

PROPOSED VOCATIONAL GUIDANCE PROGRAM FOR THE SECONDARY
DEPARTMENT OF SAMAR STATE COLLEGE OF
AGRICULTURE AND FORESTRY

A Thesis

Presented to

The Faculty of Graduate Studies

Samar State Polytechnic College

Catbalogan, Samar

In Partial Fulfillment of the Requirements

for the Degree


MASTER OF ARTS IN GUIDANCE AND COUNSELING

ROSA C. CAILO

February 2001

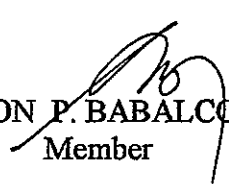
APPROVAL SHEET

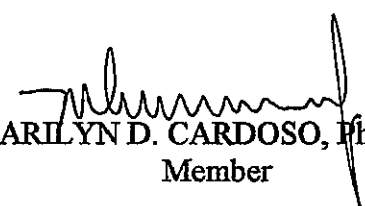
This thesis entitled "Proposed Vocational Guidance Program for Secondary Department of the Samar State College of Agriculture and Forestry", prepared by Rosa C. Cailo, who having passed the comprehensive examination, is recommended for oral examination.


RIZALINA M. URBIZTONDO, Ed. D.
Adviser

Approved by the Committee on Oral Examination on February 24, 2001 with a rating of Passed.



EUSEBIO T. PACOLOR, Ph.D.
Chairman


SIMON P. BABALCON, Jr. Ph.D.
Member


MARILYN D. CARDOSO, Ph.D.
Member


PHEBE R. NACIONALES, Ph.D.
Member

Accepted and approved in partial fulfillment of the requirements for the degree of **Master of Arts in Guidance and Counseling**.


EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate/Post Graduate Studies
SSPC, Catbalogan, Samar

Date of Oral Examination:
February 24, 2001

ACKNOWLEDGMENT

The author wishes to express her sincerest thanks and grateful appreciation to the following persons, who in one way or another extended their valuable assistance in the preparation of this thesis:

Dr. Rizalina M. Urbiztondo, retired Dean, Graduate School, Samar State Polytechnic College, Catbalogan, Samar, her adviser, for the sustained effort in the preparation of the thesis outline, her valuable suggestions and untiring guidance, which made this work a success;

Dr. Eusebio T. Pacolor, SSPC Dean of Graduate and Post-Graduate School, for his laudable efforts and professional competence as Chairman of the Committee on Oral Examination;

Dr. Simon P. Babalcon, Jr., SSPC Vice President for Academic Affairs, for his invaluable suggestions for the improvement of the manuscript;

Dr. Marilyn D. Cardoso, SSPC Statistician and Dean of the College of Education, for her patience and analysis of the data which led to the logical interpretation of the research results;

Dr. Phebe R. Nacionales, SSPC Head of Guidance Services, for her meticulous corrections, professional guidance and suggestions for the improvement of the manuscript;

Professor Oscar M. Neypes, Officer-In-Charge, Samar State College of Agriculture and Forestry (SSCAF), for his fatherly encouragement and motivation to finish this work;

Mrs. Silva B. Abanag, SSCAF Librarian, for readily lending the researcher all necessary references;

The Faculty and Staff of the SSCAF especially Prof. Francisca B. Sultan, Head, College of Agriculture, Prof. Consolacion B. Cailo, Head, Laboratory Department, and Mrs. Salvacion H. Borden, for their continued encouragement;

Her parents, brothers, sisters and in-laws for their moral support; and,

Finally to my beloved husband, Prof. Teofilo C. Cailo, Jr., and to my ever-treasured children, Rhey and Rhea, for their moral and untiring cooperation, assistance, encouragement, financial support and everything, which served as a lasting inspiration in the completion of this study.

Above all, to our God Almighty for all the countless blessings and grace bestowed on the researcher and her family, most especially good health and everything... for without Him nothing is possible...

To all these wonderful and generous people, my endless thanks and gratitude.

R.C.C.

D E D I C A T I O N

This humble work is dedicated to
My beloved husband **TEOFILO C. CAILO, Jr.,**
My treasured children, **RHEY & RHEA,**
My parents, brothers, sisters and in-laws,
Faculty, employees, and student of
Samar State College of Agriculture and Forestry (SSCAF)
and Friends.

Rosie

ABSTRACT

This is a tracer study of the graduates of Samar State College of Agriculture and Forestry from school years 1990-1991 to 1994-1995 with the specific purpose of formulating a proposed vocational guidance program for the secondary department. This study employed the descriptive-developmental research method using a researcher-made questionnaire checklist as the principal instrument in gathering data. On how guidance activities influenced the career choice of the respondents, the total weighted mean of the perception of the respondents is 3.43 which means that guidance activities have “moderately” influenced their career choices. There were only 3 items, wherein the respondents have signified that these guidance activities have influenced them “much” in their career choices. These were items in Personality Development, Career Development and Symposium. The following conclusions were drawn: There are more male respondents in the study. Majority of the respondents are self-employed, mostly in farming. The economic status of the majority of the respondents falls under “lower middle class” based on the scale established by the National Census and Statistics Office as of 1991. Majority of the respondents feel that the school should provide an “on the job training program” for graduating students. They particularly suggested that they need to have more insights into occupations that are related to their training in school which are agriculture and homemaking. There is no significant impact of the various guidance activities on the occupation status and income of the graduates.

TABLE OF CONTENTS

Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Dedication	v
Thesis Abstract	vi
Table of Contents	vii

CHAPTER

1. THE PROBLEM-ITS BACKGROUND	1
Introduction	1
Statement of the Problem	4
Hypothesis	5
Theoretical Framework of the Study	6
Conceptual Framework of the Study	7
Importance of the Study	9
Scope and Delimitation of the Study	11
Definition of Terms	14

CHAPTER

2. REVIEW OF RELATED LITERATURE AND STUDIES	19
Related Literature	19
Related Studies	28

CHAPTER

3 .METHODOLOGY	38
Research Design	38
Instrumentation	38
Questionnaire	39
Documentary Analysis	39
Formulation of Instrument	39

Reliability of Instrument	40
Sampling Procedure	42
Data Gathering	43
Treatment of Data	44
CHAPTER	
4. PRESENTATION AND INTERPRETATION OF DATA	47
Profile of the Respondents	47
Socio-economic status of Respondents	50
Perception of Respondents on How Guidance	
Activities Influenced Career Choice	61
Relationship between the guidance activities of SSCAF	
to occupation, employment and income of graduates	62
Problems Encountered by Respondents	63
Suggested Solutions to problems	65
Suggested solutions for the improvement of	
the guidance program	66
CHAPTER	
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	68
Summary of Findings	68
Conclusions	69
Recommendations	70
CHAPTER	
6. PROPOSED VOCATIONAL GUIDANCE PROGRAM	72
Rationale	72
Mission	73
Objectives	73
Proposed Vocational Guidance Program of SSC	74

Organization and Administration of Guidance Program	77
Outline of Steps and Characterizing Activities	79
Component and working Relationship of Guidance personnel	81
The Guidance Program and its services	85
Vocational Guidance Program of Activities	92
BIBLIOGRAPHY	94
APPENDICES	99

Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The present day Philippines requires that each citizen be more productive and involved in industrial, agricultural or socio-cultural endeavors. The Filipino should relate himself to society's rapid changes and needs and the demands of technology, not only for the present but also for the future. Today's economic development is geared towards global competitiveness. For this country to be in this category, necessitates that its citizens must work for its development and progress..

Arguelles (1993:28) stressed that human resource development is conceived as both the means and ends of social and economic development. The greatness of a nation lies above all upon its developed human resources. People are the true source of greatness. The right type of people developed will contribute to the realization of making the Philippines great again.

According to Jones and Stewart (1983:211), for a country to be great, its people must have the right values, proper attitudes, sound philosophies of life and the needed competencies and skills.

Proper education and wise choice of occupation are also of prime importance. An individual's occupation must be suited to his/her aptitudes and abilities. Talents and potentials are to be geared to the optimum development of their capacities and material resources so that they will benefit not only under such arrangement but also the society and the nation.

An individual must choose a vocation that must fulfill his basic needs and develop his total personhood. It must be remembered that the choice of one's occupation is very important because it determines how his time will be spent, what attitudes and values will he adopt, who will be chosen as his friends, where he will reside and what pattern of family life he will have.

This researcher observed from among the high school students of Samar State College of Agriculture and Forestry and some of the local youth of San Jorge that the actual amount of time they give to occupational planning may even be less than that given to buying a pair of shoes. Others have instant decisions while others blindly follow the dictates of their parents or take a course for the sake of social prestige without analyzing whether the course is suited to them or not for which they regret later. Seemingly, this is one of the causes why students drift/shift from one course to another or even transfer from one school to another.

Consequently, many graduates encounter problems in their quest for employment. The foremost problem encountered by graduates was lack of job openings for them. Furthermore, if ever there are job openings, applicants need political backers or their skills are not suited for the job requirements.

Financial difficulties compel the job-seekers to accept any work even if it is not in line with their training in school just so they will earn. They take on any job that they come across irrespective of the kind of job and pay for as long as they can start earning. Hence, some workers become misfits, underemployed/unemployed and unhappy in their jobs.

These circumstances point out to the urgent need for vocational guidance and career education among our students at SSCAF. They should be assisted and guided in the choice of their career to prepare them readily for the adoption to current vocational requirements and keep abreast with the latest trend produced by science and technology.

According to Marland (1982:12) the fundamental purpose of career education is to bring career-pattern information to young people confronted by the changing social and economic requirements of the times. It is designed to provide students with information related to the world of work that can be useful in the process of career development. Vocational or career education acquaints every student with a wide range of skills so that upon graduation from high school, or prior to leaving school, they should have made a choice and developed various skills that will make them employable. They can take advantage of a variety of work/jobs that may exist in and out of school.

An effective career education program must radiate to the community for the benefit of parents and relatives, who are primarily involved in the education of their children and in choosing their occupation. They should also gain some knowledge in clarifying the relationship between the academic world and the world of work in order to make the right assistance for their children's choice of occupation. This can be an appropriate response to the mission of the school to extend services to the society in providing various information regarding occupational opportunities and development.

Like other students, the young people of San Jorge, particularly the SSCAF students, are entitled to enjoy guidance services for sound decisions relative to vocation. The need for such services is important for it will enable them to assume responsibility as members of their community, be it as an agriculturist, extension worker, factory

worker or service provider. They can proudly take their place under the sun and find fulfillment in productively contributing to their community's development. They can also enjoy the fruits of future developments.

The researcher, being the Guidance Counselor of SSCAF, have all these in mind and took it upon herself to probe into the situation to verify and affirm whether or not the vocational guidance program may be improved for better and more effective career choices and placement of the students of SSCAF, hence this investigation.

Statement of the Problem

This is a tracer study of the graduates of the Samar State College of Agriculture and Forestry from school years 1990-1991 to 1994-1995 with the specific purpose of formulating a proposed vocational guidance program for the secondary department. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents as to:
 - 1.1 age and sex;
 - 1.2 civil status; and
 - 1.3 educational background?
2. What are the socio-economic conditions of the respondents as to:
 - 2.1 employment and occupation;
 - 2.2 income;
 - 2.3 appliances/furniture acquired ; and
 - 2.4 real properties purchased by the respondents?

3. As perceived by the respondents, to what extent did the following vocational guidance activities influence them in selecting their careers or vocations?

- 3.1 homeroom activities;
- 3.2 career day activities; and
- 3.3 peer counseling activities?

4. As perceived by the respondents is there a significant relationship between the guidance activities in SSCAF and the following?

- 4.1 occupation status;
- 4.2 employment status; and
- 4.2 income of graduates?

5. What problems were met by the graduates in their quest for employment?

6. What solutions may be suggested by the respondents to solve these problems?

7. What suggestions can the graduates give for the improvement of the vocational guidance program of Samar State College of Agriculture and Forestry?

8. What vocational guidance program may be evolved that may be most beneficial to the students of the Samar State College of Agriculture and Forestry?

Hypothesis

Based on the specific questions, the hypothesis below was tested:

1. There is no significant relationship between the guidance services, homeroom activities, career day activities and peer counseling as perceived by the respondents to their:

- 1.1 occupation status

1.2 employment status

1.3 income of graduates

Theoretical Framework of the Study

National development for economic and social prosperity demands that the productive age-group of citizens be vocationally skilled and professionally competent for economic development is the basis of all other development in society. This can only come about when the available manpower required are proficiently prepared by the school and other allied agencies socially charged with the function. Thus educational institution require career education and vocational guidance.

This study is anchored on Martin's (1974:18) concept that career education is a systematic approach in (1) helping the students gain an understanding of the many available careers; and (2) preparing them for the career of their choice. This means deeper self-knowledge, exploring various careers, gaining information about the nature of specific jobs and where training for these jobs can be obtained.

One view of career education is that it is designed to provide young persons with employable skills. Upon graduation from high school, or prior to leaving school, young people should have made a choice and developed skills that make them employable.

Bernard and Fullner (1977:254) assert that the basic purposes of career education are to acquaint students with a wide range of skills as well as to help students explore their talents and ambitions. It is to prepare them both occupational success and personal fulfillment. The most successful career education enlarges the work of the guidance personnel. They must supply the link between the school and outside the school. They

play a critical part in assuring a successful passage in the transition between school and work.

Super (1978:71) likewise proposes the theory that vocational preferences are a reflection of the self-concept. It is postulated that one's job selection is related to believing oneself to be the kind of person the job requires. Numerous studies point to a relationship between self-concept and various vocational consideration such as stability of choice, satisfaction and aspirations.

Ginzberg, Axelrad, and Herma (1971:296) declared that career choice is a developmental process. These theorists took into account the social and economic realities of the world of work. They propounded that there are three stages in the choice of work. The first is the stage of fantasy, which is before age eleven. The second stage called the tentative period from ages 11-17, is the stage wherein the individual realizes that current decisions will affect him or her future. This period is marked by career exploration, wherein the individual acquaints himself with available alternatives. Later, choices are narrowed down to a few occupations, represented by first, second or third choices. This third period is called the realistic period.

The various philosophies presented in this study have somehow guided the researcher in understanding the importance of career education and vocational guidance to the students.

Conceptual Framework of the Study

The graphic presentation of how this study was conducted is illustrated in Figure 1 on page 8. It shows the research environment, which is the Samar State College of

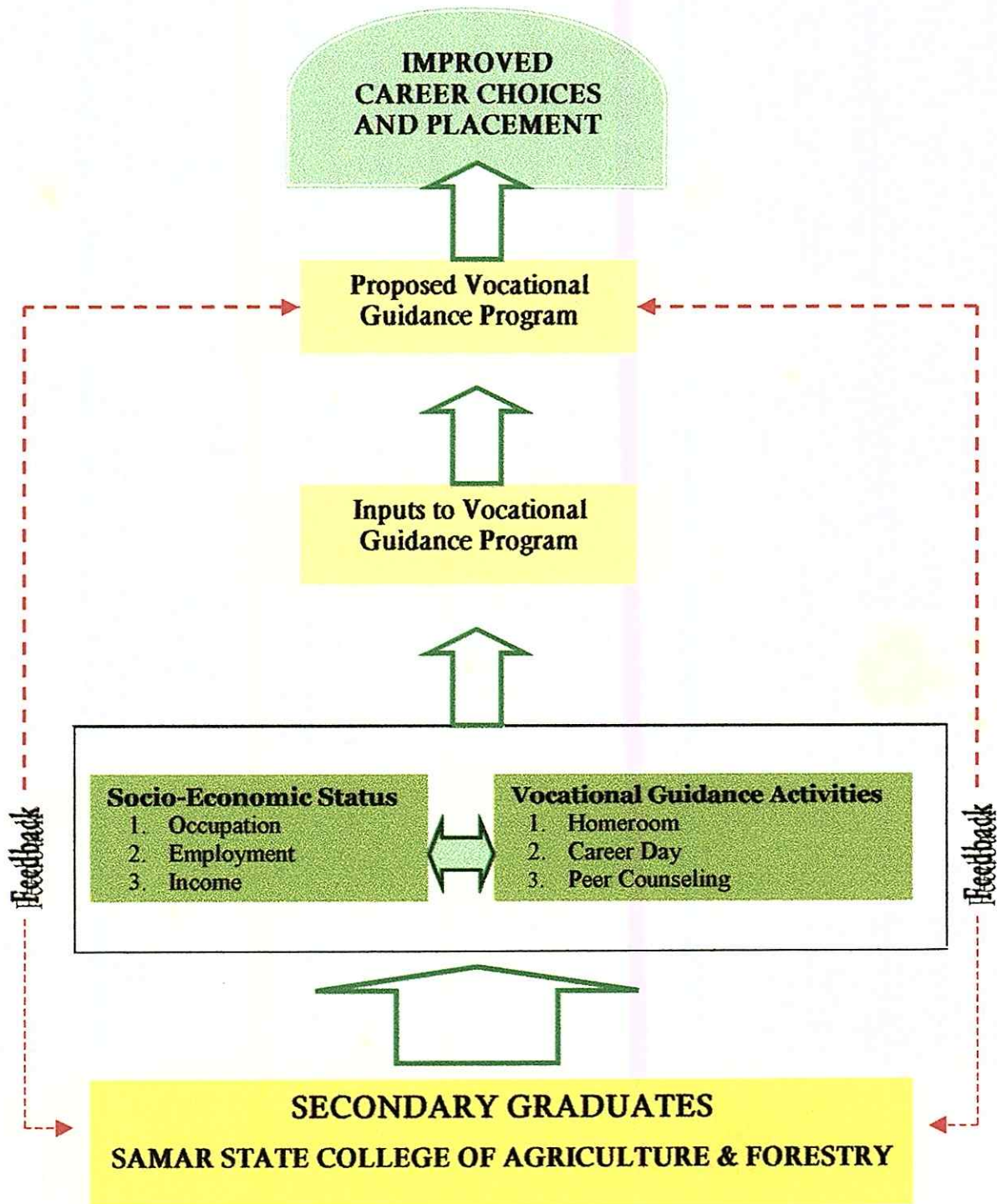


Figure 1. The conceptual paradigm of the study illustrating the research environment and respondents, the variates, the process, and its ultimate goal.

