

# Issues and Problems Confronted in the Implementation of Guidance Services

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**Abstract:** *This study focused on the issues and concerns confronted in the implementation of guidance services in San Rafael, Bulacan. The State recognizes the important role of Guidance Counselors in nation building. The programs include counseling, psychological testing like personality, career, interest, aptitude, mental ability, achievement, learning and study orientation, research, placement, referral and group process. These programs must be observed in every school yet due to some inevitable reasons, it is not implemented in some private schools and public schools as well. However, in reality, it is still negligible compared to other educational services. It revealed that guidance services were still in a low bargaining position. Specifically, the scope was limited to public secondary schools in San Rafael, District of Bulacan. The study included 46 teachers and 306 students. This school was chosen to be the respondents of this study because they have a Registered Guidance Counselor (RGC) in the District. This study used the descriptive assessment type of research. It employed a questionnaire and interview as the techniques in data collection. The study utilized a validated questionnaire of Philippine Accrediting Association of Schools and Universities (PAASCU). The questionnaire consists of three parts. The first part deals with the admission. The second part is Guidance Organization and Administration. The last part deals with the guidance services. With this, the respondents dealt with the said questionnaire to assess the quality of guidance services. Based on the findings, some implications were identified and recommendations were made for further research improvement.*

**Keyword:** Issues and Problems, Implementation, Guidance Services

## Chapter 1

### The Problem and Its Background

#### Introduction

Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment, and their world. The development of effective study habits to how one can utilize his/her assets and manage his/her abilities for optimal development as an essential service of guidance and counseling services. To the above, Idowu views guidance and Counseling as a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to their personal, social, career, emotional and academic concerns.

In connection with this, the government implemented the Rules and Regulation of the Guidance and Counseling Act of 2004 referred to as "RR of RA No. 9258", "RRGA 2004", or "RR." It is at this moment declared the policy of the state to promote the improvement, advancement, and protection of the guidance and counseling profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient, and practical guidance and Counseling services for the development and enrichment of individuals and groups.

The state recognizes the critical role of Guidance Counselors in nation building and promotes the sustained development of a reservoir of licensed Guidance Counselors whose competence has been determined by honest and credible Licensure Examinations and whose standards of professional practice and service are world class, and internationally recognized through preventive regulatory measures and programs and activities that foster continuing professional development.

The programs include Counseling, psychological testing like personality, career, interest, aptitude, mental ability, achievement, learning and study orientation, research, placement, referral, and group process. These programs must be observed in every school, yet due to some inevitable reasons, and it is not implemented in some private schools and public schools as well.

School guidance and counseling programs have, therefore, been introduced to assist students in overcoming the number of challenges they experience at home and school. Nziramasanga states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in schools caused by their children. UNESCO adds that "adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people."

Rapid sociological changes are emanating from modernization and urbanization stress students. UNESCO states that migration and urbanization have resulted in the sense of isolation among the youth who have lost traditional family social networks. There is also an increase in the divorce rate and in the number of single-parent families all over the world, which is also a stress factor for students. Gora et al. state that the increase in "diverse student problems and the current economic situation have made the need for effective counseling services even more critical than in the past." Mapfumo adds that students experience immense psychological pressures in today's world. Orphanhood, in turn, leads to poverty.

Thus, besides academic problems of failure and dropout from schools, students face numerous psycho-social, vocational, and personal-social challenges (Eyo et al. 2010). In other words, the growing number of social, economic, and family problems has resulted in an increased need for School Guidance and Counseling services, hereafter referred to as SGC services. For example, Paisley calls for SGC services to be restructured so that they become responsive to the existing social, economic, and political realities within today's complex and diverse society.

Egbochuku argues that society may not be plaque by a band/group of disgruntled, frustrated, and unrealistic individuals if adequate school guidance and counseling services are provided. One of the strategic efforts that can be done to improve the quality of guidance counseling services in schools is by analyzing students' satisfaction for services received by them. The understanding of the voice of the customer is a prerequisite for continuous quality improvement to achieve total customer's satisfaction. The sound of the customer appears in the needs, desires, expectations, and level of customer's appreciation with one service. Referring to the ideas and conditions, because the products of school counseling services are in the form of services, then the students' satisfaction is a way to analyze the quality of school counseling services. This is because students are the stakeholders of school counseling services. The satisfaction analysis is significant a part of paying attention to students as service users. About that, customer loyalty occurs when service users are taken care of adequately.

To make the statement that the secondary school is changing and will continue to improve may sound trite and merely by noting the obvious. However, innovations or modifications do indicate the effort by schools to adopt programs of the institutions to meet the ever-changing needs of the school population. This population reflected a much different economic and social picture when the secondary school was devised to meet the needs of that day.

As a dynamic social institution, the secondary school has made changes in its organization, curricular offerings, teaching methods, and instructional materials but it has retained as its purpose--assistance to young people. As the social and economic order has picked up the pace, quickened by industrialization and accompanied by a very mobile society, new problems have risen to challenge the schools.

As the social and economic order has picked up the pace, quickened by industrialization and accompanied by a very mobile society, new problems have risen to challenge the schools. Scientific discoveries and the resultant technological changes have forced a review and re-evaluation of educational programs as well as training for industry and other occupational areas.

Very closely associated with this rapidly evolving technology has come to the necessity for assisting young people in determining their abilities, limitations, aptitudes, interests, and opportunities. Those in need of specific skill training or further education should be supported by providing them with the necessary information for realistic planning, by continuing assistance while pursuing the plan by aiding in placement within and without the school; and by conducting follow-ups to determine the effectiveness of the instructional and guidance programs. Note of this need was made by Farwell and Peters (2016) in speaking of "What Is Guidance?" when they stated that in recent years, guidance services have come to be recognized as an integral part of the modern on-going school system. These services are viewed as facilitating the adjustment of the individual so that he may approach the daily task of being his optimal best--psychologically, sociologically, and physiologically.

In schools where programs of guidance services are functioning, it may be that only too frequently these services are assumed to be working positively toward meeting the needs of their youth with little or no appraisal procedures being followed to make this determination. Perhaps there is a necessity for examining these efforts. An attempt to determine whether these services are a part of a planned developmental process of long-term assistance, or whether they are merely assistance offered at a decision-making moment. Are these services designed to continue to aid the student in understanding his responsibilities and opportunities for becoming the person his potential indicates he can become? Rothney (2012), in the introductory chapter to the report of his eight-year longitudinal study, noted that ethical counselors do not wait until problems reach the acute stage. They are concerned with the development of youth, and they are aware that, in the process, many issues arise.

This brings the focus of the problem sharply upon the need for a soundly organized, administered, and functioning program of guidance services. Thus, it appears there is a real necessity for ascertaining how well these programs are operating in meeting the needs of pupils in our schools today. As Wellman and Twiford (2011) suggested, in guidance program evaluation, surveys of consumer opinion may serve useful purposes in selected comprehensive studies.

The emotional and psychological status of many learners in the 21st century has been vastly affected by various aspects including abuse, domestic poverty, teenage issues, physical disabilities, domestic violence and early pregnancy among others such factors. The consequences of this distress are dire and far-reaching. The education sector has enacted various strategies in an attempt to address issues that affect students on top of these strategies featured strengthening guidance and counseling services in schools.

According to Bhusumane (2014), guidance services in schools have, for a very long time, been left in the hands of school teachers who are already overloaded, and without training in the area of guidance and Counseling. Recent developments in education, especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and the nations at large. Many children go to school without knowing what they are supposed to do and leave school without any idea of what type of jobs or careers they should follow. Also, they have little understanding of themselves and their socio-economic and political environment.

School Guidance and counseling services is a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to their personal, social, career, emotional and academic concerns. School guidance and counseling program have, therefore, been introduced to assist students in overcoming the number of challenges they experience at home and school.

Because of a lot of pressure imposed on the teachers by the curriculum and the family, teachers, and parents tend to have little time with the children to give them the necessary guidance. Students make their own decisions concerning their personal and academic challenges. This is reflected in, for example, the number of students that drop out of school and those who do not complete the secondary school cycle (UNESCO, 2011). Guidance and Counseling is a continuous and on-going process. For it to meet students' needs, it must be formalized. The initial stage of program development planning is of vital importance.

The little or no guidance offered to students in secondary schools could have affected many students and may have been brought about by teachers' and students' perception of what leadership and Counseling entails, thus, the move to undertake this study to identify the issues and problems confronted in the implementation of guidance services in secondary school in San Rafael, Bulacan.

### Significance of the Study

The importance of this study was based on the issues and problems confronted in the implementation of guidance services in San Rafael, Bulacan. The researcher might reveal other significant data that may be beneficial to the following:

**Students.** The study increased the students' understanding of the function and use of different guidance services. Aside from the tasks as guidance counselors, they would have a broader idea that these people are willing to devote themselves to guiding them on the right path of life. They are not scarecrow to drive away incorrigible students away from school.

**Teachers.** This enabled them to be more supportive to guidance counselors that they need to work hand-in-hand for the betterment of these learners. They would also realize that they are not alone in molding these misguided learners.

**Parents.** The result of the study served as an eye-opener for them to realize that like teachers, guidance counselors also play vital roles in molding their children. And at the same time, they would know their significant roles as parents.

**Schools Administrators.** Results of this study would also help them realize the roles of guidance counselors in offering different guidance services. With this, they may give ample seminars or programs that may enhance learners' needs.

**Future Researchers.** They can use the provided data and other literature as reference for their studies. Replicated or similar studies in different settings and population or sample were also encouraged as doing so can make achieved results generalized if provided with sufficient amount of evidence related to assessing the quality of guidance services.

**Department of Education.** They must adhere to the needs of a licensed guidance counselor, especially to public schools. They must hire qualified guidance counselors with a much higher salary grade.

**Non-Governmental Organization.** They can help in assisting this guidance counselor to understand the course of their daily routine and know how difficult it is to guide the misguided learners.

**Philippine Guidance and Counseling Association, Inc.** They may review the existing implementing rules and guidelines for the Guidance and Counseling Act of 2004 (RA 9258) for more innovations so that those interested individuals to take licensure exam could be given a chance.

### **Theoretical/Conceptual Framework**

Guidance and Counseling services are essential components of the education process, and it is impossible for schools to operate without having such facilities. For one, "guidance and counseling is the bedrock for achieving self-actualization." Guidance and Counseling are usually referred to as "a process of helping individuals to understand themselves by discovering their own needs, interests, and capabilities to formulate their own goals and make plans for realizing those goals."

The study was anchored on the Connecticut School Association theory as postulated by the Connecticut School Association in 2001. The theory argued that for the delivery of comprehensive guidance and counseling programs in schools some basic foundation programs, skills and competencies should be arranged accordingly depending on the students' needs. The key tenets of the theory were premised on the capacity of the guidance counselor to have a good grasp and knowledge of theory, practice and ethical standards relative to an individual and good counseling.

