

COMPETENCY LEVEL OF GUIDANCE COUNSELORS
IN SAMAR: INPUTS TO POLICY
REDIRECTION

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DEDICATION

This piece of work is dedicated to:

The **Almighty Father**, the source of all knowledge,
and of all things;

The inspiration of my life, my husband, **Joaquin**;

My children,
Jean Josine, Jolina, Jeric, and Jacques;

And to my *parents, brothers*
and *sisters*.

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ABSTRACT

The study attempted to evaluate the competencies of the guidance counselors in the elementary schools of the Division of Samar and their attitudes towards the implementation of the various services in the guidance program. The study used the normative-descriptive survey method of research in apprising the competencies of the guidance counselors in the implementation of the various guidance services. The perceptions of the three categories of the respondents on the five areas of guidance services were the same except for the educational and vocational placement where the variance was significantly noticed. However, there was a significant difference in the guidance counselors who were the principal actors in the implementation of this area. The competency level of the guidance counselors is most influenced by his/her educational background and its major preparation or specialization. Other variates posed no significant influence to their competency level. The guidance counselors need to improve the level of competency in the inventory service, counseling, educational and vocational guidance and particularly on follow-up and research services. Difficulties and problems are always present in the implementation of programs. Foremost of these difficulties is being a part-time guidance counselor. For the recommendation, the guidance counselors be sent to more persistent in-service training not only in the division but in the regional and national level. A specific time should be allotted to homeroom guidance and homeroom advisers should undergo training in guidance activities.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The primary concern of education is human resource development. It is the concern of schools to turn out well-developed human resources who are self-reliant, self disciplined and socially interacting. They should also be morally upright and functional literate citizens equipped with leadership skills and participating capabilities in civic and political affairs (Jones as cited by Arellano, 1973: 8).

The development of inherent capabilities for a successful individual is a major function of the various services of the guidance program. Schools, therefore, should endeavor to come-up with a functioning guidance program manned by a qualified counselor.

The success or failure of any guidance program in the public schools is dependent to a considerable degree upon which the guidance counselors perform their guidance functions. In his role as teacher, he should be conversant with the various types of problems related to the needs of the student/pupil (Arellano, 1973: 41-42).

Ordofiez (1985: 48) propounded that guidance is something that cannot be separated from the general life of the school, nor is it something that can be located only in some particular parts of the school. It is a part of every school activity. It is a function that is shared by all and should be so organized and well-administered. Effective implementation of the guidance program, vis-à-vis, the various services within the

program can only be possible if the school guidance department is under a highly qualified, efficient and effective guidance personnel.

The school is one of the most effective agencies to uplift the sense of discipline and moral values of individuals, there its guidance program must be well organized and staffed with qualified personnel. This is very essential as the guidance program provides each child the opportunity to experience a sense of accomplishment, group competence and satisfaction in being a creative member of a group through varied activities.

Guidance for all pupils/students should be accepted as an integral component of the total educational experience not only in the elementary school but also in the higher level of learning. Guidance (Arellano, 1973: 13-14) is a continuing process concerned with determining and providing for the developmental needs of all pupils. This process must be carried out through a systematically planned program of guidance functions which are vital part of the elementary school's organized effort to provide meaningful educational experience appropriate to each child's need and level of development.

The teachers' many responsibilities in the guidance process are recognized and respected, but the significant complementary role of personnel in addition to the teacher is also acknowledged. The interrelation between guidance and instruction in the educational process emphasizes the key role of the teacher in guidance.

Jones (1970: 110) reiterated that the teacher is also a guidance worker. This clearly illustrated when he/she helps and guides the individual to adjust to the various school activities, and assists him develop his personality. The teacher may also cooperate

with the guidance personnel or even with the parents in implementation of the various activities vital to effective functioning of the guidance program.

The elementary school counselor, as one of the other professional persons, has a significant contribution to make in the cooperative process of identifying and providing for the developmental needs of children. According to Ryan and Zeran (1956: 316), the counselor's primary task is to help the pupil to learn about himself, his relationships with other, his environment and to relate this information to his decisions. Through working with the counselor in this manner, the pupil learns to make decisions more independently and to accept responsibility for his choices.

The counselor as a member of the professional staff of an elementary school shares the responsibility by contributing to the positive growth and development of all children. The researcher had observed that while schools in the elementary level have guidance counselors, the guidance programs are not effectively and systematically implemented.

Division report of 1998 declared that of the districts in the Province of Samar, only 17 have assigned guidance counselors. Of the seventeen guidance counselors, only seven were holders of appropriate degrees while others have only been sent to attend trainings in guidance and counseling.

Feedbacks during various seminars and division conferences have also shown that the designated guidance counselors have also other duties and responsibilities besides their guidance work. Some are assigned as class advisers, substitute teachers and have also teaching loads.

These other duties and responsibilities have tasked the guidance counselors; thus making them inefficient in their performance as guidance workers. It is in this context that this research is being conducted.

Statement of the Problem

The study attempted to evaluate the competencies of the guidance counselors in the elementary schools of the Division of Samar and their attitudes towards the implementation of the various services in the guidance program.

Specifically, it sought to answer the following questions:

1. What is the profile of the guidance counselors in the Division of Samar as to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational background;
- 1.4 specialization/major preparation;
- 1.5 in-service trainings pertinent to guidance;
- 1.6 work experience as guidance counselors; and
- 1.7 performance rating as guidance counselors?

2. What is the competency level of the guidance counselors as perceived by the administrators, teachers, and guidance counselors themselves along the following guidance services:

- 2.1 individual inventory;
- 2.2 information service;
- 2.3 counseling service;

2.4 placement service; and

2.5 follow-up and evaluation?

3. Is there a significant relationship between the competency level of the guidance counselors and the following variates:

3.1 age and sex;

3.2 civil Status;

3.3 educational background;

3.4 specialization/major preparation;

3.5 in-service trainings;

3.6 experience as guidance workers; and

3.7 Performance ratings as guidance counselors?

4. What difficulties were met by the guidance counselors in the performance of their task?

5. What solutions have been suggested by the guidance counselors to overcome these difficulties?

6. What are the implications of this study towards the systematic and effective implementation of the guidance program?

Hypotheses

The following hypotheses were tested based on the following questions:

1. There is no significant difference in the perception of the school administrators, guidance counselors and teachers as to the competency level of the guidance counselors in the following services:

- 1.1 individual inventory;
 - 1.2 information service;
 - 1.3 counseling service;
 - 1.4 placement service; and
 - 1.5 follow-up service.
2. There is no significant relationship between competency level of the guidance counselors in the following variates:
- 2.1 age and sex;
 - 2.2 civil status;
 - 2.3 educational background;
 - 2.4 in-service trainings;
 - 2.5 experience as guidance workers; and
 - 2.6 performance rating as guidance counselors.

Theoretical Framework of the Study

The major goal of education is to help children meet the developmental tasks imposed upon them by their innate drives and by the society in which they live.

Madali (1967: 38) expressed that one of the primary purposes of education in a democracy, is to develop citizens who can increasingly be dependent upon themselves, can think, and act for themselves in the best interest of a democratic society.

Guidance which is an essential part of education is premised on the recognition and understanding of the child. The chief goal of guidance (Jones, 1970: 119) is to help provide an educational setting in which learning is enhanced. Valid planning based upon

identified needs, interests and aptitudes is possible when all staff members accept their guidance role. The significant role of the guidance program is the attainment of educational goals.

Modern trends in education are pointing towards guidance services as important part of the teaching-learning process. This is simply another way of emphasizing that guidance must be provided for all educational and in all types of institutions. This also implies that qualified and competent guidance counselors are needed to fully implement and realize these educational goals. In this, Ordoñez (1985: 93) have emphatically propounded that:

. . . counselors and specialists are essential and that without their services no guidance program can be completely effective yet paradoxically, it will be less effective if the feeling in the school is that only counselors can give guidance. However, . . . only a qualified and trained guidance counselor can be effective in counseling.

Therefore, since it is the concern of the school to have an effective guidance program, teachers should be trained for this purpose, so he can perform the guidance function effectively.

Conceptual Framework of the Study

This research focused on the competencies of guidance counselors in the Division of Samar. This is very essential as the effective implementation of the guidance program is determined by the preparation and efficiency of the guidance counselors.

The schema of the study is illustrated on page 8. The research environment is the Division of Samar. This is indicated by the lower base of the schema. The box directly after the base of the schema are the population of the research. These are the guidance

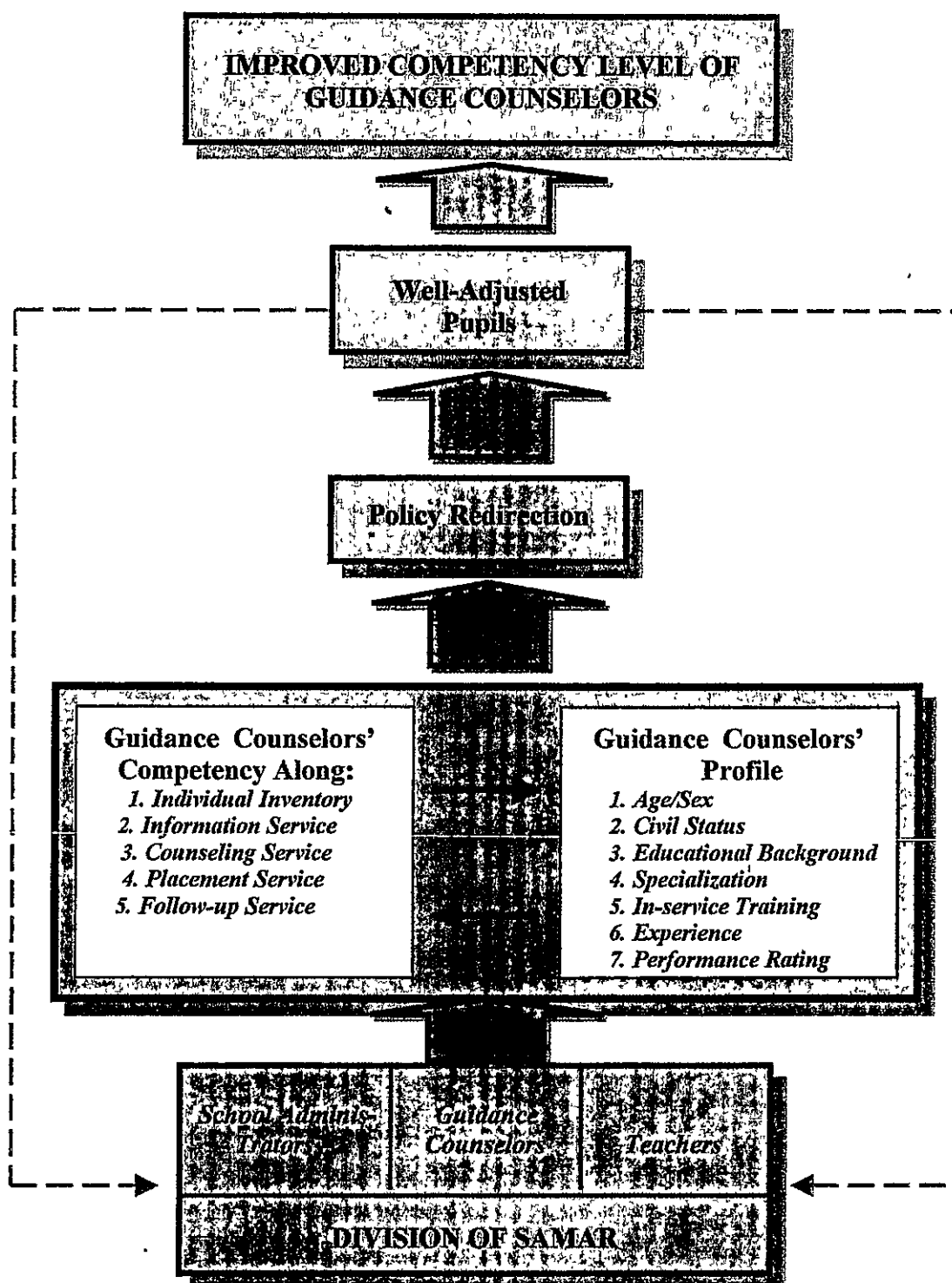


Figure 1. *The conceptual paradigm showing the research environment and the process of the study.*

counselors, at the center, who gave their profile and also appraised their competencies as guidance workers. At the sides, are the selected school teachers and administrators who likewise were requested to react as to the competencies of the guidance counselors in five services of the guidance programs which are: 1) Individual inventory service; 2) Information service; 3) Counseling service; 4) Placement service; and 5) Follow-up service.

The two group of variables, that is the guidance competencies along the five guidance services and the guidance counselors profile were utilized to determine whether there is a significant relationship in the effective implementation of the guidance program.

The guidance counselor who is expected to implement effectively these different services should be chosen based on his age/sex, civil status, educational background, specialization, in-service training, experience and performance rating.

It is greatly hoped that this study would result to redirected policies in the guidance counselors to up-grade their competencies and came-up with a more effective guidance program and, of course, a well-adjusted pupils.

Importance of the Study

The purpose of this study is to make an objective appraisal on the competencies of guidance counselors in the elementary schools of the Division of Samar in the systematic and effective implementation of guidance programs. It is hoped that results of this study would benefit the following:

The school pupils. Results of this investigation would also develop awareness among the pupils on the various services that they may avail of in the guidance services. This study would also be beneficial to them as it would make them aware of their duties and responsibilities to the school, their home and family members and how they could develop a wholesome personality, develop among the pupils the sense of accomplishment and fidelity towards their individual responsibility in the home and community. This study would be beneficial to the pupils as it would make them aware of their civic duties, their responsibilities to the schools and in their role towards the development of a wholesome and well-developed personality.

