life.

### Students' Profile

#### Age

According to Bigner (1983) the onset of puberty is at the age 13. Late adolescence starts at 18 years of age with the physical changes completed or extended for some up to the age of legal maturity. The individual completes his high school education. In the process, he also attains a sense of social status or social identity up to the early 20's. Gould (1965) meanwhile identified age 16 to 18 as stage 1 of adult development characterized by the desire to become independent; age 18 to 22 as the second stage, the launching away from parents, openness to the world and continued peer group orientation. In Piaget's Cognitive Theory age 11 or 12 up through adulthood is generally in the formal operational stage whereby logical reasoning process is applied to abstract as well as concrete objects. For Super's Theory on career, age 14 -18 is the stage of crystallization whereby the individual develops ideas on his future work. Age 18 -22 is identified



as the specification stage, where an individual reduces his choices and starts doing actions that he believes are related to his future life career. In the psychosocial theory of Erikson, age 12 to 18 is the stage, of identity versus role confusion stage. This is a point where the individual either becomes aware of his uniqueness or is unable to identify his appropriate role. Age 18 to 30 is the stage of intimacy or isolation, wherein the individual may develop love and sexual relationship or he will fear relationship with others.

### Sex

Physically. Bigner (1983) stated that girls experience growth spurt earlier than boys. Boys motor performance becomes better than that of girls in gross body skills. Boys become more conscious of the size of their bodies and penises. They are expected to be muscular and well developed. Girls are expected to be petite and shapely.

Psychologically. When it comes to accidents and injuries boys exceed girls due to males' greater latitude of activities outside the home. Males show increase of desire to take risk thus manifesting more aggressive behavior. Havighurst (1970) explained this further by confirming that boys have less regulations and control from parents as compared to the girls. Boys who belong to these environment and who receive frequent praises from their fathers have a higher sense of identity. Girls, on the other hand, develop this higher sense of



identity when their mothers are less restrictive and when they have greater freedom in expressing their problems to both parents (La Voie, 1976).

While society tends to belittle women it is also programmed to feed the ego of men. Thus a man feels great and he needs a lot of respect and appreciation. For him job success is supreme especially during the early professional years. Therefore he needs someone to identify with his goals, someone to help him achieve his goals and someone to inspire him to attain his potentials (Borough, 2000).

Generally men appear to be tough from the outside and insensitive because this is what is considered masculine by society. However they do have a soft side, as confirmed by Martinborough, who stated that men secretly welcome encouragement. Generally they do not admit that they are hurting so it takes a lot of sensitivity for someone to know and respond to this need. Secretly they are also sensitive to tender loving care. They would rather express their love in concrete ways or in actions like giving their salary or providing the needs of the family (Borough, 2000). Perhaps only few can show this side since this has always been considered as a feminine quality. Generally, men prefer a stereotype image of always being tough and unfeeling.

The women, on the other hand, are described as individuals who often get pushed around. If one is a full time housewife, she may be considered inferior. If she is a career woman, some men may turn her workplace into a battlefield. In some societies she performs the same job but is paid lower than her male





counterparts. She often has to sacrifice her marital and professional goals for her husband. All these would lead her to ask, “Am I really important?” Women need a lot of appreciation to enhance their self-worth. Special occasions should be utilized to affirm and reassure them of their importance. Women appreciate help in their household duties because aside from their jobs, they are also full-time house keepers. Their moods and feelings change due to biological changes in their bodies. During such times they need someone thoughtful, loving and caring. They like to hear the words “I love you all” the time. For them it serves like oil for the machine to function properly (Borough, 2000).

Cognitively. Girls rate higher than boys in overall academic performance. Studies report that performance of girls versus boys is rated twice the ratings of intellectual ability (Oliver, 1974). The difference may reflect the disadvantages boys encounter in academic work due to a shorter life span and more aggressive and restless behavior.

Generally men are left-brained, which means that they process data logically and sequentially such as they proceed from cause to effect. They are highly objective in solving their problems. When it comes to decision-making they usually use their skills of reason. (Borough, 2000).

In general women are more right-brained, which means that they are more intuitive. They process data globally so they see first the whole before the parts. They solve problems experimentally. Use synthesis, they arrive at a conclusion spontaneously by using their intuition correctly without any data sheets.



Socially. Early maturation is an advantage for the boys. They become the leaders due to the responsibilities given to them by adults (Newman, 1997). On one hand, it can cause conflict and animosity with their peers (Jones and Mussen, 1958). For the girls early maturation is more of a disadvantage because they look different and their psychological experience is also different (Hurlock, 1982).

Early maturation for them means more stress, more conflict with parents, poor school performance and early dating (Newman, 1997).

Morally. Gilligan stated that Kohlberg's Theory was exclusively for men since its emphasis is more on the issues of fairness and justice at the same time overlooking the aspects of compassion and caring; and that morally women are so socialized that they stress personal relationships. Thus, they show greater concern for the welfare of others.

### Ethnic Origin

Ethnicity as defined by Woolfolk (1995): a group characterized in terms of a common nationality, culture or language; and as asserted by Slavin (1997): that one of the pervasive concepts of ethnicity is directly related to culture, and explains that ethnic group is the culture where the individual grows up. It is a source of shared identity usually because of a common place of origin such as Swedish, Polish, Greeks, etc.



## Religion

Based on the manual of Saint Louis University, religion is related to psychology. These two respective fields are said to be similar due to the following reasons:

First, both are concerned with the persons search for self-fulfillment .This means both serve as a way of motivating the individual to make the most out of his potentials. Both serve also as a guideline for the individual on how to deal with his problems and how he is going to handle his relationship with others.

Secondly, both emphasize self-knowledge as the key to personal development. Through these fields the person reflects on his actions and motives. He tries personally to be aware of himself in relation with others, his environment and his faith.

Third, both fields open a different view of regarding others. In the process of understanding himself the person comes to understand others better. Through psychology and religion the individual can have deeper insights into the problems and attitudes of others. Carl Jung, a psychologist, confirmed that religion is a fundamental part of human life and has a great influence on the development of personality. His conclusion was a result of observing his mentally disturbed patients. He noticed that all neurotic patients were sick because they lost things that a religious faith has always given to its followers. Not one of them has really recovered unless they are able to adopt a religious attitude in keeping with what they have lost.



## Parent's Teacher's Profile

### Occupation

When it comes to occupation men are able to adjust better under three particular conditions. First, his job should allow him to fulfill the roles he wants. Second, when he feels that his job is making use of his abilities and trainings. Third, when he is able to adjust to authorities. Finally the condition of salary or financial rewards is the deciding factor to stay or not to stay in a job (Hurlock, 1982).

For women, adjustment would depend on situations like when unable to find jobs suited to abilities, trainings, and expectations they feel frustrated. When they feel they are in dead-end jobs they become bitchy bosses and take out there frustration on subordinates. Some aspire below their capacity to avoid rivalry and surpassing male co-workers. Some are affected when denied leadership roles in their workplace. Several may resent a double workload at home, and in the workplace women who assume the role of a wife and mother long for the job they have given up (Hurlock, 1982).

### Civil Status

Married. One task of family life is marital adjustment. People who marry during their thirties frequently require longer period of adjustment and the end result may not be as satisfying as those who marry earlier. However, those who marry in their teens and early twenties tend to make the poorest adjustments. Four



main adjustments are very essential for marital happiness. These are adjustments with the mate, sexual adjustment, financial adjustment and in-law adjustment (Hurlock, 1982).

Single. Not all adults decide to get married; others decide to stay single. Some do not marry due to personal reasons while others maybe due to environmental factors. Several reasons were identified why young adults remain single. Among these are the following: unattractive appearance, physical defect or prolonged illness, lack of success in looking for a mate, unwillingness to assume responsibilities of a married person, desire to pursue a long-term career, live in a community with unbalanced sex ratio, lack of opportunity to meet eligible members of the opposite sex, responsibilities to parents and siblings, disillusionment due to an unhappy family experience, sexual availability even without marriage, exciting lifestyle, opportunity to rise from vocational ladder, freedom to experiment and change work and lifestyle, belief that social mobility is easier when single, satisfaction derived from vocation and life pattern and success in personal adjustments.

Widow. According to Havighurst (1970), being a widow presents a lot of problems. Among these are economic, social, family, practical, sexual and residential problems.

Economically speaking, most widows cannot earn enough to maintain the life they have been used to. Usually the inheritance they receive is not adequate



due to continuous economic inflation. Some may be exempted if the husband has built a sizeable estate and has carried a large life insurance.

When it comes to social life, widows usually experience being out of place with married people. This is especially true during the middle age in which like the adolescent stage is very pair-oriented unless it happens that a widower is also present. Most of her activities would mostly be with other women.

At home she plays both the role of a father and mother. She faces all the family problems all by herself. Still others may have to deal with problems related to relatives of the husband especially if they are not in good terms with each other.

Practical problems would include household tasks like fixing water pipes, repairing roofs, fixing damage appliances, etc. Widows are forced to pay for outside help unless children can help in doing these tasks thus an additional strain to the meager budget.

### Needs Theories

Maslow's hierarchy of needs presents five classifications of needs, as follows: physical needs, safety needs, love needs, esteem needs and self-actualization needs.

Physical needs pertain to food, drinks, rest, and exercise. These are the needs essential for man to survive as a biological being. Coming next are safety needs, which would refer to protection from harm or physical injury like shelter,



clothing, protection from fire, police protection, laws and insurance. Man has a need to be secure to a certain extent.

Upon fulfilling physical and safety, needs man is set for the next level, which is the need of love. Love needs entail being wanted by another person, feeling warmth, having sense of belonging, giving and taking affection, and being loved by another and in return, reciprocating love.

As the individual becomes assured of his security on physical, safety and love needs he proceeds to the next rank: esteem needs, which include being proud of oneself and others, needing approval, needing status, and needing to be important for what one does, what one is, and what one knows.

Self-actualization is the need to achieve one's full potential to be oneself. This need would have been the state of the person being able to reach his basic needs. The individual goes beyond himself and achieves a loss of self-awareness.

Updated versions included the aesthetic needs and cognitive needs in the 1970's, whereby aesthetic needs refer to the need for beauty, balance and form, etc. Cognitive needs refer to the need for knowledge, meaning and self-awareness.

In the 1980's the most recent version, the stage of transcendence, was included as the highest level of needs, whereby the person who is now self-actualized becomes capable of motivating self-actualization in others.

Murray's Need Theory identified at least 20 needs (Table 1) and identified them accordingly: achievement, affiliation autonomy, succorance, nurturance and



order. Achievement needs are to accomplish, to master and to manipulate.

Everybody wants to feel that he is doing something worthwhile.

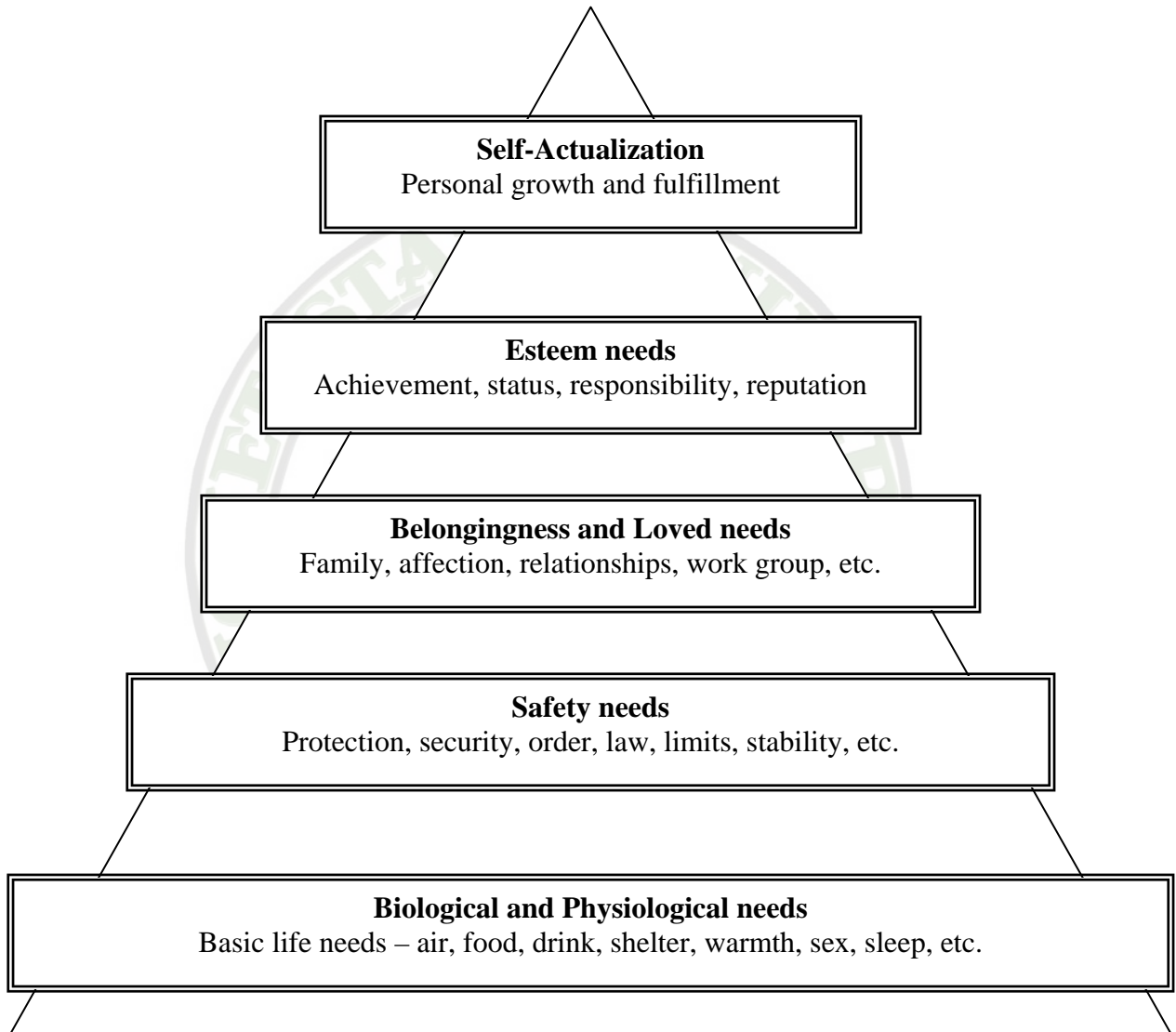


Figure 1. Maslow's Hierarchy of needs (Original five-stage model)





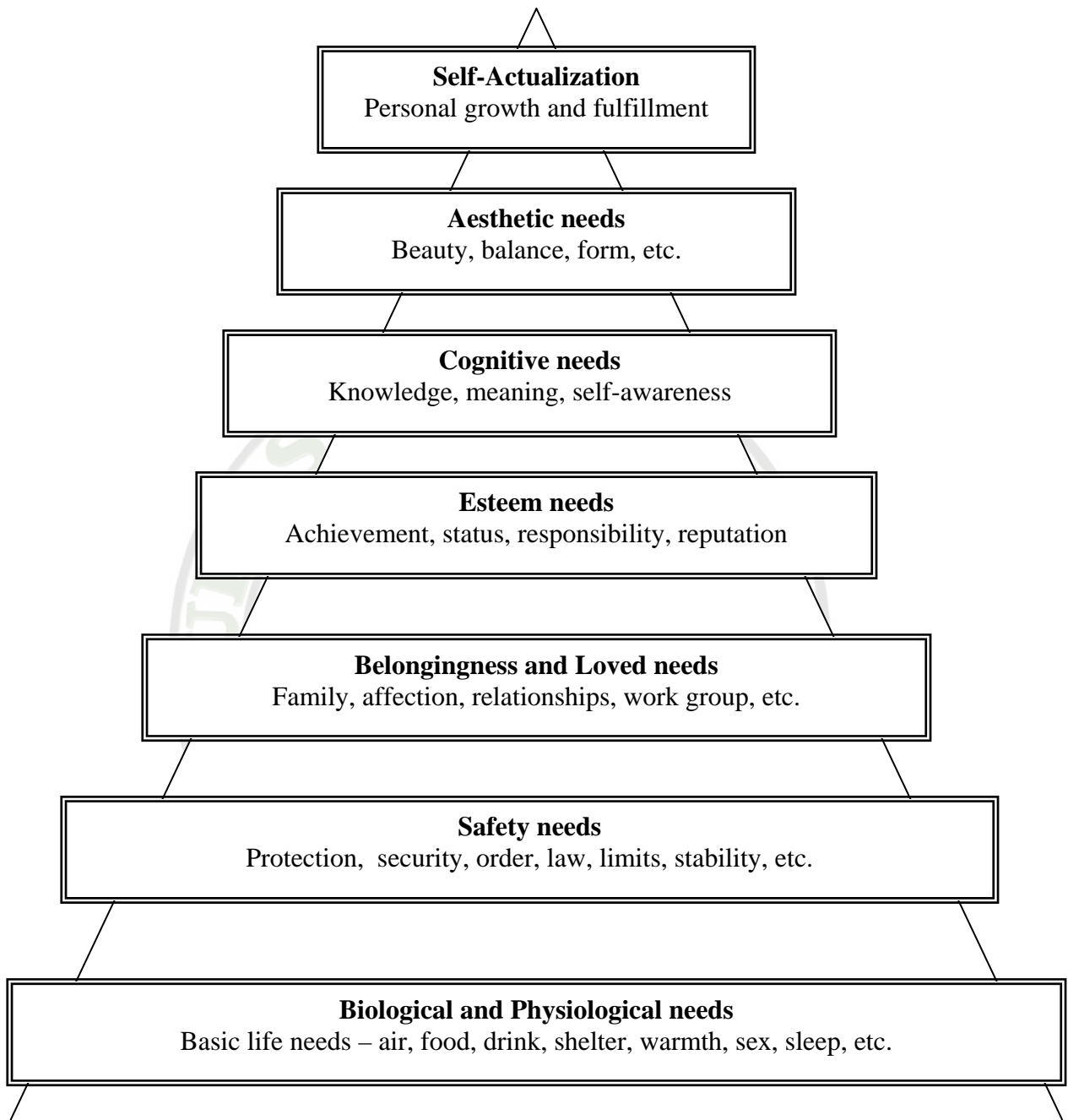


Figure 2. Hierarchy of needs (1970's seven-stage model based on Maslow)