This enabled the guidance counselor articulate the theoretical basis for the counseling practice and have the ability to provide services appropriate to the interests, needs and developmental level of diverse populations and cultures. The guidance counselor should equally demonstrate the ability to evaluate and assess the effectiveness of his/her counseling programs and innovate with an aim of modifying the counseling approach with regard to the prevailing environment. This identified with the study in that a guidance counselor can only achieve the feat if they were trained and well equipped with skills for the task.

The theory fronted by the Connecticut School Association in the year 2001, stated that the curriculum employed in the counseling program was an integral part of the initiative. The guidance counselors should thus have the ability to design and implement a planned sequential and developmentally appropriate school counseling curriculum guided by the competencies and indicators of the institution. This should be done in a systematic manner which appreciates the diversity of all populations and cultures within the institution. This aptly captured the thrust of a policy environment which can be enforced with regard to provision of guidance and counseling services. It reflected the essence of an enabling policy environment to achieve guidance and counseling services.

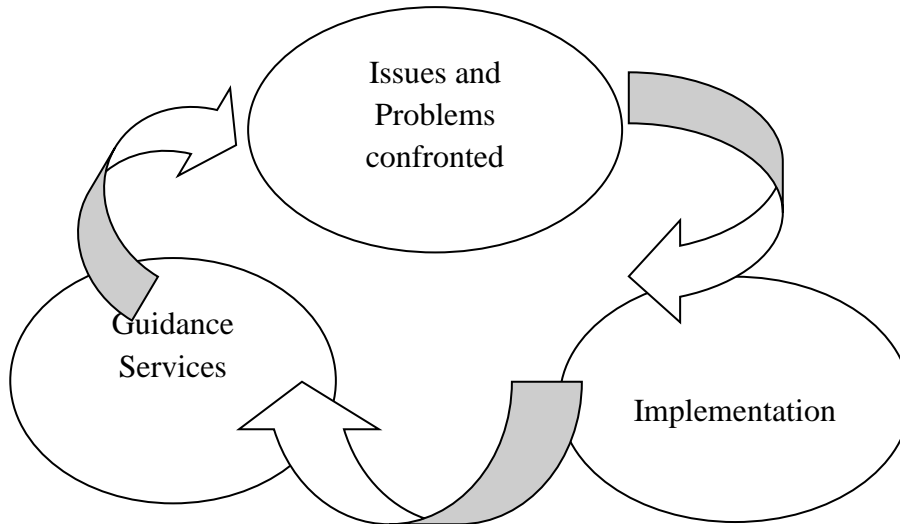
According to this, the counselor standing out as a key plank in the program should equally have a good aptitude, knowledge and practice of school-based consultations and be efficient as regards collaboration with other teachers, staff, administrators and community-based organizations with an aim of meeting needs of all students. He/She should have good decision making skills and knowledge of appraisal instruments and techniques to enhance his decision making skills. Collaboration with other key players effectively points out to involvement with pertinent stakeholders especially so parents in the realization of guidance and counseling services.

The guidance counselor should equally exhibit professionalism in the delivery of his core mandates. This was in line with the expected ethical standards which always give and define the character of the counselor and appropriate the respect and decorum that the office should command. This vividly identified with the need to have adequate The Connecticut School Association theory of year 2001, also stated that the guidance counselor should have the ability to guide and help the students to establish personal goals and develop future plans in articulate and systematic methods which identify with all the students in line their ages and individual grades of schooling it was that they were in. This ultimately played a major role in the tailor-making of the counseling programs to fit the dictates of the dynamics of different individuals with regard to their capacities in the institution.

This is in line with the initiatives in Connecticut which have a great bias on the empowering of the institutional counselors by way of creating a right environment, imparting the requisite skills, having a defined policy framework and employing advances in technology to realize the delivery of comprehensive guidance and counseling services in their schools.

The study sought to find out the prevailing situation geared towards the achievement of the right institutional management practices for enhanced delivery of comprehensive guidance and counseling services.

To understand the conceptual framework of the study, a paradigm is presented herewith.



**Figure 1 Conceptual Model of the Study**

The study utilized the conceptual flow model, a way of representing a particular concept, or set of ideas, that helps people understand or stimulate the subject of that model. Theoretical models show relationships between factors and the flow of data or processes.

The first process involved the perception of teachers on the issues and problems confronted in the implementation of guidance programs and services.

The second process included the implementation of guidance services in San Rafael District of Bulacan.

The last was the guidance services as to orientation, individual inventory, testing and research, counseling service, service to administrators, teachers, and parents, career guidance, placement, and follow-up.

### Statement of the Problem

The general problem of the study was to assess the issues and problems encountered in the implementation of guidance services offered in a public secondary school of San Rafael District in Bulacan.

Specifically, it aimed to answer the following questions:

1. How may the quality of the guidance services be described in terms of:
  - 1.1. admission; and
  - 1.2. guidance organization and administration;
  - 1.3 guidance services
    - a. orientation program;
    - b. individual inventory service;
    - c. testing and research services;
    - d. counseling service;
    - e. service to administrators, teachers, and parents;
    - f. career guidance and developmental service; and
    - g. placement and follow-up services?
2. What issues and problems are encountered by the respondents in the delivery of quality guidance services?
3. What implications may be drawn from the findings of the study?

### Definition of Terms

For a better understanding of the usage of terms in the study, the following conditions were identified conceptually and operationally for this paper.

**Issues and Problems.** It refers to the concerns that the school counselors face problems related to guidance services offered by the school to its students.

**Implementation.** Setting up and equipping guidance and counseling services with needed facilities.

**Guidance Services.** It refers as a group of services to individuals to assist them in securing knowledge and skills in making plans and devices, and in interpreting life.

#### **Scope and Delimitation of the Study**

The main thrust of the researcher in conducting this study was to determine the issues and problems confronted in the implementation of guidance services. In particular, the scope was limited to public secondary schools in District III. Views presented in the study would not reflect the total population or individuals in the locale of the study.

The study included 46 teachers and 306 students. The school chosen to be the respondents of this study was the one with a Registered Guidance Counselor (RGC) in the District.



## Chapter 2 Review of Related Literature

This chapter presents a review of related literature and studies. It explains further the excellent quality of guidance services.

### Good Quality of Guidance Services

As stated in DepEd Advisory No. 305, series 2012, it noted the Congress aims to examine and revitalize existing guidance and counseling programs in secondary schools in consonance with international standards and initiate prospects for creating a unified model for guidance and counseling programs in the Philippines.

Besides, school counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are global in scope, preventive in design, and developmental in nature. A comprehensive school counseling program is standards-based and data-driven, and an integral component of the school's academic mission. It focuses on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small group, and individual consultation.

According to Wango and Mungai (2013), UNESCO Guidance Training module identifies three primary guidance services. These are educational which deals with schooling, vocational or career, which deals with the world of work and personal, social, and psychological guidance which deals with a family relationship, psychological adjustment, and intrapersonal relationships. All three overlap. This is in spite of guidance and counseling being complex because the counselor must possess all the skills of all the spheres of advice.

Further, Leavitt and Hinds (2011) suggested that the responsibilities of administration in educational planning include many fundamental aspects of the guidance. These writers noted some areas common to all schools such as reporting pupil progress, conferences with parents, teachers, and pupils, discipline, pupil records, and accounting, health and safety, school recreational programs, and the use of community resources.

Another study conducted by Osoro, et al. (2012) recognized this demand put on the guidance and counseling and observed that there is an urgent need to train and equip guidance and advice teachers with relevant knowledge and skills so that they can effectively guide students in life skills and decision-making. Over 65% of the teachers believed that the guidance and counseling departments were poorly equipped or staffed with both irrelevant materials and personnel.

Another study of Moser and Moser (2010) considered guidance as a term with many meanings; but if they had to choose one of the emphases of leadership, service would predominate. They contend that guidance services enter into the entire school situation; they implement the development of the student in every area of life. Guidance services focus on the goals of education on the individual.

Incongruity, Pecku (2012) stated that guidance and counseling assist students in resolving and coping with conflicts arising from or are bound to result in a changing society. Students need to be helped to understand themselves in respect to their abilities and interests and with these, the selection of future careers or occupations and generally the making of appropriate decisions. Guidance is an integral part of a child's development and education. It is only by doing a survey that an insight into the existence, nature, and service delivery of Guidance and Counselling units can be made known and any flaws detected.

Furthermore, Schmidt (2011) explained that a comprehensive guidance and counseling program should cover the educational, career, personal, and social development of the students. Besides, remedial prevention programs are also crucial in helping to prevent social ills in schools.

In Chai's study, (2010) he found that only 16.6% of students utilize the counseling services for the emotional or mental problem. It is further reported that students are unwilling to disclose their problem to another person due to their culture and difficulty in expressing their feelings and emotions.

However, Tan et al. (2013) discussed that they are more willing to seek counseling services for school work or career problems. Counselors are ranked low as a source of help in personal issues. They will only find a counselor's assistance when their primary support system has failed to solve their problems effectively.

This reasoning was also supported by western researchers like Gysbers and Henderson (2012) who proposed a school comprehensive counseling program to take note of helping the pupils and the supporting network of the pupils which include all the stakeholders of education. The findings also go in line with the work done by Parham and Tinsley (2012).

As cited by Bhusumane (2013), Guidance counselors, therefore, need to be equipped with skills required to design comprehensive guidance programs, provide counseling service, and use assessment procedures with a gender perspective. Emphasis should be on the gender sensitization of trainers of guidance counselors, as well as provide them with the knowledge and skills which they can use in training their trainees on how to address gender stereotypes, that may influence the decisions that young people may make concerning careers and other roles in society. Due to a lack of training in gender analysis, many providers of guidance services have continued to provide services and organize activities, that continue to maintain and reinforce the existing gender stereotypes.

Hence, Shertzer and Stone (2013), discussed that counseling is a social service based on the recognition of an individual's uniqueness, dignity, value and respect, and of the fact that every individual has a right to personal assistance when needed. This

service recognizes the need to offer individuals an opportunity for self-knowledge and self-development through individual or small group interventions. The counseling service's primary purpose is to nurture a relationship leading to personal development and decision-making, based on an understanding and knowledge of oneself and the environment. The service provides an opportunity for verbal interaction between the counselor and the client, with the sole aim of assisting the client in dealing with a specific problem which could be physical, academic, emotional/personal, and social.

### **Making Decisions through Guidance Counseling**

This service offers clients the chance to make decisions and solve problems. This service has a direct link with other services, especially the referral service because, when the need arises, a counselor may have to refer a client to other specialists. The provision of such a service acknowledges the fact that students need assistance to cope with the complexities of life, since classroom teaching alone may not meet the needs of the client effectively.

