

# Need-Based Guidance and Counselling Program for Improved Academic Performance in Medina College, Ozamiz City: Its Relevance to Lifelong Learning

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**Abstract**— This study aimed to develop a need-based guidance and counseling program to enhance academic performance at Medina College, Ozamiz City. It specifically assessed the needs of teachers and students in four key areas: physiological, safety, love/belonging, and esteem. The study sought to determine whether significant differences existed between the perceptions of teachers and students regarding these needs and to propose an activity-based program based on the findings. A descriptive research design was employed, utilizing survey questionnaires to gather data from 165 students and 112 teachers. Statistical tools, including mean computation and t-tests, were used to analyze the responses. The findings indicated that both groups generally agreed on the importance of addressing these needs, with average weighted means falling within the "agree" range for all four variables. Moreover, the statistical analysis revealed no significant differences in the responses of teachers and students across these variables, leading to the acceptance of the null hypothesis. The study concluded that implementing a structured guidance and counseling program is crucial for fostering student and teacher well-being, ultimately leading to improved academic performance. Educational institutions should prioritize initiatives such as wellness programs, safety measures, inclusive community-building efforts, and self-esteem enhancement activities. By addressing the holistic needs of students and educators, schools can create a more supportive learning environment that promotes lifelong learning and personal growth. These findings provide valuable insights for academic administrators in strengthening guidance services to ensure student success and overall institutional development.

**Keywords**— Academic Performance, Career Guidance, Guidance and Counseling, Holistic Development, Lifelong Learning, Need-Based Program.

## I. INTRODUCTION

Rapid social change brought about by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever on the increase, thus making adjustment a continuous process of grappling way with new situations. Counselling helps the student in making the best possible adjustment to the current situations, be it in educational institution, occupational world, in the home and in the community. Professional and individualized aid is given in making immediate and suitable adjustment at problem points.

The student's life is getting complex day by day. Students in the twenty-first century have facing many perplex and difficult situations to make wise curricular and other curricular choices, to acquire basic study skills for optimum achievement, adjustment with peers. In its beginning guidance was concentrated on problems relating to vocations. It was largely concerned with getting jobs for young people. Now guidance has gone for beyond this. It is now concerned with the entire individual in all aspects.

Garba (2013), disclosed that guidance and counselling are imperative needs for children, and educational institution has a massive role in bringing out the best in children. Through counselling, children are given advice on how to manage and deal with emotional conflict and personal problems. Counselling service will incorporate valuable lessons and assist them to find a better solution of problems in their daily life.

According to Redondo & Bueno, (2019), the aim of education is to achieve the fullest possible realization of possibilities inherent in the individual. Education fosters all aspects of an individual 's personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is quite essential for the development of individual which is the main objective of education. The Department of Education (DepEd) recognize that Guidance should be regarded as an integral part of education and not as a special, psychological, or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other.

Chetri (2022:2657-2662) pointed out the relationship between guidance and education observes, “All guidance is education but some aspects of education are not guidance”. Their objectives are the same the development of the individual but methods used in education are by no means the same as those used in guidance.

Guidance is the process of a dynamic interpersonal relationship that is prepared to influence the person’s attitude and follow-up behavior. Guidance and counselling are the integral components in the field of the education system. It helps the students to know their skills, interests, personality that will help students in further career selection. The advent of technology and innovation has given comfort but at the same time, it has remitted multiple stressors in life. Thus, guidance and counselling services have become a very important need to build a clear vision of what to pursue.

Counselling is uniquely relevant and sine qua non in the reformation and sustainability of education all over the world. It is the driving or motivating force that makes teaching and learning more meaningful to students and adults in all levels of education. Counselling is instrumental in preserving the values of education and in ensuring that educational course content of each subject or course is actualized through the facilitative role of the manager of counselling programmed the counsellor.

The areas of School guidance and counselling services as examined by Arfasa&Weldmeskel (2020), are focused on three distinct areas, although these areas are frequently combined to create a meaningful context within student learning activities. The first areas of school guidance and counselling is personal/social guidance and counselling which is also concern on learning to live. This area focuses on self-knowledge, social skills, and safety issues. Students face many personal problems related to themselves, their parents and family, friends, and teachers, etc. They often have memories related to home or family which creates feeling of disappointment in them. If their parents are expecting too much of them, it leaves them with a feeling of incompetence and insecurity leading poor self-concept and self-esteem. These issues are aligned with the changes in human dynamics and the maturing concept of self. This area addresses issues faced by young people at each particular age and stage of development and maturity. Assists the individual to

behave appropriately in relation to other members of the society.