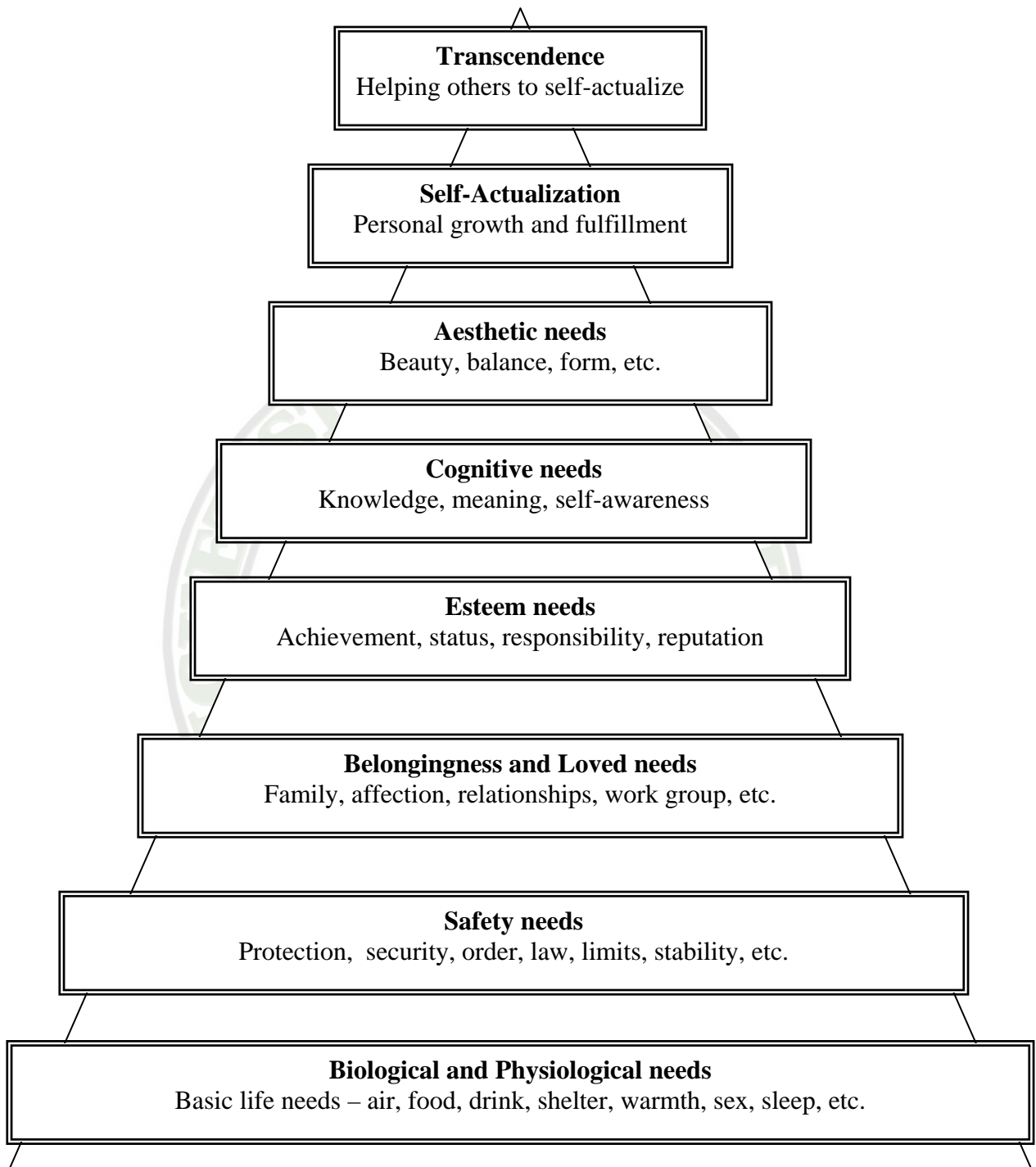


Figure 3. Hierarchy of needs (1990's eight-stage model based on Maslow)



Affiliation needs are to be closed to others, to cooperate and to reciprocate. The individual needs connections through relationships.

On the other hand, autonomy needs are to be free, to be independent, to act according to impulse and to resist authority. An individual needs to do particular things for himself. Succorance needs are to be nursed, protected, loved, assisted, guided and indulged. It is also a need to be taken care of every now and then.

As for nurturance, these are needs to nurture others, protect, guide and assist them as well. There are points in life where others play an important role on individuals whom they can depend on. Finally, order needs entail being orderly, clear and precise. Persons need to feel that there is a standard way of approaching things.

Several personality theories related to needs were proposed by Lewin, Freud, Jung and Adler.

### Personality Theories

Lewin's self-theory pictures the self as having three parts: personal self, social self and ideal self. The personal self refers to the image of the person himself, his attitudes, beliefs, impressions, habits and values. This is his private self. The social self represents his perceptions, attitudes, and feelings about self in relation to others. This self represents his public life. Finally, the ideal self is the



image of the person of what he wants to become. This self has something to do with the future self that has yet to be achieved.

Table 1. Murray's list of needs

NEED	FUNCTION
DOMINANCE	To control one's human environment
DEFERENCE	To admire and support a superior other
AUTONOMY	To resist influence or coercion
AGGRESSION	To overcome opposition forcefully
ABASEMENT	To submit passively to external force
ACHIEVEMENT	To accomplish something difficult
SEX	To form and further an erotic relationship
SENTIENCE	To seek and enjoy sensuous impression
EXHIBITION	To make an impression
PLAY	To relax, amuse oneself, seek diversion, and entertainment
AFFILIATION	To form friendships and associations
REJECTION	To snub, ignore or exclude another
SUCCORANCE	To seek aid, protection, or sympathy
NURTURANCE	To nourish, aid, or protect a helpless other
INFAVOIDANCE	To avoid humiliation
DEFENDANCE	To defend the self against assault, criticism and blame
COUNTERACTION	To master or make up for a failure by re-striving
HARM AVOIDANCE	To avoid pain, physical injury, illness and death
ORDER	To put things in order
UNDERSTAND	The tendency to ask or to answer general questions.



Aside from the self-picture divided into parts, other psychologists gave divisions to man's way of thinking. This is especially true with Freud, who divides the individual's thinking into three parts: id, ego and superego. The id is the source and reservoir for satisfying infantile, instinctual, and basic wants. It creates the desire for food, sex and bodily needs that seek immediate satisfaction. It is part of the unconscious or hidden self. On the other hand, the superego is the internal watchdog or conscience of the individual. It serves as force to exert pressure to uphold values learned. Feelings of guilt occur when morals are violated.

Lastly, the ego is the integrating mechanism. It accepts the instinctual demands of the id and the culturally and conscientiously accepted regulations of the superego. It regulates the id and the superego to external conditions to which the person can best survive.

Carl Jung believed that all people could be divided into two types: the extrovert the introvert (Table 2). Extroverts have great interest for the external world. They love people and let them know their inner feelings and thoughts. They tend to be actively engaged with people, things and activities. Therefore what they need are opportunities for social activities. Conversely, introverts have great interest in the world of the minds. They like to be alone or be with people whom they know well. They keep their feelings and thoughts to themselves. Much of their activity takes place in thinking, dreaming and imaging.



Table 2. Psychological types by Carl Jung

Function	Extraverted Type	Introverted Type
Thinking	They live according to fix rules. Tend to respect tradition and authority. They repress their feelings and try to be objective but sometimes dogmatic	Have strong need for privacy. They tend to be theoretical, intellectual and somewhat impractical.
Feeling	Such persons are very sociable who seek harmony in the world. They tend to be emotional since thinking is repressed.	Such individuals tend to be quiet, thoughtful and hypersensitive. Thinking is repressed and may appear mysterious and indifferent to others.
Sensing	Such individuals seek pleasure and enjoy new sensory experience. They strongly oriented towards reality and repress intuition.	Such individuals tend to be calm, passive and artistic. They focus on objective sensory events and repress intuition.
Intuition	Such individuals are very creative and find new ideas appealing. They tend to make decisions based on hunches rather than facts and are in touch with their unconscious wisdom. Sensation is repressed.	Introverted intuition. Tend to be mystic dreamers who come up with unusual ideas and are seldom understood by others. Sensing is repressed.



The introverts need intellectual activities, privacy and socialization with their selected friends, if any.

Some researchers adapted the philosophical approach applied by Alfred Adler (1870-1937), who said that "the soul of determinism for a person was his or her will-power. This he believes was the primary motive of people. According to him the main consideration on people lives is to excel in social, economic, and sexual competition. He asserted that failure in these areas would lead to inferiority complex. As a result the person will be responsible for great efforts to compensate for their defeats.

### Developmental Theories

Piaget's Cognitive Theory features the four stages of logical reasoning capabilities: sensory motor stage, pre-operational stage, concrete operation stage and formal operation stages (Table 3). Each stage in Cognitive Development implies that needs have to be provided for the cognitive abilities to develop adequately.

In the sensory motor stage, children develop schemes based on behaviors and perceptions. The children come in contact with the physical world through their senses but no thinking takes place.



Table 3. Piaget's cognitive theory

Stage	Characteristic
Sensory motor-birth-2 years old	Scheme is based on behaviors and perceptions; schemes does not represent object yet .Beyond a child's immediate view.
Pre operational Stage-2 years to 6 or 7 years old	Schemes now representing objects beyond child's immediate view, but child does not reason in logical adult like ways.
Concrete operational 6 or 7 until 11 or 12 years old	Adult like logic appears out but is limited to reasoning about concrete reality.
Formal Operational 11-12 through adult	Logical reasoning processes are applied to abstract ideas as well as concrete objects.

During the pre-operational stage children develop a scheme that represents objects being child's immediate view. Children acquire language through imitation. Although, thinking starts, it has limitations that result to cognitive errors. In the formal operation stage, children can apply logical reasoning processes both to abstract ideas and relations concrete objects. It is a stage where children work with concrete elements like objects, and dimensions.

While Piaget focused on the cognitive development within the individual another theory contends that external factors influence cognitive development. Vigotsky (1920) emphasized the importance of society and culture to promote cognitive development. His theory is called the socio-cultural perspective. His theory can be summarized into several basic assumptions.





First he said that the mental process begins as social activities. As children develop they gradually internalize these processes and begin to use the mind independently. Second, he concluded that thought and language initially develops independently after each other. The two become interdependent only when children are about two years old. Third he said that it is through both informal conversations and formal schooling that adults convey to children the way in which their culture interpret the world. Fourth, he proposed that children can perform challenging task when assisted by more advanced and competent individuals. Lastly, challenging task can promote maximum cognitive growth.

Erickson described the eight stages of development. The first stage is trust versus mistrust, wherein the child learns whether or not others could be trusted to satisfy their basic needs. When parents and other primary caretakers can provide his needs, the child learns that others are consistently reliable and dependable. If, on the other hand, both parents and primary caregivers ignore the needs of the child he learns mistrust. The child views the world as undependable, unpredictable and possibly dangerous.

As the child develops physiologically he now reaches the stage of autonomy versus shame and doubt. In this stage he is encouraged to do particular things for himself. The encouragement and support of adults leads to independence. In contrast, when adults demand too much or when they ridicule first attempt then the child will develop shame and doubt of his ability to handle problems present in the environment.



During the initiative-versus-guilt stage, the child has ideas of what he wants to do-for example, small projects like making houses or roads in the sandbox. When given the encouragement and support by parents and teachers he develops initiative. If not, he feels guilty about his needs and desires.

When reaching the industry-versus-inferiority stage, the individual is expected to master his academic skills. He learns that he earns recognition through his accomplishments. When appreciated he demonstrates industry. When punished or unable to meet the expectation of parents and teachers, the child may demonstrate feelings of inferiority.

As the individual makes it to identity versus confusion stage he initially experiences some role confusion as an adolescent. After which most adolescents achieve a sense of identity regarding who they are and where their relatives are headed.

Once a person has established his identity he is now ready for the stage of intimacy versus isolation. When he is capable of forming relationships that are intimate and reciprocal, then he is ready for intimacy or commitments. Failure to develop such relationships due to reluctance or inability to forego satisfaction of their own needs results to isolation.

In the middle age of a person he experiences the generativity-versus-stagnation stage. When he contributes to society and helps guide the future generation like raising a family or taking roles that improve society, then there is a sense of generativity, productivity and accomplishment. Meanwhile, an



individual who is self-centered, unable and unwilling to help society will develop a feeling of stagnation and dissatisfaction due to lack of production.

The final stage is integrity versus despair, which is retrospective in nature. In this stage the person looks back at his life and accomplishments. He develops a feeling of contentment and integrity if he believes that he has led a happy and productive life. The person may develop a sense of despair when he looks back at life as a series of disappointments and unachievable goals.

Aside from his cognitive and psychosocial development another essential part of individual's development is his becoming a moral being.

Kohlberg's moral development stages are divided into three levels. Each level is divided into two stages. Level 1 is what he called pre-conventional morality. This is divided into two stages. Stage 1 is identified as punishment avoidance and obedience. In this stage, moral decisions are based on what is suitable on oneself without regard of the others. He only obeys rules established by more powerful individuals. He disobeys when he can without getting caught. Stage 2 is described as exchange favors. The individual recognizes that others have needs. He makes attempts to satisfy the needs of others provided that his own needs are met. Right and wrong depends on the consequence on the self.

Level 2 is referred to as the conventional morality. This level includes stage 3, where moral decisions are based on what pleases others specially authorities. The main concern is interpersonal relationships. He now considers intention in determining guilt or innocence. Stage 4 is the law and order stage.



Table 4. Eisenbergs' levels of pro social behavior

Stage	Function
Level 1: Selfish and self-centered Orientation (most preschool and many early elementary students)	Students show little interest in helping others apart from serving their own interests. They exhibit pro social behavior primarily to benefit themselves.
Level 2: Superficial "needs of others" orientation (some preschool and many elementary school students)	Students show some concern for another's physical and emotional needs, but their concern is simplistic and lacks true understanding of the other's situation.
Level 3: Approval and stereotypic good boy/girl orientation (some elementary and secondary school students)	Students advocate pro social behavior on the grounds that it's the "right" thing to do and that they will be linked or appreciated if they help. They hold stereotypical views of what "good boy/boys" and "bad boys/girls" do.
Level 4: Emphatic orientation (a few elementary and many secondary)	Students have true empathy for another's situation and desire to help a person in need. They seem genuinely concerned with the well being of others.
Level 5: Internalized values orientation (a few high school students)	Students have internalized values about helping other people-values that reflect a belief in the dignity, rights, and equality of the human being. They express a strong desire to help others.

The person looks at society as a whole for guidelines for what is right and wrong. He perceives rules as inflexible and believes that it is his duty to obey them. Level 3 is called post-conventional morality. Stage 5 is described as social



contract. The individual recognizes that rules represent agreement among people of what is appropriate. He recognizes that these rules are flexible and can be changed when it no longer meets the need of society. Stage 6 is the universal ethical principle. The individual adheres to small number of abstract, universal principles that transcend specific rules. The individual answers to an inner conscience and may break the rules that violate their own ethical principle.

Equally important to Kohlberg's Theory is the pro-social behavior theory of Eisenberg.

Level 1 is the selfish and self-centered orientation. This would include some preschool and many elementary students. The child shows concern to the physical and emotional needs of others but this concern is simplistic and lacks true understanding of other's situation.

Level 2 is the superficial "need of others" orientation. This would include some pre school and many elementary. The children show acceptable attitudes or behaviors but they are only simplistic and they lack understanding.

Level 4 is the Empathic Orientation. This would include a few elementary and many secondary students. The person has true empathy for another's situation and desires to help the other person. He seems genuinely concerned with the well being of others.

Level 5 is the stage of International Value. This is developed in few high school students. The child has internalized values about helping others, values that reflect belief in dignity, rights and equality of all human beings. He now



expresses a strong desire to help others in need and to improve the conditions of society as a whole.

Simultaneous with all these theories of development is the growth of a career within and without the individual.

Holland's Theory makes a match between the person's personality types and the type of environment in which work takes place. According to him there are six types of personalities and work environments. The realistic type is fit for skilled trades or technical jobs; blue collar jobs. The investigative type is better of in scientific and laboratory jobs where people investigate how the world is put together. On the other hand, the artistic type will be for creative jobs like music and arts. As for the social person, he ought to work with people like teaching, healing and helping. For the enterprising type, he can persuade other people to do something like sales, political jobs and merchandising. Lastly, the conventional type goes for office jobs involving organization and regular work schedules.

Super's Developmental Theory contends that self-concept plays a central role in a career choice. He presents five stages associated with different developmental periods. The first stage is crystallization (ages 14-18). The adolescents develop ideas about the work mesh with their already existing global self-concepts. Vocational goals are developed in the mind based on information and knowledge.

The second stage is specification (ages 18-22). The individual narrows his career choices and initiates behavior that enables them to enter some type of



career. He participates in activity in any undertaking he thinks is helpful for his future career. For example if he wants to be a politician, he can be active in the student government organization.

The third stage is implementation (ages 21-24). The individual completes education and enters the world or work. He completes his degree and begins with his employment. He adopts the system of his workplace. The fourth stage is stabilization (ages 25-35). The decision is made on the specific appropriate career. The individual will decide if he will remain in his job and seek promotion. However for some it could be a stage of deciding to change profession. The fifth stage is consolidation (age 35). The individual seeks to advance in their careers and to reach higher status position.

Super believed that persons may recycle through the five stages several times in life. Changes vary among individuals.