In the context of a school, teachers and students are expected to have a very diverse attitude and perception about a situation that requires the attention of both of them. However, a common ground has to be reached for something to be done, especially when that thing involves the collaboration of all parties of a transaction. This is synonymous to counseling services in schools (UNESCO, 2011).

Similar concerns for working relationships are expressed by Kelley and Zeran (2011) when they consider guidance as an all-inclusive program aiding pupils to achieve their optimum growth wherever they are, with their total needs by the entire staff. There is a difference between an incidental approach in guidance activities, where individuals perform as individuals and the program approach to guidance activities, where individuals pool their competencies and play as a coordinated, cooperating team.

Another research conducted by Lee (2013) indicated that guidance and counseling in schools face a significant challenge of having a common ground between students and teachers on whether such services should be provided in schools or not. In a related scenario, research was conducted in South Africa in late 2012 to 2013 to establish the impact of guidance and counseling on academic excellence and success in the education of a South African citizen. This research revealed that there was a great success mainly because the African students and pupils who seemed to be traumatized by the whites started accepting the situation and believing that they could make their future better than the way they thought it would be. This is a sign that counseling is a powerful tool for change in society.

In the research conducted by Muribwathoho (2013), teachers are portrayed to have fronted the idea and convinced the authorities of the importance of guidance and counseling in helping the students to concentrate in class. Above all, the counseling sessions helped the whites and Africans in South Africa start getting along well. This indicates that counseling services play a significant role in shaping the lives of individuals. Perception of teachers is, therefore, critical in making counseling services success in schools. This is important to be considered in coming up with guidance and counseling programs. In Gourneau works (2012), he stressed this aspect so much. According to him, teachers are very instrumental in shaping the attitudes of their children and making them do the right things in their lives. He further stresses the need to have teachers express kindness and responsibility towards students.

In a related study of Lindhard (2012), he explained that students should be assisted at various levels in their educational development by providing academic counseling. All sorts of students: the gifted and talented, the low achievers, the disabled and delinquents, should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular student, and the preparation of a cumulative record, which is a device for recording and filling all the relevant data on that student. With this information, each student can be helped to plan a satisfying educational program.

### **Policy in Guidance Services**

As cited by Gibson (2011), one of the functions of education is to provide opportunities for each student to reach his full potential in the areas of educational, vocational, personal, and emotional development. Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices.

According to Kauchak (2011), he stated the development of curricular and aligning it to the demands of the learning environment is thus an integral factor. The need to fulfill the dictates of the guidance and counseling programs can only be achieved after synchronizing the demands of the students about the required provisions and the policy environment.

Besides, Heyden (2011) discussed the ability to make such intelligent choices is not innate but, like other abilities, must be developed. The aims of the guidance and counseling service are similar to the purposes of education in general - to assist the student in fulfilling her or his basic physiological needs, understanding herself or himself and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence. The policy parameters can heavily influence the education provision environments in place. Guidance and counseling programs differ in many jurisdictions driven by the policy persuasions in them.



Hence, Coleman (2010) explained that guidance and counseling provide emphasis and strength to the educational program. It provided for the realization of student potentialities and helped students identify and develop their capacities. The counselor assisted students to distribute their energies into the many learning opportunities available to them. But as Fall (2011) noted, it also helped children with developing problems as even those students who have chosen an appropriate educational program for themselves may have questions that require help.

However, Makabila (2014) said that teacher training is the preserve of the institutions offering the programs which design the curricula for the good of the delivery in class. Curriculum development is guided by the various statutes governing the establishment and existence of the institutions. All the teachers receive essential guidance and counseling skills in the wake of the training program. Further training on leadership and counseling is the sole preserve of the recipient of the education. It thus calls for personal initiatives and interests for one to attend training programs to further their skills in guidance and counseling.

**Planning as a Vital Part of Guidance Services.** Guidance program, like any other educational program, requires careful and consistent development. This ensures that the program responds to the unique needs of its clients. It provides benefits to students by addressing their intellectual, emotional, social, and psychological needs. It is vital that today's guidance and counseling program be developmental so that it assists students who are growing up in a complex world. It should help them to develop into full human beings, capable of maximizing their potential in all personal, educational, social, or career-related aspects.

As stated by Kumari (2013) in the article "significance of imparting guidance and counseling programs for adolescent students" revealed the need for developing a guidance and counseling program for adolescent students for enhancing life competencies and solving problems. The article indicated that guidance and counseling plays a vital role in preventing educational, personal, social, mental, emotional, and other similar problems among school students.

A study by Mapfumo (2011), he explained that planning had been presented as involving goal setting and development of methods and strategies for goal attainment. Guidance services encourage the development of self-discipline and responsibility, the growth intellectual curiosity, creativity, and habit of learning and the promotion of understanding of higher education, career opportunities, and responsibilities in each student in secondary high school.

**Assessment.** According to Boaz (2012), the findings of his study provided a unique insight into the issue of admission to college or university, suggesting that, while the GPA does make a difference, the number of credits gained in school, that is, breadth of knowledge, made little difference in terms of achievement.

Needs Assessments are used to identify strategic priorities, define results to be accomplished, guide decisions related to appropriate actions to be taken, establish evaluation criteria for making judgments of success, and inform the continual improvement of activities within organizations. Thus, from training to systems engineering, Needs Assessments to play an active role in the accomplishment of the individual, team, organizational, and even societal results.

A study of Dugan (2012) noted that research in organization and administration of guidance services continues to be scanty. Guidance services in the last two decades have aimed primarily at self-realization of the individual, essential concern for individual differences, and making appropriate adjustments. Currently, guidance has come to mean an early identification of talent, the motivation of, and assistance to all youth in the attainment of their fullest potential. But he expressed concern as he noted that, in spite of the acceleration of organized guidance services, it is startling to find so few studies on facilities, budget, and resources.

According to Lusky and Hayes (2012), conducting needs assessment helped the school counselor to identify areas of deficit or need in which guidance services should focus. The school counselor should begin with a survey of the problems in the school and tailor the services to combat issues that are already in existence. Each school will have different needs and should include a home-based component that addresses itself to problems that are relevant to each particular school. The same study was conducted by Thompson et al. (2013), they discussed that in America guidance services are need-driven. Parental involvement in needs assessment is a crucial factor and one parameter of success. With the support of their parents at an early age, learners with supportive parents performed better than those learners who did not have parents around them during their growing years. Moreover, Reynolds and Cheeks (2012) stated that when carrying needs assessment, school counselors are urged to ask their students about the support they have received in educational matters, personal/social matters, and vocational/ career matters. Guidance services emphasized the use of interview and observation method.

**Training as part of Guidance Services.** A study conducted by Anderson (2013) noted that 35 percent of the ninety schools in his research indicated no plan of coordination or supervision of the guidance program. He considered this to mean severe neglect of administrative responsibility as well as regrettable neglect of opportunity to utilize the resources of the school and program in meeting student needs. The effectiveness of the program would generally be increased if there were an over-all plan in existence known to all staff members and supervised by the administrator.

The same study with Tanu (2013), he studied the effect of Life skills training on dietary behavior of school adolescents in Delhi. Skill-based education has been shown to reduce high-risk behavior among adolescents, but in India, life skills have often been looked at only from the reproductive health perspective. Therefore, the study was undertaken to assess the effect of life skills training on dietary behavior of adolescents studying in grades 9 and 11 of 2 schools in Delhi. This was a non-randomized interventional study with a control group. A self-administered questionnaire was used for assessment of dietary behavior at baseline, 15 days, and three

months after the life skills training. Two life skills training sessions were imparted to the intervention group, focusing on the use of life skills in making healthy choices. Participants in the intervention group ( $n = 180$ ) showed significant improvement in knowledge ( $P < .001$ ), attitude ( $P = .007$ ), and practices ( $P < .001$ ) following the life skills training. To conclude, a skill-based approach does help improve dietary behavior in adolescents.

Also, Joy (2011) studied how a life skills program is delivered to 600 student-athletes by the Student-Athlete Services (SAS) department within the larger Athletic Department at a major Division I university. By utilizing an evaluation template previously used as an assessment tool by the NCAA to recognize CHAMPS/Life Skills Programs of Excellence, information was collected to evaluate the program offerings and identify potential areas for improvement. Answers to the following questions were sought as a part of this study. What are the internal strengths and weaknesses of the Life Skills Program? How can the Life Skills Program be improved? The results of this study provide useful information to athletic department administrators as they seek to continually assess and improve the way in which athletic departments and the individual student-athletes interact with each other, thereby improving the overall student athletic experience and equipping these students with the skills and tools necessary for success in life beyond the college years.

Furthermore, Kristina (2011) studied the measurement of life skill acquisition of the Idaho first lego league state tournament participants ages 9-14. Youth development programs provide opportunities for children to learn and apply the life skills they are likely to utilize later in life. Therefore, it is critical that steps are taken to evaluate their effectiveness. The direct purpose of this study was to measure life skill outcomes of participants ages 9-14 of the Idaho First Lego League program state tournament participants. This mixed method pre-experimental design study incorporated quantitative measurements using a paired samples test and qualitative measures utilizing a single-category design focus group methodology for triangulation purposes. This study contributes to the literature by providing empirical evidence of the formation of life skills in youth participating in a nationally sponsored robotics engineering program.

Another study by Mihalic (2011), he surveyed Implementing the Life Skills Training drug prevention program. The study was employing qualitative and quantitative methods to assess the extent to which 432 schools in 105 sites implemented the Life Skills Training (LST) drug prevention program with fidelity. Results indicated that although most sites faced common barriers, such as finding room in the school schedule for the program, gaining full support from crucial participants ensuring teacher participation in training workshops, and classroom management difficulties, most schools involved in the project implemented LST with very high levels of fidelity. Time constraints in the classroom should be considered when choosing a program. Student behavior also influences program delivery, so schools should train teachers in the use of classroom management skills. Schools should recognize the importance of training and technical assistance to ensure quality program delivery.

Concerning Rebecca (2013) he studied youth leadership life skills development of participants in the West Virginia 4-H camping program. Although the development of leadership skills through the 4-H camping program is highly valued, the measurement of leadership skill development of West Virginia 4-H camping program participants has been lacking. Thirteen to fifteen-year-old 4-H members were targeted in this study to gather data about leadership development among this age group. Leadership activities, opportunities, and training in the 4-H camping program vary significantly from county to county in West Virginia. Uniform goals, programming, and evaluation are needed to facilitate leadership programming, life skills development, and leadership evaluation for the West Virginia camping program.

Moreover, Hitchcock (2014) revealed in his study of secondary school counselors and their jobs, observed that counselors are working with teachers on various guidance activities in the majority of the cases, but a large number do not believe they should work in this capacity. The majority of counselors are working cooperatively with other counselors, but a large percentage feel these activities are not their function.

