

# Meeting the Call of the Times: Enhancing the Guidance Program of Dalandanan National High School

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**Abstract:** *The purpose of this research is to evaluate the guidance program of Dalandanan National High School, to determine the status of implementation of its guidance services, and to identify the challenges that the guidance counselor and staff face to meet the call of the times. Through the use of purposive sampling technique, 194 out of 378 students answered the questionnaire; those students have availed themselves of the guidance services. Twenty teachers and 20 parents participated in the interview. Findings shows that student respondents perceived that the guidance office is attaining its objectives as it can help students acquire knowledge, attitudes and skills in their personal, social and educational pursuits. The personnel who help implement the guidance program were deemed adequate. Material resources and facilities were available except for testing room, testing materials and school brochure. On the other hand, the status of implementation was found positive because individual inventory, information service, counseling, parent and staff consultation, placement and special services were found to be implemented satisfactorily. However, the follow-up service was found to be moderately implemented. When it comes to the challenges that the guidance office faces, teachers and parents believed that the guidance office had difficulties accommodating all students in the school because of their limited manpower. Moreover, the office was increasingly challenged to manage the number of students engaging in risky behavior and impose proper intervention measures to students who repeatedly violated rules and regulations. Thus, enhanced guidance program in different services based on the problems gathered in the study was proposed to address relevant issues and problems concerning students.*

**Keywords:** Guidance Services, Counseling, Guidance Program

## 1. INTRODUCTION

Educators believe that education should go beyond imparting knowledge, understanding and expertise to students. Education should also aim for the development of character. Toward this end, schools offer an array of guidance services to guide students to the right path. As stated in Republic Act 232 also known as “The Education Act of 1982,” “Students have the right to school guidance and counseling services for making decisions and selecting alternatives in fields of work suited to their potentialities.” The Department of Education stated its vision statement that they dream every Filipino to love their country, which entitles them to contribute in shaping the nation while producing graduates with values and capabilities that leads them to recognize their potentials.

Schools should focus not only on imparting academic knowledge but also on inculcating desirable values and competencies. Schools want the Filipino youth to discern their full potential, the very same objective of guidance counselors as indicated in the Guidance and Counseling Act of 2004. Guidance and counseling is a profession that incorporates the use of unified approach and technique to the advancement of every individual mainly by encouraging him to exercise his potentials and guiding him in deciding his present and future based on his abilities, interests and needs. With this mission, guidance counselors help students live a balanced life and manage their concerns productively.

The Guidance department of Dalandanan National High school provides different activities that enable students to acquire knowledge, attitudes, strategies and skills that are useful in managing their lives. It offers services that can help the students grow and handle their own problems. It provides assistance such as individual inventory, information, counseling, placement, follow-up, parent and staff consultation and other special services. All these services must respond to the emerging needs of students in the 21st century, the age of globalization and technology which has significantly changed the way students live and behave.

A case in point: Today’s breed of students are heavily engaged in the use of social media, computers and smartphones, decreasing communication with their parents. Rather than communicating with people face to face, technology-bred youths communicate with people by simply posting a message online or sending it through cellular phones, devoid of human interactions (Bain, 2012; Gunawan & Wahab, 2015). Teens are particularly susceptible to high-risk behavior so guardians and concerned people around them need to be aware and think of preventive measures before such behavior becomes a problem. (Carreon, 2014).

Because of the need for adequate guidance services, the researcher thought of doing something to help enhance the guidance program in Dalandanan National High School for the sake of students, teachers and parents. The proposed study will benefit the guidance counselor understand their needs better. Likewise, the results may help them deliver improved guidance services to clients.

It is truly important to properly implement a guidance program that is significant to the students, and this requires expertise. There are marked individual differences among students and adolescents in these times, characterized by changes both physical and cognitive (Frank 2016, cited Goldman, 2011). Because of the influences of living in modern society, an enhanced guidance program should be put in place. Guidance and counseling is a fundamental part of the educational system as it helps students in all aspect of their lives of personal, social, academic and career development. (L.D. Crow & A. V. Crow, 2012).

Meeting the call of the times requires the guidance program of Dalandanan National High School to adapt to different needs of the students to be effective. The proposed enhancement program is not only for students but also for stakeholders such as parents, teachers and administrators who are working for a better environment in school conducive to learning. According to Tugade (2013), in order for the guidance program to be successful, there should be presence and influence of human factors such as: strong leadership, high quality staff and supportive school climate. It is viewed as one of the most important instruments in the lives of students.