Agriculture and Forestry (SSCAF), formerly Samar National Agricultural School (SNAS), located in San Jorge, Samar. Its respondents are the secondary graduates from school year 1990-1995, a period of five years. This study conducted a follow-up of the graduates to get their perception on whether there was a significant relationship between the two groups of variates: the socio-economic status, vis-à-vis, the occupation, employment and income of graduates; and vocational guidance activities like the homeroom activities, career day program and peer counseling activities. This is indicated by a double arrow in the second layer of the paradigm.

In the light of the results derived from the follow-up study, the researcher analyzed the SSCAF guidance program. She formulated a much improved and enriched career guidance program, which she has proposed for the College to be adopted.

The study envisions to improve the career choices of students and placement of its graduates, so they can be of more service to themselves, their families, their countrymen as well as the global community.

Importance of the Study

The development of manpower skills plays a vital role not only in the economic advancement of a nation but more so in the correct choice of an individual's occupation. The fundamental premise of career education is to bring into reality the learning of young people confronted by the changing social and economic requirements of these times. The emphasis on career guidance springs from the fact that many students leave school or are graduated from high school, who are not employable, Marland (1982:148)

Students. The results of this study would be an eye opener to the students. It might provide useful information about the world of work and encourage them to study harder and learn how to make proper choices for their future occupation. It is hoped that they would desire to develop their potentials to the maximum so that they would be productive and self-reliant when they graduate from SSCAF.

Instructors. To the instructors, who are the key figures in the learning process of the students, the results of this study would encourage them to upgrade their teaching competencies to better contribute to the learning of the students thus fulfilling their mission as educators.

Guidance counselors. To the guidance counselors, this study would provide them with information and relevant data regarding the placement of the graduates. Such data would enable them to come up with a vocational guidance program geared towards meeting the needs of the students, which might ultimately lead the clientele to more gainful employment. It might also challenge counselors to improve their competencies and the delivery of the career guidance services.

Administrators. The results of this study would enable the administrators to be aware of the needs of the students for a more effective career education and encourage them to give more support both morally and financially in implementing a more effective vocational guidance in the College. The administrators might be encouraged to formulate a staff development program for the guidance counselors.

Community. To the community, the result of this study would make them aware that a vocational guidance program exists in the college, where the primary concern is for

effective career choice. It would encourage the community to share in the responsibility of assisting young people in career decision-making.

Parents. To the parents, the findings of this study might provide insights of functions of vocational guidance in the College. They would know and better understand the functions of the College guidance program so that they would realize their duties and responsibilities in guiding their children.

Future researchers. To the future researchers, the findings of this study could motivate them to undertake parallel studies. This study could also serve as a rich source of literature.

Scope and Delimitation of the Study.

This study aimed to propose a vocational guidance program designed to enrich the current secondary department of Samar State College of Agriculture and Forestry, San Jorge, Samar (please see Maps on pages 12-13). It involved 219 secondary school graduates for five school years, with 41 for 1990-1991; 38 for 1991-1992; 55 for 1992-1993; 39 for 1993-1994 and 46 for 1994-1995.

The study was conducted during school year 2000-2001.

SAMAR

Region VIII

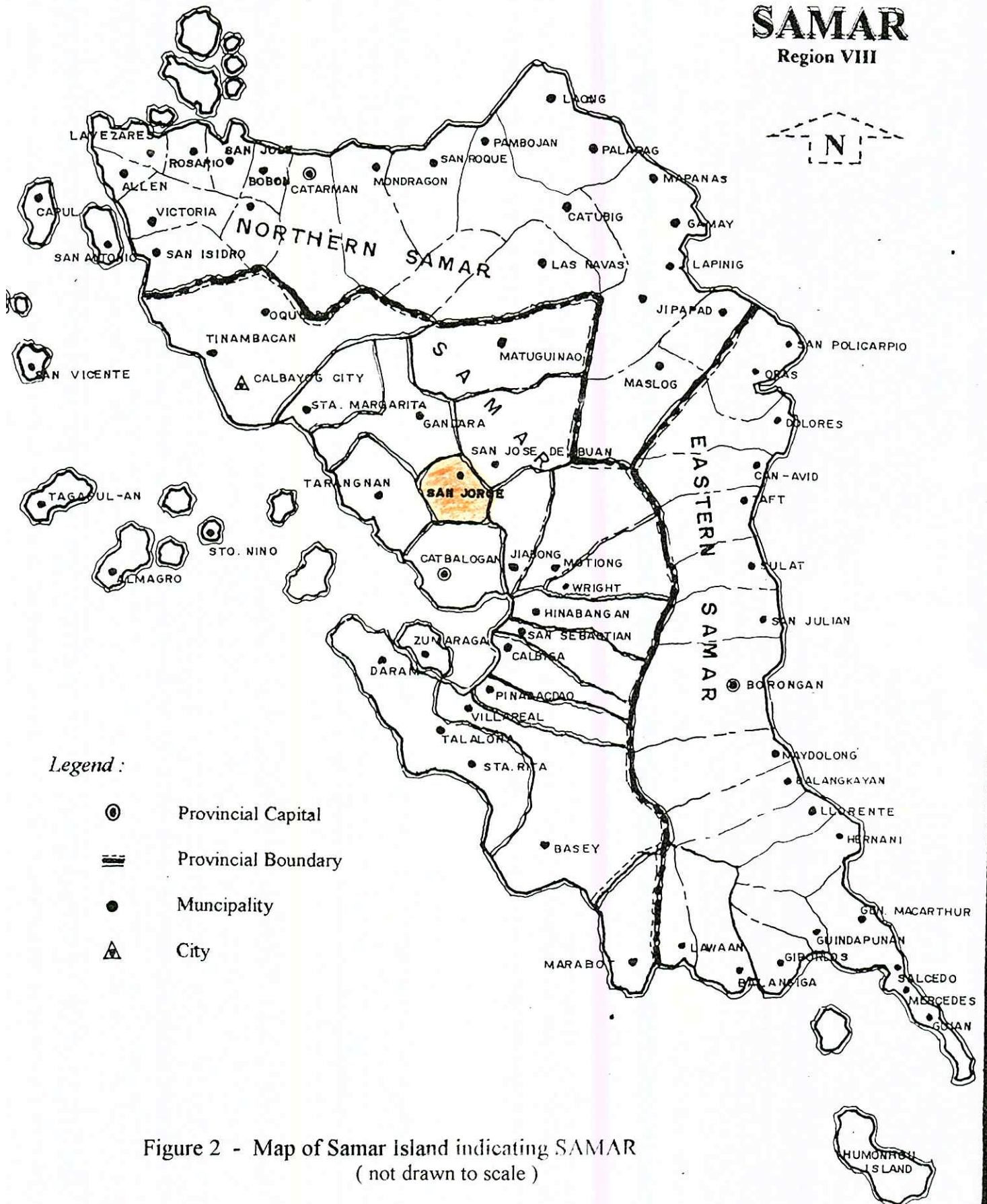
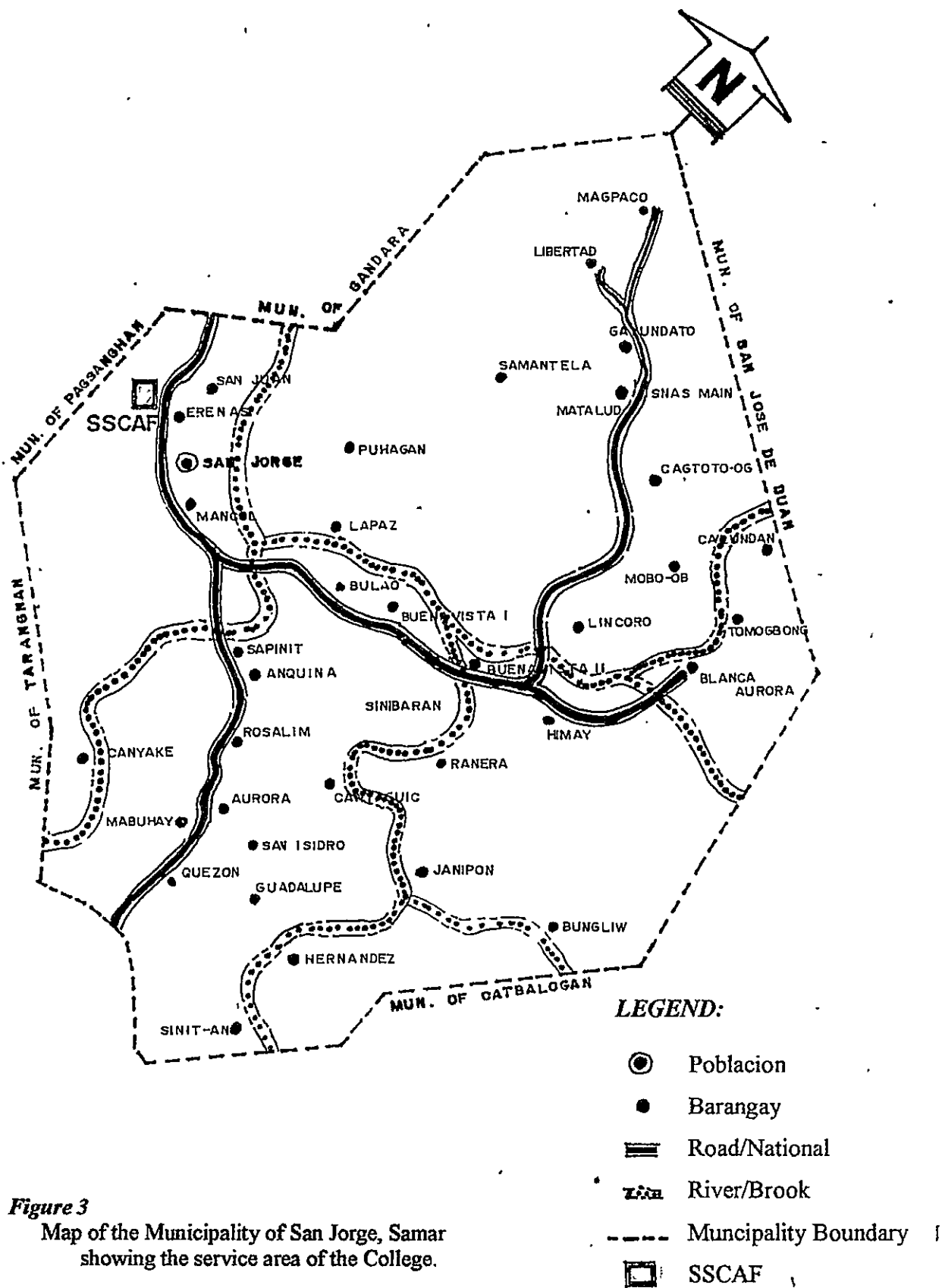


Figure 2 - Map of Samar Island indicating SAMAR
(not drawn to scale)



Definition of Terms.

The following terms are herein defined to give the readers of this study, a clear comprehension of the contents of the succeeding presentations.

Career development inventory (CDI). Measures the readiness of individuals to make choices about educational and vocational issues.

It is a self-administering, machine scorable instrument that purports to measure attitudes, knowledge and skills used in making career choices, (Meyers, 1981:154)

In this study CDI refers to a test on career interest in checklist form given to students who desire to find out what kind of occupation he likes or dislikes. The checklist is answered frankly and carefully by the students and interpreted by a psychometrician.

Career day. This is a properly organized and managed one-day event presentations of practical occupational information to students with specific objectives of informing them about opportunities and requirements in specific occupations of interest to them particularly those in the local community, (Gunner 1979:169).

In this study, the term career day refers to a guidance program provided for graduating students wherein speakers are invited to give insights on different fields of occupation and profession. Speakers are usually requested to give information concerning job opportunities and factors to consider when choosing a career.

Career education. This is a philosophy of education with a commitment to the preposition that first priority in education is to prepare people for useful and productive employment and personal fulfillment through work and work-related activities. This is designed to give every youngster a genuine choice, as well as the intellectual and

occupational skills necessary to back it up. The fundamental of career education is that all educational experiences – curriculum, instruction and counseling – should be geared toward the preparation for economic independence, personal fulfillment, and appreciation for the dignity of work. (Marland, 1982: 198).

This term refers also to a type of education that is designed to provide young people with selected skills. Its basic purpose is to acquaint students with a wide range of employable skills (Bernard and Fullner, 1977:234).

In this study, the term refers to a type of education designed to provide young people the opportunity to explore the possible occupations and employment in the community and elsewhere, relating his potentials in terms of abilities, interests skills, values, aptitude and attitude to job requirements and making plans for his future life career.

Follow-up. This is a part of the guidance program which looks into the status of graduates/young people or students who have left school. They are surveyed for the purpose of ascertaining their employment and vocational status and assisting them for further adjustment (Good, 1973:246).

In this study, the term refers to the process by which the employment activities of the graduates and how are they getting along in the community are appraised.

Guidance. The part of the educational program which provides systematic services directed towards helping each student realize the maximum development of his potentials in accordance with his needs, interests, abilities and achievements. These potentials include interrelated areas such as physical, mental, social and emotional development (Hill, 1989:426).

Guidance counselor. This refers to the professionally trained person, who is responsible for the educational and personal guidance of a large number of students in different levels with varying maturity and experiences, home and school training, and physical and social needs. He is entrusted with the greater responsibility of the implementation of the guidance program. He seeks to understand, accept, reflect and clarify the feelings of the client through interview and counseling sessions (Aquino, 1980:59).

This term also refers to an individual who has accepted the responsibility of assisting all students/pupils with the major concerns of the developmental needs and problems of the youth and has the professional identity in the field of counseling and education (Jones, 1970:325).

Guidance program. The term refers to a set of services, which help a student/pupil analyze and assess his physical, mental, social and emotional assets and liabilities so he may make wise choices and proper adjustments and live to the best advantage of himself and the society in which he moves about (Madali, 1978:146).

In this study, this term is interchangeably used with guidance services.

Homeroom. This is a .2 unit subject, a prerequisite for promotion to the next higher curriculum year and for graduation in the case of fourth year students. Modules on self-awareness, goal-setting and decision making, career planning, boy-girl relationship, changes and adjustments, which an adolescent undergoes are discussed by the teacher adviser during this period for the continuing commitment to guide the growing Filipino adolescent towards the path of maturity, (DECS RHGP Manual 1999 :3).

In this study, Homeroom is a regular school period (40 minutes every Wednesday) wherein students, by section, report and meet informally under a Homeroom adviser, to conduct class business, plan and organize group activities and discuss individual and group problems.

Homeroom Activities. The teacher does not teach during this period. This is a period which belongs to the students. It is a period under the leadership of one or more students. The adviser stays at the back closely observing the attitudes of students and keeps order when the discussions become heated and when confusion starts to prevail. Before the end of the period, the students, guided by their leaders, make plans for their next meeting while the adviser keeps records of the plan of activities (Cortes, 1988:52).

As used in this study, it refers to a schedule of activities to be taken by students during Homeroom sessions mainly for (1) personality development, (2) social graces (3) leadership and citizenship training, and (4) career education.

In-service training. In this study the term applies to seminars, workshops and educational orientations offered to teachers for the upgrading of their competencies in the field of vocational guidance.

Occupational placement. This term involves both part-time placement for those still in school and full-time placement for those, who have left school (Good, 1973:424).

In this study, it refers to the situation of graduates in their place of work. It includes the nature of employment and appointment, working station of respondents, benefits received by respondents, and other productive activities.

Peer counseling. In this study, this refers to the assignment of a responsible and trained student to assist some of his/her classmates and other students individually and in small groups about their problems, behavior and attitudes in a variety of situations.

Technology and Home Economics. Technology and Home Economics is a part of the new secondary school curriculum which provides the learner in the urban, rural and sub-urban areas with opportunities to apply basic concepts and principles and relate values pertinent to the home and the world of work. It covers four major components namely (1) Home Economics, (2) Agricultural arts, (3) Industrial arts and (4) Entrepreneur (T.H.E. 1, SEDP series, 1989:7).

Socio-economic status. The term refers to the level of both social and economic positions of an individual or group (Good, 1973:538).

As used in this study, the broad term covers the following attributes: (1) educational attainment of the graduate (2) occupation of the graduate (3) approximate family income (4) material possessions and (5) type of dwelling.

Under-employed. The term refers to an individual having a job and salary not commensurate to his/her educational qualification. This also means inappropriate utilization of human resources.

Vocational guidance. This term refers to matters on occupational choices or career planning, preparation, placement and adjustment on the job the purpose of which is to assist the individual in arriving at wise choices among occupational and educational options in securing employment for which he is trained and in making the necessary adjustment and advancement on the job, so that he might live a happy, successful and useful life as a family member, worker and citizen. (Gunner, 1989:3)

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a number of related literature and studies reviewed by the researcher which are pertinent to the present investigation. These materials were obtained from books, periodicals, journals and unpublished researches found in both private and public libraries.