Man are social animals. But social relationships constitute a problem area for most of the students. Educational institution is a miniature society and pupil from different socio-economic status, linguistic and socio-cultural background read there. Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group; in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by family, religious institutions, and media.

The second area of school guidance is educational Guidance which focus on learning to learn. The educational area of guidance services identifies key knowledge and skills that students require over time to become effective, independent learners within and beyond the school setting. Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, and disciplines

The third area of school guidance is career guidance that focus on learning to work. There are thousands of specialized jobs and occupations. In this context, there is a great need for vocational guidance. Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter, and progress in a vocation is the optimum growth of the individual.

Align with the pressing needs of school guidance and counselling as cited in <https://www.medinacollegeozedu.com/>, Medina College is guided by the following commitments:

1. As a CHRISTIAN COMMUNITY, it welcomes faculty, staff, and students with various religious beliefs and respects the religious freedom of every member while providing opportunities for them to grow in their faith life.

2. As an ACADEMIC COMMUNITY, it offers quality and responsive education to prepare its graduates for national and global competitiveness.
3. As a FILIPINO COMMUNITY, it promotes the formation of the student's awareness of their civic and social responsibilities and the development of the students' pride in the nation's rich cultural heritage.

The growing prevalence and severity of mental health difficulties educational struggles across college student populations is a critical issue for colleges and their wider communities. Yet little is known about student perspectives on the stressors in college environments and the steps that college could take to better support student mental wellbeing.

With all these observed and identified factors, findings of this study offer important insight to college educators and program heads about the role they can play in better supporting student wellbeing and preventing the high rates of psychological distress.

## II. RESEARCH METHODOLOGY

### Method Used

The type of research used in this study was the descriptive method supplemented with documentary or content analysis. The descriptive method is the most

appropriate since it is directed toward prevailing condition a technique of quantitative descriptions of general characteristics of the group and seek to answer questions as to the real facts relating to existing conditions.

According to Dr. Y.P. Aggarwal (2008, as cited in Sularia 2012), descriptive research is devoted to gathering information about prevailing conditions or situations for description and interpretation.

This research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, and identification of trends and relationships.

### Research Instrument

The instrument used to gather the needed data were the questionnaire which consists of two parts. Before the construction of questionnaire, books, journals, unpublished and published master's thesis and other publications related to the investigation were perused to gain insight on how to prepare the research tool. The first part is for obtaining personal information such as.

The second part is for determining the extent. In this part, the participants were asked to describe their answer by using the scale provided below.

1	Strongly Agree (SA)
2	Agree (A)
3	Neutral (N)
4	Disagree (D)
5	Strongly Disagree (SD)

### Validation of Research Instruments

Before the test instrument was subjected to the validation of non-respondents, it was first shown to the adviser to content evaluation. After the approval of the adviser was sought, it was presented to the validators.

These validators were all students of the school who were not included as respondents. However, the assistance of the thesis committee was also sought. They were asked to review the items as to its clarity, and simplicity for the respondents to understand the items fully. The scores were then quantified as the following:

95% - 100%	- Excellent (E)
89% - 94%	- Very Satisfactory (VS)
83% - 88%	- Satisfactory (S)
77% - 82%	- Fair (F)
76% below	- Needs Improvement (NI)
95% - 100%	- Excellent (E)
89% - 94%	- Very Satisfactory (VS)
83% - 88%	- Satisfactory (S)
77% - 82%	- Fair (F)
76% below	- Needs Improvement (NI)

## Gathering of Data

The researcher first sought permission from the office of the Chairman of the Board Medina College Incorporated, for her to conduct the study and distribute the questionnaire to the respondents.

After the permission was given, the researcher immediately proceeded with the reproduction and distribution of the research instruments to the respondents. This was done during faculty meeting to afford immediate retrieval of the respondents.