The elementary school teachers. Teachers are the partners of the guidance counselors in the effective implementation of the guidance program. Their knowledge of the day-to-day activities of the children may enable them to direct the pupils' energy in the best advantage, to encourage the shy and sensitive, and to suggest solutions to problems of adjustments. Teachers may also utilize the findings of this investigation in helping the pupils attain the maximum development of their potential for the pupils personal happiness and welfare of the society.

The guidance counselor. The guidance counselor is a very important person in the effective implementation of the guidance program. A highly qualified guidance counselor would greatly influence the effective implementation of a guidance program. Results of this investigation would therefore, give an insight into the strength and weaknesses of the implementation of the various services of the guidance program. From

the findings of this study, the guidance counselor can prepare and endeavor to improve her/his competencies so as to implement a more effective guidance services and endeavor to enhance and improve her competencies not only in understanding of children but also in the counseling techniques.

The administrators. Results of this study may create a growing awareness among administrators on the implementation of the various services of the guidance program. The school administrators should also realize the basic needs of the guidance department and came up with findings that may be utilized in improving the various needs in the implementation of the program.

The parents and the community. Parents are the most concern persons in the community whose unlimited possibilities of cooperation in the implementation of the guidance services can be sought. Findings of this study would enable the parents to understand the role of the guidance counselor and the various activities of the guidance services. Understanding the functions of the guidance program would enable them to effective cooperate with the guidance workers.

The future researchers. This study would likewise provide inputs for future researchers for those who may be interested to know the competencies of guidance counselors and the effectiveness of the various services of the guidance program.

Scope and Delimitation of the Study

The study focused on the appraisal of the competencies of the guidance counselors in the implementation of the guidance program along the various activities of the guidance services.

There were 328 respondents involved in this study. This includes 28 guidance counselors, 42 administrators and 258 school teachers. These respondents were taken from the Division of Samar which is the locale of the investigation. There were only twenty-six of the thirty-three districts that were involved in this study. There were the districts wherein its central schools have guidance counselors. These include the districts of Basey I, Basey II, Calbiga, Catbalogan I, Catbalogan II, Catbalogan IV, Daram, Gandara I, Gandara II, Hinabangan, Jiabong, Marabut, Motiong, San Jorge, Sta. Margarita, Sta. Rita, Sto. Niño, Tarangnan, Pagsanghan, Villareal I, Villareal II, Wright I, Wright II, San Jose de Buan and Zumarraga.

The study is further limited to the five guidance services which include the following: individual inventory service, information service, counseling service, placement service and follow-up service.

This study was conducted in the school year 1999-2000.

Definition of Terms

For a better understanding of this study, the following terms are herein defined in accordance with their usage.

Appraisal. The term appraisal simply means estimating or judging the nature or value of something or someone (Flexner, 1993: 103). In this study, it refers to the

technique of measuring the performance of the guidance counselors in the implementation of the guidance program.

Competency level. The term competency level refers to the concept, skills and attitudes which are highly specialized and relate directly to the ability to perform a given task (Good, 1979: 129). As used in this study, the term refers to the effective and efficient performance of the guidance counselor in the implementation of the guidance program.

Counseling. Counseling is usually defined as an interview or conference between a student and some members of the school staff with whom he has a guidance relationship for the purpose of considering some problems of the student and endeavoring to decide on some desirable course of action (Bingham, 1967: 48). As used in this study, it refers to a conversation between two parties to iron out differences with the help of the guidance counselor.

Counseling service. It is a component of the guidance program characterized by interpersonal relationship usually between the two individuals, a counselor and a counselee in which the principal objectives are the development of the counselee. The improvement of the welfare and amelioration of problems (Hamprey, 1967: 176). In this study, the term refers to the service given by a guidance counselor to a client particularly on certain aspects or problem of the individual.

Follow-up service. The term refers to the series of systematic checks which are made to determine whether guidance services in particular and the educational services in general are meeting the needs of the individual pupil (Roeber, 1955: 176). As used in

this study, it means the following through of certain guidance services to find out whether it is implemented or not.

Guidance. The term refers to the process of helping individuals to understand themselves and their world and gain understanding for educational program, career development and personality fulfillment (Shertzer and Stone, 1981: 29). As used in this study, the term refers to the principles and techniques of dealing with an individual.

Guidance counselor. The term guidance counselor refers to a professionally trained individual working in the concepts of the counseling process. This is the individual who have accepted the responsibility of assisting all pupils with the major concern of the developmental needs and problems of the youth and has the professional identity in the field of counseling and education (Jones, 1970: 325). As used in this study, it refers to a person who is responsible of implementing the different guidance services.

Guidance program. The term refers to a set of services which helps a pupil or student analyze and assess his physical, mental, social and emotional assets and liabilities so that he may make wise choices and proper adjustments and live to the best advantage both with himself and with the rest of society in which he lives (Mandali, 1976: 146). As used in this study, the term refers to the program on guidance services prepared by the guidance counselor to help him carry out all these activities.

Guidance workers/staff. In this study, guidance workers/staff refers to the group of individuals who have participated actively in the implementation of the guidance

services. These include the classroom teachers, homeroom advisers, guidance counselors, administrators and other school personnel.

In-service trainings. In this study, this term refers to the seminars, workshops, conferences and other educational orientations related to guidance activities and services for up-grading the competencies of the guidance counselors.

Individual inventory service. The term refers to that service in the guidance program which consists of those activities performed to gather and to dominate, to appropriate professional staff information about the pupils/students, which may aid in their instruction or counseling (Jones, 1970: 96). As used in this study, it refers to that service of the guidance center that gives an account of the personality of an individual.

Information service. The term refers to the guidance service designed to provide student with greater knowledge of educational, vocational and personal-social opportunities so they can make better choices and decision in an increasingly complex society (Stern and Stone, 1966: 32). In this study, it refers to that particular service that give information regarding opportunities that will help or guide the individual to make choices and become a better person.

Placement service. The placement service consist of these activities designed to put students into the courses which will be most beneficial to them, help them on to the next rank of the educational ladder, and help them secure suitable employment, either part-time, summer or post-school (Jones, 1970: 97). As used in this study, the term refers to a service of the guidance section that help students make a choice in their carrer as a pupil.

Research service. Research service endeavors to continuously evaluate the guidance program. One type of evaluation particularly popular in many schools is the follow-up study of graduates and drop-outs (Jones, 1970: 97). As used in this study, the term refers to that service that continually evaluate the guidance program, and make researches to help students in their personality development.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

Much have been written on the importance of guidance in general especially its necessity and felt need in the Philippine educational system. However, very few attempt had been made to study the competencies of the guidance counselor administering the guidance program. To have a better insight into this problem, some books, magazines, articles and studies have been reviewed, analyzed and interpreted to give more meaning and substance to the present study.

Related Literature

The various literature read and reviewed by the researcher have in one way or another enriched this research.

To work effectively with the child, Dr. Miguela M. Solis (1957: 9) said, "Study the child, then teach her/him". This means that the educational system of this country must consider to take the child in his own environment and come-up with a curricular offerings geared towards his needs and the society where he belongs.

Madali (1967: 2) in his introductory statement in his book, "Guidance in the Elementary Schools", propounded that:

. . . the welfare of every individual child in the school and of the society to which he belongs should not be left to chance: to haphazard treatment; hence, it becomes necessary for the school to provide guidance services.

This statement is a good reminder for teachers and other school personnel in the elementary schools who in one way or another are considered as guidance workers/staff to realize that the future of the Filipino society lies on the kind of individuals reared by our educational and social institution.

Effective administration of guidance means the successful implementation of the various guidance services. Jones (1970: 182) declared that guidance services are involved in the achievement of the goals of education. The guidance program is not a task of a few specialists rather it involves the services of the entire staff. Guidance services are part of the total educational program since they are not a new form of instruction in the classroom, but an end to the school in its teaching program.

One of the basic principles of the guidance program as stated by Ryan and Zeran (1981: 28) is the involvement of the entire staff in the implementation of such program. This means that the entire school staff consciously and unconsciously play a vital role in the development of the program.

In the school setting it is customary to speak of pupil or student personnel services to mean those activities and areas of the educational system concerned with helping the individuals in the social context of the school setting. Services, together with instruction and administration, make up the educational system.

Guidance services, according to Ryan and Zeran (1976: 4) must relate to and function compatibly with instructional and administrative elements in the school system. The guidance program must be capable of adjusting to the impact of change in the larger

society. As changes are modified, the guidance program must provide the special kind of help to the individuals so they can function fully in the changing environment.

Successful guidance is dependent upon the idea of a competent person's intervention in the learning, life and growth of students. Bernard and Fullner (1977: 4) declared that guidance workers, teachers and parents need to be competent in order to achieve and maintain a positive learning environment. The professional guidance workers – the counselor – is increasingly being seen as the person who initiates the pursuit of improve competence of all those involved . . . The counselor's personal development sets the limits of his or her professional endeavor and effectiveness.

This means, therefore, that guidance program of schools be administered by a highly trained guidance worker. A trained guidance counselor is indispensable to a successful guidance program as "the center of the guidance activities is the development of the individual" (Crow & Crow, 1961: 98).

The happiness of an individual is at stake if a haphazard service is to be made by any person assigned to perform the job of a trained guidance counselor. The individual to be guided has so complex nature as the set-up of society where he is to make proper adjustments. With this great task that a guidance counselor must perform, he should be more than an ordinary classroom teacher. He should have the formal training required of a counselor. He must possess the personality that inspires the counselee – far from physical defects.

According to Smith (1951: 370), a professionally trained counselor must have a knowledge of how to organize and manage a successful guidance program. He should

possess the following competencies: 1) competency as a program leader, 2) competency in interpreting and using information, 3) competency in utilizing school and community resources, 4) competency in counseling techniques, 5) competency in interviewing, and 6) competency as a professional worker.

The specialized person in the process of guidance services is usually known as the counselor. He is neither an administrator nor a supervisor; he may or may not serve also as a teacher. According to Ryan and Zeran (1981: 304), a professionally well-prepared counselor should have such personal characteristics as tact, ability to listen, ability to lead and also to follow, ability to cooperate, ability to admit he can be wrong, ability to take suggestions, ability to accept others' ideas in place of his own, ability to give credit where credit is due, ability to refer clients without feeling incompetent and ability to permit the program to evolve and develop from within the system.

A professional counselor always evaluates his competencies and obtains additional preparations. He must find opportunities to engage actively in guidance activities to strengthen his weaknesses. He should bear in mind that his clientele are students/pupils, and, therefore he should be educationally trained to be effective.

Related Studies

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

Fu (1989) evaluated the guidance program of Seong Jun University of Korea. The findings revealed that the guidance services of the University were not adequately meeting the needs of the students. It also pointed out that the existing guidance program

objectives were congruent with students' needs but did not actually address the most pressing and strong needs of the students. Fu's study also revealed that the professors of the school were not so much involved with the guidance program. The study likewise, revealed that only the Director of the guidance department was educationally qualified for guidance work. The other personnel have only attended in-service trainings for their assignment as guidance counselors.

Fu's study has bearing on the present study as it tried to evaluate the implementation of the guidance services. It looked into the professional preparation of the guidance staff and how they implemented the various services of the guidance program. The study also evaluated the cooperation of the school staff towards the guidance program. The studies differ only on its curriculum level, as Fu's study evaluated the guidance services of a university while the present involved the elementary guidance.

Eusares (1990) conducted a study on selected correlates of grade six pupils' self-concept as an implication for guidance intervention model. She came up with the following conclusions: 1) The self-concept level of more than half of the grade six pupils surveyed was high; 2) The correlates that were significantly related to grade six pupils' self-concept were: family size, child's ordinal position, parental education, and parents' occupation; 3) If a guidance program is to create an impact on the clientele it serves, its counseling efforts are to be directed at helping pupils deal with the factors that cause them unnecessary anxiety, stress or tension. There is a need for each school to devise an

intervention program that obviates stresses which are contributory to low-self-concepts among grade six pupils.

Some recommendations given by Eusares were: 1) The elementary school guidance programs of schools where there are pupils with low-self-concepts should design intervention programs that could create an impact on the youngsters they serve; 2) A counseling intervention program seems to be one possible answer to raising low self-concept levels, hence administrators and faculty support should be extended to the guidance staff undertaken the program.

The study of Eusares has bearing on the present study as both looked into the guidance programs of elementary schools. The studies differ as the previous study emphasized the self-concept of the grade six pupils as an intervention for a guidance program while the present study tried to look into the competencies of the guidance counselors.

Another study on guidance was conducted by Spiritu (1990) when she tried to investigate the homeroom activities and their use as a medium for guidance at the Abad Santos High School. The study revealed among others that the homeroom activities has much to do with the guidance program of the school. Spiritu gave the following conclusions: 1) The homeroom program though is often used for guidance activities do not have specific period of time; 2) Homeroom advisers were chosen and assigned according to their experience and involvement in homeroom activities; 3) Most of the homeroom advisers have attended in-service training in guidance activities conducted by

the school guidance counselors; 4) While the homeroom advisers were experienced guidance workers, they do not have enough materials for homeroom activities.