Related Literature.

Jones (1970: 89) asserts that choosing a career is one of the most important decisions one makes in his entire life. It should start early enough because “to choose a career is very easy but to decide is very hard”. Perhaps the best time for a student to plan for his career is when he is still in the high school because they have time and opportunity to relate their high school subjects with their future career. For example, if a student plans to be an electrical engineer in the future, he may start by taking electricity as his practical course. He may also be interested in electricity during his Science period. If he plans to be a farmer, the agricultural arts course as well as Biology will be good starting points.

Humpreys (1984:95) agreed that the earlier one starts planning for his future occupation, the better will his plan be as he has ample time to make adjustments and changes to enrich it. With a plan, he will go farther and much faster towards the achievement of his goals in life. It is also very important to gain some knowledge in classifying the relationship between the academic world and the world of work in order to make the right choice of vocation.

Norris (1989:140) propounded that it is of great necessity that before they graduate senior high school students, explore the world of work, study specific occupational fields and develop tentative plans - whether to seek employment or take further schooling. The study of occupations will lead them to discover what a worker does in an occupation, his duties, and whether he or she does mental or physical work. They will learn what the occupation offers in terms of working conditions, the remuneration such as wages, salaries, chances for advancement and promotion, fringe benefits and security in the job. Teenagers or graduating students at this point in time should be exposed to conditions, wherein they can make proper choices. One of the most important choices at this time is career related. It is in this stage wherein they need someone to orient them about occupational information in order to help them make wise decisions toward a vocation.

Ginzberg (1971:4) made mention that students must decide the style of life they will have to achieve. They must decide, too, the part that they wish their working lives to play in their total lives. Few young people do more than make a hopeful start on these tasks before they leave school. It remains a primary educational obligation that young people be helped to make a promising start on these task of self-definition and decision-making. Career work is at the very core of such work. Effective career work, if it is to answer all these ambitious demands, is essentially a team operation. Such work would show results in personal growth and maturity of young people and their enablement to play a more active and confident part in directing the course of their own lives.

Roberts (1992:8) stressed that choosing a career is one of the greatest challenges people face during their nurturing years. It is considered a challenge for it affects them for the rest of their lives. In order to be able to choose a career wisely, one must first know what a career is and the factors to be considered in making a choice. Career refers to the entire lifetime sequence of occupations, activities, responsibilities and services performed. Factors to consider are (1) knowing oneself or self assessment (2) knowing the world of work (3) being a good decision maker and (4) learning to accept help in career planning. Knowing oneself requires an assessment of values, skills, abilities and interests. Studying the world of work requires a clear picture of the job market and determining the field of work for which one feels best fitted and one in which there exists a reasonable opportunity for employment. Individuals try to look at what the needs are and try to determine the statistics that indicate the fields already full and areas where there are gaps in the market. In decision-making, it is not wise to be quick to let a specific personal weakness discourage a person from a career that seems attractive. Many decisions begin with sensitive choices and later modify them or even forget them. Learning to accept help in career planning would require discussing career options with people, who are experienced and knowledgeable about the world of work.

According to Erickson (1967:10) it is extremely important that children have the opportunity to be close to counselors, teachers, and other adults beyond their parents, to imitate peers and test roles through play. Teenagers desperately need to identify with role models, but often find few they can admire. Often adolescents cannot acquire satisfaction through making choices because their desired choices are often dictated by others in advance.

Freelich (1973:102) Teaching is still the most effective means of imparting vocational information. The curriculum can be systematically used to convey this information. Perhaps the least that could be done is to integrate occupational information in both the related subjects and vocational subjects instructions. The school library can be made to contribute to the utmost in its dissemination. It may maintain shelves for printed materials on occupations, display clippings on occupational activities that are suggestive of self-employment jobs, put up vocationally-oriented posters and summarize biographies of men successful in their respective occupational pursuits. Resource persons from both management and labor and from among the most outstanding self-employed individuals in the community are valuable sources of information and should be given opportunities to speak in assemblies, forums, and others. The Homeroom sponsors can be most helpful. Homeroom meetings provide excellent opportunities for imparting occupational information. All these can be supplemented by visits to business, industrial, agricultural, and fishery establishments and by school and community work experiences for the students.

Ramirez (1973:6) said the main responsibility for helping the student marshal and evaluate the information about himself and the world of work remains with the counselor although complicated and minor problems related to occupational choice, preparation, adjustment, and progress are first taken up with the Homeroom adviser. Only the students with specific problems, where homeroom sponsors feel they cannot be of much help, are referred to the guidance counselors. This is a desirable arrangement and is encouraged. Sometimes, the counselor and the Homeroom advisers will find it wiser to refer the counselee to some teachers, workers in the occupation that interest him, and

specialists (physicians, psychologists, psychiatrists, etc) if any, in the community for assistance in obtaining more information about himself and his occupational choice. The successful counseling interview is so conducted that the counselee leaves it with the feeling that choosing a vocation is a serious undertaking and that the counselor is ready and able to give further help in this matter. -

Thompson (1992:158) emphasized that parents should be involved as career counselors. They play a primary role in the child's career development and school counseling can benefit significantly by tapping this resource. The school should provide parent study groups to share current information about emerging careers, nontraditional careers, income projections, occupational outlook and local training opportunities. These study groups could be provided through the community employment services or by a local college on a quarterly basis in the school premises. School counselors merely need to coordinate the activity and get the word out to the parents. The role of a counselor is that of a career resource person in parent/student workshop to facilitate discussion and understanding of particular career choices.

Furthermore Thompson said that the shifts in vocational plans occurring in high school, tend to move the students away from science and technology and towards courses in business education. Slight differences exist between the non-college bound and the non-college vocational/technical students. The two groups differ considerably from each other in their interest as measured by the Career Development Inventory. The educational orientation between the non-college bound and the vocational/technical students reflects an indifference or dislike for school and course work. Vocational/technical students are substantially lower in the educational orientation than

the non-college bound counterparts. They also demonstrate a strong preference for mechanical activities and for skilled trades and technical occupations. The non-college bound/non-technical students exhibit an indifference to the activities.

Vocational/technical students as a whole preferred to work hard with things more than people while the non-college bound/non-vocational/technical students showed more variability as a group. She stressed that counseling implications are present because of differences between these two groups. Vocational technical students seem to be more career specific in occupational aspirations, to have made an occupational choice and to have assumed a vocational identity when compared to their non-college bound counterparts. The non-college bound seems to be less advanced in vocational experimentation and is with many interests.

Unrealistic choices during adolescence are likely to lead to an unstable occupation when adulthood come. Unstable choices are those which are not in line with one's interest, abilities, personality, aptitudes, work values or available job opportunities.

Himmelweit (1984:84) agreed that parents may feel it a duty to advise their children about vocationally relevant matters. On the other hand, they may find themselves in the unsolicited role of adviser because their children voluntarily turn to them for guidance. For many children, parents represent a credible information source and, therefore, any advice they offer may be given serious considerations. Friends of the family, other relatives and neighbors may find themselves in a similar position.

Unfortunately, these people are not always the best equipped to offer advice because their occupational experience may be severely restricted and the attitudes toward work may be biased or, at best, a generation out of date. This may be particularly

dangerous because advice from such sources may be the most positive. People with more insight into the world of work may be more reserved about the advice they offer, which, consequently, may be passed over in favor of the more positive choice by those young people in sources with ready-made answers.

He stated further that children from homes of low economic-status aspire for occupation at a higher level than their parents. They find no suitable role models within the family and only a few family activities related to their aspirations. Children from homes of high socio-economic status who are only equipped for occupations at a lower level than their parents, will find themselves similarly disadvantaged. Such children tend to lean more heavily on influences outside the home.

According to Ann Roe (1990; 68-101), there is a close relationship between individual interests and needs and his occupations and the relationship between early life experiences and the development of these interest and needs. According to this theory, the parents create a particular psychological environment in which they satisfy or frustrate the needs of the child. This aspect suggests that if a child experiences warm and loving parents, he will be oriented towards occupations mostly involving people; conversely, cold rejecting parents will turn the child to non-person occupations.

Another theory is the life stage theory presented by Gottfredson (1991:548). He emphasized the important part that sex roles and prestige play in making choices for adolescents. He focused on gender and social class background. He also included intelligence, vocational interest, competencies and values. He stressed the importance of career exploration unrestricted by sex role stereotyping. Thus, children of both sexes should be able to explore activities such as crocheting, sewing, sports and science.

Information available in school should not reinforce sex role stereotypes. In general, publishers of textbooks have made strides to show adult and children in pictures that do not reinforce traditional sex role models. By providing information free of sex biases, the educational system is more likely to provide an atmosphere in which wide varieties of interests can develop regardless of sex. If information and exploration are not sex biased, selection of key figures by children is also more likely to be unbiased.

Holland (1985:79), in his theory of type, views career choice and career adjustment as representing an extension of one's personality. People express themselves, their interests and values through their work choice experiences. He assumed that people's impressions and generalizations about work, which he refers to as stereotypes, are generally accurate. He was to assign both people and work environment to specific categories by studying and refining stereotypes. He recognize that his theory can account only for a portion of the variables that are under career selection. He is clear in stating that his theoretical model can be affected by age, gender, social class, intelligence and education. He specified how the individual and environment interact with each other through the development of six separate types: realistic, investigative, artistic, social, enterprising and conventional. Two psychological inventories were important in the development of this theory: The Vocational Preference Inventory (VPI) and Self Directed Search. These instruments are important in determining the congruence which refers to the relationship of personality to the environment. The more similar the personality type is to the environment, the more congruent is the relationship. Social types tend to enjoy working in a social environment. The investigative type prefers investigative

environment. Thus, the personality of the student should match the environment or occupation.

Super (1990: 197) describes his theory with the basic assumption that physiological aspects such as genetic predisposition along with geographical aspects have an impact upon other aspects of career development. Physiological characteristics include the development of needs, values, intelligence, interest, ability and special attitudes. These lead to the development of the individual's personality and to his accomplishments. The social and economic factors include one's community, school, family and peer groups, along with the state of the economy and the labor market. These influence the job structure and employment practices and the conditions outside of the individual with which he or she must interact. Psychological and social factors combine in the development of the self. As individual learn about themselves and their environment, they go through development stages in which they evolve a concept of themselves.

Dubrin (1992: 25) discussed the need of an individual to be motivated to achieve success in work, studies and personal life. Being well-motivated is also necessary for career survival. Assuming that the individual has the necessary skills, training and equipment, being well-motivated enables a person to achieve high productivity.

Bernard and Fullner (1977:234) declared that the emphasis of vocational guidance or career education springs from the fact that many people who leave school or are graduated from high school are not employable. It springs from the fact that there is a steady pool of unemployed people. The size of this pool varies from time to time,

depending upon war and peace, prosperity or recession, expanding or decreasing market. It springs from the fact that most of the unemployed are young people.

The various literature discussed have greatly influenced and motivated the researcher to conduct this particular investigation. Studies of this type have been conducted in various schools but these were more into finding out the occupational placement of the graduates rather than coming up with a proposed vocational guidance program for a secondary department.

Related Studies

The following studies reviewed by the researcher have in one way or another contributed towards the conceptualization of this present investigation.

Bantillo (1991) in his study of "Occupational Preferences of High School Seniors in Masbate" looked into the reasons, which motivated the students to choose their specific careers and the variables relating to their expressed career choices such as sex, interest, socio-economic status of the family, course of career information, parent's occupation, parent's educational attainment, and parent's occupational aspirations for their children. From this study, three out of ten conclusions were arrived at: (1) secondary students expressed career choices, which were homogeneously directed towards college degree courses and to white-collared jobs, (2) among the variables studied only sex and parent's occupational aspirations for their children showed positive relationship with the senior's expressed choices, and (3) parents play a very significant role in the career choices of their children.

The study of Bantillo has bearings on the present investigation on the ground that both focus on vocational/career guidance of students. The previous study differs from the present in the sense that the previous was only a follow-up study of the school graduates while the present study is a follow-up study also but with the objective of having a proposed vocational guidance program.

Another study on the guidance program was conducted by Cabanganan (1996). This particular investigation was an appraisal of the guidance program of state colleges and universities of Region VIII. She came-up with the following recommendations: (1) the guidance program, being an integral part of educational and vocational program, must have the full support of the administration and the cooperation of the staff, (2) periodic evaluation of the guidance program be conducted to know the strengths and weaknesses of the program so as to come up with measures in improving its effectiveness and make it more beneficial to students, (3) Homeroom guidance be effectively implemented with emphasis on personality development and career guidance, and (4) periodic in-service trainings be conducted among teachers, Homeroom advisers, and peer counselors for more understanding of their task as guidance workers.

The study of Cabanganan has a bearing on the present study as both are into proposing a guidance program. Cabanganan's study, however, evaluated the various guidance programs of state colleges and universities to recommend a model while the present study made a follow-up of the SSCAF graduates as a basis for a vocational guidance program.

Pablo (1992) conducted a study on the Status of the Guidance Program of Samar State Polytechnic College (SSPC). Pablo, who had the intention of proposing a model of

a guidance program, came up with the following conclusions: (1) that the success of a guidance program depends considerably on the wholehearted support of the guidance personnel and the full cooperation of the entire staff of the college, (2) that the active participation of teachers, both in the secondary and collegiate level, was very much wanting, (3) that the homeroom program in the secondary level was not effectively implemented, (4) vocational guidance or career education is only afforded to graduating secondary students during the so-called career day.

Pablo's study has bearing on the present investigation as both are on the implementation of guidance activities and are particularly on vocational guidance. Both studies are also into suggesting a proposed model for their particular schools. The studies differ in the sense that Pablo's study was for a vocational/technical school while the present study is for a vocational/agricultural school with emphasis on vocational guidance.

Another study which aimed to come-up with a proposed guidance program was conducted by Daz (1997) when she evaluated the guidance activities of Gandara Central Elementary School. She found among others that the school did not have an organized guidance program as a mere teacher, who was not professionally trained as a guidance counselor, was assigned to man the guidance center. Among her recommendations are: (1) the designated guidance counselor be required to take units in guidance and counseling and be sent to attend in-service trainings; (2) a periodic in-service training be conducted by the school for teachers and homeroom advisers to make them aware of the duties and responsibilities of guidance workers; (3) a guidance program be evolved by the school and be effectively implemented by the guidance counselor; and (4) the

teaching duties of the guidance counselor be lessened so, she can effectively implement the activities of the guidance program.

The study of Daz is related to the present study as both are about the activities of a guidance program with the aim of formulating a model. The studies differ in the sense that Daz's study was on a guidance program model for an elementary school while the present study is to propose a model for vocational guidance for the secondary department of SSCAF, a state college.

Another study that was conducted with the purpose of proposing a guidance program was that of Pimentel (1999). She evaluated the participation of the homeroom advisers and guidance counselors in the implementation of the homeroom guidance activities of the four districts of Catbalogan. Based on her findings and conclusions, she gave the following recommendations: (1) the homeroom guidance should be considered as a part of the teaching assignment of the homeroom advisers and a specific time or period be assigned to it, preferably the first hour of the day; (2) the homeroom guidance program in the elementary schools should be made functional and realistic so that a maximum level of involvement in all aspects of the homeroom guidance can be achieved; (3) classroom teachers, homeroom advisers and guidance counselors should be made aware of their important role in the various activities through a cumulative series of experiences designed to help each pupil's life to be successful and meaningful; (4) periodic appraisal of the homeroom guidance activities and the guidance program be done in order to maintain the extent of involvement and the degree of implementation of homeroom guidance.

The study of Pimentel has a bearing on the present study as both are of a guidance program. Pimentel proposed a guidance program for the elementary level while the present study is proposing a vocational guidance program for secondary level. The previous study, however, made an assessment of the involvement of the Homeroom advisers and the capabilities of the guidance counselors while the present study made the follow-up of the secondary school graduates occupational status as a basis for a proposed vocational guidance program.

The study of Bondoc (1995) on the "Follow-up of the Collegiate and Vocational/Technical Graduates of Angeles University" revealed that most of the respondents, 41.7 percent were employed. A bigger percentage, 27.6 percent of the vocational technical graduates, were unemployed compared to 5.8 percent unemployed collegiate graduates. Other respondents ran their own business, 7.8 percent, some continued going to school on full time, 12.4 percent, still others were employed and studying at the same time, 12.3 percent, while 2.3 percent were plain housewives.

In her "Follow-up Study on Occupational Status of the Cagayan State University Graduates" for the school years 1982-1983 to 1993-1994, Daquioag (1996) cited that the graduates of the university were not only good followers but were also good leaders. This was expressed by 95 percent of the 190 graduate-respondents. Majority of the respondents were employed in their fields of specialization, and 85 or 45.66 percent were on permanent status. One hundred fifty eight or 79 percent declared that their preparation and training obtained from the university were considerably adequate.

The study of Bondoc and Daquioag have bearings on the present study on the ground that both tried to investigate the occupational placement of the graduates. The

studies also evaluated the adequacy of the school program and its relevance to the world of work. The previous studies differ from the present investigation as these focused more on the enrichment of the curricular programs of the institution while the present study is into the enrichment of the vocational guidance program.