## III. RESULTS AND DISCUSSIONS

*Table 1. Physiological Needs Among Teachers' and Students'*

Indicator	SD	Mean
1. I am content with my overall health and well-being.	0.65	3.33
2. Some parts of my body are giving me trouble.	0.50	3.44
3. I get enough sleep and wake up refreshed every morning.	0.75	3.15
4. The physical activity I engage in is enough to remain fit and healthy.	0.70	3.20
5. I eat a nutritious and balanced diet every day.	0.66	3.37
6. I cope with stress well when I encounter it.	0.66	3.23
7. I get an adequate amount of exercise.	0.70	3.37
8. I get an adequate amount of rest.	0.60	3.60
9. I have an income that is adequate for my needs.	0.75	2.93
10. In general, my health is good.	0.70	3.37
Average Mean		3.30

4.21-5.00=Strongly Agree (SA); 3.41-4.20=Agree (A); 2.61-3.40=Neutral (N); 1.81-2.60=Disagree (D); 1.00-1.80=Strongly Disagree (SD)

Table 1 presents the descriptive statistics for the physiological needs of teachers and students. The results indicate that the respondents generally hold a neutral perception of their physiological well-being, with an overall mean score of 3.30.

Among the indicators, the highest-rated statement was "I get an adequate amount of rest" ( $M = 3.60$ ,  $SD = 0.60$ ), suggesting that respondents generally agree that they receive sufficient rest.

Conversely, the lowest-rated statement was "I have an income that is adequate for my needs" ( $M = 2.93$ ,  $SD = 0.75$ ), indicating that financial sufficiency remains a concern for some respondents.

Other notable findings include respondents' neutral stance on their overall health and well-being ( $M = 3.33$ ,  $SD = 0.65$ ), exercise habits ( $M = 3.37$ ,  $SD = 0.70$ ), and ability to cope with stress ( $M = 3.23$ ,  $SD = 0.66$ ). The statement "Some parts of my body are giving me trouble" received a mean of  $M = 3.44$  ( $SD = 0.50$ ), which falls within the "Agree" category, indicating that some respondents experience physical discomfort. Furthermore, most indicators fall within the "Neutral" (2.61–3.40) and "Agree" (3.41–4.20) categories, suggesting that while respondents do not strongly disagree with their physiological well-being, there is room for improvement in areas such as financial adequacy and maintaining an active lifestyle.

*Table 2. Safety Needs Among Teachers' And Students'*

Indicator	SD	Mean
1. I don't allow anyone to intrude on my personal space.	0.77	3.63
2. I frequently perceive other individuals as dangerous to my possessions or identity.	0.52	3.47
3. I am concerned about my career prospect in the future.	0.78	3.46
4. I am not worried about satisfying my basic survival needs.	0.95	2.30
5. I feel safe with my family, friend and classmate.	0.50	3.54
6. I feel anxious about doing activities without a companion.	0.94	3.50
7. I feel I am safe from any harm.	0.98	3.55
8. I am often worried about my physical health.	0.66	3.34
9. I have a well-defined and orderly life.	0.61	3.50



<b>10. My anxiety level is high.</b>	0.78	3.31
<b>Average Mean</b>		3.43

4.21-5.00=Strongly Agree (SA); 3.41-4.20=Agree (A); 2.61-3.40=Neutral (N); 1.81-2.60=Disagree (D); 1.00-1.80=Strongly Disagree (SD)

Table 2 presents the descriptive statistics for the safety needs of teachers and students. The results indicate that respondents generally agree that their safety needs are met, with an overall mean score of 3.43.

Among the indicators, the highest-rated statement was "I don't allow anyone to intrude on my personal space" ( $M = 3.63$ ,  $SD = 0.77$ ), suggesting that respondents strongly value their personal boundaries. Conversely, the lowest-rated statement was "I am not worried about satisfying my basic survival needs" ( $M = 2.30$ ,  $SD = 0.95$ ), which falls under the "Disagree" category, indicating that many respondents still experience concerns about their fundamental needs.

Other notable findings include respondents' agreement that they feel safe among family, friends, and classmates ( $M = 3.54$ ,  $SD = 0.50$ ) and their perception of general safety from harm ( $M = 3.55$ ,  $SD = 0.98$ ). However, some respondents reported moderate levels of anxiety ( $M = 3.31$ ,  $SD = 0.78$ ) and concern about their physical health ( $M = 3.34$ ,  $SD = 0.66$ ), suggesting that psychological and health-related safety remain areas of concern. Furthermore, most indicators fall within the "Agree" (3.41–4.20) and "Neutral" (2.61–3.40) categories. This suggests that while respondents generally feel secure in their environment, there are areas, such as financial stability and anxiety management—where additional support may be beneficial.