Furthermore, 35 percent do not feel they should help in planning the school's guidance program. The study also revealed that a majority of counselors are working with administrative officers, but a large percentage think they should not serve in this capacity. Twenty-six to 37 percent of the respondents believe they should not cooperate with executive officers in the school guidance program. Among Hitchcock's recommendations based upon his study were: In-service training programs dealing with underlying philosophy underlying the job of counseling should be set up for counselors now on the job. Also, administrators should be included in an in-service training program stressing underlying philosophy as well as organization and administration of guidance services so that they may correctly understand the role of counselors in secondary schools.

**Information as a Guidance Service.** According to Gibson (2014), he reported from his later study of teachers' opinions of high school guidance programs, that teachers felt the occupational and educational information service was an outstanding service; and the primary responsibility for this rested with the guidance staff. But they thought they could and should make contributions to their pupils.

Moreover, Hitchcock (2012) noted in his study that except for conducting community surveys and conducting tours of business and industry, the majority of counselors do carry out duties in the area of occupational and educational information. Large percentages of counselors feel they should not be expected to secure or file the technical and educational report, organize career or college days, or teach professional classes. He further noted that 34 percent do not feel they should counsel with parents concerning the pupil's vocational problems, while 38 percent do not think they should work with parents relating to the pupil's choice of college.

In his study, Anderson (2012) noted, that in general, those informational services which can be operated through the medium of printed materials, motion pictures, and speakers were more commonly used by large numbers of schools in each group in the study. On the other hand, those services which require special curricular arrangements or special scheduling or field trips are less commonly used. Much more use could be made of other informational techniques-radio, field trips, occupational courses, or occupations units in different directions.

Hence, Zeran et al. (2014) considered informational services to include personal-social, technical, and educational information. Technical information provides an excellent opportunity for teachers of subject matter to become involved in identifying occupations related to the subject matter being studied. In offering educational information as with technical details, these writers consider the teacher to be a key person as she knows pupils' potentials, aspirations as well as the hopes of parents.

A study of Farwell and Peters (2012) explained that informational services as threefold, providing facilities and materials for educational, occupational, and social-personal information. Informational services are concerned with providing data that will enable the individual with insight to develop toward meeting the criteria of self-realization, social competence, civic responsibility, and economic efficiency.

**Counseling Services at Hand.** As stated by Gibson (2013), he noted from his study that teachers recognize counseling as the heart of the guidance program. Interviews confirmed their belief that this was the unique and most important contribution of school counselors. Seventy-six percent of these teachers felt counseling records should be available to them. Teachers also want the help of counselors in handling pupil problems of a disciplinary nature but sided--in this old traditional argument--with those guidance workers who believe you cannot mix counseling and discipline.

In connection, Purcell (2013) reported on a survey of counselor duties from one hundred six counselors in a centralized area and found: (a) 71 percent were employed full-time; (b) the median load was between 500 and 599 pupils; (c) individualized counseling was a priority duty; (d) 55 percent were responsible for actual assignment of pupils to particular class sections; (e) 64 percent counseled on chronic attendance problems; and (f) 75 percent administered tests. This is in some contrast to Hitchcock's reporting that an average counselor spends four periods per day in counseling activities, and 37 percent are employed in full-time counseling. The average counseling load was 376 students, with 88 percent of the counselors doing general advice.

Concerning Weeks et al. (2012), they gave results of a study designed to throw some light on the question of a unique contribution which school counselors could make to education. In summary, they noted that the results of this study could be described as indicating there is a novel function for the school counselor in the area of promoting student services, self-knowledge and making career-oriented choices and plans. In the field of personal and social adjustment, the counselor is seen as a member of the educational team. It was also assumed that the counselor has a role in facilitating, coordinating, and administering the guidance efforts of the entire school faculty. They further suggested that differences in the perceptions of counselors, teachers, and principals regarding the appropriate and unique roles of the counselor, although statistically significant, were found to be in degree rather than in kind.

According to Hutson (2013), he described the term, "Counseling," an inadvisable limitation as he feels the word "counseling" connotes a one-to-one relationship between an advisor and client. He notes the primary consideration in this process is the welfare of the student. The wide range of ultimate action--steps to be taken by the pupil, seems to be appropriately be designated as counseling and treatment.

As stated by Andrew and Willey (2014) were joined by Farwell and Peters in noting that the counseling service was frequently referred to as the heart of the guidance program. Through counseling, the student is assisted in analyzing his problems, making decisions, and devising plans. Counseling provides a private, confidential setting whereby the counselee is helped toward self-understanding, and action resulting in an evolving adjustment.

**Ways to Monitor Students Through Placement Services.** A study by Anderson (2014), he reported that his research showed practically all schools in each group assist students in the selection of schools and colleges. A much more restricted effort was made by schools in the job-placement of drop-out students. Schools in all groups felt they were doing an excellent job of assisting students in adjusting to new courses, and the same pattern generally held for job placement. His study showed comparatively little being done by schools in helping graduates with on-the-job adjustment. The research indicates too little concern is shown for students who are not successful in the regular academic program and suggests work experience programs might help bridge the gap.

With this, Loughary and O'Brien (2015) described guidance-oriented occupational placement service as an integrated aspect of a developmental guidance program. They summed up their report on the program by indicating that it demonstrated several things. Responses of students, employers, and teachers provided evidence of a real need for professional placement assistance. The majority of the vocational instructors saw it as a much-needed aid to their various vocational education programs. The fact that they were involved in the planning and design contributed to its appropriateness and stability. The project served as an example of how school and non-school agencies can develop cooperative programs; and, as a result, provide guidance service to students that neither group could provide independently.

Besides, Andrew and Willey (2014) viewed placement as all of the activities performed in assisting the pupil in making an adequate adjustment to the next step in his training, whether he be taking a full or part-time job or making a choice of additional educational training.

On the other hand, Hutson (2013) pointed out that no guidance program is adequate which does not have placement as one of its features serving every pupil, if the school is to get its charges ready for life, investment is the final evidence that the school is carrying out its responsibility.

Hence, Zeran et al. (2014) also viewed the placement service in guidance as to the satisfactory adjustment of the individual to the following situation in school or on the job; thus the teacher is automatically on the guidance team. The teacher must interpret individual differences and attempt to place pupils in appropriate learning experiences. They suggest this could involve ability grouping or sectioning when knowing abilities, attitudes, and interests. It could also mean helping pupils to secure jobs that will offer work experience.

Also, Stoops (2010) visualized placement services in the secondary schools to be generally concerned with, (1) those pupils who do not continue their education in college, (2) those who withdraw from school before they graduate, or (3) those who work while going to school.

The same study with Hollis (2012), he stated that a comprehensive guidance program includes job, social, and educational placement service to assist individuals while enrolled in school, upon leaving school, and possibly when entering a later phase of life.

Moreover, Farwell and Peters (2014) also agreed that placement service concerns itself with the part-time and full-time placement of students in institutions of higher education, in an acceptable position in the world of work, and is primarily concerned with helping the boy or girl make his next step upon leaving the school setting. Further, they advise that the activities of this service should be coordinated with those of the community and state agencies that also have as their goal adequate and realistic placement.

### **Synthesis**

Being a guidance counselor is a challenging and tedious task in handling misdemeanor students, especially that in one district, there are very few guidance counselors. Their jobs are stressful, yet they are not given priorities in school.

However, it is also vital to be acquainted with their guidance services offered in the different schools. The researcher conducted a study upon knowing the gaps and deficiency of guidance counselors in public secondary schools.

### Chapter 3 Methodology of the Study

This chapter presents the methods and techniques used, respondents of the study, instruments of the study, data gathering procedure, and data processing and statistical treatment applied in processing and analyzing the data.

#### Methods and Techniques Used

This study used the descriptive assessment type of research. It employed a questionnaire and interview as the techniques in data collection. Descriptive assessment was conducted in an individual's natural environment and involved systematic manipulation of antecedent variables while leaving consequences free to vary.

Descriptive assessments yielded information about naturally occurring schedules of reinforcement and idiosyncratic variables associated with problem behavior (Scattone, 2014). As a result, descriptive assessments may enhance understanding of how reinforcement operates in the natural environment. Recent research suggests that descriptive assessment may be beneficial in augmenting analogue functional analyses. First, data were obtained via descriptive assessment provide to only correlational information about environment-behavior relations, and therefore did not allow causal statements to be made (Mace, Lalli, and Shea, 2012). Second, if behavior was reinforced only occasionally, it would be difficult to identify reinforcing consequences (Lerman and Iwata, 2012). Third, because antecedent and consequent stimuli were not controlled, functionally relevant stimuli did not occur during the observation period. This may occur, for example, if care providers modified the environment such that discriminative stimuli or establishing operations that occasion problem behavior were removed in an attempt to prevent the occurrence of such problems.

#### Respondents of the Study

The sample population aggregated this study was one of the public secondary schools in San Rafael District. There were 46 teachers who were teaching and 306 students who were enrolled in the school year 2018-2019. Random sampling design was employed in selecting the respondents. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling was done in a single step with each subject selected independently on the other members of the population.

After getting the sample size, the researcher filtered and identified the sample per group by screening those who are experienced classroom teachers and guidance counselors at the same time.

According to Easton and McColl's (2012), random sampling refers to a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection. It is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual was chosen entirely by chance and each member of the population had an equal chance of being included in the sample. Every possible sample of a given size had the same chance of selection.

Table 1  
*Respondents of the Study*

School	Number of Respondents
Public secondary school in San Rafael	
Teachers	46
Students	306
<b>Total</b>	<b>352</b>

Accordingly, there are 46 teacher-respondents and 306 students who participated in the study. It has a total of 352 respondents.

#### Instruments of the Study

The study utilized a validated questionnaire of Philippine Accrediting Association of Schools and Universities (PAASCU). The questionnaire consists of three parts. The first part is admission. The second part is Guidance Organization and Administration; and the last part is the guidance services. With this, the respondents dealt with the said questionnaire to determine the issues and problems confronted in the implementation of guidance programs and services of San Rafael district in Bulacan.

#### Data Gathering Procedure

The method for data gathering was the questionnaire method. Each of the respondents was given a structured set of questions. In gathering the data, the researcher carried out the following procedures:

1. An endorsement letter was sought from the mother unit.

2. This will be forwarded to the Schools Division Superintendent for approval.

3. The researcher administered the questionnaire personally and explained very well the content of the questionnaire for the respondent's appropriate and accurate responses.

#### **Data Processing and Statistical Treatment**

The data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS) in order to analyze and interpret the data gathered. Mean computation was used to compute the total performance of the teacher-respondents and students of San Rafael District in Bulacan. On the other hand, mean scores were computed for each respondent's answer.