Nario (1989) in his study on the “Follow-up of the Occupation of the Graduates of Pangasinan School of Arts and Trades” gave emphasis on the possible reasons why some of the graduates were engaged on professions they have not been trained for. The study revealed that majority of the graduates or 63.13 percent landed on jobs but were on temporary status and their positions were unstable because the jobs required special training. Another finding was some of the graduates were not employed due to lack of openings in their chosen fields. One recommendation given by the study was to re-examine the course offerings of the college for possible revisions to make the curriculum meet the industrial needs of the community and maximize employment of the graduates. Other recommendations were to train the students to become entrepreneurs so they can create their own jobs and offer curricular offerings which are flexible to meet the changing needs of the community, in particular, and the country, in general.

Another study on occupational placement of graduates was conducted by Espolong (1990) when he tried to investigate the “Placement and Progress of the Graduates of Business Education course in Stenography-Typewriting of the Davao City High School”. He found out that the training program in business education yielded satisfactory results. The study revealed that 63 percent of the 146 respondents were engaged in office occupations for which they were trained. Espolong, however,

recommended that the schools, particularly business education, extend its offering with computer literacy to meet the demands of the modern world.

The studies of Nario and Espolong are similar to the present as the three studies are into the investigation of the occupational placement of the graduates . However, the studies of Nario and Espolong were towards curriculum redirection while the present study is focused more on the enrichment of the vocational guidance program.

Another follow-up study was conducted by Alvarez (1993) among the secondary graduates of Iloilo National College of Agriculture from 1986 to 1990. It was revealed by the study that the unemployed graduates needed the assistance of the school for job placement and a better view of career guidance. The study, likewise came-up with the findings that those who pursued agricultural education in college had more chance of landing on jobs than those who took up academic courses. Alvarez recommended among others that the college conduct refresher courses and practical training so graduates may be more efficient and thus hold on to their jobs. He suggested further that the college look into the graduates who were not able to pursue college education and help them get employment or be self-employed in tasks that are in line with their training.

Alvarez's study has a bearing on the present investigation as both schools have the same curricular offerings on agricultural education. Both studies looked into the occupational placement of its secondary graduates. The studies differ as that of Alvarez intended to make some curricular redirection while the present investigation intends to use the result of the follow-up investigation as a basis for proposing a vocational guidance program.

Extensive efforts to include foreign studies were made by the researcher to give insights into the variables in the study and in formulating a vocational guidance program. This portion, therefore, contains the synopsis of the different studies conducted outside the Philippines.

Tomlin (1990) studied the career preparation pattern of the private black college graduates relative to national manpower needs and trends. The 1989-1995 graduating classes of the undergraduate private black college of the United Negro College Fund (UNCF) were used in this study. Result showed that the career preparation selection of the United Negro College Fund private black graduate has been influenced by national manpower needs and trends. This was evidenced by the fact that he was selecting those occupational areas with highest growth rate which were once closed or restricted.

Tomlin's study almost runs the same with the present study in the sense that both focus on the career preparation of students. They differ because Tomlin's study is on career preparation pattern relative to national manpower needs and trends, while the present study has to propose a vocational guidance program.

Schack (1992) made a follow-up study on the annual earnings of Oklahoma vocational students in 1987 of non-vocational students after nine years from graduating high school. A mail follow-up instrument was used to solicit information regarding the graduates' employment status and education beyond high school. His findings were the following: the average annual income for vocational and non-vocational graduates were computed and complied by education, types, sex and level of education. There was no significant difference between the salaries of vocational and non-vocational graduates when watched by educational level and sex. However, men were earning significantly

more than the women. Regression analysis showed that sex, grade point average, level of education, and higher education institutions were significant determinants of salary, with sex accounting for the most explained experiences. The principal conclusion was that there was no significance to show that vocational education was either an advantage or disadvantage in increased earning power nine years after graduation.

This study has a bearing on the present study because it also deals with follow-up of graduates in terms of their income after graduating from high school. However, the previous study focus more on the employment status of the graduates while the present study focus on the employment status of the graduates only as a basis of a vocational guidance program.

Mener and Brown (1993) investigated the relationship of self-concept, perceived parental influence, race, sex, and socio-economic status to occupational aspiration, occupational expectations and career maturity for 10th grader of Central North Carolina Community. The results support certain earlier findings that black students seem to have nearly the same occupational aspirations and expectations as the white students in the 10th grade, but lag behind in career maturity. Unless black students gain the necessary skills and attitudes to pursue their career goals, they will inevitably find themselves lowering both their aspirations and expectations. The data also suggest that the counselor must be aware of the potential influence of race and socio-economic status of career development. A career counselor also needs to take into consideration that young men may be more advanced in a career development sense than the young women. Young women, in particular, need experience which will enable them to understand traditional expectation

in the real world situation that dictates that they will spend extensive period of time working.

Evidently, the observations and findings of the foregoing studies and views of several other authorities in the field of career education reviewed, support the researcher's determination to propose a vocational guidance program for the Secondary Department of SSCAF.

Chapter 3

METHODOLOGY

This chapter presents the method and procedure that was used in the conduct of the study. It specifically discusses the research design, instruments for gathering data, validation of the instruments, sampling procedures, gathering of data and treatment of data in that order.

Research Design

This study employed the descriptive-developmental research method using a researcher-made questionnaire checklist as the principal instrument in gathering data. This was supplemented by documentary analysis to elicit additional information on various aspects not possibly satisfied by the use of the questionnaire. Personal interview and observations were resorted to in order to crosscheck the doubtful responses gathered through the use of the principal instrument. Several statistical tools were applied in analyzing the data, as follows: weighted mean, Pearson r , and Fisher's t -test.

Instrumentation

In getting the information desired, the principal instrument utilized was the questionnaire checklist. This was supplemented by other techniques as previously mentioned.

Questionnaire. A combination of closed and open-ended questionnaire was used in this study. The questionnaire is composed of five parts: 1) personal data of the graduates; 2) socio-economic status of the graduates; 3) perception of the graduates of the guidance services that had influenced them most in selecting their vocation; 4) suggestions of graduates for the improvement of the vocational guidance program; and 5) problems of the graduate and their suggested solutions.

This was constructed by the researcher after a diligent review of related literature and studies, and after making a careful analysis of the problems to determine the vital information desired for the study.

The questionnaire was made simple, concise and direct to the point to enable the respondents to answer the questions with minimum ease and facility. Instructions were adequately provided for the respondents to know what to do with each question.

Documentary analysis. Documentary analysis was also used in this study. Graduation programs were scrutinized to get the names of the graduates. Their permanent records were also looked into to get their addresses. Books and other publications such as records in the offices of NEDA and NSO were also reviewed to get an idea on how the questionnaire may be framed and formulated.

Formulation of the Instrument.

In the formulation of the questionnaire, the researcher reviewed various samples of questionnaire found in the related studies. After the questionnaire was constructed, it was submitted for expert validation among masteral students specializing in Guidance and Counseling studying at Samar State Polytechnic College and among colleagues in

Samar State College of Agriculture and Forestry who have already finished their masteral studies.

The questionnaire was then submitted to a dry-run among the graduating students of the secondary department of the College. The result of the dry-run was analyzed and served as bases for improvement and modification before the final form was administered to the target group.

Reliability of instrument

In order that responses elicited from target groups will be consistent, a test and re-test method was employed. The pilot testing was taken two times among the same respondents with time lapses of five to seven days. Responses that were of ratio levels of measurements like those that were collected through five point Likert scale was recorded, tallied and analyzed for the two try outs, after which the Pearson-Product Moment Correlation Coefficient was computed to determine the relationship between the responses given by the respondents during the first and second try outs. The Correlation Coefficient resulted to 85.29% which indicated that the instrument had “fairly high” reliability, therefore appropriate for individual measurement.

The researcher’s statistical tool applied in determining the reliability of the instrument through the test and retest method was Pearson r to wit (Graham,1993:190).

$$r = \frac{s_{\overline{XY}}}{s_{\overline{X}} s_{\overline{Y}}}$$

where:

X refers to the variable representing the responses during the first try-out

Y refers to the variable representing the responses during the second try-out.

$s_{\overline{XY}}$ refers to the covariance, given by the

$$\text{Formula} = \frac{\Sigma XY}{n} - \overline{X} \overline{Y}$$

$s_{\overline{X}}$ refers to the standard deviation of X

$s_{\overline{Y}}$ refers to the standard deviation of Y

In evaluating the computed r , the Table of Reliability Coefficient suggested by Ebel (1965: 242) was used as reflected below.

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very high
0.90 - 0.94	High
0.80 - 0.89	Fairly high, adequate for individual measurements
0.70 – 0.79	Rather low, adequate for group measurements

below 0.70

low, entirely inadequate for individual measurements although useful for group average & school surveys.

Sampling Procedure.

The stratified random sampling using Slovin's Formula (De Leon and Pagoso, 1978:52) was used in determining the number of respondents per school year. The formula reflected as:

$$n = \frac{N}{1 + Ne^2}$$

where:

n = refers to the sample size

N= refers to the total head count of the target group

e = refers to the margin of error or level of significance

which is set at .05 in this study.

After getting the sample size desired, the researcher subjected them to the fish-bowl technique method. This was done by writing the names of the graduates on a pieces of paper. The pieces of paper were then rolled and placed in a can and were picked to tally with the number of samples. In cases where the picked respondent was not available, replacement was done by drawing a name from the can. The number of respondents for this particular study can be gleaned from Table 1. Only 219 of the 330

graduates for the period of five years that is from school year 1990-1991 up to school year 1994-1995 were taken as respondents.

Table 1
Distribution of Respondents By School Year

School Year	Graduates		Respondents	
	T	%	T	%
1990-1991	66	20.00	41	18.72
1991-1992	56	16.97	38	17.35
1992-1993	81	24.54	55	25.12
1993-1994	57	17.28	39	17.81
1994-1995	70	21.21	46	21.00
T O T A L	330	100.00	219	100.00

Data Gathering

In gathering the data for this study, the researcher sought permission from the College President of SSCAF that she be allowed to field her questionnaire on official time. She personally fielded the questionnaires to graduates, who reside in Samar or Region VIII in order to insure a high percentage of retrieval. For those residing outside of the Region, the researcher used the fastest means of communication to send the questionnaire. Self-addressed stamped envelopes were also provided to insure that the

respondents return the questionnaires to the researcher. The researcher also sought the assistance of relatives and friends of respondents to help retrieve the questionnaires. It took approximately four months to get the responses of 219 out of 330 respondents.

Interview. The researcher likewise made use of the unstructured interviews to verify or check some vague answers found in the questionnaires. This was also used to get an idea of the socio-economic profile of the respondents.

Observation. Another method that was used in this study was observation. This was resorted to in order to get a better view of the respondents. Observation was also necessary to counter check the truthfulness of the answers to the questions on the standard of living and employment of respondents.

Treatment of Data

After the data were gathered, these were categorized, tabulated and analyzed. Three statistical measures were used in this study, namely; frequency counts with percentage, the weighted mean and Pearson r .

Frequency distribution and percentages. Frequency distribution expressed in percentages of the graduates responses was used to interpret simple numerical facts. In this study, it was used to present the personal profile of the respondents, socio-economic conditions, problems met by the graduates in their quest for employment and suggested solutions to these problems as well as the suggestions of the graduates towards the improvement of the vocational guidance program of the college.

Weighted Mean. To obtain the perception of the graduates on the extent of influence of the homeroom activities, career day activities and peer counseling activities

in the selection of their careers or vocations, the weighted mean was utilized. This was done by tallying the frequency for each item under each column. Each frequency was multiplied by the corresponding weight. The total weight for each item was then divided by the total number to determine the weighted average of each item. Five descriptive ratings were used to interpret the result as shown below:

Legend:

<u>Scales</u>	<u>Range</u>			<u>Descriptive Rating</u>
5	4.51	-	5.00	Very much (VM)
4	3.51	-	4.50	Much (M)
3	2.51	-	3.50	Moderately (Mo)
2	1.51	-	2.50	Slightly (S)
1	1.00	-	1.50	Not at all (NA)

Pearson Product Moment Coefficient Correlation. To show the relationship between the guidance activities of the secondary department of SSCAF and the occupational status, employment status and income of the respondents, the Person r was utilized using the following formula of Walpole (1989:311).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

where:

r_{xy} = the computed value

x = the guidance activities

y = the socio-economic status (occupational, employment and income of the graduates).

Fishers' t-test. To further test the significance of correlation, the Fishers' t-test was employed with the following formula of Ferguson (1981:195).

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

where:

t = refers to the computed Fishers' t-value

R = the computed Pearson r-value

N = the number of paired observation

df = N - 2

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of data based on the specific questions presented in this investigation. For purposes of clarity in the presentation of data, appropriate tools were used.

Profile of the Respondents

The inclusion of the characteristics of the graduate respondents as regards to their age, sex, civil status and educational qualifications were looked into, studied and analyzed for better understanding of the background of the respondents.

Age and sex. Table 2 shows the age and sex profile of the respondents. The average age of the graduate respondents is 25.11 years with a standard deviation of 2.72 years. The males have an average of 35.27 years with a standard deviation of 2.39 years while the females have an average age of 24.68 years with a standard deviation of 3.01 years.. The table also shows that most of the respondents come from the early twenties, with 107 having ages from 22-24 years and 76 with ages from 25-27 years. There were only 2.74 percent of the respondents who belong to the early thirties age range.

As gleaned from the same table, there are more males than female respondents. The male respondents were 112 while the female respondents were 107.

Table 2
Age/Sex Distribution of the Respondents

Age Bracket	Respondents				Total	
	Male		Female			
	f	%	f	%	f	%
22-24	42	37.50	65	60.75	107	48.86
25-27	50	44.64	26	24.30	76	34.70
28-30	16	14.29	14	13.09	30	13.70
31-33	4	3.57	2	1.86	6	2.74
Total	112	100.00	107	100.00	219	100.00
Average Age	35.27		24.68		25.11	
S. D. (in years)	2.39		3.05		2.72	

Civil status. In terms of civil status, the data reflected in Table 3 shows that majority of the respondents are already married as evidenced by the fact that out of 219 respondents 57.08 percent are married. There are still 39.73 percent who signified that they are still single; 1.83 percent are widowed and 1.36 percent are separated.

Table 3
Civil Status of Respondents

Civil Status	Frequency	Percentage
Single	87	39.73
Married	125	57.08
Widowed	4	1.83
Separated	3	1.36
Total	219	100.00

Educational qualification. The data on the educational qualifications of the respondents is reflected on Table 4. It can be gleaned from this table that approximately 52.05 percent of the 219 respondents were only high school graduates. There were about 27.85 percent who signified to have finished their college education, 9.59 percent were holder of technical courses, and 2.74 percent have started their masteral studies.

The data signifies that majority of the graduates were not able to pursue further studies.

Table 4
Educational Qualifications of Respondents

Educational Qualification	Frequency	Percentage
High school	114	52.05
Technical Courses	21	9.59
College undergraduate	17	7.76
College degree	61	27.85
With MA/MS units	6	2.74
Total	219	100.00

Socio-economic

The primary objective of education is to train and develop the youths to become productive citizens of the country. In this particular study, the researcher found it pertinent to look into the employment and occupation of graduates, their income, appliances, furniture and real properties acquired by them.

Types of employment. Table 5 reflects the type of employment of respondents. There are 42.92 percent self-employed, 32.88 percent are employed, 6.85 percent are unemployed and 17.35 percent are still studying.

Table 5
Types of Employment of Respondents

Type of Employment	Frequency	Percentage
Employed	72	32.88
Self employed	94	42.92
Unemployed	15	6.85
Studying	38	17.35
Total	219	100.00

Employment Status. The employment status of the respondents can be gleaned from Table 6. Of the 72 respondents who claimed that they were employed, 47.22 percent revealed that they are already permanent in status in their jobs, 30.56 percent are still on temporary status and the remaining 15.28 percent are contractual in nature. There are 6.94 percent who are on emergency status.

Table 6
Employment Status of Respondents

Type of Employment	Frequency	Percentage
Permanent	34	47.22
Temporary	22	30.56
Emergency	5	6.94
Contractual	11	15.28
Total	72	100.00

Occupation of self-employed respondents. The occupation of self-employed respondents can be gleaned from Table 7. The data as reflected in the same table shows that a bigger number of the self-employed respondents have occupations that are in line with the training they received in school which are agriculture and homemaking. There are very few who are engaged in occupations which are not along their specialization.

Table 7
Occupation of Self-employed Respondents

Self employment activities	Frequency	Percentage
Farming	22	23.40
Agri-business	7	7.45
Poultry raising	5	5.32
Hog raising	5	5.32
Carpentry	4	7.84
Dressmaking	5	5.32
Food-business	8	8.51
Beautician	6	6.38
Sari-sari store	19	20.12
Electrician	2	2.13
Driver-mechanic	3	3.19
Radio repair	4	4.25
Furniture/ Upholstery	4	1.25
<hr/>		
Total	94	100.00

Average Income. The monthly family income of respondents is reflected in Table 8. Of the 166 employed and self-employed respondents 18.67 percent declared that their income is from PhP5,000-5,999; 17.47 percent said that their family income is

PhP4,000-4,999; 12.65 percent have an income of PhP8,000-8,999; 11.46 percent declared a monthly income of PhP7,000-7,999; while 4.82 percent reported an income of PhP2,999 and below.

Only a marginal number of the 166 employed and self employed families earn an income from PhP10,000 and up. There are 1.20 percent who declared that their family monthly income is PhP15,000 and up; 2.41 percent have a family income of PhP14,000-14,999 and PhP13,000-13,999.