Based on her conclusions, Spiritu recommended that: 1) Guidance materials be provided by the administration for guidance activities; 2) Teachers assigned as homeroom advisers be deloaded and homeroom guidance activities be considered as one subject; and 3) A specific period be assigned to homeroom guidance.

The study of Spiritu has bearing on the present study as both deals with guidance activities. Spiritu study is more on homeroom guidance activities while the present study is on the competency level of guidance counselors.

An analysis of the participation in the guidance services of the classroom teachers in Saint Bernadette School was conducted by Rabanza (1992). The study revealed that the teachers occupies a strategic position in the guidance program because of their daily contact with the students especially the homeroom advisers. Rabanza came up with the following conclusions: 1) that the teachers' behavior were determined by the shading of their professional preparations and attitudes towards guidance activities; 2) that the face to face relationship with students especially during homeroom guidance work have given them a unique experience into the variety of problems of students; 3) there was a mutual relationship of cooperation between the guidance counselors, homeroom advisers and teachers which led to the intellectual and emotional development of students; 4) guidance counselors were professionally trained and usually conduct in-service trainings on the implementation of the guidance services to homeroom advisers; 5) there

were very few problems encountered by the guidance workers in the implementation of the guidance program as the school administrator were guidance conscious.

Rabanza's study has bearing on the present study as both are into the appraisal of guidance activities. The studies differ as the former study was into the whole program, the present study is more on the competencies of the guidance counselors in the elementary schools.

Pablo (1992) conducted a study on the status of the guidance program of Samar State Polytechnic College with the intention of preparing a model of a guidance program. The study came up with the following conclusions: 1) that the success of the guidance program depends considerably on the whole-hearted 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 is very much wanting; 3) that only three guidance services – the information service, counseling service and educational service are satisfactorily implemented by the guidance counselors; 4) that while the guidance counselors are professionally trained, they still need more trainings on counseling techniques; and 5) the homeroom program in the secondary are not effectively implemented.

Pablo's study has bearing on the present investigation as both are into the evaluation of the guidance program. The studies differ as Pablo's study was more into proposing a guidance program model while the present investigation is more on counselor's competency.

Another study on guidance activities was that conducted by Culibra (1992) on the involvement of guidance counselors and teachers on homeroom activities in selected elementary schools in Ormoc City. Among the findings were: 1) both classroom teachers and guidance counselors have shown greater involvement in homeroom activities by providing opportunities, assistance and encouragement in line with the development of the personality of its pupils under their care; 2) the teachers and guidance counselors have shown their concern in promoting the pupil's social growth and civil responsibilities; 3) the teachers show more participation in providing information and opportunities that help pupils make an appropriate educational choices; and 4) the guidance counselors were not all professionally trained in guidance activities but have tried their best to function in their assignment.

The study of Culibra is similar to the present investigation as both looked into the qualification and competencies of the guidance counselors. The studies differ as the present investigation is more into the competency of the guidance counselors while that of Culibra was more on the implementation of the homeroom guidance.

Davantes (1993) evaluated the guidance program of Sacred Heart College where she came up with the following prominent conclusions: 1) the college students of Sacred Heart College need closer attention from school administrators, faculty, personnel staff and guidance counselor in order that their problems and demands be heard and properly attended to; 2) that the guidance program be made more functional through the hiring of guidance counselor for the elementary department and for the high school department;

and 3) that the Christian philosophy and educational objectives of the college be reinforced through a fully functional guidance program that cater to all students need.

Another study for a proposed guidance program was conducted by Cabanganan (1994). This particular investigation was done to appraised the guidance program of state colleges and universities in Region VIII with emphasis on the career guidance. Cabanganan gave the following recommendations: 1) guidance program being an integral part of the educational program must have the total support of the administration and the cooperation of the staff, 2) periodic evaluation of the guidance program be conducted to have an insight into the implementation of the program so as to make it more beneficial to the students; 3) a psychometrecian be hired for a well-implemented testing program. Likewise, a clerk be assigned to do the clerical work so as to enable the guidance counselor to dedicate her time to more guidance and counseling activities; and 4) periodic in-service trainings be conducted to enable teachers and professors understand their task as guidance workers this making them cooperate fully with the guidance counselors.

Daz (1997) likewise, evaluated the guidance activities in Gandara Central Elementary School with the aim of proposing a guidance program. She found out among others that the school did not have an organized guidance program though a teacher was designated as a guidance counselor. She also found out that the homeroom advisers were not aware of any homeroom guidance activities. Because of the inefficiency of guidance activities she recommended a guidance program for the school and requested for the

designation of a professionally trained guidance worker or the present guidance counselor be encouraged to take up masteral studies in Guidance and Counseling.

The studies of Davantes, Cabanganan and Daz have contributed much to this investigation as all were involved with the appraisal of guidance programs and its implementations. Their studies differ only from the present study as the present investigation is more into the competencies of guidance counselors.

Bolledo (1998) conducted an investigation on the competence of the elementary grade teachers as guidance workers. She came up with the following conclusions: 1) the teachers of Catbalogan I perceived themselves to be highly competent in the performance of their jobs as guidance workers; 2) attitudes of the teachers toward their roles as guidance workers were greatly influenced by the factors as sex, civil status and educational qualifications; 3) the teachers were fully aware of their functions as guidance workers and also fully convinced that the same were a part of their teaching professions; and 4) age, sex, civil status, educational qualification and teaching experience did not significantly influence the competence of the teachers as regards to their roles as guidance worker.

Pimentel (1999) on her study, "Involvement of Homeroom Advisers and Guidance Counselors in Homeroom Guidance Activities as an Input into a Proposed Model", she gave the following conclusions: 1) majority of the homeroom advisers and guidance counselors have been in the teaching professions for a number of years. Only few of the advisers were neophytes in the teaching service. This implies that the homeroom advisers and guidance counselors had its commitment to the profession with

the goal and vision of success for individual development; 2) most of the seminars and trainings in guidance attended by the homeroom advisers were only on the district and division levels. This means that the respondents need to update further their skills in homeroom guidance; 3) the teachers were highly involved in various homeroom activities in spite of the hectic teaching schedules. They were greatly involved in the homeroom activities as personality development, leadership and citizenship training and career development; and 4) just like any program, the homeroom advisers have also meet problems as lack of homeroom kits, indifference of some subject teachers and no specific time for homeroom guidance.

Pimentel's study have bearing on the present study as both are into competencies of guidance worker. However, the previous study is concerned with the homeroom advisers while the present study is on the competencies of the guidance counselor.

The various studies cited and reviewed by the researcher have in one way or another helped and aided in the conceptualization of this investigation.

Chapter 3

METHODOLOGY

This chapter presents and describes the research design, the various instruments used in gathering data, the sampling procedure, the gathering of data and the statistical tools that were used to interpret the data in this study.

Research Design

This study made use of the normative-descriptive survey method of research in appraising the competencies of the guidance counselors in the implementation of the various guidance services. The principal instrument utilized was the questionnaire. This was supplemented by unstructured interview, observation and documentary analysis.

The statistical measure that were used in this particular study are the weighted mean, ANOVA, Scheffe's test and chi-square.

Instrumentation

This study made use of the formulated questionnaire as its principal instrument. It likewise utilized interview, observation, and documentary analysis, to support data taken from the questionnaire.

Questionnaire. The questionnaire was the principal instrument that was used by the researcher to gather data. This was a self-formulated questionnaire which was a result of a thorough investigation of studies and other pertinent documents.

There were two sets of questionnaire used in the study. One for the guidance counselors and another one for the administrators and school teachers.

The questionnaire for the guidance counselor was of four parts. Part I was on personal data of the guidance counselor; Part II covers the competency level of the guidance counselors concerning the activities of the five guidance services; Part III pertains to some difficulties met by the guidance counselors in implementing the guidance program; and Part IV calls for some suggestions to solving the identified difficulties.

The other questionnaire was for the administrators and teachers. This was composed of only one part – particularly on the perception of these group of respondents on the competency level of the guidance counselors on the implementation of the activities of guidance services.

Interview. An unstructured interview was also used by the researcher to counter-check and verify data that were vaguely answered by the respondents. This was resorted to get a clear picture on the implementation of the activities under the guidance services.

Observation. An ocular observation was also conducted in this study. This was essential to supplement data that were needed by the researcher. This was done by the researcher to gain an insight into the facilities of the guidance center, the relationship and atmosphere in the guidance center and other aspect that gave credence to the investigation.

Documentary analysis. Documents as books, studies, samples of guidance programs, performance ratings of the guidance counselors were also reviewed by the researcher. This was very essential to get an idea whether there were guidance program followed by the guidance counselors.

Validation of Instrument

The two sets of instrument used in this study was first submitted to an expert validation. This was done in two levels. The first expert validation was conducted among the masteral students of Samar State Polytechnic College specializing in Guidance and Counseling. Comments and suggestions of the masteral students were taken into consideration and incorporated in the questionnaire. The second expert validation was conducted among selected guidance counselors in secondary schools in Calbayog City. These were the guidance counselors who finished their masteral degree in guidance and counseling. The purpose of the second level of expert validation was to improve the questionnaire.

The questionnaire was also submitted to a dry-run among selected respondents in the district of Calbayog City. The district of Calbayog City was selected as it is a part of the Samar Province. Comments and suggestions of the guidance counselors, administrators and teachers were considered. The questionnaire was then revised and was submitted to the adviser for final approval.

Sampling Procedure

The purposive sampling procedure was utilized by the researcher to determine the district or school that were taken as respondents. Of the thirty-three districts, only

twenty-six districts were involved in the study with twenty-eight central schools and with 28 guidance counselors.

All administrators of the 28 districts/central schools were taken as respondents but only 42 of the 50 identified administrators have returned the questionnaire.

For the selection of teacher-respondents, the Slovens formula was used. Of the 730 teachers from the 28 central schools, 258 were chosen as respondents.

There were 328 respondents in all coming from the three group of respondents. This is reflected in Table 1.

Table 1
Respondents by School

School	Guidance Counselors			Teachers			Administrators			Total		
	No.	Freq.	%	No.	Freq.	%	No.	Freq.	%	No.	Freq.	%
1. Basey I	1	1	3.57	24	9	3.49	2	2	4.00	27	12	3.57
2. Basey II	1	1	3.57	20	8	3.10	2	2	4.00	23	11	3.27
3. Calbiga	2	2	7.14	43	16	6.20	2	2	4.00	47	20	5.95
4. Catbalogan I	1	1	3.57	78	26	10.07	2	2	4.00	81	29	8.63
5. Catbalogan II	2	2	7.40	47	15	5.81	2	2	4.00	51	19	5.65
6. Catbalogan III	1	1	3.57	51	21	8.14	2	2	4.00	53	24	7.14
7. Catbalogan IV	1	1	3.57	30	8	3.10	2	2	4.00	33	11	3.27
8. Daram	1	1	3.57	28	7	2.71	2	2	4.00	31	10	2.98
9. Gandara I	1	1	3.57	23	8	3.10	2	2	4.00	26	11	3.27
10. Gandara II	1	1	3.57	22	6	2.32	2	2	4.00	25	9	2.68
11. Hinabangan	1	1	3.57	24	10	3.87	2	2	4.00	27	13	3.86
12. Jiabong	1	1	3.57	23	8	3.10	2	2	4.00	26	11	3.27
13. Marabut	1	1	3.57	15	10	3.87	2	2	4.00	18	13	3.86
14. Motiong	1	1	3.57	22	7	2.71	2	2	4.00	25	10	2.98
15. San Jorge	1	1	3.57	23	8	3.10	2	2	4.00	26	11	3.27
16. Sta. Margarita	1	1	3.57	28	11	4.26	2	2	4.00	31	14	4.17
17. Sta. Rita	1	1	3.57	26	8	3.10	2	2	4.00	29	11	3.27
18. Sto. Niño	1	1	3.57	16	10	3.87	2	2	4.00	19	13	3.86
19. Tarangan	1	1	3.57	23	9	2.71	2	2	4.00	26	10	2.98
20. Pagsanghan	1	1	3.57	23	8	3.10	0	0	0.00	24	9	2.68
21. Villareal I	1	1	3.57	20	8	3.10	2	2	4.00	23	11	3.27
22. Villareal II	1	1	3.57	30	8	3.10	2	2	4.00	33	11	3.27
23. Wright I	1	1	3.57	23	7	2.71	2	2	4.00	26	10	2.98
24. Wright II	1	1	3.57	20	6	2.32	2	2	4.00	23	9	2.68
25. San Jose de Buan	1	1	3.57	10	9	3.49	2	2	4.00	12	12	3.57
26. Zumarraga	1	1	3.57	22	9	3.49	2	2	4.00	12	12	3.57
Total	28	28	100	714	258	100	50	50	100	792	336	100

Gathering of Data

Data for this investigation was gathered personally by the researcher. This was very essential to obtain a hundred percent response from the respondents, most especially from the guidance counselors and administrators.

To field the questionnaire, the researcher requested permission from the Division Schools Superintendent and from the district supervisors where there was an assigned guidance counselors. This was very important for the researcher to get the whole-hearted cooperation of the respondents.

As soon as the data was gathered, this were collated, tabulated and analyzed. The data was classified into three categories – those from the guidance counselors, and from the administrators, and teachers.

Treatment of Data

To present the profile of the guidance counselors in terms of age and sex, civil status, educational qualification, in-service trainings and experience as guidance counselors, frequency distribution and percentage was used.