According to Roe (1956), there is a relationship in one's family origin particularly between the parent and child. It has an impact on the individual's career direction. Variables like intelligence, personality and physical traits are considered. Experiences in early childhood play an important role in what career a person will choose and how satisfied he will be with his career. The ideas of Maslow are incorporated in Roe's theory by looking at how the satisfaction of needs affected a child's personality. Based on Roe's studies, there are people who are prone to work with people perhaps because of their strong need for affection



so now they fulfill this by virtue of their careers. One person may need the feeling of being respected thus he is drawn to leadership positions.

In addition Roe classified occupation in two categories. First the person oriented jobs similar to Holland's social, enterprising and service oriented work. These would include counseling, business, managerial works, etc. Second is the non-person-oriented jobs similar to Holland's realistic, investigative types. Jobs for them would include those related to technology, outdoor and scientific oriented.

#### Developmental Task

According to Havighurst (1982) the individual's have particular developmental tasks arise in the different stages of life. These tasks are crucial to the individual's life. Successful handling of these tasks would mean happiness. Failure, on the other hand, leads to unhappiness and difficulties with later life.

There are three main purposes of development task. First, it serves as guidelines as to what society expects of them. Second, it works as motivations to do what the social group expects. Third, it shows individual what lies ahead and what is expected for the next stage (Hurlock, 1982).

There are three potential hazards arising from the development tasks. First is inappropriate expectations either that in impossible at the time due to physical or psychological limitations. Second is bypassing of a stage of development as a result of failure to master a task on a previous stage. It is possible that





development becomes regressive. The individual will go back to a particular task not accomplished even when it may not be appropriate to his current stage of life. Third is the crisis the individual experiences when passing from one stage to another. Stress and tension leads to this condition (Hurlock, 1982).

Through the awareness of these tasks, individuals would know if they are early, late or on time. Awareness of these affects their attitudes and behavior as well as the attitudes of others toward them. Most people would like to master development tasks at the appropriate time but some are unable to do so, while others are ahead of schedule.

There are two serious consequences of failure to master developmental task. First is the unfavorable social judgment. The individual will be regarded as immature which carries a stigma at any age. This also leads to unfavorable concepts of the self.

Second, the foundations for the mastery of later developmental task are inadequate. As a result, the individual continues to lag behind his peers thus his feeling of inadequacy increases. Equally serious, the individual must try to master developmental task that is appropriate for the next stage and the same time complete appropriate task for the age level he has just emerged from (Hurlock, 1982).

A life span has several stages. infancy and early childhood, late childhood, adolescence, early adulthood, middle age and old age.



Adolescence which starts from age 13 to 18 has the following developmental tasks to work on achieving new and more mature relations with age mates of both sexes: achieving a masculine or feminine social role; accepting one's physique and using one's body effectively; desiring, accepting and achieving socially responsible behavior; and achieving emotional independence from parents and other adults.

For adulthood period there are two stages: early adulthood and Middle Age. Early adulthood starts from eighteen to forty years old. The task for this stage are as follows: getting started for an occupation, selecting a mate, learning to live with a marriage partner, starting a family, rearing children managing a home, taking on civic responsibility, and finding congenial social group.

Middle age, which starts from 40 years and ends at 60 years, has also several development tasks. Among these is achieving adult civic and social responsibility such as assisting teenage children to become responsible and happy adults; developing adult leisure time activities. Tasks also include relating oneself to one's spouse as a person , accepting and adjusting to the physiological changes, reaching and maintaining satisfactory performance in one's occupational career, and adjusting to aging parents.

Several factors influence the mastery of developmental tasks. The following factors will enhance the mastery of developmental task: normal or accelerated developmental level opportunities to learn the developmental task and



guidance in mastering them, motivation, good health and absence of physical defects, high levels of intelligence and creativity (Hurlock , 1982).

On the other hand, there are factors which handicap the mastery of developmental tasks, They are as follows: retarded developmental level, lack of opportunities to learn, lack of motivation, poor health, physical defects and low intellectual level (Hurlock, 1982).

### Significant Differences

For every general rule there are always exceptions; this is also applicable in the development of an adolescent. Every stage has its predictable pattern. It is noted, however, that there are those who are not included in the normal or usual pattern. Some mature earlier thus they are able to fulfill task expected of them. Others are left behind and they are not able to finish task expected by society.

Early or late maturation can result to isolation from peers. They maybe rejected by the groups because they look different and they are experiencing different psychological events. ( Newman, 1997).

Early maturation is a result of modern improvement in hygiene, nutrition and health care. It is said that children today enter puberty or adolescence earlier than they did in the first half of the century (Newman, 1997). Those who mature earlier tend to show exaggerated clumsiness and awkwardness. This is due to the fast growth of their body and no time to control them. They also tend to sap energy. They become lethargic and perform below their potentials. Unless they



are corrected, they individual become a lifelong underachiever. They have no concern if they are going to become adults (Hurlock, 1982).

Early maturation is an advantage for the boys due to the roles accorded to them by adults. They are considered leaders and are admired by their peers. As a consequence they are given responsibilities, which become a source of development of their self-esteem (Newman, 1997). On the other hand, it can also create problems. It is possible that early maturing boys will tend to be with older boys. If this happens it will cause friction and animosity between the individual and the boys of his own age (Jones and Mussen ,1958).

For the girls early maturation is less advantageous. They look more grown up and sophisticated in behavior. This may lead to a reputation of being sexually promiscuous. They are usually interested with boys of their own age but the boys are not receptive (Hurlock, 1982). Early maturation for girls means stress, more conflict with parents, poor school performance and early entry into dating (Newman ,1997).

Early maturing girls have lower educational and occupational attainment in adulthood (Magnusson, 1990) This is apparently a result of their social and cognitive immaturity combined with early physical development. They are prone into problem behaviors, not recognizing the possible long-term effects on their development.

Late maturation happens to individuals not because they want to remain immature but they meet obstacles that hinder their attempts to mature. The most



common and most serious factors are as follows: poor foundation, late maturing, prolonged treatment as children, role change and prolonged dependency (Hurlock, 1982). Late maturation is characterized by slow physical growth. As a result individuals show clumsiness or awkwardness. They are disturbed by the fear of not becoming adults. They are constantly compared to their peers who look more adult. Their age mates and adults treat them as if they were younger (Hurlock, 1982). Restlessness, tension, and rebelliousness and attention seeking is the result of late maturation for boys. Due to this they are less popular and less selected as leaders (Hurlock, 1982).

Late maturation for girls results to a more negative body image when compared with early maturing girls (Mussen and Jones, 1958). Late maturation for girls causes less damaged psychologically than late maturing boys. They do not engage in status seeking behavior though they are concerned about their normalcy. They are usually shy, retiring and diffident in behavior. This is accepted since it is considered gender appropriate (Hurlock, 1982).

Significant differences in cognitive, social, and moral development can also happen. Cognitive challenges are necessary for optimal development and are varied from one student to the next. From information processing perspective, diversity exists in the learning strategies that students use, as well as the background knowledge and experience from which they can draw as they try to understand and elaborate on new information.



To some extent cognitive development is a function of culture in which they have been raised. For instance some of the logical reasonings as described by Piaget, appear earlier in children raised in the western countries than in the Third World countries (Berk, 1997). It is presumed that such cognitive process is highly valued and most systematically promoted in Western culture. On the other hand, cognitive abilities promoted in other cultures would be abilities on how to judge the right amount of clay to use in making a pot or the ability to find food in a barren desert (Kearins 1981; William; Gordon; Ramirez 1969). Therefore, culture is just one of the factors that affect the cognitive development variations among individuals.

Language capabilities could also be diversified. Some students may have a limited English proficiency but maybe fluent in their native language. Students most likely have acquired carrying social conventions when conversing with others. It is possible that they have varying pragmatic skills depending on their families and culture from which they have been raised.

Some aspects of development are inherited while others are developed through the environment.

One of the most influential socialization agents is the school. The teacher and the peers in school will contribute much to the development of the self concept and self esteem of the individual.

The teacher builds confidence when he sets a standard that is high but realistic. He ought to provide positive feedback on things well done. Also they are



to give negative feedback but at the same time communicating that they care for their students as human beings. When teachers help their students to succeed in doing their tasks they also help in their personal and social growth (Ormond, 2000).

Classmates are equally important in this social development. Peer relationships provide emotional support, evaluate his character, enable him to assume leadership and serve as his major recreational outlet (Hurlock, 1982). Social development depends partly on opportunities and how popular they are. For example an adolescent who belongs to a family whose socio economic status will have few opportunities for dancing and parties. Similarly an adolescent who is unpopular will have a limited interest for socialization.

Social interaction is critical not only for cognitive and linguistic development. For example, the ways others behave towards students affect their self-concept. Social skills develop within the context of interaction with others specially the peers. Conversations about scandalous topics and moral issues help students see things from others point of view. This results to disequilibrium which is essential for the development of perspective taking and moral reasoning (Ormond, 2000).

Aside from the differences on cognitive and social development, there are also significant differences in moral development. Kohlberg pointed out that somehow moral reasoning will depend on cognitive development. Post-conventional morality involves reasoning with abstract principles this cannot



occur unless the individual has acquired formal operational thought. However he maintained that cognitive development is necessary but an insufficient condition for moral development to occur. Therefore it is possible for an individual to be formal operational in thinking but pre conventional in moral reasoning.

Moral development will also vary depending on the disequilibrium experiences of the students. This idea of disequilibrium was proposed by Piaget as a condition where the children realize that their knowledge and schemes do not fully explain the events around them. As a consequence, they experience uncomfortable feeling from which they begin to recognize their thoughts and ideas into a more complex and better integrate system that adequately accounts for their experience. Kohlberg proposed that a similar process takes place for moral development. Individuals will become increasingly aware of the weaknesses of moral reasoning when their moral judgment is questioned by people at the next stage. Thus teachers should challenge students at a next level through moral issues or moral dilemmas. If arguments presented are too high from the student's stage then they will not understand and remember and most important they will not experience disequilibrium.

Kohlberg has been criticized because of his theory on moral thinking rather than on moral behavior. Some researchers however found that people with higher reasoning tend to behave morally as well (Bear and Richards, 1981). However the relationship of moral reasoning and moral behavior is a weak one at best (Durkin, 1995).





Gilligan believed that Kohlberg has not adequately described female moral development due to the fact that Kohlberg's study was exclusively on men. Kohlberg emphasized the issues of fairness and justice but omitted other aspects especially compassion and caring for those in need, that Gilligan suggested as a moral reasoning and behavior of females. It was argued that females stress interpersonal relationships thus they show greater concern for others welfare. This is illustrated by the porcupine dilemma. Gilligan raised a good point since males and females are socialized differently and broadened the concept of morality (Durkin, 1995). However it is important to keep in mind that many researches do not find gender differences in moral reasoning (Eisenberg, 1996).

#### Guidance Roles of Teachers

Based on the homeroom kit of Saint Louis University, the teacher has the following roles as counselors.

Facilitating knowledge is one of the major roles of teachers. In the process of learning teachers also function as an essential factor to motivate and direct learning. To check whether learning took place teachers also collect and maintains records of students. Through these evaluations the teachers are able to diagnose their strengths and weaknesses. Thus the teachers are able to identify the needs of students. Records serve as a basis of planning and implementing relevant intervention programs. At the same time the teacher is challenged to tap available resources in the school and community. Teachers also serve as counselors when



they serve as sponsors of extra-curricular activities like when they serve as advisers in the different school clubs. Students usually consult teachers on matters about exploring different occupations. When working with the clubs or in the classroom, teachers also serve as models and initiators of developing desirable ideas of leadership. Teachers can also make referrals of serious cases to a specialist when unable to handle special cases of students.

### Sensitivity of Teachers

Every child enters the classroom as a whole person. He carries with him the different aspects of his personality not to forget the environment he comes from. The child is a picture of his family, community, culture and many other factors. Thus the individual as a learner brings all these factors to school as he undertakes his Education. The teacher therefore ought to tap all these internal and external factors so as to enrich the process of learning. To be able to do this, the teacher should develop a great sense of sensitivity.

Ormond (1995) identifies at least three main aspects of sensitivity. The teachers should be keen in all these aspects so as to be a better counselor to students.

First is gender sensitivity. The teacher should be a model of gender sensitivity himself. As a counselor the teacher should promote the idea of equality regardless of gender. The teacher should emphasize that both men and women are



equal in all aspects. The teacher ought to discourage prejudices and bias or avoid situations where stereotyping is accepted for both genders.

Second is on cultural sensitivity. Culture has always affected students as individuals. Thus the teacher as a counselor should highlight the positive aspects of the culture from which her students come. When the teacher succeeds then it helps in the development of the child's self esteem. The teacher should have adept study of the culture of his students to be able to make learning more meaningful and personal to them.

Third is on cognitive sensitivity. This means that students have different abilities and interest. In as much as learning is given generally to students it is still the duty of the teachers to note the intellectual abilities of students. It is then expected that more challenging task is given to the students who are more intelligent. So as to satisfy their need for intellectual advancement. This does not mean that the average performing students and slow learners will be neglected. The teacher ought to make sure that they also learn although it would mean in a slower and simplified manner as compared to those who are more capable than them.

### Guidance Services

Inventory service is the process of collecting relevant information of varied types about students to understand individuals better. This process is also helpful in curriculum planning and for individual's self-understanding (Lambino,



1997). It helps students learn significant facts about him, which are essential to the educative process. This knowledge of himself and adequate acquaintance with the opportunities and requirement of his environment will provide a framework for the process of planning and choosing effectively (Salinas, 1991).

Inventory service would include guidance from school records, administration and interpretation of psychological test and various instruments to secure needed student information. Records are used in curriculum planning (Adiwang, 1998). Information should be reactive to the educational, vocational, personal and social needs of students. It is important to have information needed by teaching faculty and guidance staff (Lambino, 1997).

Information service should include data on present learning opportunities, curriculum available, college information career requirements and opportunities (Bernard, 1972). This service includes conducting orientation campaign to help students get acquainted with the school, its officials, staff and rules and regulations. It also covers in-service training, workshops for teachers, administrators and parents in line with guidance and counseling (Adiwang, 1998).

Counseling service is a definite relation where through the counselor's sensitive understanding and skillful response, a person objectively surveys the past and present factors, which resulted into personal confusions and conflicts. This service helps the individual to recognize his emotional reactions and to choose better ways to achieve his goals (Salinas, 1991). The service, entailing a pupil-counselor, peer or a small-group communication, remedies personal



problems. All challenges are pursued in a non authoritarian manner (Bernard, 1972). It is the keystone on the heart of the guidance program. Its focal point is the counselor as a person. Understanding, warmth, humanness and other traits are essential for effective counselors. Without these traits, there will be no program. Counselor should be worthy of respect and regarded highly by colleagues and clientele (Lambino, 1997).

Although follow-up service could be done through home visits and conferences, special attention is given to students who belong to the following categories: those who are regular absentees, students who are excessively tardy, students who cut class, potential drop outs and students with problems (Adiwang, 1998).

Again follow up is the process of assisting a school learner-graduate or non graduate. Former students serve as major evaluators of the school. Through follow up service the individual is assisted to understand, accept and utilize his abilities, aptitudes and attitudinal patterns in relation to his aspirations, so that he may increasingly become more capable of making free and wise choices as an individual and as a part of dynamic society (Lambino, 1997).

Placement service helps students carry out their plans and act on their choices. Influence is good when there is proper adjustment of the individual in his educational work and his lifework (Salina, 1991) added that placement services covers the following activities; conduct entrance test to accommodate students in the right section, assist late achievers and slow learners, organize set-up to help



students find part-time or fulltime jobs and contact with colleges and vocational schools.

#### Administration and Organization of the Guidance Program

According to Lambino (1997) there are at least seven principles to consider when it comes to the organization and administration of the guidance program.

Clear-cut statement objectives of the guidance program should be given. These objectives should consider the characteristics and needs of the student body. They should also be consistent with the objectives of the educational institution as a whole. Next, the precise functions of the guidance service programs should be determined. This means it should show what the program would do for the students. Also there are specific task for particular individuals on the basis of their qualification for the work. Responsibilities should be for performing their task.

It is also important to give each person an assigned task authority commensurate to his authority. Aside from this it is also expected that a clear working relationship among those people who are directly responsible for the guidance services be spelled out. Those who will also work indirectly should also be recognized.

The set up of the organization should take into consideration to adopt the institution's purposes, personnel, size, financial resources and other



characteristics. There is also a need to keep the plan of organization and its operation as simple as possible.

### Conceptual Framework

With the goals and objectives of the guidance program to promote holistic development, the assessment of needs in all aspects should be done; hence, the extent of physical, psychological, social, moral, emotional, cognitive and career needs must be identified.

The independent variables of the study are the students' profile, parents' profile and teachers' profile.

The dependent variables are the extent of needs of students, ability of teacher to fulfill guidance functions and the sensitivity of teachers to the needs of students. Upon obtaining the desired results the data will be used as a basis of a five year guidance program which shall be relevant to the priority needs of the students.