The data reflected in Table 8 shows the different categories of the respondents based on the scale established by the NCSO as of 1991 as shown below:

<u>Monthly Per Capita Income in Peso</u>	<u>Economic Status</u>
50,000 and over	Upper Class
15,000 - 49,000	Higher Middle Class
7,000 - 14,999	Middle Class
2,500 - 6,999	Lower Middle Class
2,499 and below	Lower Class

In consideration of the NCSO scale, of the 166 employed and self-employed respondents there were 48.19 percent whose monthly family income falls under “lower middle class”, 46.99 percent on “middle class” while 4.82 percent found to be in the “lower class” level.

Table 8
Family Income of Graduates

Income Bracket	Frequency	Percentage
15,000.00 - up	2	1.20
14,000.00 -14,999.00	4	2.41
13,000.00 -13,999.00	4	2.41
12,000.00 -12,999.00	2	1.20
11,000.00 - 11,999.00	5	3.01
10,000.00 - 10,999.00	8	4.82
9,000.00 - 9,999.00	13	7.83
8,000.00 - 8,999.00	21	12.65
7,000.00 - 7,999.00	19	11.46
6,000.00 - 6,999.00	10	6.02
5,000.00 - 5,999.00	31	18.67
4,000.00 - 4,999.00	29	17.47
3,000.00 - 3,999.00	10	6.03
2,999 and below	8	4.82
Total	166	100.00

Appliances/furniture acquired by graduates. The appliances and furniture acquired by the graduates can be gleaned from Table 9. It appears that majority of the respondents have somehow acquired a transistorized radio. There were 88.13 percent of the 219 respondents who declared that they have radio sets. As gathered from interviews, the rural folks revealed that the radio is important to them. Through this device, they learn about what is happening in the country. They also amuse themselves by listening to the soap operas played in the radio.

The respondents claim they were able to acquire several pieces of furniture. There were 52.51 percent who have dining tables with wooden top; 52.05 percent have beds made of wood; 51.14 percent have electric fans; 44.29 percent have television sets; 43.84 percent have wooden sala sets; and 12.78 have refrigerators. The data signifies that the respondents enjoy the convenience of said furniture and modern appliances in the homes.

It can also be gleaned from Table 9 that some respondents were able to acquire some modern facilities as 8.22 percent of the 219 respondents have declared that they have washing machines; 3.65 percent have Compact Disc players; 1.83 percent have components and .91 percent have acquired play stations.

The data in Table 9 signifies that the respondents enjoy the advantages of modern facilities in their homes.

Table 9
Appliances/Furniture Acquired by Respondents

Appliances/Furniture	: Frequency	: Percentage
Radio	193	88.13
Dining table ordinary	115	52.51
Wooden Beds	114	52.05
Electric Fan	112	51.14
TV Sets	97	44.29
Sala Set (Ordinary Wood)	96	43.84
Refrigerator	38	12.78
Bed with Foam	24	10.96
Washing Machine	18	8.22
Dresser Set	18	8.22
Stereo Cassette	17	7.76
Gas Stove	15	6.85
Sewing Machine	14	6.39
Blender	14	6.39
Karaoke	12	5.48
Rice Cooker	12	5.48
Sala Set, upholstered	11	5.02
Bread Toaster	10	4.57
Dining Table glass top	10	4.57
Pressure Cooker	9	4.10
Electric Stove	8	3.65
Gas Range	8	3.65
CD Player	6	2.73
Micro-wave oven	6	2.73
Type Writer	4	1.83
Sala Set with Carvings	4	1.83
Component	4	1.83
Sala Set with Carvings	4	1.83
Video set	2	.91
Play Station	2	.91

Vehicles acquired by graduates. The vehicles acquired by some of the graduates are reflected in Table 10. There were 28 of the 219 respondents, who were able to acquire vehicles. Out of the 28, 42.86 percent have motorcycles; 21.43 percent were able to purchase motorized banca; 17.86 percent have tractors; 10.71 percent already own a mini-cabs and 7.14 percent have jeepneys already.

The data in table 10 signifies that the graduate respondents have been able to afford these properties.

Table 10

Vehicles Acquired by Graduates

Vehicles	Frequency	Percentage
Motorized banca	6	21.43
Tractor	5	17.86
Motor cycle	12	42.86
Jeepney (Owner type)	2	7.14
Mini-Cab	3	10.71
Total	28	100.00

Real properties of the graduates. Real properties are necessary assets of a family. The real properties acquired by the graduates are reflected in Table 11. Of the 219 graduates, 50.68 percent declared that they were already able to purchase real properties for their families: 31.53 percent already own a housing lot; 27.93 percent

have their own rice/corn field; and 18.92 percent have acquired an area planted to coconuts.

There are 13.51 percent who have their own houses and 8.11 percent who have declared that they already own a house and lot.

The data as presented in Table 11 as well as those gathered in the interviews show that respondents give more value to the ownership of real properties. In this particular study, the respondents intimated that they value more the farming areas from where they can earn their living.

Table 11

Real Properties Acquired by Graduates

Real Properties	:	Frequency	:	Percentage
1. Rice/Corn field		31		27.93
2. Coconut Lot		21		18.92
3. House and Lot		9		8.11
4. House		15		13.51
5. Housing Lot		35		31.53
Total		111		100.00

**Guidance Activities that have Influenced
the Career Choices of Respondents.**

Table 12 reflects the various activities of the guidance program conducted by the school and the perception of the graduate respondents on how these various activities have influenced their choice of careers.

Table 12 shows that generally the respondents have been “moderately” influenced by the various guidance activities of the school in choosing their careers as evidenced by the grand mean of 2.43. The activities, which were rated “moderately” were “Citizenship training” with a weighted mean of 3.43; “Individual and group guidance” with 3.49; “Field trip” as a career activity with 3.28; “Interview with professionals” with a weighted mean of 3.30; “one-on-one approach” in peer counseling and “quad conferences” with weighted means of 3.42 and 3.25 respectively.

There were only three guidance activities to which the respondents agreed that these have “much” influenced their career choices. These are “Personality development”; “Career development” and “Symposium” conducted during Career Day with weighted means of 3.60, 3.61 and 3.59 respectively.

The data shown in Table 12 suggest that there is much improvement to be done in the various guidance activities if graduates have to be effectively guided in choosing their careers.

Table 12

**Perception of Respondents on how Guidance Activities
Influenced Career Choices**

Vocational Guidance Activities	VM 5	M 4	Mo 3	S 2	NA 1	Total	Weighted Mean	Perception
A. Homeroom Activities								
1. Personality Development	32 160	81 324	96 288	6 12	4 4	219 788	3.60	M
2. Citizenship Training	19 95	98 392	72 216	19 38	11 11	219 752	3.43	Mo
3. Career Development	28 140	102 408	69 207	16 32	4 4	219 791	3.61	M
4. Individual and Group Guidance	16 80	99 396	86 258	12 24	6 6	219 734	3.49	Mo
B. Career Day Activities								
1. Symposium	21 105	98 392	92 276	5 10	3 3	219 786	3.59	M
2. Field Trip	16 80	72 288	97 291	26 52	8 8	219 719	3.28	Mo
3. Interview with Professionals	18 90	68 272	104 312	19 38	10 10	219 722	3.30	Mo
C. Peer Counseling								
1. One-to-one Approach	11 55	96 384	89 267	21 42	2 2	219 750	3.42	Mo
2. Quad Conference	8 40	82 328	93 279	28 56	8 8	219 711	3.25	Mo
Total						1971 6753	3.43	Mo

Legend: The upper number is the frequency of response while the lower number is the weighted frequency.

Scale:

<u>Rating</u>	<u>Interpretation</u>	<u>Score</u>
5	Very Much (VM)	4.51 - 5.00
4	Much (M)	3.51 - 4.50
3	Moderately (Mo)	2.51 - 3.50
2	Slightly (S)	1.51 - 2.50
1	Not at All (NA)	1.00 - 1.50

**Relationship Between the Guidance Activities of SSCAF
to Occupation, Employment Status and Income of Graduates.**

The main purpose of this research undertaking was to find out the relationship between guidance activities of Samar State College of Agriculture and Forestry to the variates which are occupation, employment and income status of the respondents. The data collected to provide information with regards to this issue is herein discussed. Table 13 presents the computed correlation coefficient between occupation, employment status and income of respondents. As seen in said table, the **Pearson r** between guidance activities and occupation was pegged at 0.02, with employment status at 0.28 and with the income of respondents at 0.04.

To determine the significance of this observed relationship, Fisher's t-test was utilized. The computed **Fisher's t-value** between occupation and income was posted at 0.29 for occupation and 0.60 for income which are not significant to the various guidance activities. The computed Fisher's t-value for employment status was pegged at 4.30 which means "significant" as compared to the critical t-value of 1.96 at .05 level of significance and 217 degrees of freedom.

Consequently, the hypothesis that "There is no significant relationship between the guidance activities of homeroom activities, career day activities and peer counseling to the variates which are (occupation status and income of respondents)" is accepted. This finding points to the fact that a careful analysis of the guidance activities is necessary and some relevant enrichment in its activities should be done to make it more beneficial to students.

Table 13
Relationship Between the Guidance Activities in
SSCAF and the Different Variates

Variates	Pearson r	Fisher's t-value	Evaluation*
Occupation Status	0.02	0.29	Not Significant
Employment Status	0.28	4.30	Significant
Income of Graduates	0.04	0.60	Not Significant

- Critical t-value = 1.96 at $\alpha = .05$ & $df = 217$

Problems Encountered by Respondents.

Awareness of problems prevailing in any program is a plus factor for an effective implementation of such program. In this study, the graduate respondents were made to identify the problems they encountered in looking for their place in the world of work.

The problems identified by the respondents are shown in Table 14. The foremost problem encountered by the graduates was "most job openings need political backing" with 67.58 percent of the 219 respondents. This reflects the role of politics today in the country. The second most urgent problem is "lack of job openings" claimed by 51.60 percent of the graduates. The data clearly shows that the training received by graduates in school may not be related to available jobs in the world of work.

Table 14
Problems Encountered by Respondents

Problems	Frequency	Percentage	Rank
Most job openings need political backer	148	67.48	1
Lack of job openings for graduates	113	51.60	2
Skills are not suitable for the jobs	100	45.66	3
Lack of capital to start an entrepreneurial activities	96	43.83	4
Not educationally qualified	92	42.00	5
Do not possess civil service eligibility	78	35.62	6
Poor in communication skills	55	25.11	7
Do not pass qualifying examination	53	24.20	8

Other problems met by the graduates were “poor in communication skills” with 25.11 percent; “do not pass qualifying examination” with 24.20 percent; “do not possess civil service eligibility” and “not educationally qualified” for the job with approximately 35.62 percent and 42.00 percent respectively.

Suggested Solutions to Problems.

Alternatives or solutions to the problems were suggested by the graduates. These are reflected in Table 15. The foremost solutions offered by 64.38 percent of the graduates is to “develop and provide an on-the-job training programs for graduating students”; 63.47 percent suggested that the school “develop linkages with the world of work ”; and 62.55 percent wanted the school to “provide more activities to develop agricultural skills” that may equip them for self-employment.

Other suggestions were to “motivate the graduates to be self-reliant and work-oriented” given by 62.10 percent, that the school “provide intensive teaching learning activities and communication skills” suggested by 54.79 percent and that there “must be a provision for occupational placement of the graduates given by 53.88 percent.

There were 11.87 percent who did not offer any suggestions for the solution of the problems.

It should be noted that the graduates are very practical. They want an exposure to the real industrial setting to establish congruence and improvement of knowledge and skills gained in school at the same time bridge the gap between learning in school and employment in the world of work.

Finally, in case they will not be employed in the industry, they can fall back on being self-employed. However, they may not be confident over their skills yet, hence, the suggestion for the provision of more agricultural skills to be developed.

Table 15**Suggested Solutions to Problems**

Suggested Solutions	: Frequency	: Percentage	: Rank
Develop and provide “On-the Job Training Program” for graduating students.	141	64.38	1
Develop linkage with the world of work.	139	63.47	2
Provide more agricultural skills that may equip graduates for self employment.	137	62.55	3
Motivate respondents to be self-reliant and work-oriented	136	62.10	4
Provide occupational placement for graduates	118	53.88	5
Provide an intensive teaching-learning activities on communication skills	120	54.79	6
Provide Non-formal education for more skills development.	108	49.31	7
No suggestions	26	11.87	8

Suggested Solutions for the Improvement of the Guidance Program.

In as much as the study is for the enrichment of the vocational guidance program of the institution, the graduates were requested to suggest or recommend some solutions for its improvement. Table 16 reflects the various suggestions of the graduates.

Foremost of the suggestions which was given by 91.78 percent of the 219 graduates was for the school to “provide more experiences, which will acquaint students

with different occupations in line with agriculture and homemaking”. This suggestion means that vocational guidance should focus more on occupations that are in line with skills training in the school rather than with other occupations.

Another suggestion was for the school to “provide a specific period for homeroom guidance” given by 90.41 percent of the graduates the guidance center must “provide more information on occupational choices” was suggested by 87.67 percent. There were about 8.22 percent of the respondents who did not offer any suggestions for the solution with these problems.

Table 16
Suggested Solutions for the Improvement of Guidance Program

Suggested Solutions	: Frequency	: Percentage	: Rank
Provide more experiences that will acquaint students with different occupations in line with agriculture and homemaking.	201	91.78	1
Provide specific period for homeroom guidance.	198	90.41	2
Provide more information on occupational choices.	192	87.67	3
State the objective of the program.	186	84.93	4
Provide activities that develop students' self-direction	182	83.10	5
Homeroom guidance activities should be geared more towards personality development.	167	76.25	6
Provide adequate testing materials for the guidance program.	118	53.88	7
No suggestions	8	8.22	8

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, corresponding conclusions drawn on the basis of these findings as well as the recommendations of the study, in that order.

Summary of Findings

1. There were more male respondents in this study having an average age of 35.27 years with a standard deviation of 2.39 while that of the females is 24.68 years with a 3.01 standard deviation. All together their average age is pegged at 25.11 years with a standard deviation of 2.72. Most of them 57.08 percent, are already married.

2. With respect to educational qualifications majority of them were high school graduates. There were 61 with college education, 38 with technical diploma and 6 have started their masteral studies.

3. In relation to the economic status of the respondents, majority of them are self-employed, mostly in farming. Some have sari-sari/convenience stores and are in the food business. Of the 219 respondents, 72 are employed with 34 on permanent status while others are still on either temporary or contractual basis. Most of the 166 employed and self-employed respondents, earn an approximate monthly income ranging from PhP5,000 to PhP5,999.

4. In terms of appliances, furniture and real properties acquired by the respondents, majority of them own a transistorized radios, television sets and wooden beds. There were some, who declared to have acquired farm vehicles, motorcycles, motorized bancas while a

few have signified they were able to acquire a mini-cab and a service jeep. Most of the respondents signified they have housing lots while some own rice/corn/coconut fields.

5. On how guidance activities influenced the career choice of the respondents, the total weighted mean of perception of the respondents is 3.43 which means that guidance activities have moderately influenced their career choices. There were only three items, wherein respondents have signified that these guidance activities have influenced them “much” in their career choices. These were items on Personality Development, Career Development and Symposium.

6. The hypothesis that “There is no significant relationship between the guidance activities of homeroom activities, career day activities and peer counseling to the variates which are “occupation and income of graduates” was accepted. Only the variates on employment status was considered significant by the respondents with a computed t-value of 4.30.

7. The most common problem met by the respondents are “most of the job openings need political backer” and “lack of job opening for the respondents”.

8. There were seven suggested solutions that were given by the respondents to improve the guidance program. The most common is to “provide more experiences that will acquaint the students with different occupations in line with agriculture and homemaking”.

Conclusions

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

1. There are more male than female graduate respondents in the study.

2. The economic status of most respondents falls under “lower middle class” based on the scale established by National Census and Statistics Office as of 1991.

3. Majority of the respondents feel that the school should provide “on the job training program” for graduating students. They particularly suggested that they need to have more insights into occupations that are related to their training in school which are agriculture and homemaking.

4. There is no significant impact of the various guidance activities on the occupation status and income of the graduates.

5. Majority of the respondents are self-employed, mostly in farming.

Recommendations

In the light of the foregoing conclusions drawn, the researcher strongly recommends the following:

1. The Proposed Guidance Program for Secondary Department of SSCAF herein formulated be implemented immediately with moral and financial support of the Administrator and the whole hearted cooperation of everybody in the College.

2. For the College to look into the placement of its graduates.

3. For the College to employ an Industrial Linkage/Placement officer to set up a functional placement and follow-up service program, the main task of which will be assisting the graduates and the school leavers find better and more gainful employment. A regular dialogue between the employment agencies in the service area and the school should be made to strengthen the tie-up between training and job demands.

4. For the College to assign one clerk in the Guidance Office to relieve the Guidance Counselor from clerical work, and focus more of her time in the implementation of the guidance services and have ample contact hours with the students.

5. For the College to make its curricular offerings more responsive to the occupational needs of the service area.

6. To be able to project the impact of the curricular offerings of the college on its service area, the researcher hereby recommends more extensive researches on the following:

6.1 A socio-economic survey of the SSCAF graduates in the interval of three years.

6.2 An investigation on the impact of the school program on its service area or on the province be undertaken.

6.3 An assessment of the Proposed Vocational Guidance Program after three years.

Chapter 6

PROPOSED VOCATIONAL GUIDANCE PROGRAM FOR SECONDARY DEPARTMENT OF THE SAMAR STATE COLLEGE OF AGRICULTURE AND FORESTRY

This chapter presents the proposed guidance program as a final output of this research study and in response to the needs of the secondary students of SSCAF. It may be a guide of the Guidance Counselors, Instructors and the school Administrators who are the implementers and proponents of the guidance program. This program intends to develop among students the skills for intelligent and wise career decision-making.