Weighted mean. The Likert five-point scale was also utilized to present the perception of the guidance counselors, administrators, and teachers on the competencies of the guidance counselors. The descriptive ratings for the presentation is as follows:

<u>Weight</u>	<u>Descriptive Rating</u>	<u>Mean Scale</u>
5	highly competent	4.51 – 5.00
4	satisfactorily competent	3.51 – 4.50

3	moderately competent	2.51 – 3.50
2	slightly competent	1.51 – 2.50
1	incompetent	1.00 – 1.50

ANOVA. To answer question number three whether there is a significant differences on the perception of the three respondents in terms of competency level of the guidance counselors, the one-way classification of variance with the following formula (Walpole, 1992: 382) was utilized:

Sum of Variation	Sum of Squares	Degrees of Freedom	Mean Square	Computed F
Column Means	SSC	K - 1	$S_1^2 = \frac{SSC}{K - 1}$	$\frac{S_1^2}{S_2^2}$
Error	SSE	K (n - 1)	$S_2^2 = \frac{SSE}{K (n - 1)}$	—
Total	SST	nK - 1	—	—

where:

SSC = the sum of square for column means

$$= n \sum (\bar{X}_i - \bar{X}_{..})^2$$

SSE = the error sum of squares

$$= \sum \sum (X_{ij} - \bar{X}_i)^2$$

SST = the total sum of squares

$$= \sum \sum (X_{ij} - \bar{X}_{..})^2$$

The computed F-value was compared with the tabular F-value. In cases where the computed F-value was equal or lesser than the tabular F-value, the hypothesis was accepted and where the computed F-value was greater than the critical F-value, the hypothesis was rejected.

Scheffe's test. For the hypothesis that was rejected as the result of the computed F-test, and to further test the significance of the differences between the perceptions of the three groups of respondents, the Scheffe's test was employed as the posteriori test using the following formula (Snedecor & Cochran, 1975: 271):

$$st = \frac{(\bar{X}_i - \bar{X}_j)^2}{S_2^2 (N_i + N_j) / N_i N_j}$$

To determine the significance, the computed st was compared with the critical value (tabular F-value X [K - 1]. Computed st value that was lesser than the critical value, will be considered "not significant", while those values that were equal to or greater than the critical value were considered "significant".

Chi-square. To answer the fifth question on whether the age and sex, civil status, educational qualification, in-service trainings and experience as guidance counselors influence the competency level of the guidance counselors, the chi-square was utilized with chi-square table set at .05 level of significance. The formula is given below (Ferguson & Takane, 1989: 229):

$$X^2 = \sum \frac{(O - E)^2}{E}$$

where:

X^2 = the computed chi-square value

O = the observed frequency

E = the expected frequency

df = (r - 1) (c - 1)

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This study attempted to look into the competency level of the guidance counselors in the implementation of the services in the guidance program. The data gathered from the guidance counselors, administrators and teachers are presented in tables, analyzed and interpreted in this chapter.

Profile of the Guidance Counselors

To gain an insight into whether the guidance counselors were qualified to implement the guidance program of the various elementary schools, it is imperative to look into their personal profile.

Age and sex of respondents. The age and sex profile of the guidance counselors is reflected in Table 2. The table shows that there were ten males and 18 females who were designated as guidance counselors in the 28 central elementary schools in the Division of Samar.

The average age for the male guidance counselors is 48 years while the female guidance counselors is 47.72 years. There were three or 30.00 percent of the male guidance counselors who have ages in the range of 51-55; and two or 20.00 percent with age range of 41-45 and 56-60.

Table 2*Age and Sex Profile of the Guidance Counselors*

Age Bracket	M a l e		F e m a l e		T o t a l	
	Number	Percent	Number	Percent	Number	Percent
31 – 35	1	10.00	1	5.56	2	7.15
36 – 40	1	10.00	2	11.11	3	10.71
41 – 45	2	20.00	4	22.22	6	21.43
46 – 50	1	10.00	3	16.67	4	14.29
51 – 55	3	30.00	6	33.33	9	32.14
56 – 60	2	20.00	2	11.11	4	14.28
T o t a l	10	100.00	18	100.00	28	100.00
Average Age	48 years		47.72 years		47.82 years	

Among the female guidance counselors, six or 33.33 percent belong to the age range of 51-55; four or 22.22 percent in the age range of 41-45; and three or 16.67 percent with the age range of 46-50.

The data reflects that majority of the guidance counselors are in their late forties and so may tend to be matured enough in dealing with their pupils.

Civil status. Civil status of respondents is reflected in Table 3. Of the 28 guidance counselors, 18 or 64.28 percent were married; six or 21.43 percent were still single and four or 14.28 percent were already widowed.

Of the male guidance counselors, seven or 70.00percent were married; two or 20.00 percent were still single and only one or 10.00 percent was a widower. On the female guidance counselors, eleven or 61.11 percent were married; four or 22.22 percent were still single while four or 14.28 percent were already widowed.

The data as reflected in this table signifies that majority of the guidance counselors may have the experience of dealing and caring for children and this may be able to relate well to the pupils.

Table 3

Civil Status of the Guidance Counselors

Age Bracket	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Single	2	20.00	4	22.22	6	21.43
Married	7	70.00	11	61.11	18	64.29
Widow/Widower	1	10.00	3	22.22	4	14.28
Total	10	100.00	18	100.00	28	100.00

Educational qualification of guidance counselors. Table 4 presents the educational qualification of the guidance counselors. Majority of the 28 guidance counselors are bachelor degree holders. There were four or 14.28 percent of the 28 guidance counselors who have Master of Arts degree; six or 21.43 percent who have finished the academic requirement for the Master of Arts; and 12 or 42.62 percent who were holder of the degree, Bachelor of Science in Elementary Education with units in masteral studies. Only six or 21.43 percent who have not started their masteral studies.

The data as reflected in Table 4 suggest that the guidance counselors have already taken their masteral studies which may help them to become effective in their task as guidance counselors.

Table 4

Educational Qualification of the Guidance Counselors

Educational Qualification	Number	Percent	R a n k
MA Degree	4	14.28	4
MA "CAR"	6	21.43	2.5
BSEED with MA units	12	42.86	1
BSEED	6	21.43	2.5
T o t a l	28	100.00	----

Specialization or major preparation of the guidance counselors. The specialized course or major preparation of the guidance counselors who have opted to take their masteral units is shown in Table 5.

As reflected in the table, there were 14 or 50.00 percent of them who have specialized in guidance and counseling. Taking the course will enable them to come-up with a good guidance program and to implement it effectively.

Other designated guidance counselors have taken as their specialization other courses as four or 14.29 percent have specialized in Administration and Supervision; while two or 7.14 percent have specialized in English and another two or 7.14 percent in Filipino.

Table 5

Specialization/Major Preparation of the Guidance Counselors

Specialization/Major Preparation	Number	Percent
Guidance and Counseling	14	50.00
English	2	7.14
Administration & Supervision	4	14.29
Filipino	2	7.14
General BSEED	6	21.43
T o t a l	28	100.00

There were still six or 21.43 percent who were still holder of the general course in Bachelor of Science in Education.

Work experience as guidance counselors. The guidance counselors who have put years to their task have more opportunity to be efficient and effective in his/her responsibilities to the pupils.

Table 6 shows the work experience of the designated teachers as guidance counselors. As shown in the table, there were eleven or 39.28 percent of the guidance counselors who have 12-14 years experience in their present assignments. There were six

Table 6

Experience as Guidance Counselors

Number of Years	Number	Percent
18 – 20	2	7.14
15 – 17	6	21.43
12 – 14	11	39.28
9 – 11	4	14.29
6 - 8	5	17.86
T o t a l	28	100.00
Mean		
Standard Deviation		

or 21.43 percent who have 15-17 years while two or 7.14 percent have been working as guidance counselors for 18-20 years.

There were five or 17.85 percent who have only from 6-8 years experience as guidance counselors.

In-service trainings of guidance counselors. Table 7 shows the in-service trainings attended by the guidance counselors. As reflected in the table, all the 28 guidance counselors have the privilege of undergoing the division level of in-service training for guidance counselors. Twenty-one or 75.00 percent of the respondents have attended district training; sixteen or 57.14 percent were sent to regional trainings while only eight or 28.57 percent have attended national training.

The data in Table 7 signifies that the designated guidance counselors, though do not possess the essential specialization for guidance and counseling were sent to attend

Table 7

In-service Trainings as Guidance Counselors

Type of Training	Total Number of Trainings	Training Aailed	Percent	R a n k
District Level	28	21	75.00	2
Division Level	28	28	100.00	1
Regional Level	28	16	57.14	3
National Level	28	8	28.57	4

various in-service trainings. These trainings have one way or another equipped them with the necessary know-how to function and perform the responsibilities of a guidance counselor.

Performance rating as guidance counselors. Table 8 reflects the performance ratings of the guidance counselors. As reflected in the table, 21 or 75.00 percent of the respondents performed “very satisfactorily” in their task as guidance counselors. Four or 14.28 percent were rated “outstanding” while only three or 10.71 percent got a rating of “satisfactory”. The data in Table 8 presents a clear picture that the designated guidance counselors were conscientious, efficient and most probably also effective workers.

Competencies of Guidance Counselors

Guidance counselors occupies a strategic position in the implementation of the guidance program. With their active presence, teachers and other school personnel may

Table 8

Performance Rating as Guidance Counselors

Performance Rating	Number	Percent
Outstanding	4	14.28
Very Satisfactory	21	75.00
Satisfactory	3	10.71
T o t a l	28	100.00

be motivated to be more involved with the program. In this particular study, the researcher tried to look into the competency level of the guidance counselors along the five guidance services in the various elementary schools in the Division of Samar.

The Likert five-point scale was used to analyze the competencies of the respondents. The descriptive ratings used was "highly competent", "satisfactorily competent", "moderately competent", "slightly competent", and "incompetent" with the scale of 5, 4, 3, 2, and 1.

Work competencies along the activities of the inventory services. Table 9 presents the individual inventories of the guidance counselors along the various activities of the inventory service. The grand mean for the group of respondents is 3.36 which suggest that the guidance counselors were "slightly competent" along the activities of the inventory service. The perception of the three groups of respondents were all slightly competent with the guidance counselors rating themselves with the weighted mean of 3.40. The administrators with 3.41 and the teachers who gave the weighted mean of 3.26.

The highest weighted mean given by the guidance counselors on their perception of their competency level on the eight activities along the inventory service was on "preparing a total testing program for guidance" which got a weighted mean of 4.07 or "highly competent". They got and perceived themselves to be "slightly competent" on the "collection and utilization of autobiographies from pupils". This got a weighted mean of only 2.93.

The school administrators on the other hand perceived the guidance counselors to be highly competent in "records pupils past and current academic achievement and co-

Table 9

*Work Competencies of Guidance Counselors
On Inventory Service*

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
1. Collect a personal history of the pupils in the orderly and organized manner.	Guidance Counselors	3 (15)	8 (32)	12 (36)	4 (8)	1 (1)	28 (92)	3.28	SC
	Administrators	2 (10)	10 (40)	25 (75)	5 (10)		42 (135)	3.21	SC
	Teachers	18 (90)	48 (192)	112 (336)	68 (138)	12 (12)	258 (768)	2.98	SC
2. Records pupils' past and current academic achievement and co-curricular activities.	Guidance Counselors	5 (25)	13 (52)	8 (24)	2 (4)		28 (105)	3.75	HC
	Administrators	12 (60)	15 (60)	10 (30)	4 (8)	1 (1)	42 (159)	3.79	HC
	Teachers	16 (80)	42 (184)	192 (486)	31 (62)	7 (7)	258 (819)	3.17	SC
3. Uses pupil inventories to learn about pupil and more.	Guidance Counselors	2 (10)	6 (24)	18 (54)	2 (4)	1 (1)	28 (93)	3.32	SC
	Administrators	4 (20)	8 (32)	18 (54)	12 (24)		42 (130)	3.09	SC
	Teachers	18 (90)	68 (272)	118 (354)	51 (102)	3 (3)	258 (851)	3.30	SC
4. Prepares a total testing program.	Guidance Counselor	12 (60)	8 (32)	6 (18)	2 (4)		28 (114)	4.07	HC
	Administrators	15 (75)	12 (48)	10 (30)	4 (18)	1 (1)	42 (162)	3.86	HC
	Teachers	42 (210)	116 (464)	68 (204)	30 (60)	2 (2)	258 (940)	3.64	HC
5. Have a mastery of proper use of standardized tests.	Guidance Counselor	6 (30)	5 (20)	12 (36)	5 (10)		28 (96)	3.43	SC
	Administrators	10 (50)	12 (48)	18 (54)	2 (4)		42 (156)	3.71	HC
	Teachers	12 (60)	36 (144)	162 (486)	41 (82)	7 (7)	258 (786)	3.05	SC
6. Uses the results of tests and inventories.	Guidance Counselor	2 (10)	6 (24)	14 (42)	5 (10)	2 (4)	28 (90)	3.21	SC
	Administrators	4 (20)	8 (32)	12 (36)	10 (20)	8 (8)	42 (116)	2.76	SC

Table 9 continued

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
7. Collects and utilizes autobiographies from pupils.	Teachers	16 (80)	84 (252)	58 (174)	68 (204)	32 (32)	258 (742)	2.88	SC
	Guidance Counselors	2 (10)	4 (10)	12 (30)	8 (10)	2 (2)	28 (82)	2.92	SC
	Administrators	6 (30)	10 (40)	16 (48)	6 (12)	4 (4)	42 (134)	3.19	SC
	Teachers	18 (90)	96 (384)	121 (363)	20 (40)	3 (3)	258 (880)	3.41	SC
	Guidance Counselors	4 (20)	8 (32)	10 (30)	4 (8)	2 (2)	28 (92)	3.28	SC
	Administrators	12 (60)	15 (60)	8 (24)	5 (10)	2 (2)	42 (156)	3.71	HC
8. Prepares a sociogram of classes.	Teachers	36 (180)	112 (448)	97 (291)	9 (18)	4 (4)	258 (941)	3.68	HC
	Guidance Counselor							3.40	SC
	Administrators							3.41	SC
	Teachers							3.26	SC
GRAND MEAN									

Legend:

Weight	Scale	Interpretation
4.51 – 5.00	5	Very Competent
3.51 – 4.50	4	Highly Competent
2.51 – 3.50	3	Slightly Competent
1.51 – 2.50	2	Moderately Competent
1.00 – 1.50	1	Incompetent

curricular activities”, “prepare a total testing program”, “have a mastery of proper use of standardized test” and “prepare a sociogram of classes” with a weighted mean of 3.75, 3.86, 3.71 and 3.71, respectively.