#### **RESEARCH PROBLEM**

The general problem of the study is “How may the guidance program of Dalandanan National High School be evaluated as basis for program enhancement?”

Specifically, this study sought answers to the following questions:

1. To describe the guidance program of Dalandanan National High School in terms of:
  - 1.1. attainment of objectives,
  - 1.2. personnel resources, and
  - 1.3. material resources and facilities
2. To identify the performance of Dalandanan National High School on the following guidance services:
  - 2.1. individual inventory,
  - 2.2. information,
  - 2.3. counseling,
  - 2.4. placement,
  - 2.5. follow-up,
  - 2.6. parent and staff consultation, and
  - 2.7. special services
3. To identify the challenges faced by the guidance counselor and his staff in the delivery of guidance services as viewed by teachers and parents;
4. To propose and enhance a guidance program based on the results of the study.

## **2. REVIEW OF RELATED LITERATURE**

Guidance programs are developmental and comprehensive. They are developmental in the sense that guidance activities are conducted on a regular, planned, and systematic basis to assist students to achieve guidance-related expectations. On the other hand, guidance programs are comprehensive because a range of activities and services are provided. The four stages of comprehensive guidance program are planning, designing, implementing and evaluating (Gysbers, 2014).

To know if a guidance program is comprehensive, evaluation is indicated. Gutkin, as mentioned by Dijan (2010), stated that evaluation results should be used to make program improvements. Program evaluation is used to determine to what extent a school’s comprehensive guidance and counseling program is functioning. Judgments are made about the status of a program using standards and criteria derived directly from the framework of comprehensive guidance and counseling programs (Gysbers & Henderson, 2012).

Guidance activities must be aligned to the mission, vision and objective of the whole guidance program. Cooperation from the teachers, administrators and community is needed to attain the desired outcomes of each activity. According to Iowa Comprehensive Counseling and Guidance Program, as mentioned in the study of Siyez, Kaya & UzBas (2012), the cooperation and support of school staff and administrators is necessary for successful implementation of activities and programs because the guidance counselor cannot do it alone. He needs the help of teachers, administrators and staff in conducting activities focusing on lifelong learning and development.

Effective implementation evaluation requires school counselors, school administrators and educators to clearly understand that a program has objectives and is supposed to accomplish something that can affect the students and how the guidance planning should be put into practice.

Similarly, Cura (2011) evaluated the guidance program of Tarlac State University. Her study focused on the extent of implementation, its strengths and weaknesses. She presented a proposed enhancement program and the implications of her study to guidance and counseling services in the University.

Generally, the implementation of the guidance program in the University was found to be satisfactory as evaluated. Counseling service was satisfactorily implemented owing to the dynamic personal interaction between counselor and counselee. The personnel satisfactorily performed their functions and facilities were adequate. This only shows that the mandate of the program was realized, its procedures and policies were consistently executed and implemented. The strength of the guidance program was in its information service while follow-up service was the weakest link. Sometimes it was difficult to ask for follow-up on whatever services the student was receiving in because the counselor had heavy workload. She had many other students to attend to so she would not have the time for repeat session with a previously attended client.

Moreover, the study of Nyarangi (2011) about the effective implementation of guidance and counseling in technical, industrial, vocational and entrepreneurship training institutions in Nyanza province, Kenya, confronted one such challenge. The target population consisted of principals, teacher counselors and students of the two institutions. The survey respondents consisted of two principals, four teacher counselors and 240 students.

The results of the study pointed that the major challenge of teacher counselors in implementation of guidance and counseling programs in the Institute of Technology was lack of facilities due to inadequate support by principals and Board of Governors, causing difficulties in implementing the program. Some of the counselors, besides having heavy teaching workload, were not trained for counseling.

These factors had considerable negative effects on the delivery of guidance and counseling services. Management support was minimal although the attitude towards guidance and counseling was positive. The researcher recommended that the government consider employing full-time counselors in the institutes of technology to allow full access of students to the counselors. Education stakeholders needed to initiate an in-service course program for untrained teacher counselors to empower and capacitate them.

Guided by these related studies, the researcher devised enhancement measures for the guidance program of Dalandanan National High School. The starting point was to evaluate the program judiciously. Input from students, parents, teachers, administrations and other stakeholders helped immeasurably in determining how effective the guidance program in school should be.