Rationale

The main purpose of this study was to verify if the various guidance activities such as homeroom activities, career day activities and peer counseling activities which were extended to the respondents by the College has relationship with the socio-economic status - that is the occupation, employment and income of respondents.

In general, the information generated by this study declares that there was no significant relationship of the various guidance activities with the variates. It, therefore, calls for a careful and well-planned strategy for adoption in order that students may be assisted and guided in developing and strengthening their skills in career decision making. Since one of the most common problems felt among the students at SSCAF is on the choice of occupation and being afraid to be a square peg in a round hole, they must not be left to themselves in such critically important problem that may affect their whole lifetime and lifestyle.

To help minimize these most felt problems by the students, a “Proposed Vocational Guidance Program for Secondary Department of SSCAF” has been formulated with the end in view that somehow this may help them develop to the fullest extent possible their unique potentials so that they can come up with a sound career decision and have contentment in it.

This can be achieved only through a team approach involving the Administrators, Guidance Counselors, Instructors, learners and significant others in the community.

Mission

The Vocational Guidance Program has been developed to ensure that all students at SSCAF acquire and demonstrate competencies (knowledge, attitudes and skills) needed in educational planning, career development and personal/social development in preparation for a meaningful participation in a complex changing world.

Objectives of the Program.

The following are the objectives of the Vocational Guidance Program in the Secondary Department of Samar State College of Agriculture and Forestry at San Jorge, Samar:

1. To provide its clientele with occupational information that will assist and guide them in their career planning, preparation and adjustment.
2. To assist individuals to become more aware of themselves as total human beings and to achieve self-understanding necessary in selecting an occupation.
2. To assist clients to become more aware of their own interests, abilities and

physical attributes, personal and social behaviors, values and preferences as they relate to available career opportunities.

4. To assist homeroom advisers in identifying students with problems, analyzing and synthesizing their problems and determining their course of action.

5. To offer follow-up study of school leavers as a means of evaluating the product of the school.

Proposed Vocational Guidance Program in the Secondary Department of the Samar State College of Agriculture and Forestry

A conceptual paradigm of the Proposed Guidance Program of SSCAF is illustrated in figure 4 on page 76.

Student Development is the goal of this program, especially in acquiring skills for decision-making. It is hoped that the student can make his own wise decision through self analysis and knowledge of his environment in relation to people and social system so that he can be able to take his proper place in society in view of the full development of his potentials.

To achieve this goal a “tri-divisioned” approach will be used. One dimension of this is **self-awareness** through which the student will be helped to realize his strengths and weaknesses, examine and understand his feelings and analyze his problems and needs. The second, is **citizenship and leadership training** with the end in view that student will be helped to be “a thinking me, feeling me, and doing me”. in his community, ready to take his share either as a leader or as a follower which ever it may be. It is expected that he will be able to do this with the best of his ability. The third is

involving **career development**, which should have been started in the elementary grades and continued in the high school. In this process, the student will be helped to explore possible occupations and careers in the community and elsewhere using the potentials he possesses in terms of his abilities and aptitude to different job requirements as well as making plans for his future life career.

To achieve these three dimensions of the attributes of the high school student there are two steps that are to be applied: the **guidance services**, led by the guidance counselor and the **revitalized homeroom guidance program**, which is a joint responsibility of the homeroom advisers and the guidance counselor.

PROPOSED VOCATIONAL GUIDANCE PROGRAM FOR THE SECONDARY DEPARTMENT
OF SAMAR STATE COLLEGE OF AGRICULTURE AND FORESTRY
San Jorge, Samar

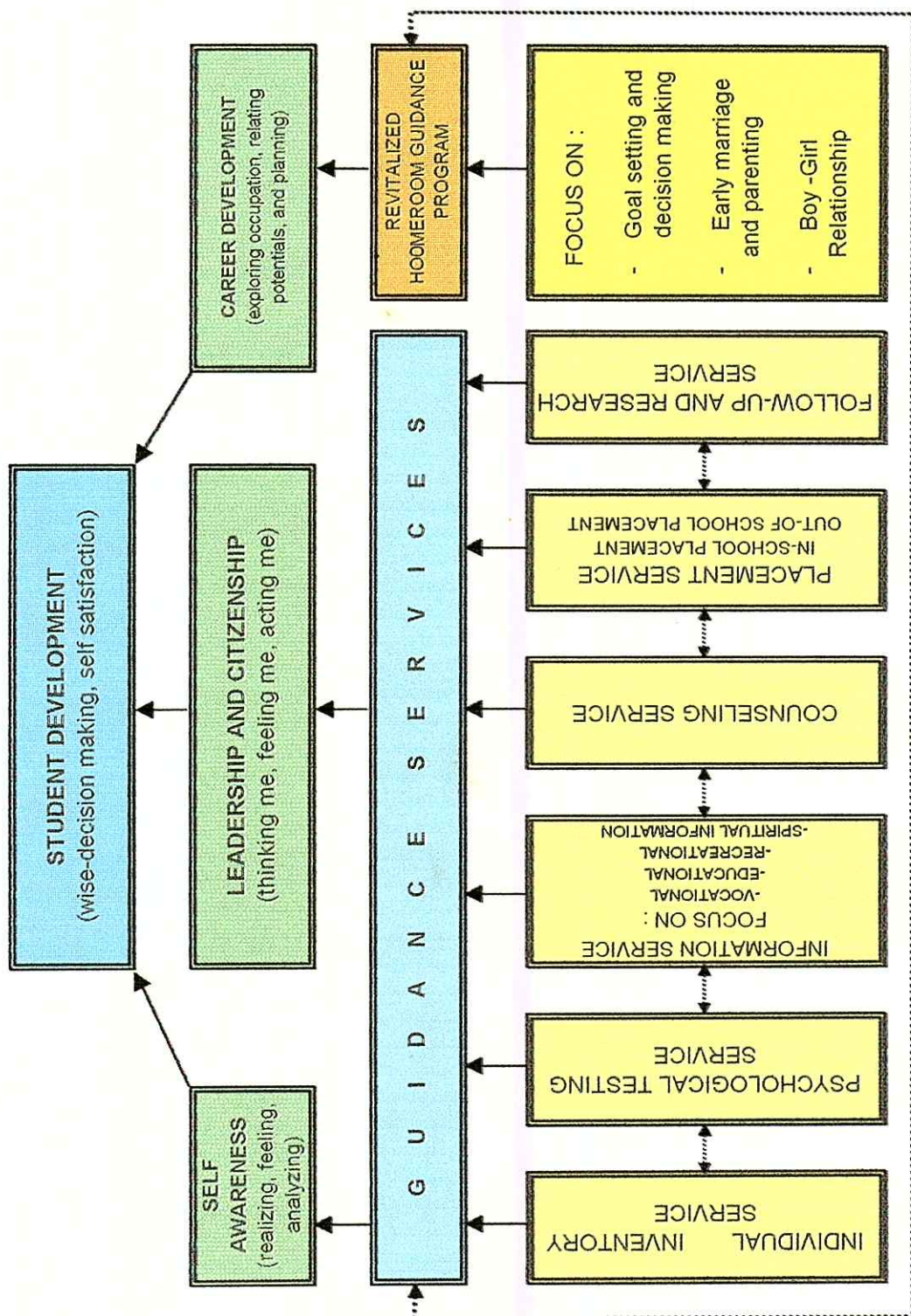


Figure 4 - Proposed Vocational Guidance Program of SSCAF.

ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM

Guidance is a function that must be shared by all and, therefore, must be administered such that all who are concerned in the training program for students are involved as active participants. Jones (1970:457) postulated that the problem of organization is in coordinating the guidance activities of the school in such a way that; 1) all the forces of the school are brought to bear in a unified and consistent way the problem of each student ; 2) definite primary responsibility for part of the guidance to be placed upon certain sub-committee working cooperatively with the central guidance committee; 3) work be so divided that each member of the staff and each subcommittee knows what his particular duty and responsibility are - the things for which they are primarily responsible and the ways in which a subcommittee contributes to the work of the other committee; and; 4) that the individual student has unified assistance so that he may not be confused by the multiplicity of counselors.

Organization makes for coordinated activities which increase the effectiveness of each and reduce duplication thus making it possible to extend services to additional students. It makes possible the making of plans for meeting the most pressing needs. It also makes possible the careful planning of additional services in the guidance program.

Organization is a machinery; by itself, it will not produce results. There must be a power to make the machinery run - a power to bring together people, ideas, materials, and resources into such smooth relationships that the total enterprise functions efficiently toward the attainment of objectives. The power referred to is administration.

The Initiation, Launching, and Activities of the Guidance Program

The guidance program, like any new program, should be carefully prepared for and introduced only after it is understood and generally accepted by teachers. Steps in this direction in the opinion of Jones (1970:494) must lead to (1) acquisition of understanding of what is to be done; (2) acceptance of the plan; and (3) cultivation of a sense of responsibility of putting it into operation. Unless these three elements are present to some degree, the undertaking will not succeed. The preparation takes time and requires careful planning.

Approach to the initiation and launching of the guidance program: It is always well to begin with guidance needs and problem cases that are recognized by teachers because they either disturb teachers or interfere with their teaching. When teachers begin to recognize what the problems really are and realize their own inadequacy to meet them, they will be more ready to accept the help that can be given to someone who is specially trained for the work and who is given time from the teaching schedule to help them.

In-service education of teachers. In order to function effectively, a vocational guidance program must be a cooperative effort. This demands that every person with whom every student has any association must be cognizant of the possibilities of the guidance program.

An in-service program in guidance is, therefore, necessary. The school administration needs to initiate it. It must be anchored on the specific needs and problems of the students regarding the promotion of the guidance services of participants

(members of the school staff). This would depend upon the findings of the survey of needs and problems of teachers. The following may be treated in the in-service programs:

1) Form and use of cumulative records; 2) the teachers' part in building cumulative records and keeping them up-to-date; 3) sources and uses of occupational and training information; 4) function of teachers in his counseling role; 5) how to observe and interpret the behavior of the student; 6) the use of anecdotal records; 7) how to make case studies; 8) techniques of interviewing; 9) role of teachers as a referral agent; 10) assisting with the orientation program for students.

Establishment of guidance-home relationship. The guidance of students is a cooperative undertaking, not a task for the school alone. The community must be encouraged to accept common responsibility through individual and group efforts in assisting students in meeting educational, vocational, and personal problems and in making choices upon which hinge their future worth as functioning members of society.

Outline of Steps and Characterizing Activities

I – Preparation by the school Administrator

A. Identification of the students needs and problems through surveys using questionnaires, interviews and observation.

B. Prioritizing the most pressing needs and problems of the students.

C. Study of these problems for their implications and possible constructive steps that might be taken in preparation for the presentation to faculty members.

II – Initiation of the Program:

A. Orientation of the members of the staff to the needs or problems. These should

deal with the implication and possible constructive measures and should emphasize the importance of cooperative planning and acting.

B. Soliciting suggestions which may help satisfy or overcome the identified need or problem.

C. Giving hints in the direction of implementing selected suggestions through committee planning and action at appropriate time.

III – Launching of the Program

A. Organization of guidance committee and sub-committees for guidance services.

B. Definition of responsibilities of the guidance committee, each sub-committee, the teachers, head of laboratory high school, President/Vice President

C. Meetings of the guidance committee and sub-committees (separately) to deliberate on the steps to take.

D. Reporting by these committee to the President/Vice President and other members of the staff on steps they will undertake. This should cite how teachers will be involved in the activities. Suggestions from staff members especially the instructional staff, should be encouraged.

IV – Activation of the Guidance Program

A. Carrying out plans by the guidance committee, subcommittees, school administrator with the aim in view of coordinating and integrating the activities.

B. Initiation of an in-service program in guidance by the guidance committee in order to help teachers and subcommittee members carry out their respective roles.

C. Establishing of a harmonious guidance program-home relationship by the guidance committee.

D. Evaluation of the activities taken. These will involve all those previously mentioned above with the chairman of the Guidance committee.

COMPOSITION, WORKING RELATIONSHIPS AND FUNCTIONS OF THE DIFFERENT GUIDANCE PERSONNEL

Administrator

The Administrator organizes and subsequently selects and appoints members of the guidance committee and the other members of the subcommittee of the guidance services. He gives constant support to the guidance program including financial support and provision for in-service education of guidance workers in the school. He issues from time to time, plans and policies for the guidance program so recommended by the guidance committee. He builds public relations such that resources in the community could be made available for the promotion of the guidance program.

Vice-President for Academic Affairs

He arranges the program for teaching and co-curricular activities. He allow the members of the staff to take time for definite responsibilities in the guidance program. He manages the growth and development of the entire college to achieve its objectives. He coordinates with the Guidance committee in the implementation of the Guidance Program, especially in the scheduling of Homeroom guidance, other subjects and school activities.

The Head of the Secondary Department

The Head of the Secondary Department is to appraise the chairman of the guidance committee on the problems encountered incident to the implementation of the guidance services, not only for the purpose of soliciting the necessary help but also to enable this committee to correct the situation responsible for those problems. She is also to undertake the evaluation of the Guidance program.

Guidance Counselor.

The Guidance Counselor carries out the guidance policies of the school, provides counseling service for those students who need it; encourages and assists in the orientation of new students; acquaints herself with the individual inventory of all students; collects and organizes students data and information, which may help the administration and teachers in the improvement of the school program, cooperates with co-employees and community organizations for the student's welfare, submits required reports and observes confidentiality.

Chairman, Guidance Committee

The President selects six members of the school staff on the basis of background and training in guidance, position and responsibility in school and ability to discharge responsibilities incident to the initiation, activation and development of the different phases of guidance program. The chairman shall be elected by the group. The guidance counselor shall be a member and shall act as the executive secretary. Members of this committee, except the chairman become chairman of subcommittee of services. The guidance counselor, who is concurrently executive secretary of this committee, automatically becomes the chairman of the subcommittee on counseling service.

This committee will work with the heads of other major department/units of the school.

Subcommittees (Homeroom advisers)

The different chairmen of the Guidance sub-committee (individual inventory, vocational information, counseling, placement and follow-up) services work with the other subcommittees, homeroom advisers, teachers, registrar, school nurse and other agencies in the community.

A. Sub-committee on individual inventory services:

1. To secure information about the students by means of tests (aptitude, interest, personality, intelligence, etc.), reports (Form 137, 138, etc.) records(cumulative, anecdotal, tests, etc.) and personal interviews with students, teachers, parents, etc.
2. To record these facts so gathered in the individual students' cumulative record.
3. To interpret individual inventory data so gathered as a basis for counseling and vitalizing and extending the cumulative record system.
4. To assist the homeroom advisers in collecting, analyzing, and understanding students' needs, limitations, opportunities and problems.
5. To select students for the admission into the school with the active cooperation and assistance of other services.

B. Sub-committee on vocational information service

1. To periodically secure information concerning job opportunities and requirements, and the possibility of creating opportunities for self-employment in the community.

2. To organize and interpret information secured for possible indication of occupational trends and job opportunities.

3. To publicize the information gathered relative to local occupations through school organs, convocations, meetings and other visual aids.

4. To orient prospective elementary school graduates and students seeking admission with the curricular offerings, training opportunities and facilities of the school.

C. Subcommittee on counseling service

1. To assist Homeroom advisers in the interpretation of personal data of students.

2. To assist students referred to the subcommittee in the identification of their problems - vocational, educational, social or personal.

3. To assist individual students in planning possible solutions to his problems and to arrive at certain decisions.

4. To help individual students in making a start toward the carrying out of modifications of his plans.

D. Sub-committee on placement service

1. To make contact with different government and private agencies and firms for possible placement of school leavers (graduates and dropouts).

2. To assist school leavers in securing employment through established agencies or firms or through direct service of the school.

3. To show possibilities to school leavers of opportunities of self-employment in the community where they reside.

4. To assist students in cooperation with other services, to be placed in activities, courses wherein they may best use their aptitude and interest to the fullest advantage.

E. Sub-committee on research services

1. To periodically contact school leavers (graduates and dropouts) in rendering further assistance to them, if necessary.

2. To check individual achievement and or activities of school leavers for the purpose of evaluating or improving the guidance program and in furnishing information for the evaluation and possible revision or refinement of school curriculum in the light of school leavers' experience.

The Guidance Program.

The guidance program is a systematic, organized integral part of the educational system. Its objective is to assist individuals in knowing themselves much better in relation to their attitudes, aptitudes, abilities, values, interests, needs, as well as their strengths and weaknesses.

It also sets forth to have the individual know his environment - his family, community, country and the global society - so that based on self knowledge and knowledge of his environment he can make better, wiser and more effective choices. All guidance activities are geared toward self-dependence.

It is therefore imperative that the guidance program be carefully planned to maximize its assistance to individuals. To effectively carry out the guidance program, the following services are tailored to meet the developmental stages of the SSCAF clientele:

The individual inventory service. This service is concerned with the collection, recording, and interpretation of data about the mental, physical, social and emotional assets and liabilities, and the socio-economic background, interest, and aptitude of the

individual students. Data so gathered about the individuals, as well as information and occupational trends, opportunities, requirements, working condition, etc., form an important basis of the appraisal upon which both the selection of students for admission to the vocational schools and their choice of occupation should depend.