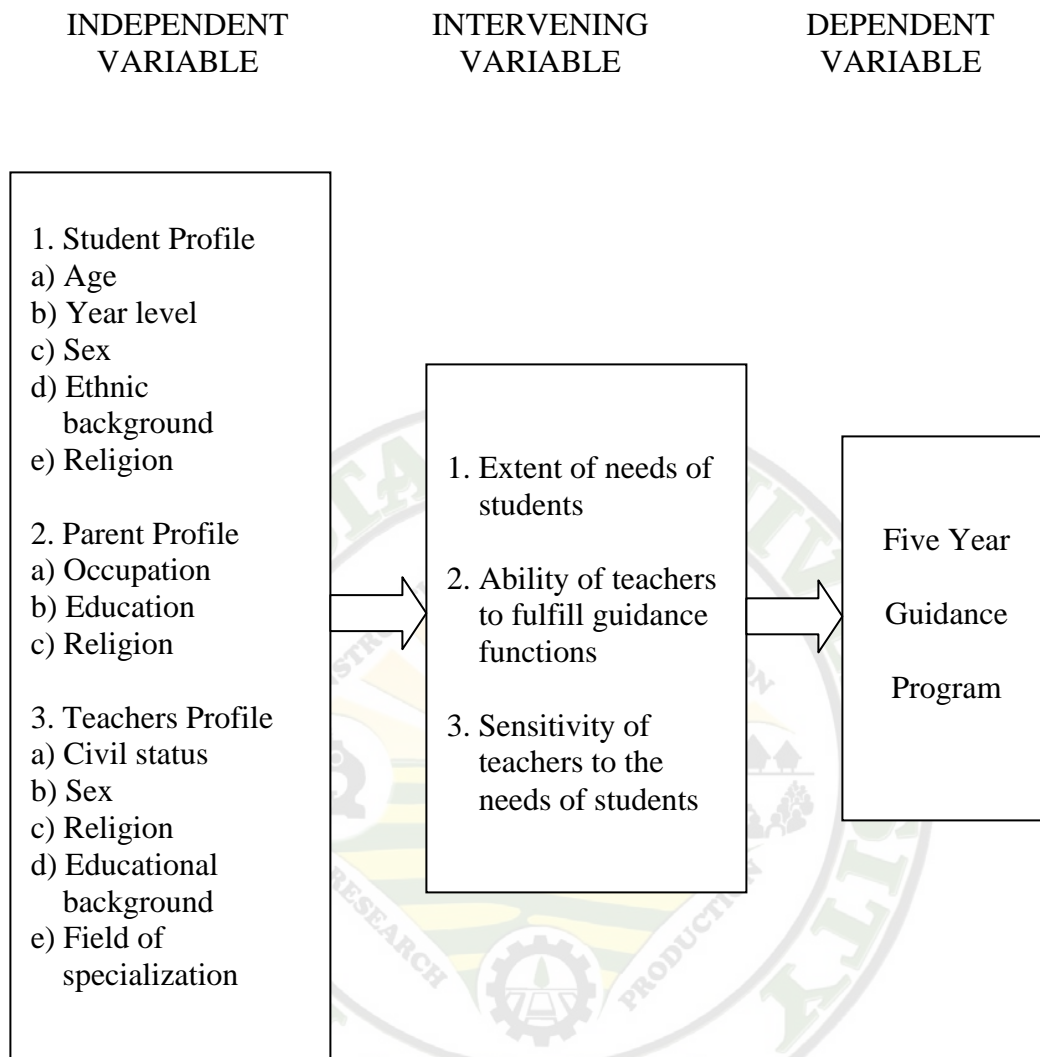


Figure 4. Paradigm of the study showing the interrelationships of variables





### Operational Definition of Terms

For clearer understanding, key concepts and terms used in this study are operationally defined as follows:

Developmental needs are necessary conditions that emerge as the individual undergoes the adolescent stage. These needs includes the areas of physical, psychological,, emotional, cognitive, social, moral and career.

Guidance intervention program paradigm is a proposed five year developmental plan and an action plan of the programs and activities corresponding to the assessed priority needs of the students.

Socio-demographic profile refers to variables such as age, year level, sex, ethnic origin, religion, civil status, educational back ground and field of specialization.

Priority developmental needs are the most important conditions perceived by the respondents.

Satisfaction refers to the feelings of respondents towards the guidance functions. Satisfaction may be excellent, very satisfactory, satisfactory, fair and unable.

Sensitivity a measure of extent of how teachers are able to respond to the needs in terms of what they say or do. Sensitivity may be very true of me, true of me, somewhat true of me, hardly true of me and never true of me.



Extent of needs refers to the perceived importance of needs. Extent maybe very frequently needed, frequently needed, sometimes needed, rarely needed and not needed.

### Hypotheses of the Study

The following hypothesis were put forward for testing:

1. There is a significant priority developmental needs in the different areas of the students as perceived by students, teachers, and parents.
3. There is a significant relationship between the extent of priority developmental needs of the students and their socio-economic profile.
4. There is a significant extent of satisfaction of the teachers in the fulfillment of their guidance functions.
5. There is a significant relationships between the teachers' profile and the degree of satisfaction in the fulfillment of their guidance function.
6. There is a significant extent of sensitivity of teachers to the priority developmental needs of their students.



## **METHODOLOGY**

### Location of Study

The study was conducted at Baguio City National High School Roxas Annex (Figure 5). This was chosen as a location of this study since the researcher is presently employed in the institution. Aside from this the school has no concrete guidance program considering that it is one of the many annexes of a big school. In fairness to the guidance staff, however, they also visit annexes during the evaluation of teachers but most often than not their main services relate to the needs of the students at the main school. To certain a extent the teachers, specially the advisers, have always assumed the role of counselors specifically to students who manifest misbehaviors. As a teacher and counselor therefore , the researcher would attempt to come up with a guidance program which shall address the needs of these students.

### Respondents

The respondents of this study were 13 faculty teachers, ninety 90 parents and 461 randomly selected students from the different year levels of the school year 2005-2006. Table 5 shows the total numbers of respondents.





Figure 5. Map of Baguio City showing the site of the study



Table 5. Respondents of the study

RESPONDENT	NUMBER
a. Students	461
First Year	104
Second Year	122
Third Year	131
Fourth Year	104
b. Teachers	13
c. Parents	90

### Instrumentation

The instrument for this study was a questionnaire. The questionnaire consists of two parts. The first part contains the profile of the students, parents and the teachers. The second part contains the different area of needs whereby all the respondents will identify the extent of needs.

As for the teacher's questionnaire the third part measures their sensitivity to the specified needs and the fourth part aims to assess their ability to fulfill their guidance functions.

Permission to float the questionnaire, to retrieve records from class advisers and to administer same questionnaires to the teachers and parents were sought from the principal and head teachers involved in the study.



Pre-testing. Before the actual test pre-testing was done. First permission was asked from the principal and the head teacher concerned. The pre-testing was done at Baguio City National High School Bakakeng Annex. The respondents were randomly chosen from each year level with a total of 50 students.

Based on the results of the pre-test, several questions were revised before the actual test was conducted.

### Data Collection

Questionnaires were distributed to the class advisers who were requested to give a short introduction of the contents and significance of this study.

The students were also instructed to answer according to their point of view or experience, and parent respondents were requested to answer after attending the parent and teacher's meeting. Some returned the questionnaires after signing but others returned it the next day through their children.

As for the teachers they were approached personally. Each of them were requested to answer the questionnaire according to their observation.

### Analysis of Data

The ANOVA was used to compute the variant factors. This analysis is used to test hypothesis about population means rather than population variance. The ANOVA introduces a single factor in which two or more groups are studied to see if the groups are affected by different treatments. The total sum of squares could be obtained by finding the mean of the scores, taking the deviation of each



score from this mean, and squaring and summing this squared deviation. To obtain the sum of the squares the equation  $SSt = \sum x^2 - \frac{(\sum X)^2}{N}$  was used.

N

After the mean was solved the average number of answers in all the factors included in the study was computed.. The average mean could be obtained taking the sum total of all the answers divided by the number of respondents. The formula is  $\bar{X} = \frac{\sum x}{N}$  where N is the number of subjects and X is the score.

N

The chi-square computation will also be used whereby the observed data minus the result expected by chance. The formula for chi-square is chi-square = sum of  $[(O-E)^2 / E]$ .

Where:

O = observed frequency

E = expected frequency



## RESULTS AND DISCUSSION

This section presents the socio-demographic profile of the respondents. Moreover it covers the priority in developmental needs of the students as perceived by students, teachers and parents; the relationship of their socio-economic profile and the extent of the satisfaction of the teachers in the fulfillment of their guidance functions; and the relationship of the teachers profile and their sensitivity to the priority in development needs of their students.

### Socio-demographic Profile of the Respondents

Student. Table 6 shows the students' socio-demographic profile as to age, year level, sex, ethnic origin, and religion.

On age distribution, the greatest representation comes from those on the onset of puberty (13 to 15 years), followed by the early adolescents (16 to 18 years) and the late adolescents (19 and above). This age distribution indicates that those on the onset of puberty and early adolescents combined are still subject to natural physical and psychological changes brought about by adolescence.

According to year level, the juniors have the highest representation followed by the sophomores, the freshmen and seniors.

This year level distribution indicates that most of the respondents are at the peak of wanting to be independent. Also at this point most of them would have achieved a stable self-image.





Table 6. Profile of the student respondents

PROFILE	NUMBER	PERCENT
<b>A. <u>Age</u></b>		
13-15	286	62.04
16-18	162	35.14
19-above	13	2.82
<b>TOTAL</b>	<b>461</b>	<b>100</b>
<b>B. <u>Year Level</u></b>		
I (Freshmen)	104	22.56
II (Sophomores)	122	26.46
III (Juniors)	131	28.42
IV (Seniors)	104	22.56
<b>TOTAL</b>	<b>461</b>	<b>100</b>
<b>C. <u>Sex</u></b>		
Male	228	49.46
Female	233	50.54
<b>TOTAL</b>	<b>461</b>	<b>100.00</b>
<b>D. <u>Ethnic Origin</u></b>		
Highlands	212	45.98
Lowlands	92	19.96
Mix culture	157	34.06
<b>TOTAL</b>	<b>461</b>	<b>100</b>
<b>E. <u>Religion</u></b>		
Roman Catholic	335	72.67
Protestant	9	1.95
Born Again	55	11.93
Others (Islam/Iglesia ni Cristo)	62	13.45
<b>TOTAL</b>	<b>461</b>	<b>100.00</b>

That female and male respondents have an almost equal distribution indicates that students, regardless of sex or gender, are inclined to learning.



In ethnic origin, the majority come from the highlands, followed by those from mixed culture, and finally those from the lowlands.

As to religion, the greatest number are Roman Catholics, followed in descending order of percentages by Islam and Iglesia ni Cristo; Born Again, and Protestant.

Teachers. Table 7 shows that the majority are married, some are single and one is a widow. Almost all of them are females and few are males. That there are females indicates that females are more inclined to teaching than males.

As to religion, the majority are Roman Catholics followed by Baptist, Anglican and Born Again.

For their educational background all teacher respondents obtained their bachelors degree for secondary education. Some have taken master's units in their respective fields of specialization. This means that all of them are professionals in their own right.

In field of specialization, the majority are major in English or Filipino. Following in descending order of percentages are applied sciences major in Science and Math; social sciences major in Music, Arts, Physical Education and Health (MAPEH) and Technology and Home Economics (THE), and values.



Table 7. Profile of the teacher respondents

PROFILE	NUMBER	PERCENT
<b>A. <u>Civil Status</u></b>		
Single	3	23.08
Married	9	69.23
Widowed	1	7.69
<b>TOTAL</b>	<b>13</b>	<b>100.00</b>
<b>B. <u>Sex</u></b>		
Male	2	15.38
Female	11	84.62
<b>TOTAL</b>	<b>13</b>	<b>100.00</b>
<b>C. <u>Religion</u></b>		
Catholic	10	76.92
Born Again	1	7.69
Others (Baptist/ Anglican)	2	15.38
<b>TOTAL</b>	<b>13</b>	<b>100.00</b>
<b>D. <u>Educational Background</u></b>		
BSED	9	69.23
MAED	4	30.77
<b>TOTAL</b>	<b>13</b>	<b>100.00</b>
<b>E. <u>Field of Specialization</u></b>		
1. Languages		
Filipino	4	30.77
English	3	23.08
2. Applied Sciences		
Math	2	15.38
Science	3	23.08
3. Social Sciences		
Values	1	7.69
TLE	2	15.38
MAPEH	2	15.38
<b>TOTAL</b>	<b>13</b>	<b>100.00</b>



Parents. Table 8 shows the profile of parents along two independent variables: religion and educational background.

Consistent with the other respondents again most of the parents are Roman Catholics, followed by other religions like Islam and Anglican, and Born Again; and Protestant. As for their educational background, fathers are high school or college graduates. Least in number is elementary graduates. On the other hand, mothers are elementary graduates. Some are high school graduates and few are college graduates.

Table 8. Profile of parent respondents

PROFILE	NUMBER	PERCENT
<b>A. <u>Religion</u></b>		
Catholic	71	78.89
Protestants	3	3.33
Born Again	5	5.56
Others (Islam/ Anglican)	11	12.22
<b>TOTAL</b>	<b>90</b>	<b>100.00</b>
<b>D. <u>Educational Background</u></b>		
1. Fathers		
Elementary	26	28.89
High School	36	40.00
College	28	31.11
<b>TOTAL</b>	<b>90</b>	<b>100.00</b>
2. Mothers		
Elementary	24	26.67
High School	44	48.89
College	22	24.44
<b>TOTAL</b>	<b>90</b>	<b>100.00</b>



Priority in Developmental Needs of the Students as  
Perceived by Students, Teachers and Parents  
Along Areas of Needs

Physical Area

Table 9 presents the degree of priority in developmental needs as perceived by the respondents along physical area.

The respondents' perception significantly differ, as indicated by the overall mean 4.18. This result implies that the respondents vary in their perceptions of the identified physical needs. Generally, however all the physical needs are perceived as frequently needed.

Slight differences are seen on the three most important needs. For the students, the most important physical needs in descending order are knowing proper nutrition, learning to address appropriately, and learning how to accept the physical body changes.

For the teachers, the most important physical needs in descending order are learning how to dress appropriately, knowing how to cope with the discomforts caused by physical body changes, having knowledge of proper nutrition, and being aware of the health services.



Table 9. Extent of needs of students as perceived by the respondents along the physical area

PHYSICAL NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	Student	Teacher	Parent			
Informing students on the changes on their physical body (adams apple, vocal cord, pubic hairs, first menstruation, development of breast and the like)	3.70	3.92	4.17	3.93	FN	7
Improving physical appearance	3.93	3.92	4.17	4.01	FN	4
Knowing how to cope with the discomforts caused by physical body changes	3.59	4.15	4.10	3.95	FN	6
Learning how to accept the physical body changes	4.08	4.00	4.17	4.08	FN	3
Improving their body posture	3.90	3.85	3.82	3.86	FN	8
Learning how to dress appropriately	3.95	4.23	4.08	4.09	FN	2
Handling skin problems	3.68	3.85	3.98	3.84	FN	9
Maintaining and managing hair style	3.84	3.62	3.88	3.78	FN	10
Knowing proper nutrition	4.13	4.08	4.26	4.16	FN	1
Being aware of the health services	3.65	4.08	4.17	3.97	FN	5
OVERALL MEAN	3.84	3.97	4.08		FN	
	Fc = 4.18*		F <sub>.05</sub> = 0.016		* - significant	

Legend:

<u>Scale</u>	<u>Statistical Limit</u>	<u>Description</u>
5	4.5 – 5.0	Very Frequently Needed (VFN)
4	3.5 - 4.49	Frequently Needed (FN)
3	2.5 - 3.49	Sometimes Needed (SN)
2	1.5 - 2.49	Rarely Needed (RN)
1	1.0 - 1.49	Not Needed (NN)



Finally for the parents, the most important physical needs in descending order are knowing proper nutrition, informing students on the changes, on their physical body, improving appearance, learning how to accept the physical body changes being aware of the health services, and knowing how to cope with the discomforts caused by the physical body changes.

The results confirm that the students are generally not satisfied with their bodies. Students concern with knowing proper nutrition is an off-shoot of their consciousness of their physical build-up.

It is noted that the main priority of the teachers is the least priority of the students. Thus a big contrast is seen. From this result it can be inferred that the students are not open about their physical needs. On the other hand, the teachers are not aware of the priority in physical needs of the students. There is a need therefore for the teachers to devise a way to assess the physical needs of the students so they can be able to assist them.

It is noted that the parents and students have an identical priority in knowing proper nutrition. It can be inferred then that parents are aware of the physical needs of their children. Knowing their physical needs would eventually guide them on how to assist their children in this area of development.

Regardless of group the most important needs in descending order of ranks, are knowing proper nutrition, learning how to dress appropriately and learning how to accept the physical body changes.



The results agree with the explanation of Duseen (1978), as cited by Havighurst (1970), that the adolescents have enormous appetites but poor eating habits. Accordingly adolescents eat too much junk foods and high amount of desserts but too little amount of meat, fish, egg, cheese and the like.

The findings corroborate the observation of Ryan (1966), as cited by Hurlock (1982), that one primary requirement of clothing for adolescent is that it meets the approval of the peer group. It has been observed that students prefer signature clothes such as Bench, Adidas, Calvin Kline and the like. These clothes are mostly expensive and considered as “in” or fashionable.

Finally, the results also confirm the finding of Ryan (1966), as cited by Hurlock (1982), that adolescents recognize that appearance plays an important role in social acceptance. Thus this interest is heightened even after the end of schooling and when preparing to enter the world of work.

#### Psychological Area

Table 10 presents the degree of priority developmental needs as perceived by the respondents along psychological area.

The perceptions of the respondents significantly differ as indicated by the overall mean of 0.690. This result implies that the perceptions of the respondents vary along the identified psychological needs. Generally, however, all the psychological needs are perceived as frequently needed.