### 3. METHODOLOGY

This study employed survey and interview questionnaire and utilized the combination of quantitative and qualitative descriptive research methods. The methods employed were survey which describes the condition of current guidance services being offered and data obtained can be used for improvement of the study to be worked for in time. On the other hand, to know the challenges faced by guidance counselors, interview method was used.

#### 3.1. RESPONDENTS OF THE STUDY

This research used the purposive sampling technique. The respondents were chosen based on the purpose of the study which is to enhance the guidance program. The respondents were selected based on the following considerations: 51% out of 378 students who have availed themselves of guidance services answered the survey. Twenty parents and 20 teachers responded to the interview.

#### 3.2. INSTRUMENT OF THE STUDY

In identifying the attainment of objectives, adequacy and availability of material and personnel resources, a 21-item self-made survey questionnaire (GPQ) was used and was

validated by people who were competent in guidance and counseling. In identifying the implementation of guidance services, researcher prepared a questionnaire in which some questions were based on the book of Villar (2007) entitled *Implementing a Comprehensive Guidance and Counseling Program in the Philippines*. But she revised the questions to fit the requirements of her study.

The following indicators were used in the questionnaire to evaluate the guidance program and services. In scoring the GPQ and GSQ, each item was rated in the following manner:

#### Level of Agreement on Attainment of Objectives:

4.51 – 5.00	Strongly Agree
3.51 – 4.50	Agree
2.51 - 3.50	Moderately Agree
1.51 – 2.50	Disagree
1.00 – 1.50	Strongly Disagree

#### Adequacy and Availability of Resources:

2.51 – 3.00	Highly Adequate / Highly Available
1.51 – 2.50	Adequate / Available
1.00 – 1.50	Inadequate / Not Available

#### Implementation of Guidance Services:

4.51 – 5.00	Fully Implemented
3.51 – 4.50	Implemented
2.51 - 3.50	Moderately Implemented
1.51 – 2.50	Slightly Implemented
1.00 – 1.50	Not Implemented

The last part is a seven-item semi-structured interview questionnaire on perceptions of parents and teachers regarding the effectivity of the guidance program, needs of students that guidance services should focus on, problems encountered in dealing with guidance counselor and staff, the challenges faced by the service, and suggestions and recommendations for its improvement.

#### 3.3. DATA PROCESSING AND ANALYSIS

The data were organized and summarized in tabular form, treated statistically and interpreted using Microsoft Excel. The frequency and percentage was used to determine the demographic profile of the respondents. In evaluating the guidance program and services, the weighted mean was used. In analyzing and interpreting qualitative data obtained in the interview, coding and categorizing ideas was used for each response.

#### 4. RESULTS AND DISCUSSION

Table 1

Overall Mean Distribution of Attainment of Objectives, Adequacy of Personnel Resources and Availability of Material Resources and Facilities.

**Table 1: Guidance Program**

Guidance Program	Mean	Interpretation
1. Attainment of Objective	3.70	Agree
2. Adequacy of Personnel Resources	1.89	Adequate
3. Availability of Material Resources	1.96	Available

Table 1 presents the summary of total mean and verbal interpretation of the guidance program. The overall data show that the students' ratings are favorable; they "agreed" that the guidance office of Dalandanan National High School attains its objectives, as guidance office is able to assist students in acquiring knowledge, attitudes and skills in their personal, social and educational concerns. In terms of adequacy of personnel resources, the guidance office is deemed "adequate" except that there is only one full-time guidance counselor; and material resources and facilities are rated as "available" but there is no testing room, testing materials and school brochure.

Table 2

Overall Mean Distribution of Implementation of Guidance Services

**Table 2: Guidance Services Implementation**

Guidance Services	Mean	Interpretation
1. Individual Inventory	4.08	Implemented
2. Information Service	3.63	Implemented
3. Counseling	4.14	Implemented
4. Placement	3.71	Implemented
5. Follow-up	2.92	Moderately Implemented
6. Parent and Staff Consultation	4.01	Implemented
7. Special Services	3.72	Implemented
<b>Grand Mean</b>	<b>3.74</b>	<b>Implemented</b>

Table 2 presents the summary of total mean and verbal interpretation for each guidance service. It shows that

the individual inventory, information service, counseling, placement, parent and staff consultation and special services obtained the total mean of 4.08, 3.63, 4.14, 3.71, 4.01 and 3.72 which were interpreted as implemented. Among the seven guidance services, follow-up got the lowest mean of 2.92, rated as moderately implemented. These data led to a grand mean of 3.74 which showed that overall, guidance services are properly carried out.