The retrieved questionnaire-checklists were tallied and frequency count was made and was tabulated. These were subjected to statistical treatment using the statistical tool:

**Weighted Mean.** The Likert scaling technique of summated rating was used, to indicate the frequency of the assessment of all the items, the responses, range of the weighted mean and scale values used are:

<b>Rating</b>	<b>Range</b>	<b>Description</b>	<b>Verbal Interpretation</b>
5	4.50-5.00	Outstanding	Greatly applied
4	3.50-4.49	Very Good	Highly applied
3	2.50-3.49	Good	Moderately applied
2	1.50-2.49	Poor	Less applied
1	1-1.49	Very Poor	Not applied



## Chapter 4

## Presentation, Analysis and Interpretation of Data

This chapter shows the results and findings of the data gathered, revealing the issues and problems confronted in the implementation of guidance program and services. The importance of and the need for guidance and counseling have become more and more evident in the Philippine educational landscape because the changing needs and the psychological, social, physical and spiritual milieu of the Filipino people. A study of Lapan, et.al at Missouri High Schools shows that schools with more fully implemented model guidance programs had students who were more likely to report that (a) they had earned higher grades, (b) their education was better preparing them for the future, (c) their school made more career and college information available to them, and (d) their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be interrupted, peers behaving better). Results highlight the important roles school counselors play in promoting the central educational goals of their schools and support a comprehensive guidance program focus for university counseling faculty who train school counselors.

**Quality of Guidance Service**

**Admission.** Table 2, shows the mean score and its interpretation for each question that concerns admission.

Table 2

*Quality of Guidance Services in terms of Admission*

Indicators	Mean	Description
1. The admission policy is consistent with the philosophy, vision, mission and objectives of the school.	4.40	Very Good
2. The admission policy is clearly stated.	4.27	Very Good
3. The admission policy is implemented by a committee.	3.84	Very Good
4. Information regarding application and admission requirements is disseminated or readily available.	4.11	Very Good
5. The means used for the selection of new students include achievement tests, mental ability tests, interviews, etc.	3.76	Very Good
<b>Average</b>	<b>4.08</b>	<b>Very Good</b>

A closer look of Table 2 shows that in terms of admission, the indicator, the admission policy is consistent with the philosophy, vision, mission and objectives of the school got the highest mean score of 4.40 and with a description of Very Good. This is followed by the indicator; the admission policy is clearly stated got the mean score of 4.27 and with a description of Very Good. Next is the indicator, Information regarding application and admission requirements is disseminated or readily available got the mean score of 4.11 and with a description of Very Good. The computed average mean 4.08 was described as Very Good and verbally interpret as highly applied. It may be concluded that admission policy was properly administered.

This can be linked with the Department of Education admission policy that issues the enclosed Basic Education Enrollment Policy for School Year 2018-2019 and the subsequent school years thereafter, to institutionalize an efficient enrollment process in public and private schools, and state/local universities and colleges (SUCs/LUCs) offering basic education nationwide. As a public school, these learners need to be accepted and need not experienced deprivation.

It was supported by the study of Boaz (2012) that there was a unique insight into the issue of admission to college or university, suggesting that the number of credits gained in school shall be credited and an admission policy must be clear to all enrollees of the school.

**Guidance Organization and Administration.** In Table 3, it shows the mean score and its interpretation for each question that concerns with guidance organization and administration.

Table 3 clearly showed that in terms of guidance organization and administration, the highest mean score of 4.42 with a description of Very Good fell under the indicator; there is a developmental guidance program that is an integral part of the basic education department. Next indicator, students have easy access to the guidance office got a mean score of 4.33 with a description of Very Good. After this, it was followed by the indicator, there is coordination between homeroom teachers and guidance counselors in the planning and implementation of the homeroom program got the mean score of 4.29 with a description of Very Good.

A closer look on the table, the computed average mean score 4.05 was described as Very Good and verbally interpreted as highly applied. This means that the program objectives were aligned with the DepEd's vision-mission, it is because of the clear understanding with the philosophy, vision-mission of the Department of Education in designing and implementing the program.

Table 3

*Quality of Guidance Services in terms of Guidance Organization and Administration*

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
1. There is a developmental guidance program that is an integral part of the basic education department	4.42	Very Good
2. The objectives of the guidance program are clearly stated	3.87	Very Good
3. These objectives are in consonance with the philosophy, vision, mission and objectives of the school	4.09	Very Good
4. The guidance program is communicated to the students and various stakeholders	4.04	Very Good
5. The guidance organizational set-up is clear to the entire school	3.98	Very Good
6. Ethical standards concerning the functions of the guidance office are explained to the entire school	3.96	Very Good
7. The guidance personnel are qualified and have the necessary personal, educational and professional preparation	4.16	Very Good
8. Students have easy access to the guidance office	4.33	Very Good
9. Teachers assist the counselors by contributing to the cumulative records, making referrals, and coordinating with the counselors	3.96	Very Good
10. The school has a guidance coordinator (or any other designated person) who is responsible for planning and coordinating the guidance services	4.13	Very Good
11. There is coordination among the administration, faculty and guidance personnel in the various guidance activities	4.07	Very Good
12. Training programs are provided to help teachers improve skills in guidance techniques such as facilitating homeroom activities, identifying problems of students and others	4.13	Very Good
13. There are specialists or experts available for referrals and consultation	3.93	Very Good
14. The number of guidance personnel is adequate to meet the needs of the school population	3.96	Very Good
15. Performance evaluation of the guidance personnel is conducted with the use of a formal evaluation tool	3.91	Very Good
16. A clerical staff is employed to keep and update records	3.93	Very Good
A yearly guidance action plan is prepared, implemented and periodically evaluated	3.89	Very Good
17. There is a regular evaluation of the guidance services	3.91	Very Good
18. The different guidance services are unified and integrated	3.96	Very Good
19. There is coordination between homeroom teachers and guidance counselors in the planning and implementation of the homeroom program	4.29	Very Good
<b>Average</b>	<b>4.05</b>	<b>Very Good</b>

As stated by Gibson (2013), he noted from his study that teachers recognized counseling as the heart of the guidance program. Interviews confirmed their belief that this was the unique and most important contribution of school counselors.

**Orientation Program.** In Table 4, it shows the mean score and its interpretation for each question that concerns with orientation program.

Table 4

*Quality of Guidance Services in terms of Orientation Program*

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
1. The objectives of the orientation program are clearly stated	4.36	Very Good
2. The orientation activities are planned and conducted in coordination with the administration, faculty and students	4.29	Very Good
3. Provision is made for acquainting students with administrative and service personnel	3.87	Very Good
4. The orientation program includes, among others the following topics: School's history, philosophy, vision, mission and objectives	4.04	Very Good

5. Organizational flow chart and list of school officers and personnel	4.09	Very Good
6. School policies, rules and regulations	4.33	Very Good
7. Physical plant and school facilities	4.11	Very Good
8. Nature and functions of the students services	3.87	Very Good
9. Spiritual and moral growth program	3.89	Very Good
10. Co-curricular program	4.04	Very Good
11. Adequate measures are taken to orient transferees and late enrollees	4.09	Very Good
12. The orientation service program is conducted annually for all students	4.16	Very Good
13. Provisions are made for the evaluation of the orientation service program	4.22	Very Good
<b>Average</b>	<b>4.10</b>	<b>Very Good</b>

A closer look of Table 4 shows the orientation program. The highest mean score fell under the indicator, the objectives of the orientation program are clearly stated got 4.36 and with Very Good description. It was followed by 4.33 and with a Very Good description under the indicator; the orientation program includes school policies, rules and regulations. Next is 4.29 and with a Very Good description, it can be seen under the the orientation activities are planned and conducted in coordination with the administration, faculty and students. In totality, it got 4.10 under the computed average mean with a Very Good decription and verbally interprets as highly applied. It may be explained that this was because of giving full attention and priority in designing and implementing the program.

With the study of Weeks et. al. (2012), they noted that the results of their study could be described as indicating there is a unique function for the school counselor in the area of promoting student services.

**Individual Inventory Services.** In Table 5, it shows the mean score and its interpretation for each question that concerns with individual inventory services. In terms of individual inventory services, table 5 shows that the highest mean score of 4.44 with a Very Good description fell under the indicator, the guidance office maintains cumulative records of each student that include home and family background. After it, the indicator; the counselor has easy access to the cumulative folders got the mean score of 4.24 with a Very Good description. Next is 4.20 with a description of Very Good fell in the indicator, cumulative folders for each students are systematically and securely filed. To sum it up, the computed average mean core of 4.10 was described as Very Good and verbally interpreted as highly applied. Understandably, it got this rating because of the nature of the work and direct participation in securing information from the students.

Table 5

*Quality of Guidance Services in terms of Individual Inventory Services*

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
1. The guidance office maintains cumulative records of each student that include the following: Home and Family background	4.44	Very Good
2. Physical and medical status	4.16	Very Good
3. Record of test results such as: a. mental ability b. interests and aptitudes c. personality d. Record of scholastic performance e. Interview reports f. Record of parent interviews	4.00	Very Good
4. Teacher's anecdotal reports of students	3.82	Very Good
5. Co-curricular activities	4.16	Very Good
6. Counseling records	3.96	Very Good
7. Students' records are organized and updated regularly	4.18	Very Good
8. Data collected by the guidance office are properly utilized	4.09	Very Good
9. Confidentiality of students' records is observed by all concerned	4.16	Very Good
10. Cumulative folders for each students are systematically and securely filed	4.20	Very Good
11. The counselor has easy access to the cumulative folders	4.24	Very Good
<b>Average</b>	<b>4.10</b>	<b>Very Good</b>

It has long been accepted that individual differences exist among learners. There are also similarities. These similarities and differences must be known and taken into account if learning environments are to be established and maintained which are

meaningful, and which can result in achievement goals. The first responsibility of an organized guidance program is to see that those concerned with education know essential facts about learners, so these individual can be helped to realize their potentials, and effective environments can be created to provide the opportunities for learning. These purposes are achieved through the individual inventory service.

**Testing and Research Services.** Table 6, shows the mean score and its interpretation for each question that concerns with testing and research services.

Table 6

*Quality of Guidance Services in terms of Testing and Research Services*

Indicators	Mean	Description
1. The testing and research service has specific objectives.	4.29	Very Good
2. This service enables the school to	4.16	Very Good
a. identify slow and fast learners		
b. predict student's scholastic performance	4.18	Very Good
c. identify students' occupational or career interest	4.11	Very Good
d. identify their strengths and weaknesses in the different subject areas	4.18	Very Good
e. provide profiles of the psychological and emotional make-up of the students	3.78	Very Good
f. facilitate students' admission to college	4.07	Very Good
g. conduct surveys or studies, correlation studies and action researches	4.04	Very Good
3. Standardized test administered include the following	4.02	Very Good
a. mental ability test		
b. interest tests	4.20	Very Good
c. aptitude tests	4.09	Very Good
d. personality tests	4.11	Very Good
4. Locally developed or school-made tests and surveys are used	4.22	Very Good
5. Adequate space is provided and group testing	4.09	Very Good
6. The information gathered form testing is interpreted and used	3.96	Very Good
<b>Average</b>	<b>4.10</b>	<b>Very Good</b>

Table 6 shows the testing and research services. The highest mean score of 4.29 with a Very Good description fell under the indicator, the testing and research service has specific objectives. Then followed by, 4.22 with a Very Good description under locally developed or school-made tests and surveys are used. Next is this service enables the school to predict student's scholastic performance and this service enables the school to identify their strengths and weaknesses in the different subject areas got 4.18 with a Very Good description. To sum it up, the computed average mean score of 4.10 was described as Very Good and verbally interpreted as highly applied. It may be concluded that students' testing and research services were continuously administered even in a simple way.

