

A PROPOSED GUIDANCE PROGRAM FOR GANDARA
CENTRAL ELEMENTARY SCHOOL

A Thesis

Presented to

The Faculty of the Graduate School
Samar State Polytechnic College
Catbalogan, Samar

In Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in Guidance and Counseling

ESTHER A. VOZ

March, 1998

APPROVAL SHEET

This thesis entitled "A PROPOSED GUIDANCE PROGRAM FOR GANDARA CENTRAL ELEMENTARY SCHOOL" prepared and submitted by ESTHER A. VOZ, in partial fulfillment of the requirements for the degree of MASTER OF ARTS major in GUIDANCE AND COUNSELING had been examined with a rating of PASSED is hereby recommended for acceptance and approval for ORAL EXAMINATION.

March 8, 1998
Date

R.M. Urbiztondo
RIZALINA M. URBIZTONDO, Ed.D.
Adviser

Approved by the Committee on Oral Examination on March 8, 1998 with a rating of PASSED.

Marilyn D. Cardoso
MARILYN D. CARDOSO, Ph.D.
Chairman

Hilaria A. Pablo
HILARIA A. PABLO, M.A.
Member

Anita P. Legatub
ANITA P. LEGATUB, M.A.T.
Member

Evangelina B. Cabanganan
EVANGELINE B. CABANGANAN, Ph.D.
Member

Accepted and approved in partial fulfillment of the requirements for the Degree, Master of Arts major in Guidance and Counseling.

March 8, 1998
Date

R.M. Urbiztondo
RIZALINA M. URBIZTONDO, Ed.D.
Dean, College of Graduate Studies

ACKNOWLEDGEMENT

Profound gratitude and heartfelt thanks, is expressed to the following persons for the successful completion of this research work. The researcher extends her utmost appreciation for their invaluable assistance towards the realization of this cherished fulfillment to:

Mr. Perfecto Ortiz - former District Supervisor, Gandara District for his kind and moral support for the accomplishment of her study leave papers.

Mr. Teotimo Orbeso - Assistant Division Superintendent, Samar Division, for granting the researcher to go on study leave.

Dr. Rizalina M. Urbiztondo, Dean of Graduate Studies of Samar State Polytechnic College, the researcher's adviser, for her constant guidance, patience, encouragement, her untiring work in editing the whole manuscript.

Mrs. Elenita L. Advincula, Guidance Supervisor in Samar Division, for her reference books, brochures and her kind assistance and suggestions.

Dr. Marilyn D. Cardoso, Head, R & D Department of Samar State Polytechnic College, the chairman of the panel for her all-out support in checking and rechecking of the statistical computations, very vital aspect of the study.

The members of the panel, Dr. Evangeline B. Cabanganan,

Ms. Anita P. Legatub and Mrs. Hilaria A. Pablo for their moral support, guidance, suggestions and corrections which immensely concretized and made this study valuable and relevant in the field of education.

Mr. & Mrs. Esteban D. Refuncion, District Supervisor of Gandara I, for his valuable support and encouragement to pursue this study.

Mrs. Jocelyn A. Macapañas for painstaking bearing the burden of printing the manuscript.

Mrs. Bernabela Ortiz - Guidance Counselor, Gandara Central School for her untiring support and help in editing the introduction and problem of this study.

Mr. & Mrs. Pastor Aboganda for their brotherly and sisterly support.

Acknowledgement is also due to her friends, Mrs. Marilou Gallego Delector, Mrs. Hermosilia D. Lonzaga, Mrs. Irene A. Macapañas, Zeny and Orlan Estrelles, Nene Bolledo, Mana Linda Aguilar, Gina Orbeta, Mila Castro, Eva Aguilar, Chelly Alarcom, Pio Tan, and Wilma Orbeta and colleagues whom the researcher might have failed to mention for their valuable support and encouragement with constantly inspired her to pursue with courage to overcome all criticism.

Her parents, Mr. & Mrs. Luciano Aboganda, brother Leo for their help and concern for her to continue this study.

SPO1 Cresencio T. Voz (Bebot) her devoted loving husband, PNP Gandara, Samar for his love, concern, inspiration and financial support; to her children Cresilda, Cris Archie, Cristel and Jun-jun for their love, inspiration and sacrifice which counted most to the fulfillment of this study a reality and;

Above all, to our Almighty God for the blessings, graces, guidance and wisdom bestowed her to make the final realization and completion of this book.