#### **Challenges faced by guidance office in the delivery of guidance services as viewed by teachers and parents.**

It is important to determine the insights of teachers and parents regarding guidance services because they are involved in guiding students. In collaboration with administrators and counselors, teachers and parents contribute to students' success and well-being.

#### **4.1. What significant problems do students face nowadays which you think the guidance office must give attention to?**

Some teachers mentioned violations of students that they think are difficult to manage. Others cited cutting classes and having serious relationship at an early age. The guidance counselor and his staff should conduct more activities and programs that will help students become aware of their actions and realize their consequences.

#### **4.2. Have you encountered any problem dealing with the guidance counselor or guidance staff? If yes, what is it?**

Sometimes the guidance counselor and his staff do not know if clients are satisfied with their service or if they are considered effective in giving service to students, teachers, parents and community. Some teachers and parents did not encounter problems in dealing with guidance counselor and staff but few experienced disappointments because most of the responses decried the non-availability of guidance counselor and staff when they were needed. There were instances when the guidance counselor was not around, and the guidance staff were teaching inside their classrooms or attending to other important matters outside the office.

#### **4.3. What services in the guidance program need improvement?**

It is important to know what guidance services must be improved for the guidance program to be more effective. Responses dwelt on follow-up service, information service about more seminars and forums for students. Most important, the counseling service must be improved not because it is not effective at the moment but it must be improved because students need strengthened service.

#### **4.4. Does the guidance office have the necessary material and personnel resources in giving assistance for students' success?**

Figure 1 shows different answers of teachers and parents regarding adequacy of material and personnel resources. Responses of 20 teachers differed as eight teachers replied material resources were adequate but not personnel resources. Six teachers responded that both material and personnel resources were inadequate. Four teachers felt that material and human resources were adequate. Lastly, two teachers answered that the guidance office has adequate personnel.

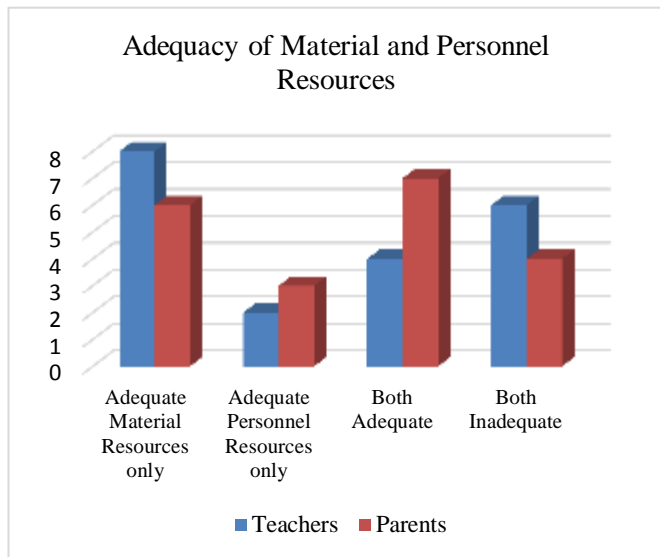


Fig. 1. Adequacy of Materials and Personnel Resources Based on Interview

Twenty parents responded about the adequacy of material and personnel resources. For seven parents, the guidance office has adequate materials and personnel resources. Six parents believed material resources were adequate. Four parents said that both materials and personnel were inadequate. Lastly, three said personnel resources were adequate.

**4.5. What do you think are the challenges or problems that the guidance counselor and his staff need to overcome in order to render a comprehensive guidance program?**

Table 3

Challenges faced by guidance office in its delivery of services as viewed by teachers

Table 3: Challenges as perceived by teachers

Challenges	Number of Responses
Accommodating all students in need of service	6
Repeated violations	5
Support from teachers	3
Conducting individual inventory for data gathering	2

Risky behaviors (drugs, smoking)	2
Influence of environment on behavior of students	1
Confidentiality of students' cases	1

The 20 teachers interviewed mentioned the challenges faced by the guidance office in delivering their services. The researcher categorized the findings according to key themes. Six teachers stated that guidance office faces the problem of insufficient staff which makes it difficult for them to accommodate all the students who need the guidance services.

Accommodating all students was found to pose a challenge because Dalandanan National High School in Valenzuela City is a big school. The respondents said that not all students could be accommodated at a given time. They also perceived that the guidance office lacked human resources. Repeated infractions of students were also experienced by the guidance office. Respondents thought that guidance office was having difficulties in dealing with students who repeatedly misbehaved or violated the rules of the school.