Table 10. Extent of needs of students as perceived by the respondents along the psychological area

PSYCHOLOGICAL NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	Student	Teacher	Parent			
Understanding themselves and others	4.27	3.92	4.32	4.17	FN	1
Maximizing their talents to feel fulfilled	4.02	4.15	4.22	4.13	FN	2
Developing self confidence	4.09	4.00	4.22	4.10	FN	3
Counseling on personal/academic problems	3.70	3.92	3.97	3.86	FN	9
Knowing themselves through standardize test	3.88	3.77	3.89	3.85	FN	10
Being independent	3.79	3.92	3.98	3.9	FN	8
Having privacy	3.98	3.92	4.07	3.99	FN	5
Understanding the world to make realistic choices	4.03	3.92	3.92	3.96	FN	6
Feeling lovable and capable	4.05	3.69	4.08	3.94	FN	7
Coping with their problems	4.11	4.00	4.16	4.09	FN	4
OVERALL MEAN	3.99	3.92	4.08		FN	

 $F_c = 0.690^*$ 
 $F_{.05} = 0.502$ 

\* - significant

Legend:

	<u>Scale</u>	<u>Statistical Limit</u>	<u>Description</u>		
	5	4.5 – 5.0	Very Frequently Needed (VFN)		
	4	3.5 - 4.49	Frequently Needed (FN)		
	3	2.5 - 3.49	Sometimes Needed (SN)		
	2	1.5 - 2.49	Rarely Needed (RN)		
1	1.0 - 1.49	Not	Needed		(NN)



The groups slightly differ are seen on the their perceptions of the three most important psychological needs. For the students the most important psychological needs in descending order of means are understanding one's self and others, coping with problems, and developing self-confidence. Among the teachers the most important psychological needs in descending order of means are maximizing talents, developing self confidence, feeling lovable and capable, coping with problems, understanding the world to make realistic choices, having privacy, being independent, counseling on personal and academic problems and understanding one's self and others.

Finally on the part of the parents, the most important needs are understanding one's self and others, maximizing potentials for self-fulfillment, developing self-confidence and coping with problems. It is observed that the priority needs perceived by parents are is similar to those of the students.

Results confirm that at this point in time students admit difficulties in understanding themselves and others. It appears that parents are very much more aware of these difficulties than are the teachers .On the other hand, the teachers prioritize maximizing potentials. Although their intention is noble, they need to be re-oriented on this aspect. As suggested by Hurlock (1982), teachers ought to be reminded that the adolescents' developmental task includes resolving or achieving first the psychological needs. When psychological needs are attained consequently the adolescents develop their self-confidence, a character which is essential in the process of finally maximizing their potentials.



Regardless of groups, the most important psychological needs in descending order of importance are understanding themselves, maximizing their talents to feel fulfilled, and developing their self-confidence.

This result corroborates the statement of Hurlock (1982) that the psychological effects of puberty are very complicated. Among these are the unfavorable self-concepts which affect their relationship with others. When adolescents do not receive the treatment they expect from others, their self-concept is tremendously affected. If situation presents otherwise then students will develop a positive self-image and thus a capability of having significant relationship with others.

#### Emotional Area

Table 11 presents the degree of priority developmental needs as perceived by the respondents along emotional area.

The perceptions of the respondents significantly differ, as indicated by the overall mean 0.637. This result implies that the respondents vary in their perceptions of the identified emotional needs. Generally, however, all the emotional needs are perceived as frequently needed.

Slight differences are seen on the three most important emotional needs. For the students, the most important emotional needs are feeling accepted and respected, learning to accept themselves and learning how to handle their problems.



Table 11. Extent of needs of students as perceived by the respondents along the emotional area

EMOTIONAL NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	STUDENT	TEACHER	PARENT			
Acquiring emotional ability	3.90	3.85	4.11	3.95	FN	9
Understanding love	3.92	3.85	4.16	3.98	FN	8
Developing sense of humor	3.95	3.92	4.17	4.01	FN	6
Knowing how to control their anger	4.01	4.08	3.94	4.01	FN	6
Learning how to handle their problems	4.12	4.08	4.12	4.11	FN	3
Developing calmness and self-reliance	4.03	4.38	4.02	4.14	FN	2
Learning how develop self-acceptance	4.15	4.08	4.18	4.14	FN	2
Developing a sense of direction	3.99	3.92	4.09	4.0	FN	7
Feeling accepted and respected	4.16	4.08	4.20	4.15	FN	1
Expressing their ideas freely	3.93	4.15	4.09	4.06	FN	4
Expressing their feelings freely	3.91	4.08	4.14	4.04	F N	5
OVERALL MEAN	4.01	4.04	4.11		FN	

 $F_c = 0.637^*$ 
 $F_{.05} = 0.529$ 

\* - significant

Legend:

<u>Scale</u>	<u>Statistical Limit</u>	<u>Description</u>
5	4.5 – 5.0	Very Frequently Needed (VFN)
4	3.5 - 4.49	Frequently Needed (FN)
3	2.5 - 3.49	Sometimes Needed (SN)
2	1.5 - 2.49	Rarely Needed (RN)
1	1.0 - 1.49	Not Needed (NN)



Among the teachers, the most important psychological needs in descending order of importance are developing calmness and self-reliance, expressing ideas and feelings freely, feeling accepted and respected, learning to accept one's self, learning how to handle problems, and knowing how to control anger. Finally on the part of the parents, the most important needs are feeling accepted and respected, learning how to accept one's self and developing a sense of humor.

It is observed that the priority needs perceived by parents are similar to those of the students. The teachers meanwhile hold a different perspective.

Results confirm that at this point students seek for self-acceptance within and without through their relation with others. Regardless of groups, the most important needs in descending order of importance are feeling accepted and respected, developing calmness and self-reliance, learning how to develop self-acceptance, and learning how to handle problems.

This result corroborates the statement of Hurlock (1982) that the psychological effects of puberty are very complicated. Among the complications is the unfavorable self-concept that affects relationship with others. When adolescents do not receive the treatment they expect from others, self-concept there is seriously affected. If situation presents otherwise then students develop a positive self-image that enables them have significant relationships with others.

Findings agree with Hurlock (1982) who, discussing about the three A's of happiness, emphasized that acceptance, affection and achievement are essentials



for the happiness of an adolescent; that it is very important to meet these needs especially during childhood and adolescent years when these children are still dependent on families and cannot control their environment.

Furthermore the data support the two reasons identified by Hurlock (1982) as to why adolescence is a problem age. First, during childhood, problems were met and solved by parents and teachers. Second, adolescence is not an easy stage because adolescents want to feel that they are independent; they demand the right to solve their own problems, refusing attempt on the part of parents and teachers to help them.

#### Cognitive Area

Table 12 presents the degree of priority developmental needs as perceived by the respondents along the cognitive area.

The perceptions of the respondents do not significantly differ, as indicated by the overall mean 0.430. This result implies that the respondents have similar perceptions of the identified cognitive needs. Generally, all the cognitive needs are perceived as frequently needed.

Slight differences are seen on the three most important cognitive needs. For the students the most important cognitive needs in descending order of importance are having working skills for future career, improving communication skills and updating knowledge and information on different fields.



Table 12. Extent of needs of students as perceived by the respondents along the cognitive area

COGNITIVE NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	Student	Teacher	Parent			
Updating knowledge and information on different fields	4.09	3.85	4.07	3.67	FN	8
Developing abilities in different subjects	4.08	3.92	4.10	4.03	FN	6
Improving communication skills	4.10	4.15	4.16	4.14	FN	3
Understanding ideas and activities	4.09	4.23	4.11	4.14	FN	3
Learning how to explain their ideas and activities	4.02	4.23	4.17	4.14	FN	3
Enhancing their ability to judge	3.81	4.23	3.91	3.98	FN	7
Improving their critical thinking	4.05	4.31	4.17	4.18	FN	2
Developing creativity	4.01	4.15	4.14	4.10	FN	5
Developing open mindedness	4.02	4.38	4.16	4.19	FN	1
Working skills for future career	4.11	4.15	4.10	4.12	FN	4
OVERALL MEAN	4.04	4.16	4.11		FN	

 $F_c = 0.430^{ns}$ 
 $F_{.05} = 0.651$ 

ns - significant

Legend:

Scale	Statistical Limit	Description
5	4.5 – 5.0	Very Frequently Needed (VFN)
4	3.5 - 4.49	Frequently Needed (FN)
3	2.5 - 3.49	Sometimes Needed (SN)
2	1.5 - 2.49	Rarely Needed (RN)
1	1.0 - 1.49	Not Needed (NN)



Among the teachers the most important cognitive needs in descending are improving critical thinking, learning how to explain their ideas and activities, developing open mindedness, improving communication skills and developing creativity. Conversely, on the part of the parents, the most important needs are learning how to explain ideas and activities, developing open-mindedness, improving communication skills, and developing creativity.

The results imply that students are more or less aware of the relevance of their current educational activities to their future career.

The priority needs perceived by parents are similar to those by teachers. Both teachers and parents perceive that there is a need for students to develop intellectual skills such as analysis, open-mindedness and creativity. They also perceive the importance of developing communication skills among the students.

Regardless of groups, the most important cognitive needs are developing open-mindedness, improving critical thinking, improving communication skills, and understanding ideas and activities.

This result corroborates the finding of Laurakas (1975), as cited by Hurlock (1982), that boys and girls of high school age begin to think seriously about their future .They become interested in skills or activities which they believe will be helpful in their prospective careers.

The findings agree with the conclusions of Hurlock (1982) on the pretended negative attitude of students towards schooling: the adolescents avoid the impression that they have the brains to be accepted by their peers. Secretly,





however, they like schooling because most of them get along well both socially and academically. Furthermore, the findings jibe with the statement of Clark (1965), as cited by Hurlock (1982), that many adolescents' interest in school subjects is influenced by how relevant they perceive the subject to be.

### Social Area

Table 13 presents the degree of priority developmental needs as perceived by the respondents along the social area.

The perceptions of the respondents do not significantly differ, as indicated by the overall mean 0.304. This result implies that the respondents have similar perceptions of the identified social needs. Generally, however, all the social needs are perceived as frequently needed.

Slight differences are seen on the three most important social needs. For the students, the most important social needs are having friends, learning to respect human rights, and learning how to be responsible and accountable of the things they do.

Among the teachers the most important social needs are knowing and practicing social ethics, learning how to appreciate culture and religion, developing healthy relationships with the opposite gender, knowing guidelines on masculine roles, having friends, and learning how to be responsible and accountable of the things they do.



Table 13. Extent of needs of students as perceived by the respondents along the social area

SOCIAL NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	Student	Teacher	Parent			
Achieving new relationship with their peers	4.02	3.85	4.02	3.96	FN	8
Developing healthy relationship with the opposite gender	3.52	4.15	3.91	3.86	FN	9
Knowing guidelines on feminine and masculine roles	3.78	4.15	3.98	3.97	FN	7
Knowing and practicing social ethics	3.88	4.31	3.99	4.06	FN	5
Having friends	4.34	4.15	4.22	4.24	FN	1
Joining social gatherings	3.90	4.08	3.96	3.98	FN	6
Knowing guidelines on dating and going steady	3.63	3.92	3.68	3.78	FN	1
Learning how to appreciate culture and religion	4.15	4.23	4.06	4.15	FN	14
Learning how to respect human rights	4.27	4.08	4.13	4.16	FN	3
Learning how to be responsible and accountable of the things they do	4.22	4.15	4.22	4.20	FN	2
OVERALL MEAN	3.97	4.11	4.02		FN	
	Fc = 0.304 <sup>ns</sup>		F <sub>.05</sub> = 0.738 <sup>ns</sup>		ns - significant	

Legend:

<u>Scale</u>	<u>Statistical Limit</u>	<u>Description</u>
5	4.5 – 5.0	Very Frequently Needed (VFN)
4	3.5 - 4.49	Frequently Needed (FN)
3	2.5 - 3.49	Sometimes Needed (SN)
2	1.5 - 2.49	Rarely Needed (RN)
1	1.0 - 1.49	Not Needed (NN)



Finally, on the part of the parents, the most important social needs are having friends, learning how to be accountable and responsible of the things they do, learning to respect human rights, and learning how to appreciate culture and religion.

The results imply that students give importance to friendly relationship with their peers. They show signs of maturity due to their realization that it is high time for them to do things on their own and handle whatever the consequence of such actions. The data indicate that they are socially capable of being considerate to others and of respecting human rights.

The priority needs perceived by the parents are similar to those by the students. The teachers, although they perceive social needs at a broader level, are not as aware as the parents on the social priorities of the students.

Regardless of groups, the most important social needs are having friends, learning how to be responsible and accountable for the things they do, and learning to respect human rights.

This result corroborates the statement of Hurlock (1982) that boys and girls of high school age begin to think seriously about their future. They become interested in skills or activities which they believe will be helpful in their prospective careers.

The findings agree with the observation of Hurlock (1982) that young adolescents prefer a large number of friends but as they grow older, they prefer friends whose interest, values are similar to theirs. Thus friendship is no longer



measured quantitatively but qualitatively. Furthermore, as stated by Hurlock (1982), adolescents develop interest in government, politics and world affairs such as human rights and current issues. However, they lose interest in the later part because they start to realize that there is nothing they can do. They also feel that their efforts are un-appreciated.

### Moral Area

Table 14 presents the extent of needs of students as perceived by respondents along the moral area.

The perceptions of the respondents significantly differ, as indicated by an overall mean 1.104. This result implies that the perceptions of the respondents vary. However, all the identified moral needs are perceived as frequently needed except for the need to be honest, which is perceived by the teachers as very frequently needed.

The three groups slightly differ on the three most important moral needs. Among the students, the most important moral needs are understanding clearly what is right from wrong, developing commitment to their family, friends, God, etc.; and understanding nature of their existence.

For the teachers the most important moral needs are learning how to be honest, learning how to show their care, learning how to act with integrity, exercising personal discipline, appreciating prevailing customs, and forming desirable values.



Table 14. Extent of needs of students as perceived by the respondents along the moral area

MORAL NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	Student	Teacher	Parent			
Forming desirable values	4.07	4.46	4.09	4.21	FN	4
Understanding nature of their existence	4.14	4.31	3.96	4.14	FN	6
Developing commitment to their family friends, God ,etc	4.25	4.15	4.17	4.19	FN	5
Understanding clearly what is right from wrong	4.26	4.38	4.24	4.29	FN	1
Developing socially accepted behavior	4.01	4.23	3.93	4.06	FN	7
Appreciating prevailing customs	3.74	4.46	3.72	3.97	FN	8
Exercising personal discipline	4.02	4.46	4.09	4.19	FN	5
Learning how to be honest	4.03	4.54	4.18	4.25	FN	2
Learning how to act with integrity	3.93	4.46	4.17	4.19	FN	5
Learning how to show their care	4.03	4.46	4.20	4.23	FN	3
OVERALL MEAN	4.05	4.39	4.07		FN	

 $F_c = 1.104^*$ 
 $F_{.05} = 0.332$ 

\* - significant

Legend:

Scale	Statistical Limit	Description
5	4.5 – 5.0	Very Frequently Needed (VFN)
4	3.5 - 4.49	Frequently Needed (FN)
3	2.5 - 3.49	Sometimes Needed (SN)
2	1.5 - 2.49	Rarely Needed (RN)
1	1.0 - 1.49	Not Needed (NN)



Finally, for the parents, the most important moral needs are understanding clearly what is right from wrong, learning to show their care, and learning to be honest.

The perceptions of the parents and students are identical when it comes to the most important moral need. Again the teachers are not as aware as the parents are on this area. It can be inferred therefore that teachers assume that students already know what is right from wrong. However, results show otherwise.

The results indicate that the students do not have a definite standard as to what is right from wrong. The parents perceive the same fact. Nevertheless, the parents and teachers give importance to honesty as a moral need to be developed by the students. This observation is specially true for the teachers who deem that learning to be honest needs to be very frequently observed. This implies that generally not a few students are still dishonest, thus, the need to learn honesty is essential.

The findings corroborate the observation of Langford (1975), as cited by Hurlock (1982), that building a moral code for adolescents is difficult because of the inconsistencies in standards of right and wrong they encounter in life; and support the conclusion of Bruggen (1975) and Kemper (1976), as cited by Hurlock (1982), that two conditions make the replacement of specific moral concepts with general concepts of right and wrong more difficult than it should be. First is the lack of guidance in learning how to generalize specific concepts. This means that parents and teachers put little emphasis on teaching the relationship between specific principles they learned earlier and the general



principles. It is only in new areas of behavior, such as relation with opposite sex, do adults feel that there is a real need for further moral training. Second the kind of discipline at home and school. Parents and teachers assume that adolescents know what is right. They emphasize punishment for actions which they regard as intentional behavior. Parents and teachers fail to emphasize on explaining to students why certain things are right and others are wrong. Less attention is given to rewarding the adolescents for doing the right thing.

The results affirm the idea of Andres (1980) that in reality the Philippines is an insecure system, and that the Filipino has no opportunity for positive qualities; and support the idea of Gonzales (1997) that there are factors that have created confusion and faulty concepts of truth and moral values. Objective standards of morality were eliminated, feelings of self-centeredness maximized and personal responsibility minimized. Observed are the philosophies of materialism and environmental pressures that promote consumerism and hedonistic lifestyles. As a result, people tend to indulge and gratify their bodies and emotions thereby making their indifference to truth and objective moral standards.

### Career

Table 15 presents the extent of needs of students as perceived by the respondents along the career area.



Table 15. Extent of needs of students as perceived by the respondents along the career area

CAREER NEED	RESPONDENT MEAN			OVERALL MEAN	DESC	RANK
	Student	Teacher	Parent			
Acquiring information about new schools	4.08	4.38	3.93	4.13	FN	1
Inquiring on the different college courses	4.07	4.23	4.02	4.11	FN	2
Counseling on how to chose a school	3.97	4.00	3.89	3.95	FN	7
Counseling on how to chose a course	4.07	4.00	4.04	4.04	FN	4
Knowing how to relate themselves in a new school	3.96	4.08	3.97	4.00	FN	6
Counseling on how to adjust in college	3.98	4.15	4.03	4.05	FN	3
Assisting students how to find work opportunities	4.01	4.00	4.01	4.01	FN	5
Giving recommendations for academic scholarship.	4.02	4.00	4.11	4.04	FN	4
OVERALL MEAN	4.02		4.11		FN	
	Fc = 0.089 <sup>ns</sup>		F <sub>.05</sub> = 0.915	ns - significant		

Legend:

<u>Scale</u>	<u>Statistical Limit</u>	<u>Description</u>
5	4.5 – 5.0	Very Frequently Needed (VFN)
4	3.5 - 4.49	Frequently Needed (FN)
3	2.5 - 3.49	Sometimes Needed (SN)
2	1.5 - 2.49	Rarely Needed (RN)
1	1.0 - 1.49	Not Needed (NN)





The perceptions of the respondents do not significantly differ, as indicated by the overall mean 0.089. This result implies that the respondents have similar perceptions. All the career needs are perceived as frequently needed.