The teachers have perceived that the guidance counselors were highly competent only on two activities. These were on “prepare a total testing program” with a weighted mean of 3.64 and “prepare a sociogram of classes” with a weighted mean of 3.68.

The data as reflected by Table 9 suggest that the guidance counselors have to strive and up-grade their competencies on the inventory service.

Work competencies along the activities of the information service. The work competencies of the guidance counselors along the activities of the information service is reflected in Table 10. The three group of respondents have perceived that the guidance counselors were “highly competent” in this particular service. The grand mean is 3.62 or “highly competent” with a weighted mean of 3.81, 3.63 and 3.53 from the guidance counselors, administrators and teachers, respectively.

The guidance counselors have perceived themselves to be “highly competent” on activities number 2, 3, 4, 5, 6, 7, 8, 9 and 10 with weighted mean of 3.75, 3.89, 3.57, 4.07, 3.93, 3.92, 3.93, 3.78, and 4.14, respectively.

The administrators perceived that the guidance counselors are “highly competent” only on six activities. These are activities number 4, 5, 6, 7, 8 and 10 with the weighted mean of 3.71, 3.80, 3.59, 3.95, 3.74 and 3.64, respectively. All other activities performed by the guidance counselors under the information service were perceived by the administrators to be only “slightly competent”.

The teachers, on the other hand, have perceived eight activities which they believed the guidance counselors were “highly competent”. These were on activities number 4, 5, 6, 7, 8, 9, 10 and 11. The weighted mean given for these activities were 3.54, 3.79, 3.51, 3.70, 3.88, 3.59, 3.62 and 4.01, respectively.

The data on Table 10 suggest that the guidance counselors have done their best to effectively implement the activities supposed to be conducted in the information service.

Table 10

*Work Competencies of Guidance Counselors
On Information Service*

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
1. Develop a broad and realistic view of life's opportunities and problems at all levels of trainings.	Guidance Counselors	3 (15)	5 (20)	12 (36)	7 (14)	1 (1)	28 (98)	3.50	SC
	Administrators	2 (10)	8 (32)	21 (63)	9 (18)	2 (2)	42 (125)	2.98	SC
	Teachers	8 (80)	26 (104)	104 (312)	116 (232)	4 (4)	258 (732)	2.94	SC
2. Helps youngsters to explore job fields and to assess their interest in which they can develop their abilities.	Guidance Counselors	8 (40)	10 (40)	6 (18)	3 (6)	1 (1)	28 (105)	3.75	HC
	Administrators	6 (30)	14 (56)	16 (48)	4 (8)	2 (2)	42 (144)	3.43	HC
	Teachers	18 (90)	86 (344)	98 (294)	26 (52)	30 (30)	258 (810)	3.14	SC
	Guidance Counselors	6 (30)	12 (48)	8 (24)	3 (6)	1 (1)	28 (105)	3.89	HC
3. Provides activities that will develop pupil's abilities.	Administrators	10 (50)	8 (32)	14 (42)	8 (16)	2 (2)	42 (142)	3.38	SC
	Teachers	24 (120)	34 (136)	164 (492)	30 (60)	6 (6)	258 (814)	3.15	SC
4. Provides abundant experiences which will acquaint children with many different types of work.	Guidance Counselor	6 (30)	10 (40)	7 (21)	4 (8)	1 (1)	28 (100)	3.57	HC
	Administrators	12 (60)	15 (60)	8 (24)	5 (10)	2 (2)	42 (156)	3.71	HC
	Teachers	46 (230)	98 (392)	76 (228)	26 (52)	12 (12)	258 (914)	3.54	HC
5. Assists pupils in building good work habits and learning how to work with all kinds of pupils.	Guidance Counselor	10 (50)	12 (48)	4 (12)	2 (4)		28 (114)	4.07	HC
	Administrators	12 (60)	16 (64)	10 (30)	2 (4)	2 (2)	42 (160)	3.80	HC
	Teachers	58 (290)	96 (384)	98 (294)	5 (10)	1 (1)	258 (979)	3.79	HC
6. Assists pupils to see interrelationship among various fields of work.	Guidance Counselor	8 (40)	12 (48)	7 (21)	1 (2)		28 (110)	3.93	SC
	Administrators	9 (45)	16 (64)	10 (30)	5 (10)	2 (2)	42 (160)	3.80	HC
	Teachers	41 (205)	94 (376)	86 (258)	31 (62)	6 (6)	258 (907)	3.51	HC

Table 10 continued

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
7. Assists pupils in developing proper attitudes towards all types of socially useful works.	Guidance Counselors	8 (40)	10 (40)	10 (30)			28 (110)	3.93	HC
	Administrators	12 (60)	18 (72)	10 (30)	2 (4)		42 (166)	3.95	HC
	Teachers	46 (230)	98 (392)	108 (324)	4 (8)	2 (2)	258 (956)	3.70	HC
8. Acquaint pupils with certain problems related to educational planning.	Guidance Counselors	6 (30)	16 (64)	4 (12)	2 (4)		28 (110)	3.93	HC
	Administrators	12 (60)	14 (56)	10 (30)	5 (20)	1 (1)	42 (157)	3.74	HC
	Teachers	51 (255)	88 (352)	102 (306)	12 (24)	5 (2)	258 (1002)	3.88	HC
9. Provides educational facilities for pupils' appropriate future educational plans.	Guidance Counselors	5 (25)	8 (32)	10 (30)	4 (8)	1 (1)	28 (96)	3.43	SC
	Administrators	12 (60)	9 (36)	15 (45)	6 (12)		42 (153)	3.64	HC
	Teachers	46 (230)	92 (368)	98 (294)	12 (24)	10 (10)	258 (926)	3.59	HC
10. Assists pupils who do not continue study to adjust to further learning.	Guidance Counselors	6 (30)	12 (48)	8 (24)	2 (4)		28 (106)	3.78	HC
	Administrators	8 (40)	10 (40)	14 (42)	7 (14)	3 (3)	42 (139)	3.30	SC
	Teachers	46 (230)	92 (368)	102 (306)	12 (24)	6 (6)	258 (934)	3.62	HC
11. Provides pupils information on social problems for better adjustments for society.	Guidance Counselors	12 (60)	10 (40)	4 (12)	2 (4)		28 (116)	4.14	HC
	Administrators	8 (32)	14 (56)	12 (36)	6 (12)	2 (2)	42 (138)	3.28	SC
	Teachers	92 (460)	98 (392)	52 (156)	12 (24)	4 (4)	258 (1036)	4.01	HC
GRAND MEAN	Guidance Counselor							3.81	HC
	Administrators							3.53	HC
	Teachers							3.53	HC

Legend:

Weight	Scale	Interpretation	Weight	Scale	Interpretation
4.51 - 5.00	5	Very Competent	1.51 - 2.50	2	Moderately Competent
3.51 - 4.50	4	Highly Competent	1.00 - 1.50	1	Incompetent
2.51 - 3.50	3	Slightly Competent			

Work competencies along the activities on the counseling service. Counseling is said to be the heart of the guidance program. This is the component of guidance for which the school counselor takes primary responsibility (Jones, 1970: 135). The competency level of the guidance counselors on the activities of the counseling service is reflected in Table 11.

The grand mean for the three groups of respondents is 3.49 which means "highly competent". The perception of the guidance counselors on their counseling competency is 3.62 or "highly competent". The perception of the administrators and the teachers is that the guidance counselors were only "slightly competent" as the administrator have given a weighted mean of 3.36 and the teachers come up with a weighted mean of 3.50.

The guidance counselors have perceived themselves to be highly competent on the counseling activities number 2, 3.1, 3.3, 3.4, 4 and 5 with the respective weighted scale of 3.60, 3.64, 3.53, 3.78, 4.10 and 3.93. The data still suggest that the guidance counselors have to strive to up-grade their competency level in the counseling process as this is a very sensitive function of the guidance program.

The administrators group have perceived that the guidance counselors were "highly competent" on only three counseling activities. These are activities on "conduct counseling conference with the academically talented", "conduct counseling interviews with parents and counselee"^{3.4} and "refer pupils with highly specific problems with specialists". These were rated with 3.69, 3.50 and 4.07, respectively.

While the teachers have perceived that the guidance counselors were "highly

Table 11

*Work Competencies of Guidance Counselors
on Counseling Service*

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
1. Exerts effort to each for indications of mal-adjustments among pupils.	Guidance Counselors	2 (10)	10 (40)	12 (36)	4 (18)		28 (94)	3.86	HC
	Administrators	6 (30)	8 (32)	14 (42)	9 (18)	5 (9)	42 (127)	3.02	HC
	Teachers	21 (105)	96 (384)	88 (264)	43 (86)	10 (10)	258 (849)	3.29	SC
2. Interviews all pupils requiring counseling services.	Guidance Counselors	3 (15)	14 (56)	8 (24)	3 (6)		28 (101)	3.60	HC
	Administrators	5 (25)	9 (36)	18 (54)	6 (12)	4 (4)	42 (131)	3.12	HC
	Teachers	31 (155)	88 (352)	96 (288)	40 (80)	3 (3)	258 (878)	3.40	SC
3. Conducts counseling conferences with pupils who need guidance such as: 3.1 The academically talented.	Guidance Counselors	6 (30)	10 (40)	8 (24)	4 (8)		28 (102)	3.64	HC
	Administrators	4 (20)	12 (48)	18 (54)	5 (10)	3 (3)	42 (155)	3.69	HC
	Teachers	26 (130)	104 (416)	72 (216)	48 (96)	8 (8)	258 (866)	3.36	SC
3.2 Those with educational problems.	Guidance Counselor	2 (10)	12 (48)	8 (24)	6 (12)		28 (94)	3.36	SC
	Administrators	4 (20)	8 (32)	18 (54)	9 (18)	3 (3)	42 (127)	3.02	SC
	Teachers	64 (320)	96 (384)	88 (264)	6 (12)	2 (2)	258 (982)	3.80	HC
3.3 Those with economic problems.	Guidance Counselor	3 (15)	12 (48)	10 (30)	3 (6)		28 (99)	3.53	HC
	Administrators	4 (20)	9 (36)	16 (48)	10 (20)	3 (3)	42 (127)	3.02	SC
	Teachers	63 (315)	97 (388)	82 (246)	12 (24)	4 (4)	258 (977)	3.79	HC
3.4 Those with personal problems.	Guidance Counselor	6 (30)	12 (48)	8 (24)	2 (4)		28 (106)	3.78	HC
	Administrators	9 (45)	10 (40)	13 (39)	8 (16)	2 (2)	42 (142)	3.38	SC

Table 11 continued

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
3.5 Those who need counseling interviews with their parents.	Teachers	48 (240)	98 (392)	82 (246)	18 (36)	12 (12)	258 (926)	3.59	HC
	Guidance Counselors	2 (10)	8 (32)	15 (45)	3 (9)		28 (93)	3.32	SC
	Administrators	10 (50)	12 (48)	12 (36)	5 (10)	3 (3)	42 (147)	3.50	SC
4. Refers pupils with highly specific problems to specialists.	Teachers	27 (135)	102 (408)	96 (288)	18 (36)	15 (15)	258 (882)	3.42	SC
	Guidance Counselors	12 (60)	10 (40)	3 (9)	3 (9)		28 (113)	4.10	HC
	Administrators	15 (75)	19 (76)	5 (15)	2 (4)	1 (1)	42 (171)	4.07	HC
5. Maintains confidentiality of the counseling process.	Teachers	89 (445)	94 (376)	68 (204)	7 (14)		258 (839)	3.25	SC
	Guidance Counselors	10 (50)	9 (36)	6 (18)	3 (9)		28 (110)	3.93	HC
	Administrators	9 (45)	12 (48)	12 (36)	6 (12)	3 (3)	42 (144)	3.43	SC
GRAND MEAN	Teachers	48 (240)	92 (368)	88 (264)	24 (48)	6 (6)	258 (926)	3.59	HC
	Guidance Counselor							3.62	HC
	Administrators							3.36	SC
	Teachers							3.50	SC

Legend:

Weight	Scale	Interpretation
4.51 – 5.00	5	Very Competent
3.51 – 4.50	4	Highly Competent
2.51 – 3.50	3	Slightly Competent
1.51 – 2.50	2	Moderately Competent
1.00 – 1.50	1	Incompetent

competent" in four counseling activities. These are activities number 3.2, 3.3, 3.4 and 5 with the weighted mean of 3.80, 3.79, 3.59 and 3.59.