Assessment of the individual students is done through tests (intelligence or mental ability, aptitude, interest, personality, performance and sociometric) as well as the study of previous records on scholarships, character traits, special talents, socio-economic background, interview with students and their parents on educational and vocational plans, anecdotal recordings, study of autobiographies and samples of students' work. All these are desirably kept in cumulative record folders.

Psychological Testing Service. Conducting testing programs (Stoops, 1989:174) is done to determine students' interest, personality development, and achievement for diagnostic purposes about the students' growth and limitations. The choice of test should be based upon an understanding of the students' abilities, cultural background, and the ease of scoring, recording and interpreting.

Counselors should be trained to become proficient in administering, scoring and interpreting tests. They should also be skilled in training other school personnel in testing procedures.

Adequate time for orientation to testing program should be scheduled in the schools' calendar to help ensure smooth operation of the program. Proper instructions, details and responsibilities are to be given in advance so that there is proper coordination.

Information service. This service is concerned with the collection and dissemination of accurate and valid occupational, educational, personal-social and

spiritual information. Sources of information are local, regional, national and global in nature. To be of value, information materials must be in form usable to all concerned. Objectives of this service is to provide assistance in narrowing choices progressively to specific activities appropriate to the aptitudes, abilities and interest of the learner.

Occupational information is concerned with the collection and dissemination of accurate and valid information revealing 1) present and likely future job opportunities, 2) lines and progress in the job, 3) different factors that make for the job satisfaction, 4) requirement for getting jobs, 5) working conditions, 6) likely earnings, 7) production standards which must be met, 8) relations to fellow workers and employees, 9) job ethics and 10) how promotions are obtained.

Two devices, the community occupational survey and the follow-up study of school leavers, are growing in use in connection with vocational information collection. The first indicates job opportunities, trends, requirements, social status of occupations, etc.; the second, the placement of school leavers, how their jobs were obtained, their needs and the help needed to enable them to get adjusted and to progress, their plans, and the value of training and guidance received. Both devices lend themselves to the use of questionnaires, and/or interviews. These may be supplemented by guided trips to representative areas of work, contracts with labor and management, convocation assemblies and forums, pertinent articles and periodicals and by statistics obtained and compiled by the Department of Labor and Employment and the Bureau of Census and Statistics or their agencies.

Educational information embraces all types of present and future educational and training opportunities, including curricular and co-curricular offerings, requirements for

entering and conditions and problems of student life. Catalogue obtained from various institutions and list of apprenticeable occupations are valuable sources.

Information, which should be sought relative to post-high school education, should include the following: general information, program of study, costs, financial aids and part-time employment, freshman year, student personnel services, life outside the classroom, admission policies and procedures. Accreditation of the institution and the various courses within the institution is also another important piece of information to be gathered.

Personal and interpersonal relations are important aspects of any information service. They include the information that helps an individual understand himself better and get along with others.

Spiritual information should be integrated in the life of student. He should be informed that he will be happy in this earth if he knows the true purpose of life. He must know why God put him here on earth and what God expects of him.

Inculcate in the mind of the students the value of prayer. Prayer is one way of showing one's implicit faith and trust in God. Prayer promotes peace of mind. It is the best cure for envy and jealousy. Career planning should be coupled with prayer and be submitted to the Almighty God for His Divine guidance, (Toralba, 1999:24)

Counseling service. Counseling is neither giving advice nor telling the student what he should follow. The individual is left to make his own decisions after he has been assisted in appraising himself in all aspects and the occupational world in terms of trends, opportunities, requirements, etc. One of the principles of educational and vocational guidance is that while the student should receive assistance in ascertaining his own

qualifications and the occupational and educational opportunities available, freedom of choice is his inherent right and is as important to his development as equality of opportunity.

The counseling process follows these general lines 1) identification of the counselee's problems; 2) analysis of the same; 3) study of the individual inventory for possible causes; 4) study of pertinent vocational information; 5) conference of people who can be of help; 6) cooperatively planning solutions geared towards helping the counselee arrive at a decision.

According to Ryan and Zeran (1972:205) the counseling service system requires four components in order to function namely: 1) personnel; 2) physical setting; 3) time; 4) professional orientation.

There should be qualified counselors and a support staff of para-professionals and clerks. If the counseling services is staffed with people who are persons in the fullest meaning of the concept, persons worthy of respect and regarded highly by colleagues and clientele, the service can be expected to thrive and progress.

The placement service. Placement is the satisfactory adjustment of the individual to the next situation whether in school or on the job. This service is concerned with both in-school placement of students in training opportunities or specific vocational courses available in the school and on-the-job placement of school leavers. The former is usually extended shortly after the students' admission and after a counseling process ending in a decision by the counselor, in which case placement becomes a remedial measure, while the later includes how to get a job in one's field of interest and how to retain the job once employed.

Transfer from school to occupational activities is essentially an educational service concerned with making sure that youth are so placed and that their development carried on for years in the school is continued in the early years of employment life. Placement is not mere job hunting. It involves educating employees to ask for the “certified product” conferences between the youth and the school placement worker, and study of the reports from the youth and the perspective employer to the school placement service.

To facilitate job placement, the school must designate and maintain a body that would act as liason and contact agency for the school and the public/ private industrial, business and agricultural establishments and agencies. It must (1) plan ways of aiding students during the transition from school to post school activities with the sub-committee on follow-up; (2) establish cooperative relationship with other placement agencies; (3) survey and canvass the areas with the sub-committee on occupational information where students may obtain jobs or further training; (4) give information to employers concerning the workers available and their abilities and characteristics; and (5) keep in close contact with the subcommittee on occupational information for information on labor laws, labor movements, findings in occupational surveys, and others.

The follow-up and research service. (Curriculum Div., 1987:30) Interest in the school leaver cannot and does not end with graduation. The school has a stake in each school leaver’s future. The school leaver is the yardstick by which the public and the employer measure the school. The utility and worth of his education is the yardstick by which the former student, as well as the graduate, measures the school. The effectiveness

of the guidance program is to be gauged by the satisfaction of both the employee and the employer.

Much remains to be achieved when the new worker is placed on a job - the follow-up, that is, which is concerned with (1) following the student on the job to see that his occupational adjustment is effective and (2) evaluating the over-all training program to determine the effectiveness and need for revision. Findings in it provide the basis upon which an evaluation of the school's instructional and guidance program can be made. They also provide guidance in the re-orientation of these programs.

The follow-up study of school leavers may be conducted through questionnaires, interviews with both the leavers themselves and their employer, and visits to their places of employment.

Parsons (1990:122) said that the objectives of vocational guidance program and the activities which are intended to meet them suggest that it can only be realized and achieved through the aforementioned services.

VOCATIONAL GUIDANCE PROGRAM OF ACTIVITIES FOR SSCAF

Below is a one-year plan of activities of the SSCAF guidance program for the secondary department.

Series of activities are presented for student development in their pursuit of learning for their occupational, educational, social, emotional, mental and moral aspect for them to become a self-actualized person.

GUIDANCE SERVICES	OBJECTIVES	ACTIVITIES/STRATEGIES	TIME FRAME	TARGET GROUP	PERSONS INVOLVED	SUCCESS INDICATOR
1. Individual Inventory Service.	To collect, analyze and interpret information about the students' records for the guidance counselor, and instructors to understand them and for the students self-understanding as well.	Posting on the students' vocational record card the ff: mental, physical, social and emotional assets and liabilities, socio-economic background, interest and aptitude of the student.	August, September October & November of every school year	All secondary students	Instructors Homeroom advisers, Head SARS Guidance counselor Registrar Public Health Nurse	Increased percentage of students with better understanding of himself and knowledge in getting along with others.
2. Psychological Testing	To administer, score and interpret the following tests : -Mental ability test -Vocational aptitude test -Achievement test	Conduct psychological tests using standardized test Test Interpretation /scoring Posting test results in the students' vocational record card.	April - May of every school year and before admission in June December and January of every school year.	New students and other interested students from higher years.	Guidance Counselor Instructors Head, Laboratory department Homeroom advisers	Psychological test conducted with results posted in the record card of the student.
3. Information service.	To orient new students in terms of services extended by the College - health & guidance services, library services, school plant, personnel, rules & regulations and other important informations. To provide students with current information regarding occupational, educational, recreational and spiritual information	Orientation program focus on the following: student in-school placement, guidance services, health and library services, school plant, school personnel, school rules and regulations Symposium on career & occupational opportunities, Convocation program with the themes on: Moral & Spiritual Values Sportsmanship Collection of various Catalogue from various Colleges and Universities reflecting the general information, program of study cost and expenses each sem/ year and other information Field trips to demo areas.	June to July of every school year. August & Sept. of every school. September, Oct. Nov. and December Year round	First year students, transferees, and other interested students from higher year. Fourth & Third year students All secondary students All Secondary	Guidance counselor Registrar, Librarian, Public Health Nurse, Department Heads Head, Student Affairs Administrator Invited resource speakers from other agencies. Homeroom advisers & Invited resource speakers from other agencies.	Students have ample information for career choices and they have gain awareness on the need and importance of occupational, Spiritual and recreational information.

GUIDANCE SERVICES	OBJECTIVES	ACTIVITIES/STRATEGIES	TIME FRAME	TARGET GROUP	PERSONS INVOLVED	SUCCESS INDICATOR
4. Counseling Service	To give counseling service during the school day for all students needing the service.	Conduct counseling and case conferences on students with problems.	Year round	All students in the secondary department	Guidance Counselor Homeroom Adviser Head Laboratory Dept.	Improved student's assistance and services desirable for his total development.
	To recognize individual differences and environmental variations as basic factors affecting students' behavior.	Extends personalized assistance through individual and group counseling.	Year round	All students in the secondary department	Guidance Counselor Homeroom Adviser Head Laboratory Dept.	
	To help student improve his adjustment in both educ'l. & social aspects.	Individual and Group counseling	Year round	All students in the secondary department	Guidance Counselor Homeroom Adviser Head Laboratory Dept.	
5. Placement Service	Assist students and school leavers in obtaining part-time vacation and suitable employment.	Coordinate with the Industrial Linkage Officer in disseminating information about occupational and job opportunities.	Year round	All students in the secondary department	Industrial Link Development Officer (ILDO), Guidance Counselor School Librarian	Increased number of students beneficiaries to part-time employment, scholarship grants and satisfactory self-adjustment to the next situation whether in school or on-the job.
	Provide information about student in-campus paid labor & other student previlliges.	Posting on the bulletin board information on the availability of Incampus paid labor, scholarship grants & other student previlliges	Year round	All students in the secondary department	Teacher advisers Heads, of Department Guidance Counselor School Librarian	
	Assist students in obtaining additional education and trainings.	Posting on the bulletin board job opening and its requirements	Year round	All students in the secondary department	Teacher advisers Heads, of Department Guidance Counselor School Librarian	
6. Follow-up and Research Service	To follow-up students' academic accomplishments and progress.	Conduct follow-up study of graduates, school leavers, honor students, and student with problems using a questionnaire	Year round	Graduates, school leavers, honor student & active student	Guidance Counselor Homeroom Advisers Instructors	Alumni, drop-outs, honor students and active students have given enough feedback and suggestions for the effective implementation and improvement of the Guidance Program.
	To secure information from school leavers, alumni and students concerning strengths and weaknesses of the school administration,	Compile relevant information materials about the students performance and progress.	Year round	Secondary Students	Industrial Link Officer Head, Secondary Department	
		Parents and Guardians conference Home Visitation	Once in a semester Quarterly	Secondary Students Secondary Students	Guidance Counselor Homeroom Advisers Guidance Counselor Homeroom Advisers	

BIBLIOGRAPHY

A. BOOKS

Aquino, Gaudencio V. Curriculum Development: Principles and Techniques:

Aleamar Phoenix, Quezon City Reprinted 1980.

Bernard, Harold W. and D.W. Fullner; Principles of Guidance: New York, Harper

and Ross Publishing Company, 1977.

Cortes, Jose. Guidance in the High School: RP Garcia Publishing Co. 1988.

De Leon & Pagoso C. Elementary Statistics and Probability: Sinagtala Publishers,

Inc. Manila, 1978.

Dubrin, Andrew, Human Relations for Career and Personal Success. New Jersey:

Prentice Hall, Inc. 1992.

Erickson, C. & G. Smith, Organization and Administration of Guidance Services.

New York: McGraw-Hill Book Co. 1967.

Freelich, C.E. Guidance in Smaller School. New York: McGraw-Hill Book Co.

1973.

Ginzberg, Axelrad & Herma; Career Guidance: Who Needs It, Who Provides It,

Who Improves It? New York: McGraw-Hill Book Co. Reprinted 1971.

Good, Carter V. Dictionary of Education, New York: McGraw-Hill Inc., 1973.

Good, C. V & Scates, Methods of Research. New York: Appleton Century Crofs,
Inc. 1972.

Grolier, W. International Dictionary of English Language, Vol. 1, New York:
Grolier Incorporated, 1974.

Gunner, L. W. "Principles and Techniques in Guidance", McGraw-Hill Book Co.,
Inc. New York 1989.

Hamrin, Shirley A. Initiating and Administering Guidance services. Bloomington:
McKnight & Mcknigh Pub. Co. 1993.

Hill Tim, Primary Head Teachers, Their Job Satisfaction and Future Career
Aspiration, Review of Educational Research Third Edition 1989.

Himmelweit, H.I., Social Status and Secondary Education. Routledge, JB Co. 1984.

Holland, J.; Guidance program Development and Management. Ohio: Murill Inc.
1985.

Humpreys, Anthony & Traxler, A. Guidance in the High School", RP Garcia
Publishing Company 1978.

Marland, J. Career Education, New York: USA; McGraw-Hill Book Co., 1982.

Martin, Applying Career Theory in Counseling. Pacific Grove, California: Brooks
Cole Publishing Co. 1974.

Noris, W. Fundamental of Career Services. USA: MacNally and Co., 1989.

Parson, F. Choosing A Vocation. Boston, Massachusetts, Houghton Mifflin, Rev.
1990.

Roe, Ann, Personality Development and Career Choices. New York: Brown and
brown Association, Reptd. 1990.

Ryan, T. A. & Zeran, F.R., Organization and Administration of Guidance Services.
Reprinted, Quezon city. Phoenix Press, Inc. 1972.

Stoops, Emery: Guidance Services: Organization and Administration. McGraw-
Hill Book Co.; Inc. USA: 1989.

SEDP Series, Technology and Home Economics I, IMC: Vicente Publishing
House, Inc., 1989.

Super, Donald; Career Development: Self Concept Theory. new York: Rep 1978.

Thomson, Rosemary, School Counseling Renewal, India, USA: Accel.
Development. Inc. 1992.

Walpole, Ronald E.; Introduction to Statistics, Third Edition; London: Prentice
Hall International Limited, 1982.

Webster, New Twentieth Century Dictionary, 2nd Ed. New York: The Word
Publishing Company, 1989.

B. UNPUBLISHED MATERIALS

Alvarez, Jose, A Follow-up Study of High School Graduates of Iloilo National College of Agriculture", Unpublished Master's Thesis, Gregorio Araneta Foundation; 1993.

Bandillo, D. "Occupational Preferences of High School Seniors in the Province of Masbate", Unpublished Master's Thesis, Philippine Normal University, 1991.

Bondoc, Antonniet P. "A Follow-up of the Collegiate and Vocational/Technical Graduates of Angeles University, Angeles City, 1986-1990", Unpublished Master's Thesis, Angeles University, Angeles City, 1995.

Cabanganan, E.B. "The Guidance Program of State Colleges and Universities in Region VIII: A Model", Dissertation, SSPC, Catbalogan, Samar, 1996.

Daz, Ester, "Guidance Program of Gandara Central Elementary School", Unpublished Master's Thesis, SSPC, Catbalogan, Samar, 1997.

Daquioag, Mamiliana S. "A Follow-up Study on the Occupational Status of the NLSC College Graduates, 1977-86", Unpublished Master's Thesis, St. Paul College of Tuguegarao, Tuguegarao, Cagayan, 1996.

Espolong, D.D., "A Follow-up Study of Placement and Progress of the Graduates of the Business Education Course in Stenography-Typewriting of the

Davao City High School”; Unpublished Master’s Thesis, University of ,
1990.

Nario, A. “A Follow-up Study on the Occupations of the Graduates of Pangasinan School of Arts and Trades”; Unpublished Master Thesis, U.P. 1989.

Pablo, Hilaria; “The Guidance Program of Samar State Polytechnic College: A Proposed Model”, Unpublished Master’s Thesis, SSPC, Catbalogan, Samar, 1992.

Pimentel, Evangeline L. “Involvement of Homeroom Advisers and Guidance Counselors In Homeroom, Guidance Activities: Input to a Proposed Model”, Unpublished Master’s Thesis, SSPC, Catbalogan, Samar, 1999.

Schack, Markham B. “A Follow-up Study of Oklahoma Vocational and Non-Vocational Students Nine Years After Graduation”, Dissertation Abstracts; Dissertation Abstract International, June 1992.

Tomlin, Lehman r., “Study of Career Preparation of Private Black College Graduate Relative to National Manpower Needs and Trends”, Dissertation Abstract; Dissertation Abstract International, 1990, Vol. 39.

C. PERIODICALS

Arguelles, M.V.; Manual On Good behavior, Manglapuz Publishing Co., 1993.

Gottfredson, L. S. Consumption and Compromise, A Developmental Theory of Occupational Aspiration; Journal Counseling Psychology, 1991.

Roberts, Gloria, Choosing A Career, Health and Home, March 1992.