The groups slightly differ in the most important career needs. Among the students, the most important career needs in descending order are acquiring information about new schools, inquiring on the different college courses, counseling on how to choose a course, and giving recommendations for academic scholarship.

For the teachers the most important career needs are acquiring information about new schools, inquiring on the different college courses and counseling on how to adjust in college. Finally, for the parents, the most important career needs are giving recommendations for academic scholarship, counseling on how to choose a course, and counseling on how to adjust in college.

Based on the findings, it can be inferred that the students perceive career needs as information-oriented. The same observation is seen with the teachers. The parents perceive the importance of recommendations for academic scholarship and counseling as part the career development. Scholarship, being the priority of both students and parents, indicates that they foresee that their economic capacity may not suffice for further education. The teachers do not prioritize scholarship.



Regardless of groups, the most important career needs are acquiring information about new schools, inquiring on the different college courses, and counseling on how to adjust in college.

The findings corroborate the observation of Monroe (1925), as cited by Kapunan (1974), that in the secondary education, vocational guidance is a very important function. Monroe recommended that the curricula and procedures be so organized as to explore the different aptitudes, interests, and abilities of the students; that school records should be instrumental in discovering the capacity of students; and that counseling as a process should present facts essential for vocational and educational decisions made by the students, parents and the teachers.

#### Summary of the Developmental Areas

Table 16 presents the summary of the overall results in the different developmental areas. Results show that the perception of the respondents significantly differ in the areas of physical, psychological, emotional and moral needs. In these areas of needs the perception of the respondents vary. Conversely, the perceptions of the respondents do not significantly differ in the areas of cognitive, social and career. It may be inferred that in these areas of needs the perceptions of the respondents are similar.



Table 16. Summary table on the developmental areas

AREA	OVERALLMEAN	DESCRIPTION
Physical	4.18	*
Psychological	0.690	*
Emotional	0.637	*
Cognitive	0.430	ns
Social	0.304	ns
Moral	1.104	*
Career	0.089	ns
Legend:	* – significant	ns – not significant

The hypothesis, that there is significant difference in the priority needs of the developmental areas among students as perceived by respondents is accepted in some areas but not all. Significant differences are seen in the areas of physical, psychological, emotional and moral needs, and no significant differences are seen in the areas of cognitive, social and career needs.

Relationship Between the Areas of Needs  
and the Socio-demographic  
Profile of Students

Table 17 shows the relationship of the students' profile and the areas of needs. Except for sex the areas of developmental needs does not significantly relate to age, year level, ethnic origin and religion. Therefore sex is an important



factor that influences the developmental areas of physical ,psychological and moral needs of students

Table 17. Relationship between the areas of needs and the socio-demographic profile of the students

DEVELOPMENTAL AREA	FACTOR				
	Age	Year Level	Sex	Ethnic Origin	Religion
Physical	0.396	0.381	0.005*	0.187	0.310
Psychological	0.910	0.084	0.041*	0.203	0.001
Emotional	0.723	0.102	0.191	0.708	0.711
Cognitive	0.838	0.254	0.175	0.403	0.071
Social	0.804	0.219	0.082	0.139	0.235
Moral	0.189	0.760	0.006*	0.487	0.634
Career	0.333	0.456	0.007	0.712	0.890

Legend:

\* - significant



Extent of Satisfaction of the Teachers in the Fulfillment  
of their Guidance Functions

Table 18 shows the extent of satisfaction of teachers in the fulfillment of their guidance functions. Overall result shows that the teachers have a very satisfactory ability, as indicated by the general weighted mean of 3.96. It is noted that the teachers perform best in some functions and least in others.

In descending order of means, the functions performed best by the teachers are helping students understand themselves, facilitating knowledge, helping students explore different occupations, motivating and directing learning, developing desirable areas of leadership, maintaining records of students and making referrals of serious cases to the specialist, developing good citizenship, diagnosing the strengths of students, and identifying the needs of students

This result implies that the teachers understand the psychology of adolescents. They are aware of the confusions and conflicts within their students thus they exert effort on helping them understand themselves. They are given to the theory of Maslow that esteem needs precede cognitive needs and that it is important that individuals should be at ease with themselves before they can actually strive to achieve their cognitive success or needs. The teachers are responsible advocates of learning since they also give importance to facilitating, motivating and directing learning. Due regard is also given to the importance of a future occupation and the importance of leadership.



Table 18. Extent of satisfaction of the teachers in the fulfillment of their guidance function

FUNCTION	MEAN	DESCRIPTION	RANK
Collecting records	3.69	VS	7
Interpreting Records	3.69	VS	7
Maintaining Records	3.92	VS	4
Facilitating knowledge	4.08	VS	2
Helping students understand themselves	4.15	VS	1
Developing desirable ideas of leadership	4.00	VS	3
Developing good citizenship	3.92	VS	4
Helping students explore different occupations	4.08	VS	2
Motivating learning	4.08	VS	2
Directing learning	4.08	VS	2
Identifying the needs of students	3.85	VS	5
Planning intervention programs	3.69	VS	7
Implementing intervention programs	3.77	VS	6
Diagnosing the strengths of students	3.85	VS	5
Sponsoring extra curricular activities	3.69	VS	7
Diagnosing the weakness of students	3.85	VS	5
Knowing available resource in the school and community	3.62	VS	8
Making referrals of serious cases	3.92	VS	4
OVERALL MEAN	3.96	VS	

 $F_c = 0.089^{ns}$ 
 $F_{.05} = 0.915$ 

ns - significant

Legend:

<u>Scale</u>	<u>Statistical Limit</u>	<u>Description</u>
5	4.5 – 5.0	Excellent (E)
4	3.5 - 4.49	Very Satisfactory (VS)
3	2.5 - 3.49	Satisfactory (S)
2	1.5 - 2.49	Fairly (F)
1	1.0 - 1.49	Unable (U)



Thus, the teachers teach their students to be educated not only for themselves but also for others through the ideals of good leadership.

On the other hand, the least three functions done by the teachers are, in ascending order of means, knowing the available resources in the school and the community, collecting and interpreting records of students, sponsoring curricular activities, planning intervention programs, and implementing intervention programs.

This result implies that the teachers tend to limit themselves within the school premise. Thus they are challenged to explore possible resources outside the school campus. This finding corroborates that of Conant (2000) as cited by Addag (2006) that the school is inseparable from the community. This means that teachers should enrich learning with the resources available in the community. Doing so bring out positive results since the school is actually located within the territories of three barangays. As for the collecting and interpreting of students records, one problem, that there is no room reserved for this purpose and that teachers may need training on the skill of interpreting such records. The same problems are foreseen in the function of planning and implementing intervention programs. If only teachers are given due training on how these things are done perhaps they can fulfill these functions to the outmost. For the sponsoring of extra-curricular activities one important factor the limited funds available to support such activities since the school is still an annex.



Relationship Between the Degree of Satisfaction  
in the Fulfillment of the Guidance Function  
in the Teachers Profile

Table 19 presents the relationship between the degree of satisfaction in the fulfillment of the guidance functions.

Except for sex as a variable the degree of satisfaction in the fulfillment of the guidance functions does not significantly relate to the teachers' profile such as civil status, educational background, religion and field of specialization. This finding implies that the above variables do not in anyway affect the degree of satisfaction in the fulfillment of the guidance functions.

Table 19. Relationship between the degree of satisfaction in the fulfillment of the guidance function in the teachers profile

TEACHERS PROFILE	RELATIONSHIP	PROBABILITY	INTERPRETATION
Civil Status	0.268	0.376	Not Significant
Sex	-0.577	0.039	Significant
Educational background	0.115	0.707	Not Significant
Religion	0.114	0.711	Not Significant
Field of Specialization:			
- Languages (English and Filipino)	-0.470	0.105	Not Significant
- Social sciences (TLE, Values, MAPEH)	0.349	0.243	Not Significant
- Applied sciences (Math and Science)	0.191	0.533	Not Significant





There is a significant relationship between sex and the degree of satisfaction in the fulfillment of guidance functions. This finding indicates that the degree of satisfaction in the fulfillment of guidance functions is dependent on sex and vice versa.

#### Extent of Sensitivity of Teachers to the Priority Development Areas of their Students

Table 20 shows the extent of sensitivity of teachers along the different areas of needs.

Based on the overall results, the highest sensitivity is given to moral, social, emotional, cognitive, career, psychological, and physical needs.

The data indicate that teachers are indeed very sensitive to the needs of students particularly the moral, social, emotional and cognitive areas. It may be implied that as teachers they do not limit their sensitivity only to the cognitive need which has always been supposed to be their main concern. This result agrees with Woolfolk's idea of affective education: that whatever the family has missed can be filled up in the person of the teacher. If teachers are able to do these then the children will eventually be capable of academic success once their emotional or affective needs are responded to by the teachers.



Table 20. Extent of sensitivity of teachers to the priority developmental areas of their students

DEVELOPMENTAL AREA	EXTENT OF TEACHERS SENSITIVITY		
	MEAN	DESCRIPTION	RANK
Physical	4.19	TM	5
Psychological	4.24	TM	4
Emotional	4.51	VTM	2
Cognitive	4.42	TM	3
Social	4.51	VTM	2
Moral	4.53	VTM	1
Career	4.42	TM	3
$F_c = 0.089^{ns}$ $F_{.05} = 0.915$ ns - significant			

Legend:

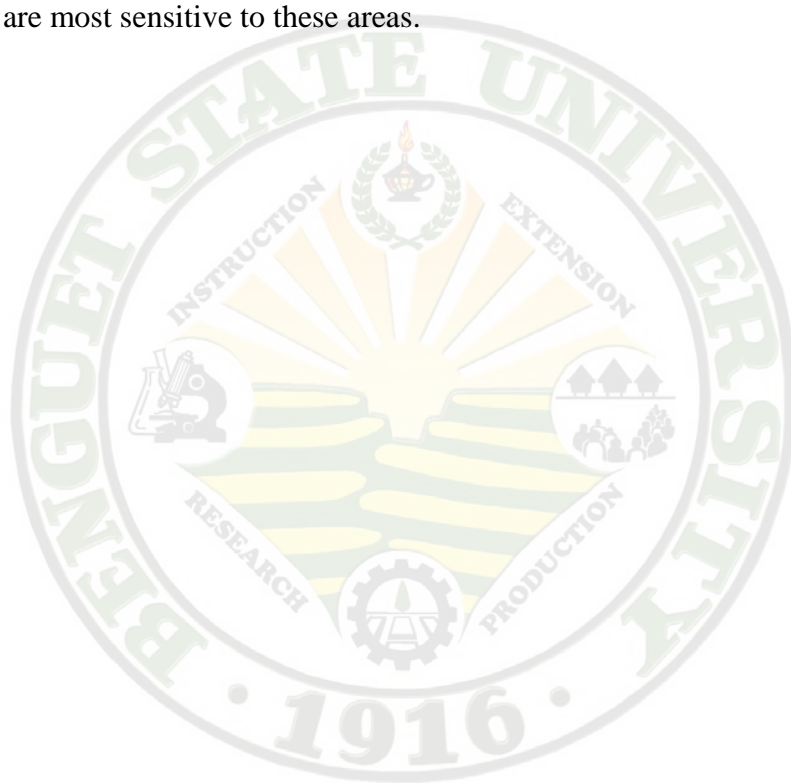
Scale	Statistical Limit	Description
5	4.5 – 5.0	Very True of Me (VTM)
4	3.5 - 4.49	True of Me (TM)
3	2.5 - 3.49	Sometimes True of Me (STM)
2	1.5 - 2.49	Hardly True of Me (HTM)
1	1.0 - 1.49	Not True of Me (NTM)

The least sensitivity centers on the area of physical needs. The teachers might assume that they cannot be of assistance in this area or that they think that students do not have needs or that they know what to do in this aspect of their personality. This result shows a contrast with Maslow's idea that a person may not proceed to a higher level of need if the basic needs have not been satisfied. That is higher needs may not be attained to the fullest if basics are overlooked. These basic needs somehow serve as the foundation of the higher needs. Thus in this



aspect the teachers need to be re-oriented. They ought to be informed that they do have an important role in the physical needs of their assistance in the process of students' coping up with their physical needs.

The overall result shows that the teachers' extent of sensitivity are in the areas of moral, social and emotional needs extends to themselves. The teachers, therefore, are most sensitive to these areas.



## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### Summary

The study intended to determine the socio-demographic profile of the respondents, identify the priority developmental needs of the students, determine the relationship between the students' profile and the areas of needs, determine the extent of the satisfaction of the teachers in the fulfillment of their guidance functions, determine the relationship between the teachers' profile and the degree of satisfaction in the fulfillment of their guidance functions, and identify the extent of sensitivity of teachers to the developmental areas of needs.

The study was conducted in Baguio City National High School Roxas Annex at North Sto. Tomas Road, Baguio City.

The salient findings are:

1. The majority of the students range in age from 13 to 15 years, and are third years, highlanders and Catholics. The distribution of male and female respondents is equal. Most of the teachers are married, females and Catholics. All of them are degree holders of secondary education and several have taken master's units. The majority of the parents are high school graduates and Catholics.

2. The priority developmental needs of students as perceived are knowing proper nutrition along physical area, understanding one's self and others along psychological area; feeling accepted and respected along emotional area;



developing open-mindedness along cognitive area; having friends along social area; understanding clearly what is right from wrong along moral area; and acquiring information about new schools along career area.

3. The teachers fulfill their guidance functions very satisfactorily. They are most effective in fulfilling the roles of helping students to understand themselves, facilitating knowledge, helping explore occupations, motivating and directing learning, and developing desirable ideas of leadership. Conversely, they are less effective in fulfilling the roles of knowing available resources in school and in the community, collecting and interpreting records, sponsoring curricular activities and planning and implementing intervention programs.

4. Students' age, year level, ethnic origin and religion do not affect the areas of developmental needs but not in sex. It may be generalized that sex is an important factor that affects physical psychological and moral needs. Although inconclusive the highest relation is seen in the psychological area according to age, moral area according to year level, emotional area according to sex, and career area according to ethnic origin.

5. Teachers' civil status, religion, educational background and field of specialization do not affect the satisfaction of the fulfillment of the guidance functions but not sex..

6. The teachers are most sensitive in the areas of moral, social, cognitive and career needs. Conversely, they are least sensitive in the areas of physical and psychological needs.



## Conclusions

Based on the findings the following conclusions are drawn:

1. It is easier for the teachers to identify the needs of students in the developmental areas of physical, psychological, emotional, cognitive, social, moral and career needs when the profile of students are available

2. The perceived priority developmental needs of students are knowing proper nutrition along physical area; understanding one's self and others along psychological area; feeling accepted and respected along emotional area; developing open mindedness along cognitive area; having friends along social area; understanding clearly what is right from wrong along moral area; and acquiring information about new schools along career area.

3. Sex is an important factor that influences the developmental areas of physical ,psychological and moral needs of students.

4. Sex is an important factor in the satisfaction of the fulfillment of guidance functions.

5. The teachers perform their guidance functions very satisfactorily. They are skilled in fulfilling the roles of helping students to understand themselves, facilitating knowledge, helping explore occupations, motivating and directing learning, and developing desirable ideas of leadership conversely they lack the skills in knowing available resources in school and in the community, collecting and interpreting records, sponsoring curricular activities and planning and implementing intervention programs.



6. The teachers are most sensitive in the areas of moral, social cognitive and career needs but not in the areas of physical and psychological needs.

### Recommendations

1. Socio-demographic profiles of parents ,teachers and students should be updated and organized to serve as bases of developing relevant programs. A separate room for these files should be provided.

2. The students, teachers and parents ought to be aware of priority developmental needs of the students/children and organized projects and activities corresponding to such needs. An assessment of needs like surveys should be done at least every two years if not every year before action plans are made .

3. Teachers should sustain their strengths but should overcome their weaknesses in the performance of their guidance functions. Thus teachers should be sent for in-service trainings and seminars on guidance and counseling. If this is not possible, scholarships should be provided for further studies. At least one guidance counselor should be hired in every annex.

4. Although the institution is a public school, activities that promote spirituality should be organized such as ecumenical mass, mass baptism or recollections to cater to spiritual growth.

5. Regardless of profile teachers should try their best to fulfill their guidance functions to the maximum level. During staff meetings, a particular time



should be set aside for sharing information or experiences regarding guidance concerns

6. Teachers should sustain sensitivity in the areas of moral, social, emotional and cognitive needs but they should give due sensitivity to the areas of psychological and physical needs. Thus, the administration should set a budget for subscribing to publications and books on adolescent psychology.

7. Comparative studies should be done in the different levels of education as to developmental needs.

8. Policy makers should draft a memorandum that before any project or plans are made assessments and evaluation activities should be conducted. At the same time, they should employ at least one guidance counselor before any educational institution can open.

9. Administrators should set a an annual budget for the sole purpose of achieving guidance programs.

10. Parents and teachers should set a time for conferences with the administrators to discuss concerns about the students or children.





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Appendix A

COMMUNICATION

Republic of the Philippines  
BENGUET STATE UNIVERSITY  
GRADUATE SCHOOL  
La Trinidad Benguet

February 19, 2005

ELMA D. DONAAL, Ed. D  
BCNHS Secondary  
School Principal IV

Madam:

Greetings!

Please be informed that the undersigned is currently working on a research about the developmental needs of the students of BCNHS Roxas Annex. It has been noted that your permission is very important in conducting this study.

In this connection may I please request your good office to allow me to conduct this research.