Table 4

Challenges faced by guidance office in its delivery of services as viewed by parents

Table 4: Challenges as perceived by parents

Challenges	Number of Responses
Risky behavior (bullying, fighting, smoking)	6
Need to accommodate troubled students	5
New or updated guidance program	3
Follow-up and monitoring	2
Support from parents	1
Imposing proper discipline	1
Improved orientation on rules and regulations	1
Number of drop-outs	1

The table 4 shows the answers of parents with regard to the challenges that the guidance office must overcome. Their answers were recorded from the interviews. Fights, brawls and rumbles were viewed as number one challenges faced by guidance personnel. There were incidents of physical fights even outside the school as parents have noted.

As previously answered in Question 4, follow-up on status of students' cases needed to be emphasized. A parent opined that regular monitoring is important to know if cases have really been solved and closed. A new guidance program that revolves on the current needs and problems was also perceived as a must. Although the guidance office in Dalandanan National High School has its own program and crafts action plan every year, it should be evaluated and

enhanced considering the complicated situation of the youth today.

#### 4.6. What suggestions and recommendations can you give to improve the guidance program of DNHS?

The guidance counselor and staff are open to suggestions and recommendations of clients to improve their services and the guidance program. Teachers and parents also urge the Guidance Office to visit classes and campaign for compliance to rules, enhance the counseling service, and promote unity among students, administrators and parents. If all the concerned sectors are committed and supportive of one another, the objectives of the guidance program will be attained.

#### Comprehensive Guidance Program as Basis for Enhancement in Dalandanan National High School

##### Rationale

Enhanced guidance program in different guidance services based on the data gathered in the study was proposed to address relevant issues and problems concerning students, parents and teachers.

It was organized to provide useful activities in different guidance services to cater to the emerging needs of students, parents and teachers of Dalandanan National High School. Guidance and counseling has always been part of our educational system. For students to develop their potentials and achieve success in academic, personal, social and career aspects of their lives, guidance program should be comprehensive and insure that all students have access to guidance and counseling.

A guidance and counseling department which aligns its operational program to the mission and vision of Department of Education will push the school to extend full support to the guidance and counseling department to give the best services to clients. A comprehensive guidance program will help students improve their performance.

#### 5. CONCLUSION

On the basis of the findings, the following conclusions are drawn up:

1. The guidance office is able to attain its objectives and implement its guidance services except for follow-up service. Here, status is “moderately implemented” because the guidance counselor and his staff are not able to determine the status of students who have received assistance or counseling. But overall, personnel in guidance office deliver the guidance services and achieve their goals and objectives.

2. Material resources and facilities are available. However, students, teachers and parents believe that having only one guidance counselor is not adequate because of the big population of the school.

3. Effective guidance program manned by efficient guidance counselor and staff helps promote positive

environment in school. It enables students to become well-adjusted individuals and renders meaningful service not just to students but also to teachers, parents and community. But there is a lot of room for improvement.

4. The guidance office encounters challenges in delivering the guidance services like difficulty accommodating all students in the school with their limited manpower, finding solutions to the number of students engaging in risky behavior, and imposing proper discipline to students who repeatedly violate rules and regulations. This situation definitely calls for enhancement of guidance services.

#### 6. RECOMMENDATIONS

Based on the foregoing findings and conclusions, the following recommendations are humbly offered:

1. The guidance counselor and his staff should be given adequate seminars and workshops in order to deliver their guidance services effectively, more so if there will be no augmentation of personnel. Necessary materials and facilities must be provided to ensure the effectivity and efficiency of the guidance program.

2. School administrators, teachers, parents and community must galvanize their support to the guidance office in all its activities for the proper implementation and success of the guidance program.

3. Guidance counselors and staff must regularly implement activities concerning behavior of students. Guidance program should be relevant to the current needs and problems in school.

4. Future research and evaluation of guidance program most especially the services not included in this study must be undertaken to gauge its effectiveness and to address emerging issues.

5. The proposed guidance program in its entirety or parts thereof may be implemented so that the evaluation conducted will be utilized in meeting the needs of the students. After all, the enhanced guidance program of Dalandanan National High School is the objective outcome of students’ evaluation and interview responses from parents and teachers.

It is certainly hoped that the findings will be utilized to make the guidance program adequate, responsive, efficient and effective in meeting the call of the times as desired.

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