A study conducted by Lee (2013) indicated that guidance and counseling in schools faces a great challenge of having a common ground between students and teachers on whether such services should be provided in schools or not. His research revealed that there was a great success to students and pupils who seemed to be traumatized and believing that they could make their future better than the way they thought it would be.

**Counseling Services.** Table 7, shows the mean score and its interpretation for each question that concerns with counseling services.

A closer look of Table7 shows the counseling services. This indicated that the highest mean score with a Very Good description fell under the the counseling service is based on a sound framework consistent with the school's philosophy, vision, mission and objectives. Right after it, the three indicators as follow, the counseling service has specific objectives, Counseling procedures are clear and systematic and Provision is made for individual counseling got 4.22 with a description of Very Good. Then the indicator, the counselor devotes a major portion of his/her time on counseling got 4.22 with a Very Good description. All in all, the computed mean score of 4.18 was described as Very Good and verbally interpreted as highly applied. This explained that there was enough attention given to students who need care and guidance.

Table 7

*Quality of Guidance Services in terms of Counseling Services*

Indicators	Mean	Description
1. The counseling service is based on a sound framework consistent with the school's philosophy, vision, mission and objectives	4.29	Very Good
2. The counseling service has specific objectives	4.24	Very Good

3. The counselor devotes a major portion of his/her time on counseling	4.22	Very Good
4. Counseling procedures are clear and systematic	4.24	Very Good
5. Provision is made for individual counseling	4.24	Very Good
6. Provision are made for group counseling	4.18	Very Good
7. Counseling sessions are properly and clearly documented	4.16	Very Good
8. Provisions are made for case conferences when necessary	4.13	Very Good
9. Services of outside specialists are availed of to attend to the special needs of students	4.00	Very Good
10. Provisions are made to evaluate the effectiveness of the counseling service	4.07	Very Good
<b>Average</b>	<b>4.18</b>	<b>Very Good</b>

In connection to Hutson (2013), he described the term, "Counseling," an inadvisable limitation as he feels the word "counseling" connotes a one-to-one relationship between an advisor and the student. He noted the major consideration in this process is the welfare of the student. These students who needed ample attention.

**Service to Administrators, Teachers and Parents.** Table 8, shows the mean score and its interpretation for each question that concerns with service to administrators, teachers, and parents.

Table 8

*Quality of Guidance Services in terms of Service to Administrators, Teachers and Parents*

<b>Interpretation</b>	<b>Mean</b>	<b>Description</b>
1. The guidance personnel confer with the following to discuss pertinent data about the students:	4.29	Very Good
a. Administrators		
b. Teachers	4.36	Very Good
c. Parents	4.18	Very Good
2. The guidance personnel participate in various school committees	4.27	Very Good
3. The guidance counselors plan and organized guidance symposia	4.09	Very Good
4. The guidance counselors periodically disseminate pertinent information/findings and recommendations to:	4.36	Very Good
a. Administrators		
b. Teachers	4.29	Very Good
c. Parents	4.24	Very Good
<b>Average</b>	<b>4.26</b>	<b>Very Good</b>

Table 8, shows the service to administrators, teachers, and parents. The highest mean score of 4.36 with a Very Good description fell under the two indicators of the guidance personnel confer with the teachers to discuss pertinent data about the students and the guidance counselors periodically disseminate pertinent information/findings and recommendations to administrators. Next is 4.29 with a Very Good description fell under two indicators of the guidance counselors periodically disseminate pertinent information/findings and recommendations to teachers and the guidance personnel confer with the administrators to discuss pertinent data about the students. It is followed by 4.24 with a Very Good description under the guidance counselors periodically disseminate pertinent information/findings and recommendations to parents. To sum up, the computed average mean score of 4.26 was described as Very Good and verbally interpret as highly applied. It may be concluded that administrator, teacher and students were satisfied in the service given by the guidance office.

In connection to Makabila (2014), he said that Curriculum development and guidance services must be guided by the various statutes governing the establishment and existence of the institutions.

**Career Guidance Developmental Services.** Table 9, shows the mean score and its interpretation for each question that concerns with career guidance and developmental services.

A closer look of Table 9 reveals the career and guidance and developmental services. The highest mean score of 4.49 with a Very Good description fell under the indicator; there is developmental program for career guidance. It was followed by 4.38 with another Very Good description under assistance is given in choosing a school related to their career inclinations. After it, 4.36 with a description of Very Good fell under the three indicators of the career guidance development program provides opportunities for students to develop self-awareness and self-appreciation, the career guidance development program provides opportunities for students to develop awareness of various occupational opportunities and the career guidance development program provides opportunities for students to develop career planning and decision-making skills. To combine the data, the computed average mean score of 4.21 was described as Very Good and verbally interpreted as highly applied.



It may be explained that career guidance program were fully implemented as part of guidance services. It was explained through DepEd Memo No. 25 s. 2013 that all public and private secondary schools are expected to undertake similar activities indicated in the timeline attached in this memorandum regarding the Career Guidance Week Celebration on July 23- 27, 2018.

Table 9

*Quality of Guidance Services in terms of Career guidance developmental service*

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
1. There is developmental program for career guidance	4.49	Very Good
2. The career guidance development program provides opportunities for students to develop	4.36	Very Good
a. self-awareness and self-appreciation		
b. awareness and appreciation of different of different occupations or careers	4.22	Very Good
c. proper values and attitudes towards work	4.27	Very Good
d. awareness of various occupational opportunities	4.36	Very Good
e. career planning and decision-making skills	4.36	Very Good
3. Provisions are made to help students identify and enhance their occupational or career inclinations by means of the following:	4.04	Very Good
a. career counseling		
b. aptitude and interest tests	4.11	Very Good
c. surveys or questionnaires on occupational and career preferences	4.02	Very Good
d. literature/brochures on different careers	4.07	Very Good
e. field and exposure trips	3.98	Very Good
f. integration of career education in the academic program	4.04	Very Good
4. Community resources are tapped in the implementation of the career guidance developmental program	4.20	Very Good
5. Assistance is given in choosing a school related to their career inclinations	4.38	Very Good
<b>Average</b>	<b>4.21</b>	<b>Very Good</b>

It is therefore expected that before the Career Guidance Week, well-planned school activities will be prepared by the Class Advisers, Guidance Counselor and other school officials approved by the school head. Experts from other government agencies such as the CHED, TESDA, PRC and DOLE may be tapped as resource persons to ensure the success of the Career Guidance Week activities. Schools, advisers and learners shall use #CGPWeek2018 as the official hashtag when posting in social media.

This was evident in the study of Heyden (2011). He discussed the ability to make such intelligent choices is not innate but, like other abilities, must be developed. The aims of the guidance and counseling service are similar to the purposes of education.

**Placement and Follow-up Services.** Table 10, shows the mean score and its interpretation for each question that concerns with placement and follow-up services.

Table 10 shows that in terms of placement and follow-up services, the computed average mean score of 4.14 was described as Very Good and verbally interpreted as highly applied. This was proven by the indicator, the services rendered by the association are beneficial to its members and the school community got the highest mean score of 4.27 and with a description of Very Good.

It was followed by 4.20 with a Very Good description under the indicator of the school has an alumni/nae association. Next is 4.18 with a Very Good description under information is gathered concerning the schools attended and courses pursued by former students. It maybe explained that the alumni associations had a functional program to further reach the objectives of its association.

According to Farwell and Peters (2014) further, they advised that the activities of this service should be coordinated with those of the community and state agencies that also have as their goal adequate and realistic placement and follow-up services.

Table 10

*Quality of Guidance Services in terms of Placement and Follow-up Services*

<b>Indicators</b>	<b>Mean</b>	<b>Description</b>
1. The placement and follow-up services play an important role in the high school	4.16	Very Good
2. Relevant guidance data are used to determine placement and follow-up of students	4.22	Very Good



3. Information is gathered concerning the schools attended and courses pursued by former students	4.18	Very Good
4. Information is gathered concerning former students success in their college studies and practice of profession	3.96	Very Good
5. The school has an alumni/nae association	4.20	Very Good
6. The services rendered by the association are beneficial to its members and the school community	4.27	Very Good
<b>Average</b>	<b>4.14</b>	<b>Very Good</b>

**Issues and Problems Encountered**

In Table 11, it shows the mean score and its description for each question that concerns with issues and problems encountered in the delivery of quality guidance services.

As shown on Table 11, the Rank 1 is the indicator of Low salary of Licensed Guidance Counselors had a frequency distribution of 12 or 18.18%. The annual income of a guidance counselor is PHP 310,321 with a monthly salary of 25,860. This is the entry level or salary of a guidance counselor in a public school. According to payscale.com/research, they got a lower salary compared to other professions like engineer, accountant, and the like yet they have also laborious works. Next was followed by the indicators, Allocation of Fund” and “Planning of Fund. After it, the four indicators as follow, Promotion, Licensed Guidance Counselors, Number of Guidance Counselors, and Assignment of Guidance Counselors. These were the issues and problems encountered in the delivery of quality guidance services.

According to the study of Ronan (2017), the role of the school counselor has grown in many ways. Depending on certain states, districts, and school requirements, a school counselor may provide a wide range of services to the student population yet they themselves experience different issues.

Table 11

*Issues and Problems Encountered*

Indicators	Frequency	Percentage	Rank
1. Seminars and Trainings	4	6.06%	8.50
2. Offices	3	4.55%	10.50
3. Low Salary of Licensed Guidance Counselors	12	18.18%	1.00
4. Promotion	6	9.09%	5.50
5. Allocation of Fund	8	12.12%	2.50
6. Licensed Guidance Counselors	6	9.09%	5.50
7. Number of Guidance Counselors	6	9.09%	5.50
8. Assignment of Guidance Counselors	6	9.09%	5.50
9. Planning of Fund	8	12.12%	2.50
10. Needs	3	4.55%	10.50
11. Dissemination of Information	4	6.06%	8.50
<b>Total</b>	<b>66</b>	<b>100%</b>	

**Implications Drawn from the Findings of the Study**

A number of implications were drawn based on the findings of the study:

This study may be the basis for policy reforms to make a quality of guidance services. Likewise, the strength and weaknesses that can be identified in the study can be an impact to the school.