Thank you very much for your consideration

Sincerely yours,

(sgd) CONCHITA L. OIDE



Republic of the Philippines  
BENGUET STATE UNIVERSITY  
GRADUATE SCHOOL  
La Trinidad Benguet

February 23, 2005

ELMA D. DONAAL, Ed. D  
BCNHS Secondary  
School Principal IV

Madam:

Greetings!

Please be informed that the undersigned is currently working on a research about the developmental needs of the students of BCNHS Roxas Annex. It has been noted that your permission is very important in conducting this study.

In this connection may I please request your good office to allow me to conduct the pre-test trial at BCNHS Bakakeng Annex.

Thank you very much for your consideration

Sincerely yours,

(sgd) CONCHITA L. OIDE



Republic of the Philippines  
BENGUET STATE UNIVERSITY  
GRADUATE SCHOOL  
La Trinidad Benguet

To the Students:

This questionnaire has two (2) parts. Part I is intended for some Personal Information about you. Part II is intended to find out the extent of needs of students based on your own observations and experiences.

Both parts are designed for research study only, hence your individual response will not in anyway affect you performance in school. Your answer will be kept strictly confidential.

Kindly respond to all items

CONCHITA L. OIDE  
(Researcher)

Appendix B

SURVEY QUESTIONNAIRE

Part I. Student Profile

Below are items which aim to find out personal information about you. Please provide your answers by checking the appropriate blanks provide for.

Name (Optional) \_\_\_\_\_

A. Age

\_\_\_\_\_ 13-15                      \_\_\_\_\_ 16-18                      \_\_\_\_\_ 19 – above

B. Year Level

\_\_\_\_\_ IV                      \_\_\_\_\_ III                      \_\_\_\_\_ II                      \_\_\_\_\_ I

C. Sex

\_\_\_\_\_ Male                      \_\_\_\_\_ Female

D. Ethnical Origin

\_\_\_\_\_ Highlander                      \_\_\_\_\_ Lowlander                      \_\_\_\_\_ Mix Culture

E. Religion

\_\_\_\_\_ Roman Catholic                      \_\_\_\_\_ Protestant                      \_\_\_\_\_ Born Again

Others (Please indicate) \_\_\_\_\_



## Part II. Questionnaire for Students

Below are statements that refer to your needs in various areas of your development. Indicate the extent to which these needs are applicable to you by checking the corresponding number on the scale using the values provided below:

- 5 Very Frequently Needed (Applies to you 100% of the time)  
 4 Frequently Needed (Applies to you 75% of the time)  
 3 Sometimes Needed (Applies to you 50% of the time)  
 2 Rarely Needed (Applies to you 25% of the time)  
 1 Not Needed (Applies to you 0% of the time)

A	PHYSICAL. These are basic needs for man to survive physically and also a natural result of the changes in your body. HENCE AS A STUDENT I NEED:	5	4	3	2	1
1	Informing students on the changes on their physical body (adams apple, vocal cord, pubic hairs, first menstruation, development of breast and the like)					
2	Improving physical appearance					
3	Knowing how to cope with the discomforts cause by physical body changes					
4	Learning how to accept the physical body changes					
5	Improving their body posture					
6	Learning how to dress appropriately					
7	Handling skin problems					
8	Maintaining and managing hair style					
9	Knowing proper nutrition					
10	Being aware of the health services					
B.	Psychological. These are the conditions within and outside the child that affects the development of his potentials. HENCE AS A STUDENT I NEED:					
1	Understanding themselves and others					
2	Maximizing their talents to feel fulfilled					
3	Developing self confidence					
4	Counseling on personal/academic problems					
5	Knowing themselves through standardize test					
6	Being independent					
7	Having privacy					
8	Understanding the world to make realistic choices					



9	Feeling lovable and capable	5	4	3	2	1
10	Coping with their problems					
C.	EMOTIONAL. These are the necessary positive feelings or emotions tht a person should have a high regard of self and others. HENCE AS A STUDENT I NEED TO:					
1	Acquiring emotional ability					
2	Understanding love					
3	Developing sense of humor					
4	Knowing how to control their anger					
5	Learning how to handle their problems					
6	Developing calmness and self-reliance					
7	Learning how develop self-acceptance					
8	Developing a sense of direction					
9	Feeling accepted and respected					
10	Expressing their ideas freely					
11	Expressing their feelings freely					
D.	COGNITIVE. These are the needs of man as an intellectual and rational being. HENCE AS A STUDENT I NEED:					
1	Updating knowledge and information on different fields					
2	Developing abilities in different subjects					
3	Improving communication skills					
4	Understanding ideas and activities					
5	Learning how to explain their ideas and activities					
6	Enhancing their ability to judge					
7	Improving their critical thinking					
8	Developing creativity					
9	Developing open mindedness					
10	Working skills for future career					
E.	SOCIAL. These are the needs of a person to develop his interpersonal skills for him to meaningful relations. HENCE AS A STUDENT I NEED:					
1	Achieving new relationship with their peers					
2	Developing healthy relationship with the opposite gender					
3	Knowing guidelines on feminine and masculine roles					
4	Knowing and practicing social ethics					



5	Having friends	5	4	3	2	1
6	Joining social gatherings					
7	Knowing guidelines on dating and going steady					
8	Learning how to appreciate culture and religion					
9	Learning how to respect human rights					
10	Learning how to be responsible and accountable of the things they do					
F.	MORAL. These are the development for an individual to desire and achieve socially responsible behavior acquire values and finally adopt a particular ethical system. HENCE AS A STUDENT I NEED:					
1	Forming desirable values					
2	Understanding nature of their existence					
3	Developing commitment to their family friends, God ,etc					
4	Understanding clearly what is right from wrong					
5	Developing socially accepted behavior					
6	Appreciating prevailing customs					
7	Exercising personal discipline					
8	Learning how to be honest					
9	Learning how to act with integrity					
10	Learning how to show their care					
G.	CAREER. These are needs which arises as the individual matures and plan for his work and lifestyle. HENCE AS A STUDENT I NEED:					
1	Acquiring information about new schools					
2	Inquiring on the different college courses					
3	Counseling on how to chose a school					
4	Counseling on how to chose a course					
5	Knowing how to relate themselves in a new school					
6	Counseling on how to adjust in college					
7	Assisting students how to find work opportunities					
8	Giving recommendations for academic scholarship.					





Republic of the Philippines  
BENGUET STATE UNIVERSITY  
GRADUATE SCHOOL  
La Trinidad, Benguet

To the Teachers:

This questionnaire has four (4) parts. Part I is intended for some personal information about you. Part II is intended for you to identify the developmental needs of our students'. Part III aims to measure our sensitivity to the needs of our students. Part IV is also intended to find out the extent of our ability to fulfill our guidance roles as teachers.

All parts are designed for research study only, hence your individual response will not in anyway affect your performance in school. Your answer will be kept strictly confidential.

Kindly respond to all items.

CONCHITA L. OIDE  
(Researcher)

**PART I. Teachers Profile**

Below are personal information about you. Please check your corresponding answers.

A. Name (optional) \_\_\_\_\_

Civil Status

Single \_\_\_\_\_ Widowed \_\_\_\_\_ Married \_\_\_\_\_

B. Religion

Catholic \_\_\_\_\_ Born Again \_\_\_\_\_

Protestant \_\_\_\_\_ Others \_\_\_\_\_

Baptist \_\_\_\_\_

C. Educational Background

Degree

BSED \_\_\_\_\_ PH D \_\_\_\_\_ MAED \_\_\_\_\_

D. Field of Specialization

1. Languages

Filipino \_\_\_\_\_

English \_\_\_\_\_

2. Math \_\_\_\_\_

Science \_\_\_\_\_

3. Social Science

Values \_\_\_\_\_

TLE \_\_\_\_\_

MAPEH \_\_\_\_\_



## Part II. Questionnaire for Teachers

Below are statements that refer to your needs in various areas of your development. Indicate the extent to which these needs are applicable to you by checking the corresponding number on the scale using the values provided below:

- 5 Very Frequently Needed (Applies to you 100% of the time)  
 4 Frequently Needed (Applies to you 75% of the time)  
 3 Sometimes Needed (Applies to you 50% of the time)  
 2 Rarely Needed (Applies to you 25% of the time)  
 1 Not Needed (Applies to you 0% of the time)

A	PHYSICAL. These are basic needs for man to survive physically and also a natural result of the changes in your body, hence students need:	5	4	3	2	1
1	Informing students on the changes on their physical body (adams apple, vocal cord, pubic hairs, first menstruation, development of breast and the like)					
2	Improving physical appearance					
3	Knowing how to cope with the discomforts cause by physical body changes					
4	Learning how to accept the physical body changes					
5	Improving their body posture					
6	Learning how to dress appropriately					
7	Handling skin problems					
8	Maintaining and managing hair style					
9	Knowing proper nutrition					
10	Being aware of the health services					
B.	PSYCHOLOGICAL. These are the conditions within and outside the child that affects the development of his potentials, hence students need:					
1	Understanding themselves and others					
2	Maximizing their talents to feel fulfilled					
3	Developing self confidence					
4	Counseling on personal/academic problems					
5	Knowing themselves through standardize test					
6	Being independent					
7	Having privacy					
8	Understanding the world to make realistic choices					



		5	4	3	2	1
9	Feeling lovable and capable					
10	Coping with their problems					
C.	EMOTIONAL. These are the necessary positive feelings or emotions that a person should have a high regard of self and others, hence students need:					
1	Acquiring emotional ability					
2	Understanding love					
3	Developing sense of humor					
4	Knowing how to control their anger					
5	Learning how to handle their problems					
6	Developing calmness and self-reliance					
7	Learning how develop self-acceptance					
8	Developing a sense of direction					
9	Feeling accepted and respected					
10	Expressing their ideas freely					
11	Expressing their feelings freely					
D.	COGNITIVE. These are the needs of man as an intellectual and rational being, hence students need:					
1	Updating knowledge and information on different fields					
2	Developing abilities in different subjects					
3	Improving communication skills					
4	Understanding ideas and activities					
5	Learning how to explain their ideas and activities					
6	Enhancing their ability to judge					
7	Improving their critical thinking					
8	Developing creativity					
9	Developing open mindedness					
10	Working skills for future career					
E.	SOCIAL. These are the needs of a person to develop his interpersonal skills for him to meaningful relations, hence students need:					
1	Achieving new relationship with their peers					
2	Developing healthy relationship with the opposite gender					
3	Knowing guidelines on feminine and masculine roles					
4	Knowing and practicing social ethics					
5	Having friends					



		5	4	3	2	1
6	Joining social gatherings					
7	Knowing guidelines on dating and going steady					
8	Learning how to appreciate culture and religion					
9	Learning how to respect human rights					
10	Learning how to be responsible and accountable of the things they do					
F.	MORAL. These are the development for an individual to desire and achieve socially responsible behavior acquire values and finally adopt a particular ethical system, hence students need:					
1	Forming desirable values					
2	Understanding nature of their existence					
3	Developing commitment to their family friends, God ,etc					
4	Understanding clearly what is right from wrong					
5	Developing socially accepted behavior					
6	Appreciating prevailing customs					
7	Exercising personal discipline					
8	Learning how to be honest					
9	Learning how to act with integrity					
10	Learning how to show their care					
G.	CAREER. These are needs which arises as the individual matures and plan for his work and lifestyle, hence students need:					
1	Acquiring information about new schools					
2	Inquiring on the different college courses					
3	Counseling on how to chose a school					
4	Counseling on how to chose a course					
5	Knowing how to relate themselves in a new school					
6	Counseling on how to adjust in college					
7	Assisting students how to find work opportunities					
8	Giving recommendations for academic scholarship.					



## Part III. Questionnaire for Teachers

Below are the guidance functions as teachers. Indicate the extent to which you are able to satisfy these roles using the scale:

<u>Scale</u>	<u>Description</u>
5	Excellent (E)
4	Very Satisfactory (VS)
3	Satisfactory (S)
2	Fairly (F)
1	Unable (U)

FUNCTION	E (5)	VS (4)	S (3)	F (2)	U (1)
Collecting records					
Interpreting Records					
Maintaining Records					
Facilitating knowledge					
Helping students understand themselves					
Developing desirable ideas of leadership					
Developing good citizenship					
Helping students explore different occupations					
Motivating learning					
Directing learning					
Identifying the needs of students					
Planning intervention programs					
Implementing intervention programs					
Diagnosing the strengths of students					
Sponsoring extra curricular activities					
Diagnosing the weakness of students					
Knowing available resource in the school and community					
Making referrals of serious cases					



Part IV. Below are the needs of our students in various areas of development. Indicate the extent of your sensitivity in the following areas using the scale:

<u>Scale</u>	<u>Description</u>
5	Excellent (E)
4	Very Satisfactory (VS)
3	Satisfactory (S)
2	Fairly (F)
1	Unable (U)

A	PHYSICAL. These are basic needs for man to survive physically and also a natural result of the changes in your body, hence students need:	5	4	3	2	1
1	Informing students on the changes on their physical body (adams apple, vocal cord, pubic hairs, first menstruation, development of breast and the like)					
2	Improving physical appearance					
3	Knowing how to cope with the discomforts cause by physical body changes					
4	Learning how to accept the physical body changes					
5	Improving their body posture					
6	Learning how to dress appropriately					
7	Handling skin problems					
8	Maintaining and managing hair style					
9	Knowing proper nutrition					
10	Being aware of the health services					
B.	PSYCHOLOGICAL. These are the conditions within and outside the child that affects the development of his potentials, hence students need:					
1	Understanding themselves and others					
2	Maximizing their talents to feel fulfilled					
3	Developing self confidence					
4	Counseling on personal/academic problems					
5	Knowing themselves through standardize test					
6	Being independent					
7	Having privacy					
8	Understanding the world to make realistic choices					



9	Feeling lovable and capable	5	4	3	2	1
10	Coping with their problems					
C.	EMOTIONAL. These are the necessary positive feelings or emotions that a person should have a high regard of self and others, hence students need:					
1	Acquiring emotional ability					
2	Understanding love					
3	Developing sense of humor					
4	Knowing how to control their anger					
5	Learning how to handle their problems					
6	Developing calmness and self-reliance					
7	Learning how develop self-acceptance					
8	Developing a sense of direction					
9	Feeling accepted and respected					
10	Expressing their ideas freely					
11	Expressing their feelings freely					
D.	COGNITIVE. These are the needs of man as an intellectual and rational being, hence students need:					
1	Updating knowledge and information on different fields					
2	Developing abilities in different subjects					
3	Improving communication skills					
4	Understanding ideas and activities					
5	Learning how to explain their ideas and activities					
6	Enhancing their ability to judge					
7	Improving their critical thinking					
8	Developing creativity					
9	Developing open mindedness					
10	Working skills for future career					
E.	SOCIAL. These are the needs of a person to develop his interpersonal skills for him to meaningful relations, hence students need:					
1	Achieving new relationship with their peers					
2	Developing healthy relationship with the opposite gender					
3	Knowing guidelines on feminine and masculine roles					
4	Knowing and practicing social ethics					
5	Having friends					



		5	4	3	2	1
6	Joining social gatherings					
7	Knowing guidelines on dating and going steady					
8	Learning how to appreciate culture and religion					
9	Learning how to respect human rights					
10	Learning how to be responsible and accountable of the things they do					
F.	MORAL. These are the development for an individual to desire and achieve socially responsible behavior acquire values and finally adopt a particular ethical system, hence students need:					
1	Forming desirable values					
2	Understanding nature of their existence					
3	Developing commitment to their family friends, God ,etc					
4	Understanding clearly what is right from wrong					
5	Developing socially accepted behavior					
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7	Exercising personal discipline					
8	Learning how to be honest					
9	Learning how to act with integrity					
10	Learning how to show their care					
G.	CAREER. These are needs which arises as the individual matures and plan for his work and lifestyle, hence students need:					
1	Acquiring information about new schools					
2	Inquiring on the different college courses					
3	Counseling on how to chose a school					
4	Counseling on how to chose a course					
5	Knowing how to relate themselves in a new school					
6	Counseling on how to adjust in college					
7	Assisting students how to find work opportunities					
8	Giving recommendations for academic scholarship.					





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To the Parents:

This questionnaire has two (2) parts. Part I is intended for some personal information about you. Part II is intended to find out the extent of how we are able to respond the needs of our children.

Both parts are designed for research study only, hence your individual response will be essential to its success. Your answer will be kept strictly confidential.

Kindly respond to all items.

Very truly yours,

CONCHITA L. OIDE

PART I. Parents Profile

Below are personal information about you. Please check your corresponding answers.

Name (optional) \_\_\_\_\_.