**Table 3. Love/Belonging Among Teachers' And Students'**

Indicator	SD	Mean
1. I find it challenging to open up and close to another person.	0.59	3.49
2. I can nurture and foster a healthy, positive relationship.	0.54	3.84
3. I feel I am worthwhile and contribute something to the world.	0.30	3.90
4. I am satisfied with the current state of my close relationship.	0.71	3.70
5. I have only a group of intimate friends I can rely on.	0.63	3.80
6. I feel close to my relatives.	0.66	3.08
7. I feel socially isolated.	0.59	3.08
8. I am involved in a significant a love relationship with others.	0.59	3.50
9. I know my family supports me and be on my side always.	0.59	3.82
10. I am a religious and consider myself a member of a religious community	0.31	3.89
<b>Average Mean</b>		3.61

4.21-5.00=Strongly Agree (SA); 3.41-4.20=Agree (A); 2.61-3.40=Neutral (N); 1.81-2.60=Disagree (D); 1.00-1.80=Strongly Disagree (SD)

Table 3 presents the descriptive statistics for love and belonging needs among teachers and students. The results suggest that respondents generally agree that their needs for love and belonging are being met, with an overall mean score of 3.61.

Among the indicators, the highest-rated statement was "I feel I am worthwhile and contribute something to the world" ( $M = 3.90$ ,  $SD = 0.30$ ), indicating that respondents feel a strong sense of self-worth and purpose.

This was followed closely by "I know my family supports me and is always on my side" ( $M = 3.82$ ,  $SD = 0.59$ ), showing a high level of support from family members.

In contrast, the lowest-rated statements were "I feel close to my relatives" ( $M = 3.08$ ,  $SD = 0.66$ ) and "I feel socially isolated" ( $M = 3.08$ ,  $SD = 0.59$ ), which indicate that some respondents feel distant from their relatives and experience feelings of social isolation.

Respondents also expressed a positive outlook on their ability to form and maintain healthy relationships, with statements like "I can nurture and foster a healthy, positive relationship" ( $M = 3.84$ ,  $SD = 0.54$ ) and "I am satisfied with the current state of my close relationship" ( $M = 3.70$ ,  $SD = 0.71$ ) receiving strong agreement. Overall, the indicators reflect a generally high level of satisfaction with relationships and belonging, though feelings of isolation and distance from relatives remain areas for attention.

**Table 4. Esteem Needs Among Teachers' And Students'**

Indicator	SD	Mean
1. I feel good about myself.	0.70	3.84
2. I avoid self-destructive behavior.	0.53	4.04
3. I know how to use my weaknesses so that it does not come as a liability.	0.62	3.97
4. I crave to be better by taking on continuous self-improvement strategies.	0.55	4.12
5. I see and respect people's difference.	0.52	3.98
6. I deal with a crowd without bragging about what I can do.	0.50	3.94
7. I value honesty for myself and others.	0.33	4.01
8. I accept responsibility for the quality of my life.	0.29	3.93
9. I take care of my physical health.	0.55	3.95
10. I always genuinely feel happy with myself.	0.73	4.22
<b>Average Mean</b>		<b>4</b>

4.21-5.00=Strongly Agree (SA); 3.41-4.20=Agree (A); 2.61-3.40=Neutral (N); 1.81-2.60=Disagree (D); 1.00-1.80=Strongly Disagree (SD)

Table 4 presents the descriptive statistics for esteem needs among teachers and students. The results indicate that respondents generally agree that their esteem needs are well met, with an overall mean score of 4.00, placing them in the "Agree" range.

Among the indicators, the highest-rated statement was "I always genuinely feel happy with myself" ( $M = 4.22$ ,  $SD = 0.73$ ), suggesting that respondents have a high level of self-satisfaction.

Similarly, other indicators such as "I crave to be better by taking on continuous self-improvement strategies" ( $M = 4.12$ ,  $SD = 0.55$ ) and "I avoid self-destructive behavior" ( $M = 4.04$ ,  $SD = 0.53$ ) also received strong agreement, highlighting a positive outlook on self-growth and personal well-being.

Another noteworthy indicator is "I value honesty for myself and others" ( $M = 4.01$ ,  $SD = 0.33$ ), demonstrating that respondents highly value integrity. Similarly, "I take care of my physical health" ( $M = 3.95$ ,  $SD = 0.55$ ) shows that respondents also care for their physical well-being.