The data suggest that the guidance counselors must possess appropriate trainings, experiences and personal attitudes to function effectively. The counselor must be available at all times when the students need specific assistance.

Work competencies on educational and vocational placements. The various work competencies on educational and vocational activities is reflected in Table 12.

The grand mean for the three groups of respondents is 3.95 with the descriptive rating of "highly competent". The guidance counselors have rated themselves with 4.28 while the administrators and the teachers have given the weighted mean of 3.83 and 3.75, respectively.

The highest rating of the guidance counselors on eight activities along educational and vocational guidance was on "conferring with the school personnel concerning pupils needing special care" with a weighted mean of 4.86 or "very competent". All other activities were rated "highly competent".

The administrators and the teachers have given the guidance counselors a rating of "highly competent" in all the activities along educational and vocational guidance.

The data as reflected in Table 12 clearly suggest that the guidance counselors gave more emphasis on educational and vocational guidance in their dealing with pupils.

Work competencies along the activities of follow-up and research service.

The perception of the guidance counselors, administrators and teachers on the work competencies of the guidance counselors is reflected in Table 13. The grand mean for the three group of respondents is 2.60 with the descriptive rating of "slightly competent".

Table 12

*Work Competencies of Guidance Counselors on
Educational and Vocational Placement*

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
1. Study records and recommend placement of special pupils in guidance curriculum and school.	Guidance Counselors	8 (40)	12 (48)	6 (18)	2 (4)		28 (115)	4.10	HC
	Administrators	12 (60)	10 (40)	16 (48)	3 (6)	1 (1)	42 (155)	3.69	HC
	Teachers	68 (340)	92 (368)	94 (282)	4 (8)		258 (999)	3.87	HC
	Guidance Counselors	10 (50)	12 (48)	4 (12)	2 (4)		28 (114)	4.07	HC
2. Recommends special programs on subject change.	Administrators	12 (80)	14 (56)	10 (30)	5 (10)	1 (1)	42 (177)	4.21	HC
	Teachers	48 (240)	64 (256)	98 (294)	42 (84)	6 (6)	258 (880)	3.44	SC
3. Refer pupils with physical, mental, emotional and social problems to the appropriate school services or community agency.	Guidance Counselors	12 (60)	10 (40)	5 (15)	1 (1)		28 (117)	4.18	HC
	Administrators	14 (70)	16 (64)	8 (24)	3 (6)	1 (1)	42 (165)	3.93	HC
	Teachers	96 (480)	104 (416)	48 (144)	8 (16)	2 (2)	258 (866)	4.10	HC
	Guidance Counselor	12 (80)	10 (40)	4 (12)	2 (4)		28 (136)	4.86	VC
4. Confer with school personnel concerning pupils needing special help.	Administrators	18 (90)	10 (40)	8 (24)	6 (12)	2 (2)	42 (127)	3.02	SC
	Teachers	58 (290)	92 (368)	86 (296)	12 (24)	10 (10)	258 (988)	3.83	HC
	Guidance Counselor	8 (40)	12 (48)	6 (18)	2 (4)		28 (110)	3.93	HC
5. Supervise or attend clinical conferences concerning pupils with special problems.	Administrators	16 (80)	12 (48)	10 (30)	3 (6)	1 (1)	42 (165)	3.93	HC
	Teachers	56 (280)	96 (384)	86 (258)	18 (36)	2 (2)	258 (960)	3.72	HC
	Guidance Counselor	12 (60)	10 (40)	4 (12)	6 (12)	2 (2)	28 (126)	4.50	HC
6. Recommend pupils to vocational or educational programs.	Administrators	12 (60)	8 (32)	12 (36)	8 (16)	2 (2)	42 (146)	3.48	SC

Table 12 continued

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
7. Extends time to learn special interest of pupils.	Teachers	48 (240)	92 (368)	98 (294)	15 (30)	4 (4)	258 (936)	3.63	HC
	Guidance Counselors	12 (60)	10 (40)	3 (9)	3 (6)		28 (112)	4.10	HC
	Administrators	13 (65)	9 (36)	10 (30)	6 (12)	4 (4)	42 (147)	3.50	SC ⁴
	Teachers	62 (310)	96 (384)	84 (252)	12 (24)	4 (4)	258 (974)	3.77	HC
	Guidance Counselors	10 (50)	12 (48)	4 (12)	2 (4)		28 (126)	4.50	HC
	Administrators	13 (65)	16 (64)	8 (24)	3 (6)	1 (1)	42 (160)	3.80	HC
8. Attempts to discover the special talents of pupils.	Teachers	62 (310)	84 (336)	76 (228)	31 (62)	5 (5)	258 (941)	3.65	HC
	Guidance Counselor							4.28	HC
	Administrators							3.83	HC
	Teachers							3.75	HC
	Guidance Counselor								
	Administrators								
GRAND MEAN									

Legend:

Weight	Scale	Interpretation
4.51 - 5.00	5	Very Competent
3.51 - 4.50	4	Highly Competent
2.51 - 3.50	3	Slightly Competent
1.51 - 2.50	2	Moderately Competent
1.00 - 1.50	1	Incompetent

The guidance counselors perceived themselves to be slightly competent in this service with a weighted mean of 2.71 which was echoed by the administrators with 2.68. The teachers, on the other hand, have declared that the guidance counselors were moderately competent with a weighted mean of 2.41.

The three group of respondents have agreed only on two items which they declared that the guidance counselors were "slightly competent". This is on activities

Table 13

*Work Competencies of Guidance Counselors on
Follow-up Service - Research*

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
1. Spends time to look over records available about pupils.	Guidance Counselors	2 (10)	6 (24)	14 (42)	4 (8)	2 (2)	28 (86)	3.07	SC
	Administrators	10 (50)	12 (48)	16 (48)	4 (8)		42 (154)	3.67	HC
	Teachers	18 (90)	56 (224)	104 (312)	72 (144)	8 (8)	258 (778)	3.01	SC
2. Visits homes of pupils to come-up with coordinated guidance of parents.	Guidance Counselors	4 (20)	12 (48)	6 (18)	4 (8)	2 (2)	28 (96)	3.43	SC
	Administrators	8 (40)	10 (40)	14 (42)	8 (16)	2 (2)	42 (140)	3.33	SC
	Teachers	26 (130)	32 (128)	96 (288)	90 (180)	14 (14)	258 (740)	2.87	SC
3. Assists drop-outs in job placements, re-admission or school placements, the appropriate school services or community agency.	Guidance Counselors	2 (10)	4 (16)	10 (30)	10 (20)	2 (2)	28 (78)	2.78	SC
	Administrators	4 (20)	8 (32)	8 (24)	18 (36)	4 (4)	42 (116)	2.76	SC
	Teachers	21 (105)	18 (72)	88 (264)	126 (252)	5 (5)	258 (698)	2.70	SC
	Guidance Counselor	2 (10)	4 (16)	10 (30)	8 (16)	4 (4)	28 (76)	2.71	SC
4. Conduct studies of school leavers.	Administrators	8 (40)	4 (16)	6 (18)	21 (42)	3 (3)	42 (119)	2.83	SC
	Teachers	10 (50)	18 (72)	30 (90)	182 (364)	18 (18)	258 (594)	2.30	SC
	Guidance Counselor	6 (30)	12 (48)	6 (18)	4 (8)		28 (104)	3.71	HC
5. Evaluates guidance services and other functions of guidance programs.	Administrators	2 (10)	8 (32)	16 (48)	10 (20)	6 (2)	42 (116)	2.76	SC
	Teachers	18 (90)	140 (560)	88 (264)	10 (20)	2 (2)	258 (936)	3.63	HC
	Guidance Counselor	5 (25)	13 (52)	8 (24)	2 (4)		28 (105)	3.75	HC
6. Conducts in-service trainings for school staff.	Administrators	6 (30)	12 (48)	10 (30)	12 (24)	2 (2)	42 (134)	3.19	SC

Table 13 continued

Competencies	Respondents	Categories of Responses						Mean	Interpretation
		5	4	3	2	1	Total		
	Teachers	21 (105)	146 (584)	72 (216)	10 (20)	9 (9)	258 (934)	3.62	HC
	Guidance Counselor							3.21	SC
GRAND MEAN	Administrators							3.09	SC
	Teachers							3.02	SC

Legend:

<u>Weight</u>	<u>Scale</u>	<u>Interpretation</u>
4.51 – 5.00	5	Very Competent
3.51 – 4.50	4	Highly Competent
2.51 – 3.50	3	Slightly Competent
1.51 – 2.50	2	Moderately Competent
1.00 – 1.50	1	Incompetent

numbered 2 and 3 where the guidance counselors came up with a weighted mean of 2.50 and 2.78, the administrators given a weighted mean of 2.57 and 2.48 while the teachers came-up with the weighted mean of 2.63 and 2.98.

On the four other activities, that is number 1, 4, 5 and 6, the counselors and administrators have come-up with the descriptive rating of “slightly competent” while the teachers have given the “moderately competent” perception.

The data on Table 13 signifies that the guidance counselors have need to do to improve themselves on this follow-up service. This is usually the neglected service of the guidance program.

**Comparison of the Perceptions of the
Three Categories of Respondents
on the Work Competencies of the
Guidance Counselors**

In determining the work competencies of the guidance counselors, three categories of respondents were involved who gave their own perceptions relative thereto. To test if there exists a significant differences among the three perceptions, the analysis of variance was utilized.

Inventory service. The perceptions of the three categories who gave their group opinion on work competencies of the guidance counselors along inventory service were compared using the ANOVA which is presented in Table 14.

Table 14

*The ANOVA Table to Compare the Perceptions of the Three
Categories of Respondents on the Work Competencies
of the Guidance Counselors along
Inventory Service*

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Inter-pretation	Decision
				Computed	Tabular		
Between Groups	0.11717	2	0.058585	0.47	3.47	Not significant	Accept ho.
Within Groups	2.62363	21	0.1249348	----	----		
Total	2.74080	23	----	----	----		

From the said table, it can be gleaned that the computed F-value of 0.47 turned to be less than the tabular F-value of 3.47 which can be interpreted as “not significant”. Therefore, the perceptions of the three categories of respondents do not vary significantly. This means that the assessment of the three groups of respondents are the same.

Information service. Table 15 presents the summary of the ANOVA computation to compare the perceptions of the three categories of respondents on the work competency of the guidance counselors along this line. As presented, the computed

Table 15

*The ANOVA Table to Compare the Perceptions of the Three
Categories of Respondents on the Work Competencies
of the Guidance Counselors along
Information Service*

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Interpretation	Decision
				Computed	Tabular		
Between Groups	0.23957	2	0.119785	1.18	3.32	Not significant	Accept ho.
Within Groups	3.04293	30	0.1014318	----	----		
Total	3.28250	32	----	----	----		

F-value of 1.18 proved to be less than the tabular value of F of 3.32. This can be interpreted as "not significant". That leads to the acceptance of the null hypothesis.

Counseling service. The summary of the ANOVA computation along this line is revealed in Table 16. From the table it can be noted that the computed F-value of 2.88 is less than the tabular F-value of 3.40. This can be interpreted as "not significant" that lead to the acceptance of the null hypothesis.

Educational and vocational placement. The summary of the ANOVA computation to compare the perceptions of the three categories of respondents along this line is presented in Table 17. From the table it can gleaned that the computed F-value of

Table 16

The ANOVA Table to Compare the Perceptions of the Three Categories of Respondents on the Work Competencies of the Guidance Counselors along Counseling Service

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Interpretation	Decision
				Computed	Tabular		
Between Groups	0.46042	2	0.23021	2.88	3.40	Not significant	Accept ho.
Within Groups	1.91898	24	0.0799575	----	----		
T o t a l	2.37940	27	----	----	----		

7.72 turned to be greater than the tabular F-value of 3.47. Using the decision rule that if and when the computed value is equal or greater than the tabular value, the null hypothesis is rejected, the hypothesis stating a no significant difference in this area is therefore rejected.

Further test using the Scheffes' test to determine where the significance lies, the computed st-value (Table 18) revealed that the variance lied in the perception of the guidance counselors. This can be attributed to the direct involvement of this group of respondents to the guidance service along this area. Hence, they perceived their work competence based on their accomplished tasks.

Table 17

The ANOVA Table to Compare the Perceptions of the Three Categories of Respondents on the Work Competencies of the Guidance Counselors along Educational and Vocational Placement

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Interpretation	Decision
				Computed	Tabular		
Between Groups	1.44998	2	0.724995	7.72	3.47	Significant	Reject Ho.
Within Groups	1.97107	21	0.0938605	----	----		
Total	3.42105	23	----	----	----		

Table 18

Scheffes' Test Computation of Significance

Respondents Compared	Scheffes' Test Value		Evaluation
	Computed	Critical	
Guidance Counselors vs Administrators	11.085	6.94	Significant
Guidance Counselors vs Teachers	11.971	6.94	Significant
Advisers vs Teachers	0.0171	6.94	Not Significant

Table 19

The ANOVA Table to Compare the Perceptions of the Three Categories of Respondents on the Work Competencies of the Guidance Counselors along Follow-up/Research Service

Source of Variation	Sum of Squares	df	Mean Squares	F-value		Interpretation	Decision
				Computed	Tabular		
Between Groups	0.15214	2	0.076075	0.37	3.68	Not significant	Accept Ho.
Within Groups	3.10337	15	0.2068913	----	----		
Total	3.25551	17	----	----	----		

Follow-up and research service. Table 19 presents the summary of the ANOVA computation to compare the perceptions of the three categories of respondents on the work competency of the guidance counselors along this line. As presented, the computed F-value of 0.37 proved to be less than the critical value of F of 3.68. This can be interpreted as “not significant” that leads to the acceptance of the null hypothesis.