A. Religion

\_\_\_\_\_ Catholic      \_\_\_\_\_ Protestant      \_\_\_\_\_ Born Again

Others (Please Specify)

\_\_\_\_\_

B. Educational Background

Father

Mother

\_\_\_\_\_ Occupation  
 \_\_\_\_\_ Post College  
 \_\_\_\_\_ High School  
 \_\_\_\_\_ Elementary

\_\_\_\_\_ Occupation  
 \_\_\_\_\_ Post College  
 \_\_\_\_\_ High School  
 \_\_\_\_\_ Elementary



### Part II Questionnaire for Parents

Below are statements that refer to the needs of our children in various areas of development. Indicate the extent to which these needs are applicable to them by checking the corresponding number on the scale using the values provided below:

- 5 Very Frequently Needed (Applies to you 100% of the time)  
 4 Frequently Needed (Applies to you 75% of the time)  
 3 Sometimes Needed (Applies to you 50% of the time)  
 2 Rarely Needed (Applies to you 25% of the time)  
 1 Not Needed (Applies to you 0% of the time)

A	PHYSICAL. These are basic needs for man to survive physically and also a natural result of the changes in your body, hence my children/child needs:	5	4	3	2	1
1	Informing students on the changes on their physical body (adams apple, vocal cord, pubic hairs, first menstruation, development of breast and the like)					
2	Improving physical appearance					
3	Knowing how to cope with the discomforts cause by physical body changes					
4	Learning how to accept the physical body changes					
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6	Learning how to dress appropriately					
7	Handling skin problems					
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9	Knowing proper nutrition					
10	Being aware of the health services					
B.	PSYCHOLOGICAL. These are the conditions within and outside the child that affects the development of his potentials, hence my children/child needs:					
1	Understanding themselves and others					
2	Maximizing their talents to feel fulfilled					
3	Developing self confidence					
4	Counseling on personal/academic problems					
5	Knowing themselves through standardize test					
6	Being independent					
7	Having privacy					
8	Understanding the world to make realistic choices					



9	Feeling lovable and capable	5	4	3	2	1
10	Coping with their problems					
C.	EMOTIONAL. These are the necessary positive feelings or emotions that a person should have a high regard of self and others, hence my children/child needs:					
1	Acquiring emotional ability					
2	Understanding love					
3	Developing sense of humor					
4	Knowing how to control their anger					
5	Learning how to handle their problems					
6	Developing calmness and self-reliance					
7	Learning how develop self-acceptance					
8	Developing a sense of direction					
9	Feeling accepted and respected					
10	Expressing their ideas freely					
11	Expressing their feelings freely					
D.	COGNITIVE. These are the needs of man as an intellectual and rational being, hence my children needs need:					
1	Updating knowledge and information on different fields					
2	Developing abilities in different subjects					
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4	Understanding ideas and activities					
5	Learning how to explain their ideas and activities					
6	Enhancing their ability to judge					
7	Improving their critical thinking					
8	Developing creativity					
9	Developing open mindedness					
10	Working skills for future career					
E.	SOCIAL. These are the needs of a person to develop his interpersonal skills for him to meaningful relations, hence my children/child needs:					
1	Achieving new relationship with their peers					
2	Developing healthy relationship with the opposite gender					
3	Knowing guidelines on feminine and masculine roles					
4	Knowing and practicing social ethics					



5	Having friends	5	4	3	2	1
6	Joining social gatherings					
7	Knowing guidelines on dating and going steady					
8	Learning how to appreciate culture and religion					
9	Learning how to respect human rights					
10	Learning how to be responsible and accountable of the things they do					
F.	MORAL. These are the development for an individual to desire and achieve socially responsible behavior acquire values and finally adopt a particular ethical system, hence my children/child needs:					
1	Forming desirable values					
2	Understanding nature of their existence					
3	Developing commitment to their family friends, God ,etc					
4	Understanding clearly what is right from wrong					
5	Developing socially accepted behavior					
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7	Exercising personal discipline					
8	Learning how to be honest					
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2	Inquiring on the different college courses					
3	Counseling on how to chose a school					
4	Counseling on how to chose a course					
5	Knowing how to relate themselves in a new school					
6	Counseling on how to adjust in college					
7	Assisting students how to find work opportunities					
8	Giving recommendations for academic scholarship.					



## Appendix C

## THE GUIDANCE INTERVENTION PROGRAM

Using a questionnaire answered by parents, teachers and students the actual development needs of students are assessed from their over all responses, the comparisons that were made on the Physical, Psychological, Social and Moral Areas came out to be significant. From these significant areas the first top priority needs were identified as a basis of what activities can possibly respond to such needs.

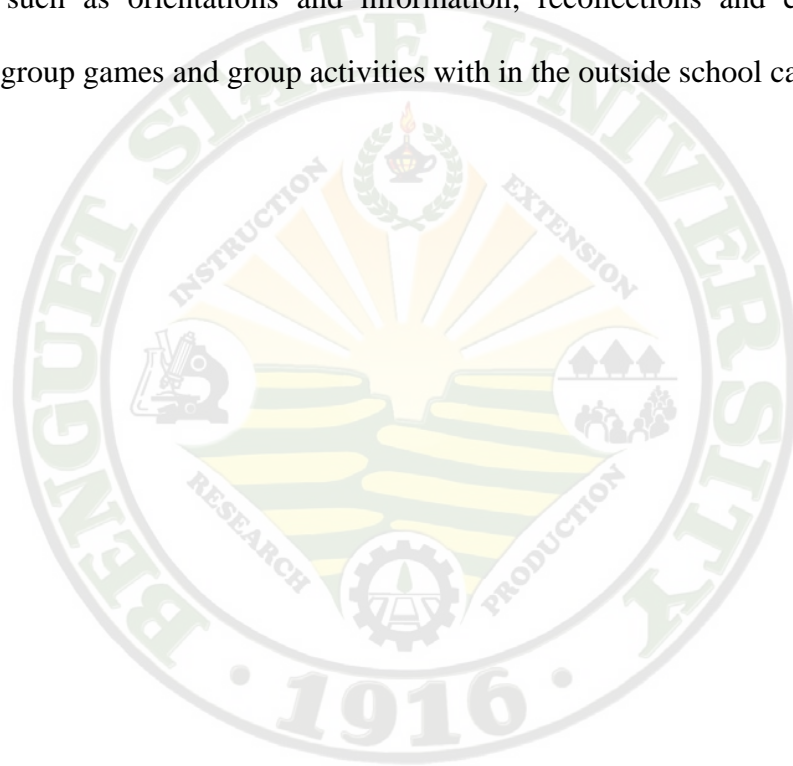
Before finalizing the Guidance Program for BCNHS Roxas Annex, the Guidance Counselors at the Main School were consulted on the approach to be undertaken. The tips at suggestions were the set forth very helpful. A copy of the Guidance Program (Please see Appendix D) was also given to the author. The author went over the Guidance Program and lifted several activities and terms which she believes is relevant to her study. A copy of the vision and mission of the school was also used as a basis in the construction of the furnished (Please refer to Appendix E) as a whole. It was personally confirmed that the Guidance Program made was complementary to the objectives of the institution. It was also noted that the vision of the school is to achieve self actualization; while the mission adapts a holistic approach of developing knowledge, values and skills. Importance is given to excellence and community service.



These Feature of the vision and mission of Baguio City National High School was then highlighted in the Guidance Program.

The Guidance program is holistic since it includes activities for all areas of needs. However the significant areas serve as the priority.

The goals for knowledge, values and skills are to be achieved through the activities such as orientations and information; recollections and community outreach; group games and group activities with in the outside school campus.



## Appendix D

**PROPOSED FIVE YEAR GUIDANCE INTERVENTION PROGRAM PARADIGM  
FOR BAGUIO CITY NATIONAL HIGH ROXAS ANNEX STUDENTS**

PROPOSED GUIDANCE INTERVENTION AREAS OF FOCUS		TIME FRAME					BUDGET	OUTCOME MEASURES
Areas	Objective	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013		
Information	Equip the school's stake holders with basic knowledge about the school as an institution, Mission, Vision, Personnel, Guidance Program Policies						P2,500	100% of the parents, teachers and students will support the Guidance program
Inventory	Collect pertinent data about the students for reference during counseling						P5,000	100% of the profile of students are available in the process of counseling and academic related problems
Testing	Provide students opportunity for Self insight through selected standardized test						P200,000	100% of the student population can cope up with academic responsibilities and gain Self insights for development
Counseling	Facilitate Group Dynamics as a basis for Guidance Counseling						P1,000	100% of the Student population would have resolve their identity crisis and conflicts
Placement and Career Guidance	Provide professional and expert career pathing activities necessary for students to decide on their future course or jobs						P3,000	100% of the Graduating Class are sure of their Career Directions
Intervention Activities	Organize a seminar on Personality development Organize a seminar on Personality development						P5,000	100% of the students will be able to adapt and cope with problems on Physical changes
Alternative Guidance Program	Organize activities which promote social exposure to enhance social skills within and outside the school campus. Coordinate with the church and other linkages who are experts on Morality Concerns.						P26,000	100% of the students will develop team work and interpersonal skills 100% participation and support of parents, teachers and students
Research and Evaluation	Measure the effectiveness of the Guidance program						P5,000	100% of the Parents, Teachers and Students will rate the Guidance program Excellent



## Appendix E

**PROPOSED ACTION PLAN (2008 -2009)**

SERVICE	OBJECTIVE	STRATEGY	TARGET PARTICIPANT	TARGET DATE	VENUE	MANPOWER RESOURCES	MATERIAL RESOURCES	BUDGET	OUTPUT
A. Information	Equip the school's stakeholders with basic knowledge about the school as an institution, Mission, Vision, Personnel, Guidance Program Policies	Faculty Orientation	Teachers	2 <sup>nd</sup> Week of June	Head Teachers Office	Guidance Counselor	Student handbook	1000 (snacks photo copying)	Teachers and Parents will be actively involve and will give support to the Guidance program
		Parent's Congress	Parents	3 <sup>rd</sup> week of June	BCNHS Roxas Annex Hall	Guidance Counselor	Computer set LCD		
B. Inventory	Collect pertinent data about the students for counseling purpose	Learner's profile, autobiography and Socio gram	All Students	1 <sup>st</sup> week of July	Classroom	Class Advisers	Copies of forms	5000 Copy of forms	Reliable data of students profile
C. Test	Provide students with the opportunity for Self insight through	Group test IQ and Personality test	All students	1 <sup>st</sup> to 4 <sup>th</sup> Week of August	Classroom	Guidance Counselor PMHA Saint Louis University	Copies of IQ and Personality Test and answer sheets	200,000 Test Materials	Self insight and Self awareness among the students





	selected standardized test					Extension Service			
D. Counseling (psychological needs)	Facilitate Group Dynamics as a basis for Guidance Counseling	Games understanding one's self	1 <sup>st</sup> and 2 <sup>nd</sup> year	1 <sup>st</sup> week October	Classroom	Guidance counselor	Activities Notes	300.00 Photo copying	Students will identify their strengths and weakness, needs and goals
		Group counseling on how to solve problems	3 <sup>rd</sup> Years and 4 <sup>th</sup> Years	2 <sup>nd</sup> week October	Class Rooms	Guidance Counselor	Activities notes	none	Students are able to solve their own problems
(emotional needs)		Individual Counseling on How to develop self confidence	Selected Students	3 <sup>rd</sup> week of October	Guidance Office	Guidance Counselor	- tapes - activities - interview sheet	300.00	Students will be able to express feelings and ideas, clarify and solve their problems thus gaining self confidence
		Individual counseling	Walk in those with personal problems	All Year round	Guidance Office	Guidance counselor	Individual Profile	none	
F. Placement and Career guidance (career needs)	Provide professional and expert career pathing activities necessary for students to decide on their future course or jobs	Vocation talk	4 <sup>th</sup> Years	2 <sup>nd</sup> week December	Social hall	Guidance counselor Representatives Alumni DOLE	Projector transparencie s pamphlets	1000 Food Certificate	Students will be oriented on the job functions of different fields and be able to choose a future course
	Facilitate Findings of	Research and report	4 <sup>th</sup> Years	3 <sup>rd</sup> Week of January	classroom	Students	Computer set, summary	300.00	Students will present



	students from the prospective colleges or universities						of research		reliable information from their prospective schools
	Organize Group Counseling on how to adjust in College	Group Counseling	4 <sup>th</sup> Years	4 <sup>th</sup> Week of January	Social Hall	Resource Speakers	Snacks Projector transparencie s hand outs	1000	Students will be able to adjust in College
G. Intervention activities (physical needs)	Maintain a bulletin board on Nutrition and Health needs)	Bulletin Board	All Students	June to March	School Frontage	Health Teachers	Office supplies	300	Students will have no problems with their diet and health in general
	Provide information coordinate with Health personnel on Health and nutrition concerns	Formal Talk	All students	July	Social Hall	School Health personnel	Certificates food	2000	
Intervention	Organize a seminar on Personality development	Seminar workshop	All students by year level	3 <sup>rd</sup> week of July	Social hall	Resource speakers	Computer set Sound system Certificates snacks	1000	Students will be able to improve their physical appearance
H. Alternative Guidance program (social needs)	Organize activities which promote social exposure to enhance social skills within and outside the school campus	Socialization 1 School acquaintance activity	Selected students	1 <sup>st</sup> Week November	Outside school campus	Teachers, Administrator Club Officers	Venue and catering services	5000	Students will have opportunity for interpersonal skills and develop lasting relationships



		Socialization 3 Juniors Seniors Promenade	3 <sup>rd</sup> and 4 <sup>th</sup> year	2 <sup>nd</sup> week February	To be negotiated	Guidance Counselor Class advisers Administrator Student leaders	Communi- cations waivers	1000	Successful promenade
(moral needs)	Provide opportunities for Spiritual renewal and upliftment for all stake holders	Recollection 1	PTA officers and Interested parents	3 <sup>rd</sup> week of November	Mary Knoll	Resource speakers	Computer set sound system Certificates, food and tokens	7000	Parents will be reminded of their moral responsibilities Specially to their children
		Recollection 2	Faculty	4 <sup>th</sup> week of November					Teachers will be reminded of their moral responsibilities to the students
		Recollection 3	All students by year level	1 <sup>st</sup> and 2 <sup>nd</sup> week of December					Students will have a standard basis of right and wrong
(cognitive needs)	Provide journals, books and brochures on personality development,	References	Interested students, teachers, parents	All year round	Guidance Office	Guidance Counselors	File cabinet	3000	Students, teachers and parents will read materials will read
H. Research and Evaluation	Measure the effectiveness of the Guidance program	Checklist	Randomly selected students, teachers and parents	March	Classrooms	Guidance counselor	Copies of checklist	2000	Reliable data for a better guidance program for the preceding year



## Appendix F

**BAGUIO CITY NATIONAL HIGH SCHOOL**  
Guidance Office

GUDANCE PROGRAM  
School Year 2006-2007

SERVICE ACTIVITY	OBJECTIVE	STRATEGY	FACILITATORS	TARGET PARTICIPANT	TARGET DATE	VENUE	BUDGET	MATERIAL	SUCCESS INDICATOR
A. Counseling	To help students help themselves Achieve personal change	Individual and Group Counseling	GC's Peer Facilitators	All Students Selected students	Year Round	BERKS Center	As needed	Counseling forms	Positive change, improvements in the client
B. Testing Special science Programs	Provide systematic way of screening students who are applying for the special programs	Regional Memorandum Radio announcements	School officials	Incoming participants	Feb -May	Dep ed Bldg.	c/o program fund		Screened admitted qualified students
Division Regional and National Test	Assess Achievement Level of school strengths /weakness		Students all levels	Jan- march	BCNHS Main and annexes	School Fund	c/o program fund	List of examinees List of examiners snacks	Increased Passing rate
C. Information Services  College Admission  Scholarships  Orientation	In general provide information to students for their development  Facilitate social and emotional adjustments of the students by helping them know the teachers, administrators policies,rules	Classroom announcements	GC's	4th Years  All students  Concerned students	Various dates  12-16 June 2006	GO	1000 Photo copying	Bulletin Boards Computer set  LCD Computer	Properly assisted students to apply for various colleges universities entrance examination Assisted qualified students for institutionalized scholarships



SERVICE ACTIVITY	OBJECTIVE	STRATEGY	FACILITATORS	TARGET PARTICIPANT	TARGET DATE	VENUE	BUDGET	MATERIALS	SUCCESS INDICATOR
D. Placement, Vocational Career Guidance  Career Pathing  Career Fair	To help clarify career Options that awaits graduating students. knowing about schools, aptitudes inclinations	Seminar – workshop   Fair	GC Resource Speakers   School represent -tative	3 <sup>rd</sup> year   4 <sup>th</sup> year	January 2007   August 2006	Auditorium	5,000  Snacks, token, Certificate Back drop	LCD computer set	Juniors and seniors are properly guided and informed on the different courses/colleges suited for them
E. Referral	Aims to seek assistance from specialist and community agencies from any special cases about the client	Contact Linkages	Principal AO Teachers GC Linkages GO and NGO	Stake holders	Year round	GO	2000 Fare and other expenses	Referral forms	Need of the client is particularly attended
F. Research and Evaluation	Measure the effectiveness of the program	Interview questionnaires	GC	Randomly selected students	One school year	BCNHS	5000 For materials	Tools needed for question -naire	A useful reliable research for revision



## Appendix G

**BCNHS MISSION**

The BCNHS public to be models of high performance, competitiveness, success, work and service orientation and sincere concern for others by establishing wholesome and healthy working relationship, transparency, and understanding; providing the needed structural, behavioral and technical supports to all students; guided by the schools corporate culture of excellence in personal integrity, family solidarity, civic responsibility and universal charity leading towards the development of knowledge, attitude, skills and habits of the child which will redound to its benefit and the community.

**BCNHS VISION**

A school with highly performing, competitive, successful and work service oriented students/graduates and personnel who manifest sincere concern for others.

## 2. HB01436 (History)

**AN ACT SEPARATING THE BAGUIO CITY NATIONAL HIGH SCHOOL-ROXAS ANNEX IN BAGUIO CITY FROM THE BAGUIO CITY NATIONAL HIGH SCHOOL, CONVERTING INTO AN INDEPENDENT NATIONAL HIGH SCHOOL TO BE KNOWN AS THE ROXAS NATIONAL HIGH SCHOOL AND APPROPRIATING FUNDS THEREFOR**

Status: Approved by the House on 2006-04-05, transmitted to on 2006-04-25 and received by the Senate on 2006-04-25.



## BIOGRAPHICAL SKETCH

The author of this thesis is Conchita Licuanan Oide, who was born on December 7, 1975 in Baguio City. Her parents are Mr. Thomas A. Oide and Mrs. Emilia L. Oide of Tomay, La Trinidad Benguet.

She finished her elementary education at Tacdian Catholic School in 1989. and secondary education in San Jose High School in 1992. She obtained the Degree of Bachelor of Secondary Education Major in Religions and Values Education at Saint Louis University.

She has presently taken masters units at Benguet State University.

She taught at Assumpta Academy, Bulacan from 1996 to 1997. Then she also served as a substitute teacher at Sacred High School, Itogon from November to December 1997 and at Saint Paul's Academy, Sayangan from January to March 1998. She started teaching at Baguio City National High School as a substitute teacher. Presently, on a permanent status, she teaches Values Education in the same school.