1. It also created awareness that having a licensed guidance counselor is indeed a tremendously and extremely needed to help address the problems of these students.
2. The quality of service had an impact in catering the needs of the students as well as the school heads, teachers, parents, and other stake holders.
3. The result of the study informs school leaders, teachers, and parents that their children need someone to help them solve their problems with the aid of guidance counselors who are experts in this forte.

## Chapter 5

### Summary of Findings, Conclusions and Recommendations

This chapter presents the summary of the study and its significant findings, conclusion and recommendation based on gathered, interpreted, and analyzed data.

#### Summary of Findings

The main purpose of the study was to assess the quality of guidance services. The major study can be summarized as follows:

##### **Problem 1: How may the quality of the guidance services be described in terms of:**

**1.1. Admission.** Based on the data shown in table 2, the computed average mean 4.08 was described as Very Good. The admission policy is consistent but in the indicator of selection of new students include achievement tests, and the like, got the lowest mean of 3.76 compared to other indicators. Among other indicators since it got the lowest mean, it may be concluded that this indicator needs to revise only some numbers in the achievement test, mental ability tests, etc.

**1.2. Guidance Organization and Administration.** In terms of guidance organization and administration, the computed average mean score 4.05 was described as Very Good. It explained that the guidance program is indeed a vital part of ensuring quality service for its students, and various stakeholders. Despite of a good result, the lowest mean of 3.87 falls in the objectives of the guidance program are clearly stated, it may indicate that a vivid objectives of the guidance programs need attention compared to other indicators.

**1.3. Orientation Program.** As shown in Table 4, the computed average mean of 4.10 was described as Very Good. It may be explained that the orientation program is effective enough in adhering and enhancing the students' services to assure the quality of guidance services in terms of orientation program. Based on the lowest mean of 3.87 that falls under the provision is make for acquainting students with administrative and service personnel. This may explain that guidance services must be accessible to them.

**1.4. Individual Inventory Service.** Table 5 shows that in terms of individual inventory services, the computed average mean core of 4.10 was described as Very Good. Its result is commendable. Though the lowest mean is 3.98, and under the indicator of record of test result in interests and aptitudes. It implicates that among under indicators, it needs attention to meet students' interests.

**1.5. Testing and Research Services.** In terms of testing and research services, the computed average mean score of 4.10 was described as Very Good. It may be concluded that this indicator is commendable. Yet, the lowest mean is 3.78 under the indicator of provide profiles of the psychological and emotional make-up of the students. Despite a good result, among other indicators it needs to maintain the psychological and emotional make-up of the students through monitoring.

**1.6. Counseling Service.** Table 7 shows that in terms of counseling services, the computed mean score of 4.18 was described as Very Good. With regard to the lowest mean of 4.07 that falls under the provisions are made and evaluate the effectiveness of the counseling service, is also commendable.

**1.7. Service to Administrators, Teachers, and Parents.** Table 8 shows that in terms of service to administrators, teachers, and parents, the computed average mean score of 4.26 was described as Very Good. On the other hand, based on the lowest mean of 4.09 that guidance counselors needed to conduct meeting or symposium in addressing the quality of guidance services offered in the school is not a problem because of its description Very Good.

**1.8. Career Guidance and Development Service.** Table 9 shows that in terms of career guidance and developmental services, the computed average mean score of 4.21 was described as Very Good. Based on the lowest mean of 3.98 that falls under the field and exposure trips that explained that there is just a little need of exposure.

**1.9. Placement and Follow-up Services.** In terms of placement and follow-up services, the computed average mean score of 4.14 was described as Very Good. With regard to the lowest mean score of 3.96 that falls under the indicator of information is gathered concerning former students success in their college studies and practices and progress, it may be described that there was a little communication or minimal contact with its graduates.

##### **Problem 2: What issues and problems are encountered by the respondents in the delivery of quality services?**

As shown on Table 11, the indicator of "Low Salary of Licensed Guidance Counselors had a frequency distribution of 12 or 18.18% while the indicator of "Offices and Needs" had a frequency of 3 or 6.1%. This meant that the main problem in assuring quality of guidance services relied on the remuneration of these licensed guidance counselors.

##### **Problem 3: What implications may be drawn from the findings of the study?**

A number of implications were drawn based on the findings of the study:

a. It also created awareness that having a licensed guidance counselor is indeed a tremendously and extremely needed to help address the problems of these students.

b. The quality of service had an impact in catering the needs of the students as well as the school heads, teachers, parents, and other stake holders.

c. The result of the study informs school leaders, teachers, and parents that their children need someone to help them solve their problems with the aid of guidance counselors who are experts in this forte.

### Conclusion

In the light of the findings of the study, the following conclusions were drawn:

1. The quality of the guidance services vary from their indicators.
2. There is a need of hiring a licensed guidance counselor who is expert in the said field.
3. Most of the indicators alleviated and showed sanguinity that there was quality of guidance services.
4. There were few negative predicaments in some indicators yet it can be resolved.
5. Lastly, number of implications drawn from the findings of the study can be of great help in assuring quality of guidance services.

### Recommendations

These recommendations may have helped broaden the scope of the study and perhaps given better clarity in particular areas. The researcher recommends the following despite of good results:

1. Guidance continues its services in supporting the process and educational goals of the students in planning their future.
2. The Department of Education can create numerous items for licensed guidance counselors to alleviate some problems of the students since they are the experts.
3. DepEd needs to allocate ample budget to be used by the Registered Guidance Counselors in assuring quality of guidance services.
4. School administrators can spearhead some intervention programs in helping these students who show or exhibit misdemeanor.
5. The insights that can be derived from this study serve as a springboard for further research and investigation in crucial areas of assuring quality of guidance services in school.

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Appendix A

Permission Letter

January 31, 2019

ZENIA G. MOSTOLES, Ed.D., CESO V  
Schools Division Superintendent  
Division of Bulacan

DepEd-SDO of BULACAN  
**RECEIVED**

FEB 04 2019

Madam:

The undersigned is currently undertaking a research entitled: "ASSESSMENT OF THE QUALITY OF GUIDANCE SERVICES" in partial fulfillment for the degree in Master of Arts in Education major in Guidance and Counseling at La Consolacion University Philippines, Malolos, Bulacan.

In this regard, the undersigned would like to request permission from your esteemed office to be allowed to administer a survey questionnaire to Guidance Counselor, Faculty and Staff, School Administrator and students at San Rafael National Trade School, Caingin, San Rafael, Bulacan.


Rest assured that any information gathered will be used for research and the identity will be kept with utmost confidentiality.

Attached are sets of questionnaires for your perusal.

Thank you very much for your interminable support.

Very truly yours,  
  
JONNALYN V. BOGNOT  
Researcher

Noted by:   
DR. JOYCE J. EUGENIO  
Research Adviser

Received by:  03/11/19  
Atsue Jose Miguel



**Appendix B**  
**Instrument of the Study**

Directions: Kindly rate each item below using the Analysis and Evaluation category.

**Explanation**

**ANALYSIS**

The analysis consists of provisions, conditions or characteristics found in good schools. All of them may not be necessary or even applicable in every school. The school may lack some of the items listed but have other compensating features. The analyses are intended to provide the factual bases for the evaluations.

In the parentheses ( ) to be found to the left of most of the items listed, the following symbols should be placed:

*E* provision or condition is made extensively

*S* provision or condition is made to a moderate extent

*L* provision or condition is very limited

*M* provision or condition is missing but needed

*NA* provision or condition is not desirable or does not apply.

In order to use the symbols M or NA correctly, the self-survey team must be aware of the philosophy, vision, mission and objectives of this school, as discovered from the survey of Section I.

Where no parentheses are provided, it will be sufficient to insert the requisite information in the spaces provided for that purpose. In such cases, the information requested is needed for the analyses of other items or for the Evaluations themselves.

**EVALUATION**

Evaluations represent the best judgment of those making the evaluations after all evidence have been considered. They are to be made by means of the rating scale as defined below:

**5 - Excellent:** the provisions or conditions are extensive and are functioning excellently.

**4 - Very Good:** the provisions or conditions are moderately extensive and are functioning well

**3 - Good:** the provisions or conditions are met and functioning adequately.

2 - Fair: the provisions or conditions are limited and functioning minimally.

1 - Poor: the provisions or conditions are limited and are functioning poorly.

M - Missing: the provisions or conditions are missing but needed.

NA – Not Applicable: the provisions or conditions are missing but do not apply or are not desirable.

### COMMENTS

In the space allotted for Comments, the self-survey team should indicate the degree of harmony between the philosophy, vision, mission and objectives of this school and the educational practices considered in this Section. In doing so, it will give its reasons for the use of M or NA in the Analyses and Evaluations just made.

In this space, any other remarks on the educational practices of the school pertinent to Student Services which might be of assistance in making the overall evaluation should also be made.

## A. GUIDANCE PROGRAM

### 1. Admission

#### ANALYSIS

- ( ) 1. The admission policy is consistent with the philosophy, vision, mission and objectives of the school.
- ( ) 2. The admission policy is clearly stated.
- ( ) 3. The admission policy is implemented by a committee.
- ( ) 4. Information regarding application and admission requirements is disseminated or readily available.
- ( ) 5. The means used for the selection of new students include achievement tests, mental ability tests, interviews, etc.

#### EVALUATION

- ( ) a. How consistent is the admission policy with the philosophy, vision, mission and objectives of the school?
- ( ) b. How consistent are the admission practices with the admission policy?
- ( ) c. How well does the school community understand the admission policy?
- ( ) d. How effective are the means used for the selection of new students?

#### COMMENTS

### 2. Guidance Organization and Administration

#### ANALYSIS

- ( ) 1. There is a developmental guidance program that is an integral part of the basic education department.
  - ( ) 2. The objectives of the guidance program are clearly stated.
-

- ( ) 3. These objectives are in consonance with the philosophy, vision, mission, and objectives of the school.
- ( ) 4. The guidance program is communicated to the students and various stakeholders.
- ( ) 5. The guidance organizational set-up is clear to the entire school.
- ( ) 6. Ethical standards concerning the functions of the guidance office are explained to the entire school.
- ( ) 7. The guidance personnel are qualified and have the necessary personal, educational and professional preparation.
- ( ) 8. Students have easy access to the guidance office.
- ( ) 9. Teachers assist the counselors by contributing to the cumulative records, making referrals, and coordinating with the counselors.
- ( ) 10. The school has a guidance coordinator (or any other designated person) who is responsible for planning and coordinating the guidance services.
- ( ) 11. There is coordination among the administration, faculty and guidance personnel in the various guidance activities.
- ( ) 12. Training programs are provided to help teachers improve skills in guidance techniques such as facilitating homeroom activities, identifying problems of students, and others.
- ( ) 13. There are specialists or experts available for referrals and consultation.
- ( ) 14. The number of guidance personnel is adequate to meet the needs of the school population.
- ( ) 15. Performance evaluation of the guidance personnel is conducted with the use of a formal evaluation tool.
- ( ) 16. A clerical staff is employed to keep and update records.
- ( ) 17. A yearly guidance action plan is prepared, implemented and periodically evaluated.
- ( ) 18. There is a regular evaluation of the guidance services.
- ( ) 19. The different guidance services are unified and integrated.
- ( ) 20. There is coordination between homeroom teachers and guidance counselors in the planning and implementation of the homeroom program.