**Relationship Between the Competency
Level of the Guidance Counselors
and its Variates**

Table 20 presents the summary of the Chi-square computation to determine any significant relationship of the competency level of the guidance counselors with its variates. As gleaned from the same table, it can be noted that educational background and specialization/major preparation proved to be significant among the variates considered. This means that this two variates have significant influence in the competency level of the guidance counselors in the job they are in. This signified that those who posed to be competent guidance counselors are those who really have the preparation and equipped with the necessary skills acquired from formal schooling. It is worthwhile to not also that those who specialized Guidance and Counseling in the Baccalaureate and Masteral levels are the most qualified and competent guidance counselors.

Table 20

*Summary of the Chi-Square Value to Associate Relationship
Between the Competency Level of the Guidance
Counselors and Its Variates*

Variates	X ² -Value		Evaluation
	Computed	Critical	
Age	24.359	36.415	Not significant
Sex	0.437	9.499	Not significant
Civil Status	3.497	15.507	Not significant
Educational Background	42.943	31.410	Significant
Specialization / Major Preparation	28.759	15.507	Significant
In-service Trainings	28.695	41.337	Not significant
Experience	3.150	21.337	Not Significant
Performance Rating	24.597	41.337	Not significant

**Difficulties in the Implementation
of the Guidance Program**

The difficulties met by the guidance counselors in the implementation of the guidance program is shown in Table 21. The difficulty that ranked first is the “overloading of subject” assigned to the guidance counselors. Practically, all the 28 guidance counselors in the elementary level have pointed this out as their problems. This data suggest that the designated teachers as guidance counselors also given same teaching

Table 21

Difficulties in the Implementation of the Guidance Program

Problems	Number	Percent	Rank
1. Lack of knowledge on the concepts and principles of guidance.	18	6.12	12
2. Lack of understanding on the implementation of guidance services.	12	4.08	13
3. Poor attitude of administration towards the guidance program.	24	8.16	6
4. Poor dissemination of guidance counselor on homeroom guidance.	22	7.48	9
5. Absence of homeroom kits.	27	9.18	2
6. No supervision on homeroom guidance by the guidance counselor.	24	8.16	6
7. No time allotment for homeroom guidance.	25	8.50	3
8. Over-loading of subjects.	28	9.52	1
9. Apathy of teachers towards guidance work.	21	7.14	10.5
10. Inadequate guidance materials.	24	8.16	6
11. Inadequate guidance facilities.	24	8.16	6
12. Lack of financial support for guidance.	21	7.14	10.5
13. Poor attitude of community towards guidance program.	24	8.16	6
Total	294	100	

loads. The second difficulty pointed out was the "lack of homeroom kits". Twenty-seven of the 28 guidance counselors have declared that this was also one of their problems. Ranked third on Table 21 is "no time allotment for homeroom guidance". Twenty-five of the 28 guidance counselors have attested to this.

The difficulties that less bothered the guidance counselors were on the "lack of understanding in the implementation of guidance" and "lack of knowledge on the

concepts and principles of guidance" which ranked 13 and 12, respectively. There were only 13 or the 28 guidance counselors who have declared that difficulty number two on Table 21 have bothered them.

The data on Table 21 shows that majority of the teachers who were designated as guidance counselors have tried to update themselves on the principles and theories of guidance counselors but could not become effective due to various other factors that saddled them.

Suggested Solutions to the Difficulties

Table 22 reflects the suggested solutions to the difficulties in the implementation of the guidance program. These were suggested by the guidance counselors themselves. There were six solutions that have the same urgency as perceived by the guidance counselors. All the 28 guidance counselors have attested to this. These solutions that have occupied the same rank were: Provide homeroom kits for teachers advisers who also act as homeroom guidance workers, the teachers should be deeply aware of his/her guidance duties and responsibilities, provide a period for homeroom guidance, periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselors and guidance activities should be part of teaching load.

Implication of the Study

Jones, Streffhes and Steward (1970: 87) have propounded that a guidance program, to accomplish the purpose for which is was designed, must be properly

Table 22

Suggested Solutions to the Difficulties

Suggested Solutions	Number	Percent	R a n k
1. Conduct in-service training for teachers on:			
1.1 Concept and principles of guidance.	21	8.79	9
1.2 Duties and responsibilities of guidance workers.	26	10.88	7
1.3 Implementation of guidance services.	24	10.04	8
2. Provide homeroom kits for teachers and advisers.	28	11.72	3.5
3. The teacher should be deeply aware of his/her guidance duties and responsibilities.	28	11.72	3.5
4. Provide a period for homeroom guidance.	28	11.72	3.5
5. Periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselor.	28	11.72	3.5
6. School should hire a professionally trained guidance counselor.	28	11.72	3.5
7. Guidance activities should be part of the teaching load.	28	11.72	3.5
T o t a l	294	100	

organized and administered. To be properly organized and administered means that it must be manned by an educationally qualified and full-time personnel.

The counselor must be a regularly assigned member of the elementary-school staff. She/he must be charged with the responsibility for developing those aspects of the guidance functions which demand an expenditure of time and the use of specialized competencies which the ordinary teacher does not have.

The chief function of the counselor is to provide systematic counseling for children with special needs and interests. An elementary school counselor usually devotes a greater percentage of his time to counseling children and parents. The counselor must also provide in-service education for teachers, particularly in activities as collection of data, in the development and use of cumulative records, and in the test program.

In this particular study, follow-up and research have received the lowest rating from the three-group of respondents. This should be given the utmost consideration, as one of the important task of the counselor is to contribute to curriculum development through follow-up and research activities.

Guidance in the elementary schools is only effective if carried through a coordinated team approach. This means that all the school staff, meaning the guidance counselors, administrators and teachers work hand-in-hand to provide resources for children in school.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings of this investigation, its conclusions and recommendations.

Summary of Findings

1. The guidance counselors were mostly female. There were 18 females and only 10 males.
2. The average age for the male guidance counselors is 46 years while the female counselors is 47.72 years.
3. Eighteen or 64.28 percent of the 28 guidance counselors were already married, six or 21.43 percent were single and four or 14.28 percent were already widowed.
4. Majority of the guidance counselors have masteral units. Four or 14.28 percent were already holder of masteral degree; six or 21.43 percent have finished the academic requirements for masteral studies and 12 or 46.62 have some units in masteral degree.
5. Fourteen or 50 percent of the 28 counselors have specialized in guidance and counseling; while the other designated teachers as guidance counselors have taken Filipino, English and Administration and Supervision as their specialization.

6. Most of the guidance counselors have attended the trainings along the field of guidance. Almost of the 28 respondents have attended the division level, 21 or 75.00 percent the district level, 16 or 57.14 the regional level but only eight or 28.59 percent have the privilege of attending the national level.

7. The average number of years experience of the guidance counselor is 11 or 39.38 percent of them have been acting as guidance counselor for 12-14 years.

8. Twenty-one or 75.00 percent of the 28 guidance counselors were rated with very satisfactory in their performance as guidance counselors. Only four or 14.28 percent have received the rating of outstanding and there were three or 10.71 percent who were given the rating of satisfactory.

9. The grand weighted mean for the competency level of the guidance counselors along inventory service was 3.36 which suggest that they were slightly competent.

10. The guidance counselors were perceived by the three groups of respondents to be highly competent in the implementation of the information service. The grand weighted mean was 3.63.

11. In the carry-out of counseling service, the guidance counselors were rated with a grand weighted mean of 3.49 or slightly competent.

12. The grand weighted mean for the educational and vocational placement service was 3.95 or highly competent which suggest that the guidance counselor were a bit effective in this service.

13. For the implementation of follow-up and research, the grand weighted mean was 2.60 which signified that the guidance counselors were slightly competent.

14. The perceptions of the three categories of respondents on the five areas of guidance services were the same except for the educational and vocational placement where the variance was significantly noticed. However, there was a significant difference on the guidance counselors who were the principal actor in the implementation of this area.

15. The competency level of the guidance counselors is most influenced by his/her educational background and its major preparation or specialization. Other variates posed no significant influence to their competency level.

16. The foremost difficulties met by the guidance counselors which ranked first is overloading of subject assigned to guidance counselors; second is the absence of homeroom kits; and third is no time is allotted for homeroom guidance.

17. The 28 guidance counselors gave the following suggestions to solve the difficulties, viz: 1) provide homeroom kits; 2) teachers should be aware of the guidance activities; 3) provide period for home room guidance; 4) periodic supervision of the homeroom guidance with an educationally qualified guidance counselor; 5) hire a professionally trained guidance counselor; and 6) guidance activities should be part of teachers' teaching load.

Conclusions

Based on the foregoing findings, the following conclusions were made:

1. The designated guidance counselors were mostly married females, who were matured enough to relate and understand the elementary pupils.
2. Majority of the guidance counselors have specialized in guidance and counseling and carries the masteral degree which may enable them to be effective in implementing the guidance program.
3. Most of the guidance counselors have been involved with the program for a number of years. The length of time of being a guidance counselor is enough to give him/her the experience and know-how of the various guidance services.
4. Lack of professional trainings among the guidance counselors was supplemented by the in-service trainings they have attended.
5. The guidance counselors need to improve the level of competency in the inventory service, counseling, educational and vocational guidance and particularly on follow-up and research services.
6. Difficulties and problems are always present in the implementation of programs. Foremost of these difficulties is being a part-time guidance counselor.

Recommendations

Based on the aforecited conclusions, the following recommendations were given:

1. No matter how organized a guidance program is, it would be of no avail if the counselor lacks the skills and ability to impart the necessary knowledge, attitudes and

skills required in the implementation. Therefore, it is only very essential that the school hires a professionally trained guidance counselor.

2. One of the greatest stumbling block in the implementation of the guidance program of a school is the performance by the guidance workers of activities not in line with his work. It is, therefore, recommended that the subjects assigned to the guidance counselor is limited.

3. The guidance counselors be sent to more persistent in-service trainings not only in the division but in the regional and national levels.

4. The designated guidance counselors should be encouraged to finish their masteral studies and preferably they should be encouraged to take up Master of Arts in Guidance and Counseling.

5. Homeroom kits and other guidance materials and books should be furnished to the guidance office as recommended by the guidance counselor.

6. An specific time should be allotted to homeroom guidance and homeroom advisers should undergo training in guidance activities.

7. In-service trainings in guidance and counseling be conducted in schools, so teachers and other school staff will be aware of its activities.

8. Future studies relevant to the present study be conducted.

8.1 Appraisal of teachers as guidance workers.

8.2 A sequel study of the present study be conducted in other divisions.

8.3 Follow-up study of this study after five years.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar

January 16, 1999

THE DEAN
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

In my desire to finish my masters degree, I have the honor to submit for approval any of the herein proposed thesis problems:

1. COMPETENCY LEVEL OF GUIDANCE COUNSELORS IN SAMAR:
INPUTS TO POLICY REDIRECTION.
2. COMPETENCIES OF GUIDANCE COUNSELOR IN SAMAR DIVISION.
3. INVOLVEMENT OF TEACHER IN GUIDANCE AND COUNSELING IN
GANDARA II

I anticipate for your early and favorable action on this regard.

Very truly yours,

(Sgd.) JULITA ALBOS-ELIZALDE
Researcher

APPROVED :

(Sgd.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate & Post Graduate Education

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

Q U E S T I O N N A I R E
(Guidance Counselor)

Dear Respondents,

The undersigned is presently conducting a study on "The Competency Level of Guidance Counselors in the Division of Samar: Inputs to Policy Redirection". This is in connection with the desire to finish her masteral study in Samar State Polytechnic College.

Please be assured that your responses to these questions will be kept highly confidential. Your cooperation in providing the necessary information will be highly appreciated.

Very truly yours,

(Sgd.) **JULITA A. ELIZALDE**
Researcher

Part I - Personal Information

Direction:

Please provide the following information by checking (/) the space provided before each item.

Name: (optional) _____

Age: _____ Sex: _____ Civil Status: _____

School: _____

Educational Qualification:

_____ Doctoral degree
 _____ Doctoral units only
 _____ Master's degree
 _____ MA equivalent
 _____ Bachelor's degree
 _____ Others, please specify _____

Specialization : _____

Number of In-service Training Attended:

_____ District level
 _____ Division level
 _____ Regional level
 _____ National level
 _____ International level

Number of years experience as guidance counselor : _____

Part II - Work Competencies

Direction:

Please check (/) the items on the extent of your performance in the various guidance services. Please refer to the scale and descriptive rating for your answer.

Numerical Rating

Descriptive Rating

5	Very highly competent	VHC
4	Highly competent	HC
3	Satisfactorily competent	SC
2	Moderately competent	MC
1	Incompetent	IC

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
A. Individual Inventory Service					
1. Collect a personal history of the pupil in an orderly organized manner.					
2. Records pupil past and current academic achievement & co-curricular activities.					