ESTHER

ABSTRACT

This study was conducted to evaluate the existing guidance services of Gandara Central Elementary School as a basis to evolve a comprehensive guidance program that may satisfy the needs and interests of its pupils. The research design adopted in this study is the developmental method as it aims to come up with a guidance program for Gandara Central Elementary School. Since this study looked into the status of Guidance Program in Gandara Central Elementary School with the objective of coming up with a proposal model, it was imperative that various types of instruments be utilized. The school personnel of Gandara Central Elementary School had an average of 8.39 years teaching experience. Of the 36 school personnel, five or 13.89 percent had been teaching for 23-25 years, another five had been in the service for 26-28 years and another five or 13.89 percent had claimed to be involved in the teaching profession for 32-34 years. The physical facilities, individual inventory tools and information materials in the guidance center were slightly inadequate for the effective functioning of the guidance program much more so in meeting the goals and objectives of the program. Students and parents must be given proper orientation regarding the program, so that they will feel their involvement in its implementation. All teachers must be motivated to come-up with homeroom kits that are inclined to guidance activities.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
DEDICATION	vi
ABSTRACT	vii
TABLE OF CONTENTS.	viii

<u>Chapter</u>	<u>Page</u>
1. THE PROBLEM: ITS BACKGROUND	1
Introduction	1
Statement of the Problem	5
Hypotheses	6
Theoretical Concept	7
Conceptual Framework	8
Significance of the Study	10
Scope and Delimitation of the Study	12
Definition of Terms	14
2. REVIEW OF RELATED LITERATURE AND STUDIES	19
Related Literature	19
Related Studies	26
3. METHODOLOGY	36
Research Design	36
Instrumentation	36

TABLE OF CONTENTS
(Cont'd.)

<u>Chapter</u>	<u>Page</u>
Validation of the Questionnaire	39
Sampling Procedure	39
Data Gathering Procedure	40
Treatment of the Data	40
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	45
Profile of the Respondents	45
Status of the Guidance Program	55
Implementation of the Five Guidance Services	62
Summary of Perception of the Imple- mentation of the Guidance Services	89
Problems in the Guidance Center	91
Suggested Solutions to Problems	94
5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	97
Summary of Findings	97
Conclusions	101
Recommendations	103
6. A GUIDANCE FOR GANDARA CENTRAL ELEMENTARY SCHOOL	105
Rationale	105
Objectives of the Guidance Program	106
Suggested Model of Guidance Program	107

TABLE OF CONTENTS
(Cont'd.)

<u>Chapter</u>	<u>Page</u>
Organizational Structure of the Guidance Program	112
Suggested Guidance Activities	119
BIBLIOGRAPHY	120
APPENDICES	125
A. Request for Approval of Problem	126
B. Application of Assignment of Adviser	127
C. Questionnaire	128
CURRICULUM VITAE	145

Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The prospect of quality education for Philippines 2000 is the wildest dream of every Filipino citizen. The accepted measure of quality education is the attainment of the following objectives: 1) to produce the best in an individual so that he may realize his full potential; 2) to assist the child in becoming a good citizen and a responsible adult to assume responsibility as a member of his community; 3) and to prepare a person to be a productive member of society, be it as an agriculturist, laborer or provider of service (Ordillas, 1993: 3).

It seems, however, that these fundamental objectives are frequently overlooked by educational leaders whose daily lives are preoccupied with matters that see to the continuation of a peaceful status quo in schools and the educational organization.

The foregoing development of every pupil with a new look, new attitudes, new values is the very core of elementary instruction in this country. This task or goal asks of teachers and other school workers to effect behavior changes among their pupils that will redound to the development of wholesome personalities. This need is

especially felt in a nation undergoing rapid changes and modernization like the Philippines. The task of actualizing the emergence of a thoroughly pleasing personality, however, could be quite a difficult challenge not only to teachers but also to school counselors, and school administrators.

The current weaknesses of our existing elementary educational program are on the following areas: pupil achievement; participation rate of school-age population; survival and drop-out; and pupil-teacher relationship and management capabilities of elementary school personnel. Elimination or at least minimization of these problems certainly cannot be achieved without the services of a functional guidance program in the elementary system. It may even be forcefully argued that the present ills of our elementary school education largely come about because of the sad state of affairs of guidance services in our elementary schools that the researcher observed.

Guidance services in the public elementary schools should be given more emphasis and attention not only by the guidance counselors but also by the teachers, who are themselves guidance workers, so as to show the school administrators and other officials in the upper echelon that guidance work is effectively functioning and has a satisfactory performance even without their mandate.