#### *EVALUATION*

- ( ) a. How adequate is the organization of the guidance personnel in meeting the needs of the students?
- ( ) b. How qualified are the members of the guidance staff?
- ( ) c. How organized are the different guidance services?
- ( ) d. How well-defined are the roles and functions of the guidance personnel?

#### *COMMENTS*

### **3. Guidance Services**

#### **a. Orientation Program**

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*ANALYSIS*

- ( ) 1. The objectives of the orientation program are clearly stated.
- ( ) 2. The orientation activities are planned and conducted in coordination with the administration, faculty and students.
- ( ) 3. Provision is made for acquainting students with administrative and service personnel
- 4. The orientation program includes, among others, the following topics:
  - ( ) a. school's history, philosophy, vision, mission and objectives
  - ( ) b. organizational flow chart and list of school officers and personnel
  - ( ) c. school policies, rules and regulations
  - ( ) d. physical plant and school facilities
  - ( ) e. nature and functions of the student services
  - ( ) f. spiritual and moral growth program
  - ( ) g. co-curricular program
- ( ) 5. Adequate measures are taken to orient transferees and late enrollees.
- ( ) 6. The orientation service program is conducted annually for all students.
- ( ) 7. Provisions are made for the evaluation of the orientation service program.

*EVALUATION*

- ( ) a. How adequate is the orientation service and its objectives in the light of the total educational program?
- ( ) b. How effective are the activities in achieving its objectives or the orientation service?

*COMMENTS*

**b. Individual Inventory Service**

*ANALYSIS*

- 1. The guidance office maintains cumulative records of each student that include the following:
  - ( ) a. home and family background
  - ( ) b. physical and medical status
  - c. record of test results such as:
    - ( ) 1) mental ability
    - ( ) 2) interests and aptitudes
    - ( ) 3) personality
    - 4) others \_\_\_\_\_
  - ( ) d. record of scholastic performance
  - ( ) e. interview reports

- ( ) f. record of parent interviews
  - ( ) g. teacher's anecdotal reports of students
  - ( ) h. co-curricular activities
  - ( ) i. counseling records
  - ( ) j. other pertinent information about the students:
- \_\_\_\_\_
- \_\_\_\_\_

- ( ) 2. Students' records are organized and updated regularly.
- ( ) 3. Data collected by the guidance office are properly utilized.
- ( ) 4. Confidentiality of students' records is observed by all concerned.
- ( ) 5. Cumulative folders for each student are systematically and securely filed.
- ( ) 6. The counselor has easy access to the cumulative folders.

*EVALUATION*

- ( ) a. How complete, accurate and up-to-date is the student inventory?
- ( ) b. To what extent are student records systematically maintained?
- ( ) c. To what extent is the information gathered utilized in academic, personal and career guidance?
- ( ) d. To what extent is confidentiality of information observed?

*COMMENTS*

**c. Testing and Research Services**

*ANALYSIS*

- ( ) 1. The testing and research service has specific objectives.
- ( ) 2. This service enables the school to:
  - ( ) a. identify slow and fast learners
  - ( ) b. predict student's scholastic performance
  - ( ) c. identify students' occupational or career interest
  - ( ) d. identify their strengths and weaknesses in the different subject areas

- ( ) e. provide profiles of the psychological and emotional make-up of the students
  - ( ) f. facilitate students' admission to college
  - ( ) g. conduct surveys or studies, i.e., correlation studies and action researches
3. Standardized tests administered include the following:
- ( ) a. Mental ability test
  - ( ) b. Interest tests
  - ( ) c. Aptitude tests
  - ( ) d. Personality tests
  - ( ) e. Others
- 
- 

- ( ) 4. Locally developed or school-made tests and surveys are used.
- ( ) 5. Adequate space is provided for individual and group testing.
- ( ) 6. The information gathered from testing is interpreted and used.

#### *EVALUATION*

- ( ) a. How relevant and updated are the testing materials used?
- ( ) b. To what extent is the information obtained from testing utilized?
- ( ) c. To what extent does the school ensure the validity, reliability and relevance of tests?
- ( ) d. How helpful are the surveys, studies and resources in the attainment of the objectives of the guidance and instructional program?

#### *COMMENTS*

##### **d. Counseling Service**

- ( ) 1. The counseling service is based on a sound framework consistent with the school's philosophy, vision, mission and objectives.
  - ( ) 2. The counseling service has specific objectives.
  - ( ) 3. The counselor devotes a major portion of his/her time on counseling.
  - ( ) 4. Counseling procedures are clear and systematic.
  - ( ) 5. Provision is made for individual counseling.
  - ( ) 6. Provisions are made for group counseling.
-



- ( ) 7. Counseling sessions are properly and clearly documented.
- ( ) 8. Provisions are made for case conferences when necessary.
- ( ) 9. Services of outside specialists are availed of to attend to the special needs of students.
- ( ) 10. Provisions are made to evaluate the effectiveness of the counseling service.

*EVALUATION*

- ( ) a. To what extent is the counseling framework consistent with the school's formation goals for the students?
- ( ) b. How competent are the counselors in conducting individual and group counseling?
- ( ) c. How effective is the counseling service in meeting the needs of the students?

*COMMENTS*

**e. Service to Administrators, Teachers and Parents**

*ANALYSIS*

- 1. The guidance personnel confer with the following to discuss pertinent data about the students:
  - ( ) a. administrators
  - ( ) b. teachers
  - ( ) c. parents
- ( ) 2. The guidance personnel participate in various school committees.
- ( ) 3. The guidance counselors plan and organize guidance symposia.
- 4. The guidance counselors periodically disseminate pertinent information/ findings and recommendations to:
  - ( ) a. administrators
  - ( ) b. teachers
  - ( ) c. parents

*EVALUATION*

- ( ) a. How adequate are the services offered to administrators?
- ( ) b. How adequate are the services offered to teachers?
- ( ) c. How adequate are the services offered to parents?

*COMMENTS*

**f. Career Guidance Developmental Service**

*ANALYSIS*

- ( ) 1. There is a developmental program for career guidance.

2. The career guidance development program provides opportunities for students to develop:
  - ( ) a. self-awareness and self-appreciation
  - ( ) b. awareness and appreciation of different occupations or careers
  - ( ) c. proper values and attitudes towards work
  - ( ) d. awareness of various occupational opportunities
  - ( ) e. career planning and decision-making skills
3. Provisions are made to help students identify and enhance their occupational or career inclinations by means of the following:
  - ( ) a. career counseling
  - ( ) b. aptitude and interest tests
  - ( ) c. surveys or questionnaires on occupational and career preferences
  - ( ) d. literature/brochures on different careers
  - ( ) e. field and exposure trips
  - ( ) f. integration of career education in the academic program
- ( ) 4. Community resources are tapped in the implementation of the career guidance developmental program.
- ( ) 5. Assistance is given in choosing a school related to their career inclinations.

#### *EVALUATION*

- ( ) a. How adequate is the career guidance developmental program of the school?
- ( ) b. How effectively are students helped in enhancing their interests, aptitudes, talents and skills necessary for future choice of a career?
- ( ) c. How effectively are students helped in matching their particular interests, aptitudes, personality and skills with the different careers?
- ( ) d. How well does school's career guidance development program respond to the needs of the country and society?

#### *COMMENTS*

##### **g. Placement and Follow-Up Services**

- ( ) 1. The placement and follow-up services play an important role in the high school.
- ( ) 2. Relevant guidance data are used to determine placement and follow-up of students.
- ( ) 3. Information is gathered concerning the schools attended and courses pursued by former students.
- ( ) 4. Information is gathered concerning former students' success in their college studies and practice of profession.
- ( ) 5. The school has an alumni/nae association.
- ( ) 6. The services rendered by the association are beneficial to its members and the school community.

*EVALUATION*

- (      )      a.      How adequate is the placement and follow up service provided?
- (      )      b.      How effectively achieved are the purposes of the alumni/nae association?

*COMMENTS*

### Curriculum Vitae



**Jonnalyn V. Bognot**  
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#### Career Objectives:

To be actively involved in all areas of education including curriculum developments, teacher mentoring, student career preparation with expertise to motivate and inspire students, creating a fun and challenging learning environment

#### Work Experiences:

2016- Present	Senior High School Teacher	Salapungan National High School Salapungan, San Rafael, Bulacan
201-2016	Junior High School Teacher	Vedasto R. Santiago High School Salacot, San Miguel, Bulacan
2012-2013	Clerk II	Maguinao Elementary School Maguinao, San Rafael, Bulacan
2010- 2012	Guidance/Marketing Associate	Asian Institute of Science and Tech Baliuag, Bulacan
2006- 2010	HR Associate	One Global Contact Center Ortigas, Pasig City

**PRC License Number:** 1032868

#### Educational Background:

##### Graduate Studies

Master of Arts in Education major in  
Guidance and Counseling (2016- present)  
La Consolacion University Philippines  
Malolos, Bulacan

##### Thesis

Issues and Problems Confronted in the Implementation of Guidance Services  
May, 2019

##### Tertiary

Bachelor of Secondary Education Major in  
Guidance and Counseling  
Central Luzon State University  
Science City of Muñoz, Nueva Ecija  
April, 2004

##### Secondary

Maguinao Cruz na Daan High School  
Maguinao, San Rafael, Bulacan

April 2000

**Primary**

Salapungan Elementary School  
Salapungan, San Rafael, Bulacan  
April 1996

**Personal Data:**

Date of Birth : November 22, 1983  
Place of Birth : San Rafael, Bulacan  
Nationality : Filipino  
Height : 5'1"  
Weight : 110 lbs.  
Religion : Roman Catholic

**Special Skills:**

Computer Literate  
Dancing

**Trainings and Seminars Attended:**

“Division Orientation on the Career Guidance Program for Guidance Counselors and Guidance Advocates”  
December 11-13, 2018

“Mass Training of Senior High School in HUMSS”  
May 3-18, 2017

“Mass Training of Senior High School in P.E. and Personal Development”  
June 5-12, 2016

“Mass Training of Senior High School on Common Topics”  
May 31- June 3, 2016

**Character References:**

Virginia S. San Gabriel  
School Principal, Salapungan National High School  
09171208804

Lolita G. Bucot, RGC  
Guidance Counselor, San Rafael National Trade School  
09228124431

Leonora P. Manalastas  
School Principal, Vedasto R. Santiago High School  
09433821341

I hereby certify that the above information are true and correct to the best of my knowledge and belief.

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Jonnalyn V. Bognot