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
A. Individual Inventory Service 3. Uses pupil's inventories to learn more about pupils more. 4. Prepare a total testing program. 5. Have a mastery of proper use of standardized tests. 6. Uses the results of test and inventories. 7. Collect & utilizes autobiographies from pupils. 8. Prepares a sociogram of classes. 9. Others, please specify: _____					
B. Information Services 1. Develop a broad and realistic view of life's opportunities and problems at all levels of training. 2. Help youngsters to explore job fields and to assess their interest in which they can develop their abilities. 3. Provides activities that will develop pupils self-direction. 4. Provide abundant experiences which will acquaint children with many different types of works. 5. Assist pupils to see the inter-relationships among various fields of work. 6. Assist pupils in building good work habits and learning how to work with all kinds of pupils. 7. Assist pupils in developing proper attitudes towards all types of socially useful work. 8. Acquaint pupils with certain problems related to educational planning. 9. Provides educational facilities for pupils' appropriate future educational plans.					

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
B. Information Services 10. Assist pupils who do not continue study to adjust to further learning. 11. Provides pupils information on social problems for better adjustment for society.					
C. Counseling Service 1. Exerts efforts to look for indications of mal-adjustments among pupils. 2. Interview all pupils requesting counseling service. 3. Conduct counseling conferences with pupils who need guidance such as: 3.1 The academically talented. 3.2 Those with educational problems. 3.3 Those with economic problems. 3.4 Those with personal-social problems. 3.5 Those who need counseling interviews with their parents. 4. Refers pupils with highly specific problems to specialists. 5. Maintains confidentiality of the counseling process.					
D. Educational & Vocational Placement 1. Study records and recommend placement of special pupils in guidance curriculum and school. 2. Recommend special programs or subject change. 3. Refer pupils with physical, mental, emotional or social problems to the appropriate school service or community agency.					

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
D. Educational & Vocational Placement 4. Confer with school personnel concerning pupils needing special help. 5. Supervise or attend clinical conferences concerning pupils with special problems. 6. Recommend pupils to vocational or educational programs. 7. Extend time to learn special interests of pupils. 8. Attempts to discover the special talents of pupils.					
E. Follow-up Service - Research 1. Spends time to look over records available about pupils. 2. Visits homes of pupils to come-up with a coordinated guidance of parents. 3. Assist drop-outs in job placements, re-admission, or school placements. 4. Conduct studies of school leavers. 5. Evaluates guidance services and other functions of guidance program. 6. Conduct in-service trainings for school staff.					

Part III - Difficulties in Guidance

Direction:

Please check (/) the problems in the implementation of guidance in your school.

Problems

- _____ 1. Lack of knowledge on the concepts and principles of guidance.
- _____ 2. Lack of understanding on the implementation of guidance services.
- _____ 3. Poor attitude of administrator towards the guidance program.
- _____ 4. Poor dissemination of guidance counselor on homeroom guidance.

- _____ 5. Absence of homeroom kits.
- _____ 6. No supervision on homeroom guidance by the guidance counselor.
- _____ 7. No time allotment for homeroom guidance.
- _____ 8. Over-loading of teachers.
- _____ 9. Apathy of teachers towards guidance work.
- _____ 10. Inadequate guidance materials.
- _____ 11. Inadequate guidance facilities.
- _____ 12. Lack of financial support for guidance.
- _____ 13. Poor attitude of community towards guidance program.
- _____ 14. Others, please specify: _____

Part V - Suggested Solutions to the Difficulties

Direction: Below are some suggested solutions to solve problems encountered in the implementation of the Guidance Program. Please check (/).

Suggested Solutions

- _____ 1. Conduct in-service training for teachers on:
 - 1.1 Concept and principles of guidance.
 - 1.2 Duties and responsibilities of guidance workers.
- _____ 2. Provide homeroom kits for teacher-advisers.
- _____ 3. The teacher should be deeply aware of his/her guidance duties and responsibilities.
- _____ 4. Provide a period for homeroom guidance.
- _____ 5. Periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselor.
- _____ 6. School should hire a professionally trained guidance counselor.
- _____ 7. Guidance activities should be part of teaching load.
- _____ 8. Others: (please specify) _____

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

QUESTIONNAIRE *(Administrators / Teachers)*

Dear Respondents,

The undersigned is in the process of preparing her Master's Thesis entitled "The Competency Level of Guidance Counselors in Samar: Inputs to Policy Redirection". Please help me in evaluating your guidance counselors. Be assured that your answers will be held confidential.

Thanks for your cooperation.

Very truly yours,

(Sgd.) **JULITA A. ELIZALDE**
Researcher

Part I - Work Competencies

Direction:

Please check (/) the items on the extent of your performance in the various guidance services. Please refer to the scale and descriptive rating for your answer.

Numerical Rating	Descriptive Rating	
5	Very highly competent	VHC
4	Highly competent	HC
3	Satisfactorily competent	SC
2	Moderately competent	MC
1	Incompetent	IC

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
A. Individual Inventory Service <ol style="list-style-type: none"> 1. Collect a personal history of the pupil in an orderly organized manner. 2. Records pupil past and current academic achievement & co-curricular activities. 3. Uses pupil's inventories to learn more about pupils more. 4. Prepare a total testing program. 5. Have a mastery of proper use of standardized tests. 6. Uses the results of test and inventories. 7. Collect & utilizes autobiographies from pupils. 8. Prepares a sociogram of classes. 9. Others, please specify: _____ 					
B. Information Services <ol style="list-style-type: none"> 1. Develop a broad and realistic view of life's opportunities and problems at all levels of training. 2. Help youngsters to explore job fields and to assess their interest in which they can develop their abilities. 3. Provides activities that will develop pupils self-direction. 4. Provide abundant experiences which will acquaint children with many different types of works. 5. Assist pupils to see the inter-relationships among various fields of work. 6. Assist pupils in building good work habits and learning how to work with all kinds of pupils. 7. Assist pupils in developing proper attitudes towards all types of socially useful work. 					

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
B. Information Services 8. Acquaint pupils with certain problems related to educational planning. 9. Provides educational facilities for pupils' appropriate future educational plans. 10. Assist pupils who do not continue study to adjust to further learning. 11. Provides pupils information on social problems for better adjustment for society.					
C. Counseling Service 1. Exerts efforts to look for indications of mal-adjustments among pupils. 2. Interview all pupils requesting counseling service. 3. Conduct counseling conferences with pupils who need guidance such as: 3.1 The academically talented. 3.2 Those with educational problems. 3.3 Those with economic problems. 3.4 Those with personal-social problems. 3.5 Those who need counseling interviews with their parents. 4. Refers pupils with highly specific problems to specialists. 5. Maintains confidentiality of the counseling process.					
D. Educational & Vocational Placement 1. Study records and recommend placement of special pupils in guidance curriculum and school. 2. Recommend special programs or subject change.					

Work Competencies	VHC 5	HC 4	SC 3	MC 2	IC 1
D. Educational & Vocational Placement 3. Refer pupils with physical, mental, emotional or social problems to the appropriate school service or community agency. 4. Confer with school personnel concerning pupils needing special help. 5. Supervise or attend clinical conferences concerning pupils with special problems. 6. Recommend pupils to vocational or educational programs. 7. Extend time to learn special interests of pupils. 8. Attempts to discover the special talents of pupils.					
E. Follow-up Service - Research 7. Spends time to look over records available about pupils. 8. Visits homes of pupils to come-up with a coordinated guidance of parents. 9. Assist drop-outs in job placements, re-admission, or school placements. 10. Conduct studies of school leavers. 11. Evaluates guidance services and other functions of guidance program. 12. Conduct in-service trainings for school staff.					

Part III - Difficulties in Guidance

Direction:

Please check (/) the problems in the implementation of guidance in your school.

Problems

- _____ 1. Lack of knowledge on the concepts and principles of guidance.
- _____ 2. Lack of understanding on the implementation of guidance services.
- _____ 3. Poor attitude of administrator towards the guidance program.
- _____ 4. Poor dissemination of guidance counselor on homeroom guidance.
- _____ 5. Absence of homeroom kits.
- _____ 6. No supervision on homeroom guidance by the guidance counselor.
- _____ 7. No time allotment for homeroom guidance.
- _____ 8. Over-loading of teachers.
- _____ 9. Apathy of teachers towards guidance work.
- _____ 10. Inadequate guidance materials.
- _____ 11. Inadequate guidance facilities.
- _____ 12. Lack of financial support for guidance.
- _____ 13. Poor attitude of community towards guidance program.
- _____ 14. Others, please specify: _____

Part V - Suggested Solutions to the Difficulties

Direction: Below are some suggested solutions to solve problems encountered in the implementation of the Guidance Program. Please check (/).

Suggested Solutions

- _____ 1. Conduct in-service training for teachers on:
 - a. Concept and principles of guidance.
 - b. Duties and responsibilities of guidance workers.
- _____ 2. Provide homeroom kits for teacher-advisers.
- _____ 3. The teacher should be deeply aware of his/her guidance duties and responsibilities.
- _____ 4. Provide a period for homeroom guidance.
- _____ 5. Periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselor.
- _____ 6. School should hire a professionally trained guidance counselor.
- _____ 7. Guidance activities should be part of teaching load.
- _____ 8. Others: (please specify) _____

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 6, 2000

THE SCHOOLS DIVISION SUPERINTENDENT

Department of Education, Culture & Sports
Division of Samar
Catbalogan, Samar

M a d a m :

The undersigned is concurrently working on her thesis, "The Competency Level of Guidance Counselors in the Division of Samar: Inputs to Policy Redirection". This is a requirement for her Masteral Degree in Samar State Polytechnic College.

In this connection, please allow me to field my questionnaire among guidance counselors, administrators and teachers in your division.

Hoping for your favorable approval of this request.

Very truly yours,

(Sgd.) JULITA A. ELIZALDE
Researcher

APPROVED:

(Sgd.) JESUSITA L. ARTECHE, Ed. D.
(Schools Division Superintendent)

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 6, 2000

THE DISTRICT SUPERVISOR
Catbalogan II District
Catbalogan, Samar

M a d a m :

Please permit the undersigned to field her questionnaire on a thesis entitled, "The Competency Level of Guidance Counselors in the Division of Samar: Inputs to Policy Redirection" in your district. This is a requirement for a Masteral Degree from Samar State Polytechnic College.

Hoping for your favorable approval of this request.

Very truly yours,

(Sgd.) JULITA A. ELIZALDE
Researcher

APPROVED:

(Sgd.) SYLVIA CANANUA
(District Supervisor)

APPENDIX G

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 6, 1999

THE SCHOOLS DIVISION SUPERINTENDENT
Department of Education, Culture & Sport
City Division of Calbayog
Calbayog City

M a d a m :

In my desire to finish my Masteral Degree from Samar State Polytechnic College, please permit me to conduct a dry-run of my questionnaire in your division. Respondents to this dry-run are guidance counselors, administrators and teachers.

Hoping for your favorable approval of this request.

Very truly yours,

(Sgd.) JULITA A. ELIZALDE
(Researcher)

APPROVED:

(Sgd.) *not legible*
Schools Division Superintendent

CURRICULUM VITAE

CURRICULUM VITAE

NAME : **JULITA ALBOS -ELIZALDE**

ADDRESS : F. Diaz St., Brgy. Minda
Gandara, Samar

DATE OF BIRTH : November 18, 1963

PLACE OF BIRTH : Catbalogan, Samar

CIVIL STATUS : Married

SPOUSE : Joaquin C. Elizalde

CHILDREN : Jean Josine
Jolina
Jeric Jose
Jacques

PARENTS : Emilio Albos, Sr.
Rita Ebias

EDUCATIONAL BACKGROUND

Elementary : Catbalogan I Pilot School
Catbalogan, Samar
1970 – 1976

Secondary : Samar National School
Catbalogan, Samar
1976 – 1980

College : BSEED
Samar College
Catbalogan, Samar
1980 – 1984

Graduate : Samar State Polytechnic College
Catbalogan, Samar
1987 – 1988; 1990 – 1994; 1996 – 2000

Curriculum Pursued : Master of Arts in Education
Major : Guidance and Counseling

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET) : 1985

PROFESSIONAL EXPERIENCE

Elementary Grades Teacher I : Burabod Elementary School
Sta. Margarita, Samar
1986 – 1988

Elementary Grades Teacher I : Ilo Elementary School
Sta. Margarita, Samar
1988 – 1991

Elementary Grades Teacher II : Concepcion Elementary School
Gandara, Samar
1991 – 1996

Master Teacher 1 : Gandara Central Elementary School
Gandara, Samar
1996 to present

CERTIFICATES OF RECOGNITION RECEIVED

Facilitator: Echo Seminar on the
Teaching of HEKASI : August 8 – 9, 1990

Demonstration Teacher: English : November, 1997

Organizer: Re-echo Seminar on
Filipino : December, 1998

IN-SERVICE TRAINING / SEMINARS ATTENDED

PRODED Training for Elementary Grades Teachers, Calbayog City, August 8 – 12, 1987.

Division Seminar-Workshop for Grades I Teachers, Catbalogan, Samar, July 9 – 10, 1996.

Summer Convention on Reading, Manila, May 16-17, 1998.

Division Seminar on Guidance and Counseling, Catbalogan, Samar, July 5-9, 1998.

Division Seminar-Workshop in Mathematics, Catbalogan, Samar, August 14-16, 1998.

Pansangay na Gawaing-Kapulungan sa Filipino, Catbalogan, Samar, September 17-18, 1998.

Re-orientation Conference on the Duties and Responsibilities of Master Teachers, Catbalogan, Samar, November 14, 1998.

Master Teachers Regional Convention, Tacloban City, May 4-6; 10-12, 1999.

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