On the other hand, the lowest-rated statement was "I feel good about myself" ( $M = 3.84$ ,  $SD = 0.70$ ), indicating that while respondents feel positive about themselves, there is still room for improvement in self-perception.

Overall, the results suggest that respondents exhibit high levels of self-regard, responsibility, and self-improvement, with some areas of potential growth in personal satisfaction.

## IV. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

1. The findings related to physiological needs imply that it is essential for educational institutions to prioritize the health and well-being of both teachers and students. This can be achieved by implementing wellness programs, providing access to healthcare services, and encouraging healthy lifestyle practices. Educators should also promote the importance of a nutritious diet, physical activity, and stress management techniques to ensure that the school community is equipped to maintain a balanced and healthy lifestyle. By addressing these physiological needs, institutions can contribute to a more productive and positive learning environment.
2. In terms of safety needs, the results highlight the importance of creating a safe and supportive environment for both teachers and students. Educational institutions should work on developing policies and procedures to ensure the physical and emotional safety of all members of the school community. This may include anti-bullying policies, mental health support services, and programs to help students and teachers feel secure in their surroundings. Additionally, institutions should invest in career guidance and counseling services to alleviate concerns about future prospects and support individuals in making well-informed decisions about their career paths.
3. The findings on love and belonging needs suggest that educational institutions should prioritize fostering a sense of community and inclusivity. This can be achieved by creating opportunities for teachers and students to build strong relationships,

engage in group activities, and participate in religious or community-based organizations. By promoting a sense of belonging, schools can help individuals feel more connected and supported, leading to better overall mental and emotional well-being. Institutions should also focus on developing programs to address social isolation and promote the importance of healthy and meaningful relationships.

4. The results related to esteem needs emphasize the importance of nurturing self-esteem and personal development in both teachers and students. Educational institutions should invest in programs that promote values such as honesty, respect, and self-acceptance. This may involve implementing character education programs, offering professional development opportunities for teachers, and providing resources for students to develop their self-awareness and self-confidence. Additionally, institutions should encourage the practice of self-care and stress management to help individuals maintain a positive self-image and take responsibility for their well-being.
5. The analysis of the responses of teachers and students indicates that their needs and concerns are not significantly different, which means that strategies and programs should be designed to cater to both groups in a balanced manner. Educational institutions should focus on addressing the common needs of both teachers and students in the areas of physiological, safety, love/belonging, and esteem needs. By doing so, schools can create a more harmonious, supportive, and inclusive environment that promotes the well-being and success of all members of the school community.

## Recommendations

1. Prioritize health and well-being: Educational institutions should develop and implement wellness programs that target both teachers and students. They should provide access to healthcare services and resources, encourage and promote healthy lifestyle practices, including a nutritious diet, physical activity, and stress management techniques. By addressing physiological needs, institutions can contribute to a more productive and positive learning environment.
2. Ensure safety and support: Educational institutions should focus on creating a safe and supportive environment for both teachers and students. This can be achieved by developing policies and procedures to ensure physical and emotional safety,

implementing anti-bullying policies, providing mental health support services, and creating programs to help individuals feel secure in their surroundings. Additionally, institutions should invest in career guidance and counseling services to address concerns about future prospects and support well-informed decisions about career paths.

3. Foster community and inclusivity: The findings on love and belonging needs suggest that educational institutions should prioritize fostering a sense of community and inclusivity. Creating opportunities for teachers and students to build strong relationships, engage in group activities, and participate in religious or community-based organizations can promote a sense of belonging. Schools should also develop programs to address social isolation and emphasize the importance of healthy and meaningful relationships, thus contributing to better overall mental and emotional well-being.
4. Nurture self-esteem and personal development: In light of the esteem needs findings, educational institutions should invest in programs that promote values such as honesty, respect, and self-acceptance. Implementing character education programs, offering professional development opportunities for teachers, and providing resources for students to develop self-awareness and self-confidence can help achieve this goal. Additionally, institutions should encourage self-care and stress management practices to support individuals in maintaining a positive self-image and taking responsibility for their well-being.
5. Cater to common needs: The analysis indicates that the needs and concerns of teachers and students are not significantly different. Consequently, strategies and programs should be designed to cater to both groups in a balanced manner. Educational institutions should focus on addressing the common needs in the areas of physiological, safety, love/belonging, and esteem needs. By doing so, schools can create a more harmonious, supportive, and inclusive environment that promotes the well-being and success of all members of the school community.

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