Menner & Brown, Predicting the Occupational Aspirations, Occupational Expectations and Career Maturity of Black and White Female 10th Grades, Vocational Guidance Quarter, Vol. 30, No. 1, September 1993.

Meyers, R. College University Forum: Consulting Psychologist Press, Inc. 1981.

D. MISCELLANEOUS

BVE, Handbook for Guidance Counselors; Research Curr. & Publication Division, Reprinted 1990.

BCS (Bureau of Census and Statistics), Survey of the Household Bulletin, "Family Income Expenditures: 1991.

Curriculum Division; A Continuous Program for Vocational Guidance For Secondary (Los Angeles, Curriculum Div; Los Angeles City school; 1987)

DECS, RHGP (Revitalized Homeroom Guidance Program) Manual, 1999.

Guidance handbook for Secondary Schools"; Bureau of Printing Reprinted: 1989.

Ramirez, S. Career Education handbook; Philippine Guidance and Personnel Association Inc. 1973.

Toralba, A. Module on National Culture of Excellence; hanns Seidel Foundation,
1999.

APPENDICES

Appendix A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 12, 1998

The Dean, College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

In view of my desire to pursue thesis writing, please permit me to present these problems for approval preferably number one.

1. Proposed Vocational Guidance Program For Secondary Department of the Samar State College of Agriculture and Forestry.
2. The Competencies of Guidance Counselors in Samar.
3. A Follow-up Study of Graduates of Samar State College of Agriculture and Forestry: Inputs for Vocational Guidance.

Very truly yours,

(SGD) **ROSA C. CAILO**
Researcher

APPROVED:

(SGD) **RIZALINA M. URBIZTONDO, Ed.D.**
Dean, College of Graduate Studies

Appendix B
Letter Request to Avail School Records

Republic of the Philippines
SAMAR STATE COLLEGE OF AGRICULTURE AND FORESTRY
San Jorge, Samar

January 12, 2000

The Officer-In-Charge
Samar State College of Agriculture and Forestry
San Jorge, Samar

S i r:

May I have the honor to request from your good office that I will be given the access to the school records which are relevant to my study entitled "Proposed Vocational Guidance Program For Secondary Department of the Samar State College of Agriculture and Forestry".

Your favorable consideration on this matter will be highly appreciated.

Very truly yours,

(SGD.) **ROSA C. CAILO**
Researcher

Appendix C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME : CAILO ROSA Cabite
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts

AREA OF SPECIALIZATION: Guidance and Counseling

TITLE OF PROPOSED THESIS: *Proposed Vocational Guidance Program for*
Secondary Department of the Samar State College of Agriculture and Forestry

(SGD) ROSA C. CAILO
Researcher

RIZALINA M. URBIZTONDO
Name of Designated Adviser

APPROVED:

(SGD) **RIZALINA M. URBIZTONDO, Ed. D.**
Dean, College of Graduate Studies

In 3 copies: 1st copy – for the Dean
2nd copy – for the Adviser
3rd copy _ for the Applicant

Appendix D

FOLLOW-UP QUESTIONNAIRE FOR GRADUATES OF THE SAMAR STATE COLLEGE OF AGRICULTURE AND FORESTRY FOR SCHOOL YEARS 1990-1991 to 1994-1995

Dear Graduates:

You have been selected as one of the respondents for a thesis work on "Proposed Vocational guidance Program for Secondary department of the Samar State College of Agriculture and Forestry". Please answer the questionnaire as honestly as you can to make the study reliable. Be assured that all answers will be held confidential.

Thank you very much.

Very truly yours,

ROSA C. CAILO
Researcher

DIRECTION:

Please indicate your answer to the following questions by checking the space provided for each item.

PART I – PERSONAL PROFILE

Name _____
(Optional)

Sex: _____ Male _____ Female

Age (in years) _____

Civil Status _____ Single _____ Married _____ Widow/widower _____ Separated

Home Address _____

(Barangay)

(Town/City)

(Province)

Year Graduated from High School: _____ 1990-1991 _____ 1993-1994
 _____ 1991-1992 _____ 1994-1995
 _____ 1992-1993

Educational Attainment:

_____ High School graduate

_____ College undergraduate

_____ Technical Course (Please specify) _____

_____ Degree holder (Please specify your degree and major)

Degree _____ Major _____

With MA/MS units (Please specify your degree and major)

Degree _____ Major _____

With Ph.D./Ed.D. units (Please specify degree and major)

Degree _____ Major _____

Ph.D/Ed.D degree holder (Please specify degree and major)

Degree _____ Major _____

Family Size _____

PART II – SOCIO-ECONOMIC CONDITION OF GRADUATES

1. What are you doing at present?

_____ employed

_____ studying

_____ unemployed

_____ others, please specify

_____ self-employed

2. If employed, how did you obtain your present position?

_____ through application _____ through recruitment
 _____ through recommendation _____ others, please specify

3. What is the status of your present position?

_____ permanent _____ contractual
 _____ Temporary _____ others, please specify
 _____ emergency _____

4. If employed, what is the nature of your self-employment?

_____ Farming	_____ Dressmaking
_____ Agri-business	_____ Food-business
_____ Poultry raising	_____ Beautician
_____ Carpentry	_____ Sari-sari store
_____ Hog raising	_____ others, please specify

5. How much is your monthly income?

_____ 15,000.00 up
 _____ 14,000.00 - 14,999.00
 _____ 13,000.00 - 13,999.00
 _____ 12,000.00 - 12,999.00
 _____ 11,000.00 - 11,999.00
 _____ 10,000.00 - 10,999.00
 _____ 9,000.00 - 9,999.00
 _____ 8,000.00 - 8,999.00
 _____ 7,000.00 - 7,999.00
 _____ 6,000.00 - 6,999.00
 _____ 5,000.00 - 5,999.00
 _____ 4,000.00 - 4,999.00
 _____ 3,000.00 - 3,999.00
 _____ 2,999 and below

6. If married, how much is your family income? P _____

7. Please check the different appliances you have acquired from your income.

<input type="checkbox"/> Radio	<input type="checkbox"/> Pressure Cooker
<input type="checkbox"/> Stereo Cassette	<input type="checkbox"/> Bread toaster
<input type="checkbox"/> Video set	<input type="checkbox"/> Blender
<input type="checkbox"/> TV Set	<input type="checkbox"/> Electric fan
<input type="checkbox"/> Karaoke (Sing-along)	<input type="checkbox"/> Multi cooker
<input type="checkbox"/> Computer/Printer	<input type="checkbox"/> Air conditioner
<input type="checkbox"/> CD Player	<input type="checkbox"/> Micro wave oven
<input type="checkbox"/> Play station	<input type="checkbox"/> Sewing machine
<input type="checkbox"/> Component	<input type="checkbox"/> Refrigerator
<input type="checkbox"/> Washing machine	<input type="checkbox"/> Type writer
<input type="checkbox"/> Rice cooker	<input type="checkbox"/> Dresser Set
<input type="checkbox"/> Sala set (upholstered)	<input type="checkbox"/> Bed with foam
<input type="checkbox"/> Electric pot	<input type="checkbox"/> others, please specify
<input type="checkbox"/> Sala set (carving cleopatra set)	
<input type="checkbox"/> Electric pot	

8. What real properties/vehicles have you acquired?

<input type="checkbox"/> Rice/Corn field	<input type="checkbox"/> Motorized banca
<input type="checkbox"/> Coconut lot	<input type="checkbox"/> Hand Tractor
<input type="checkbox"/> Housing lot	<input type="checkbox"/> Motorcycle
<input type="checkbox"/> House	<input type="checkbox"/> Jeep (owner)
<input type="checkbox"/> Water pump	<input type="checkbox"/> others, please specify

PART III – VOCATIONAL GUIDANCE ACTIVITIES IN SCHOOL

Direction:

This is a Five-point scale questionnaire. Please encircle the number which indicate how far the following guidance activities have influenced your career choice using the following scale:

5 -----Very Much (VM)

4 -----Much (M)

3 -----Moderately (Mo)

2 -----Slightly (S)

1 -----Not at All (NA)

Guidance Activities:**1.HOMEROOM ACTIVITIES (40 minutes a week lecture and discussion on the following:**

1.1 Personality Development	5	4	3	2	1
1.2 Citizenship and Leadership Training	5	4	3	2	1
1.3 Career Development	5	4	3	2	1
1.4 Individual and group counseling	5	4	3	2	1

2. CAREER DAY ACTIVITIES:

2.1 Symposium (with several speakers on different occupation)	5	4	3	2	1
2.2 field trip to different agencies/offices	5	4	3	2	1
2.3 Interview with Professionals	5	4	3	2	1

3. PEER COUNSELING

3.1 One-to-one approach (one student counselor-one counselee)	5	4	3	2	1
3.2 Quad conference (one student counselor-three counselee)	5	4	3	2	1

PART IV – PROBLEMS AND SOLUTION**A. Problems related to employment encountered by the respondents:****Direction:**

Below are some problems that are related to employment. Please check(/) on those which you feel were also met by you.

_____ 1. Lack of job opening for graduates.

_____ 2. Most job openings need political backer.

_____ 3 Skills acquired are not suitable for job.

- _____ 4. Not educationally qualified.
- _____ 5. Do not possessed civil service eligibility.
- _____ 6. Poor in communication skills.
- _____ 7. Do not pass qualifying examinations.
- _____ 8. Others, please specify _____.

B. Suggested solutions to the Problems :

Direction:

Below are some suggested solutions to employment-related problems. Please check on those which you feel are good solutions for self-employment.

- _____ 1. Provide more agricultural skills that may equip graduates for self-employment.
- _____ 2. Provide an intensive teaching – learning activities on communication skills.
- _____ 3. Motivate graduates to be self-reliant and work-oriented.
- _____ 4. Provide Non-formal education for more skills development.
- _____ 5. Develop linkages with the world of work.
- _____ 6. Provide occupational placement to graduates.
- _____ 7. Develop and provide for “on-the-job” training program for graduating students.
- _____ 8. Others, please specify _____.

PART V – SUGGESTIONS FOR THE IMPROVEMENT OF THE VOCATIONAL GUIDANCE PROGRAM

Direction:

Below are some suggestions that may improve the Vocational guidance Program of the college. Please put a check (/) mark on those which you feel are valid.

- _____ 1. State the objectives of the program.
- _____ 2. Provide specific period for homeroom guidance.

- _____ 3. Homeroom guidance activities should be geared more towards personality development and proper career choices.
- _____ 4. Provide activities that will provide student's self-direction.
- _____ 5. Provide abundant experiences which will acquaint students with different occupations in line with agriculture and agricultural homemaking.
- _____ 6. Provide more information on occupational choices.
- _____ 7. Provide adequate testing materials for guidance program.
- _____ 8. Others, please specify _____.

..... E N D -----

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Rosa Cabite-Cailo
Address	:	SSCAF, San Jorge, Samar
Place of Birth	:	Maydolong, Eastern Samar
Date of Birth	:	March 21, 1951
Present Position	:	Guidance Counselor III
Station	:	Samar State College of Agriculture and Forestry
Curriculum Pursued	:	Master of Arts in Guidance and Counseling
Civil Status	:	Married

EDUCATIONAL BACKGROUND

Elementary	:	Maydolong Central Elementary School Maydolong, Eastern Samar 1958-1964
Secondary	:	Maydolong National Agricultural School (MNAS) Maydolong, Eastern Samar 1965-1969
Vocational	:	Southern Samar Agricultural College (SSAC) Salcedo, Eastern Samar 1970
College Education	:	University of Eastern Philippines (UEP) Catarman, Northern Samar 1970-1974
Earned M.A. Units	:	Gregorio Araneta University foundation (GAUF) Malabon, Metro Manila Summer 1981

- CIVIL SERVICE ELIGIBILITY** : Professional Board Examination
For Teachers(PBET)
April 29, 1979
- SCHOLARSHIP GRANTS** : CHEDRO8 Massive Upgrading Program for
General Education Instructors
August 29,1998 – May 26, 1999.

SEMINARS AND WORKSHOPS ATTENDED

- Career Guidance Specialist of Technology Based Education and Training Institute in
Region VIII from June 19-20,1998; Ritz Tower Hotel, Tacloban, City
- Philippine Guidance and Personnel Association (PGPA) Annual Workshop and
Convention held at:

Galleria Suites, Ortigas Avenue, Pasig City; May 12-14, 1993
Shangrila Edsa Plaza Hotel, Mandaluyong City; May 11-13, 1994
Benguet State University, La Trinidad, Benguet; October 20-22,1988
- National Conference of Master of Values Education Alumni and Friend (MAVE)
Teachers Camp, Baguio City, November 11-13, 1997
- Techniques in Conducting Attitudinal, Values and Work Ethics Program
Marigold Foodshoppe, Zamora St., Tacloban City; December 15-17, 1997
- SEDP Mass Training (Values Education) TSCHI, Tanauan, Leyte, April 1-30, 19889.
- Values Orientation Workshop (VOW) conducted by the Civil Service Region 8 at
SSCAF, San Jorge, Samar; February 23-25, 1999.
- National Drug Education Program (NDEP) held at Catbalogan, Samar; Oct. 6-7, 1999.
- Drug Education Program for Non-Formal education Implementors and for Secondary
School guidance Counselors, Candahug, Palo Leyte, March 23-24, 1990
- Gender Responsive Development Program held at Tacloban City, August 26-27, 1999.
- Assembly for GAD Focal Points held at NEDARO8, Tacloban City, January 17, 2001

Basic Computer Training (MS Word, MS Excel & Power Point) at AMA Tacloban, City
June 8-13, 1998

Workshop on Psychological Intervention Project held at LIT Function Hall, Tacloban
City, March 20-21, 1992

National Education Conference 2001 at Phil. Trade Center Pasay City, March 1-2, 2001

Regional Seminar on Quality Education, SSCHS, Tacloban City, September 29, 2001

CERTIFICATE OF COMMENDATION, RECOGNITION AND APPRECIATION

Certificates of Commendation:

- For her Prudence, Sound Decision-Making and Gregariousness during the time
of Crisis, given on March 26, 1993 at SNAS, San Jorge, Samar
- For her services rendered beyond the call of duty. She reported to duty at her
own risk on December 21, 1994 inspite of the typhoon "Garding" that affected
SNAS and the town of San Jorge, Samar. Given by the Municipality of San
Jorge on December 23, 1994

Certificates of Recognition:

- For her commitment and dedication to duty which resulted to her
effectiveness as Values Education Teacher, given at SSCAF, San Jorge,
Samar. school year 1996-1997.
- For her industry and loyalty to service; given at SSCAF, San Jorge, Samar
September 12, 1983.
- For her invaluable services rendered during the 37th Commencement
Exercises;
given at SSCAF, San Jorge, Samaar, March 26, 1995.
- Exemplary services rendered during the Content-Based Regional Conference
of Social Studies Teachers and Secondary Head Teachers held at SNAS, San
Jorge, Samar. Given at SNAS, San Jorge, Samar October 16, 1994.

- For her invaluable support and untiring effort as “Trainor” during the Trainors’ Training on Barangay Development Administration (BDAC) conducted by the DILG at SNAS, San Jorge, Samar on March 29-April 2, 1994.

Certificates of Appreciation:

- For her invaluable support and concern to the program and activities of the FFP/FFPCC/FAHP organizations at Biliran, Leyte on February 16-18, 1983.
- As Speaker during the Career day held at SNAS, San Jorge, Samar school years 1988-1989, 1990-1991 and 2000-2001 respectively. Given at SSCAF, San Jorge, Samar
- As Coordinator during the Career day held at SNAS, San Jorge, Samar during the school years 1993-1994 and 1995-1996.

SPECIAL ASSIGNMENTS

Head, SSCAF, Gender And Development (GAD)

Chairman, Guidance and Counseling Services

Member, SSCAF, Evaluating Committee

Co-adviser, General Parents Teachers and Community Association (PTCA)

Member, Program Committee

Treasurer, SSCAF-PAVE Local Chapter

Secretary, PAVE Local Chapter

MEMBERSHIP IN PROFESSIONAL ORGANIZATION

Member, Philippine Guidance and Personnel Association, Inc. (PGPA Inc)

Member, SSCAF Personnel Association

Member of the Board , SSCAF-PAVE Local Chapter

Member, P. A. G. E. , Region VIII

- For her invaluable support and untiring effort as “Trainor” during the Trainors’ Training on Barangay Development Administration (BDAC) conducted by the DILG at SNAS, San Jorge, Samar on March 29-April 2, 1994.

Certificates of Appreciation:

- For her invaluable support and concern to the program and activities of the FFP/FFPCC/FAHP organizations at Biliran, Leyte on February 16-18, 1983.
- As Speaker during the Career day held at SNAS, San Jorge, Samar school years 1988-1989, 1990-1991 and 2000-2001 respectively. Given at SSCAF, San Jorge, Samar
- As Coordinator during the Career day held at SNAS, San Jorge, Samar during the school years 1993-1994 and 1995-1996.

SPECIAL ASSIGNMENTS

Head, SSCAF, Gender And Development (GAD)

Member, SSCAF, Evaluating Committee

Co-adviser, General Parents Teachers and Community Association (PTCA)

Member, Program Committee

Treasurer, SSCAF-PAVE Local Chapter

Secretary, PAVE Local Chapter

MEMBERSHIP IN PROFESSIONAL ORGANIZATION

Member, Philippine Guidance and Personnel Association, Inc. (PGPA Inc)

Member, SSCAF Personnel Association.

Member of the Board , SSCAF-PAVE Local Chapter