Guidance is an integral part of the total educational program and to be most effective must be a continuous process from the child's first contact with the school until he is ready for placement in a job or in a post-secondary schools (Jones, 1970: 119). Guidance in the elementary school should be based on the concept of continuous development, emphasizing prevention and good mental hygiene.

The major goal of education is to help children meet the developmental tasks imposed upon them by their drives and by the society where they live. The chief goal of guidance is to help provide an educational setting in which learning is enhanced. Valid planning based upon individual needs, interests, and aptitudes is possible when all personnel of the school accept their guidance roles.

Hence, all efforts must be made to launch new and more effective ways of developing, organizing and administering a guidance program for our elementary schools in order to help insure the success of the Department of Education, Culture and Sports objectives for "QUALITY EDUCATION FOR PHILIPPINES 2000". This study making use of the survey of pupils needs and problems in developing and administering a guidance program has its vision to make a contribution towards institutionalizing the guidance services in our elementary school system.

According to Cysbers (1993: 246), the challenges of today and tomorrow necessitate a comprehensive, developmental, mainstream view of guidance based on person-centered goals and objectives. This developmental perspective places emphasis on the recognition that guidance-related knowledge, understandings, and skills are necessary and needed by all individuals as they grow and develop. He mediates that the concepts of life development may serve as the body of knowledge from which developmental guidance program goals and objectives can be derived.

Jones et.al. (1982: 108) propounded that the logical beginning point for guidance program is the consideration of their general purpose. Program planners must consider both the desired outcomes and the current status of the guidance program. The desired outcomes describe the direction in which student development should occur, while the current context evaluation determines how they are now. Among the baseline data to be gathered are the current status of the present guidance services, counseling, placement, and follow-up programs related to school system needs and the needs of society.

For many years now, the Gandara Central Elementary School has its guidance program staffed with a part-time worker who does not possess the necessary qualification for

a guidance counselor. This situation suggests that the guidance program may not be properly and effectively implemented, hence this study.

Statement of the Problem

This study was conducted to evaluate the existing guidance services of Gandara Central Elementary School as a basis to evolve a comprehensive guidance program that may satisfy the needs and interests of its pupils. Specifically, this study aims to answer the following questions.

1. What is the profile of the school personnel, pupil and parent respondents as to:

- 1.1 age and sex?
- 1.2 civil status?
- 1.3 educational qualification?
- 1.4 socio-economic level?

2. What is the status of the guidance program of Gandara Central Elementary School as to:

- 2.1 information material?
- 2.2 facilities?
- 2.3 location and building?
- 2.4 equipment and tools?

3. How do the school personnel, pupils and parent respondents perceive the implementation of the guidance services as to:

- 3.1 individual inventory service?
- 3.2 information service?
- 3.3 counseling service?
- 3.4 placement/and follow-up service?
- 3.5 research and evaluation?

4. Are there significant differences among the perceptions of the three categories of respondent relative to the implementation of the various guidance services as to:

- 4.1 individual inventory service?
- 4.2 information service?
- 4.3 counseling service?
- 4.4 placement service/follow-up service?
- 4.5 research and evaluation?

5. What are the problems felt by the school personnel in the implementation of the Guidance Program?

6. What solutions or recommendations may be suggested by the school personnel to solve the problems?

7. What guidance program may be evolved that will best suit the needs of the pupils in Gandara Central Elementary School?

Hypothesis

This study attempted to test the null hypothesis that there are no significant differences among the perception of

the school personnel, pupil and parent respondents as to the implementation of the different services of the guidance program in Gandara Central Elementary School.

Theoretical Framework

This study was premised on the Theory of Sheotzer and Stone (1981: 41) that the impact of education depends on the effectiveness of how schools prepare the pupils not just for their life today but also for the problems they will face twenty or forty years from now. Guidance both as a concept and as a program focuses on the youth and their future; it prepares boys and girls to effectively meet changes such as social, economic, industrial and political not only by using their skills but also their attitudes and personnel resources.

Guidance within education represents society's expression of concern for the individual. Guidance services are an indispensable part of the teaching-learning process. This is simply another way of saying that guidance must be provided for at all educational level - elementary, secondary and colleges, in all types of institution - academic, vocational, technical, trade and commerce.

A successful guidance program is dependent on the quality of its guidance services (Ryan and Zeran, 1972: 89). Guidance is often defined in terms of the guidance services

it performs for students. These services have evolved over a period of time as school personnel discovered better ways to meet the learning and living needs of young people.

Guidance services are, in turn dependent upon the competence of its personnel. It is likewise dependent upon the quality of administrative support and leadership, the performance of the guidance counselor, the active support of the faculty and availability and adequacy of facilities, materials and supplies in the guidance center.

A guidance program, to accomplish the purposes for which it was designed must be properly organized and administered. The major emphasis in the future will be on the management and development, as opposed to the initiation, of programs simply because most school systems now have guidance programs (Jones, 1982: 87).

Any program that is established must be founded upon a clearly and definitely formulated set of objectives. An effective guidance should be flexible and the conduct of its services should represent the cooperative endeavor of the personnel of the school.

Conceptual Framework

The conceptual framework of the study is illustrated in Figure 1 page 9. It depicts the totality of how the study was conducted within the research environment of Gandara

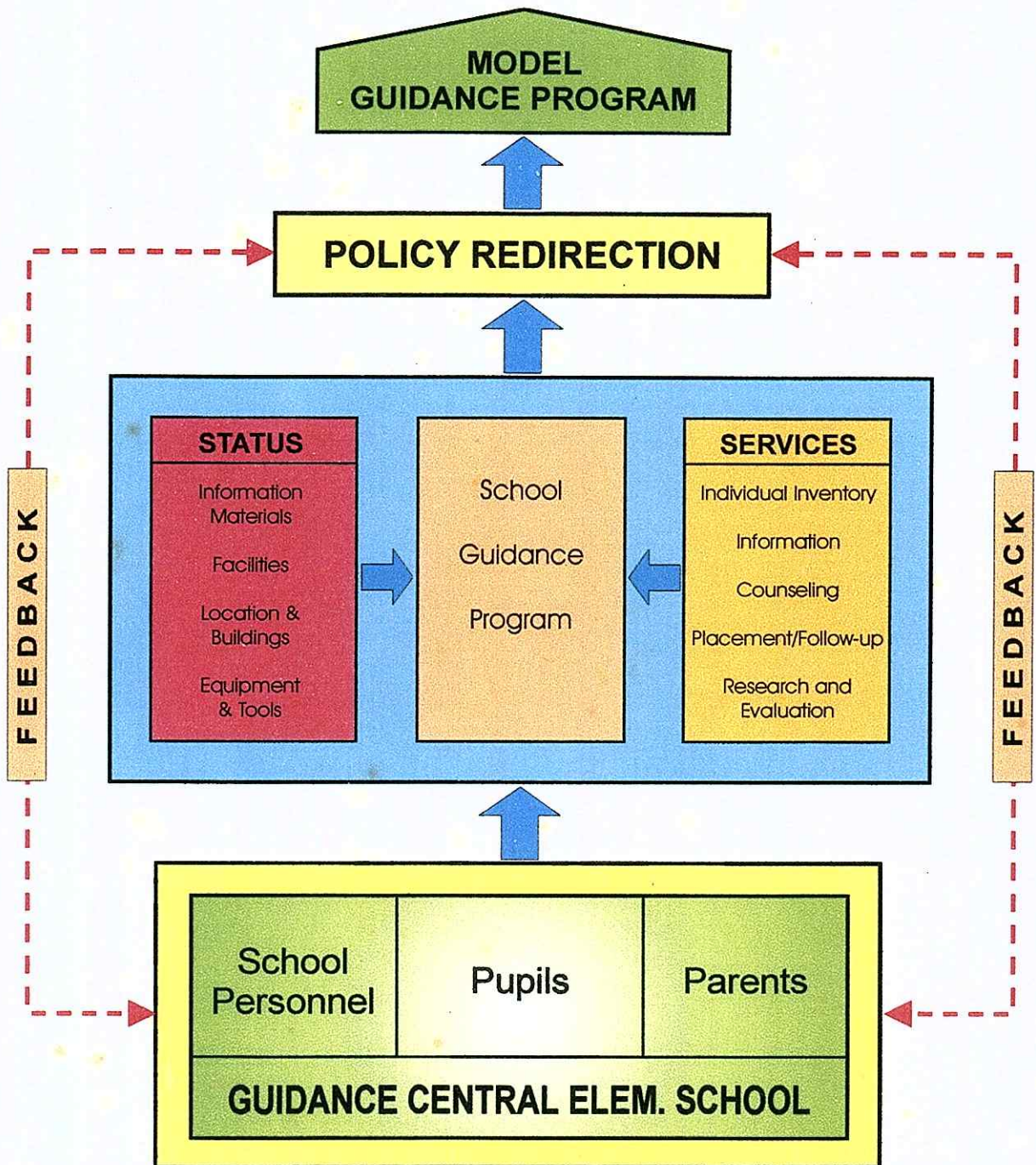


Figure 1. Schematic Diagram of the Conceptual Framework showing the process for the evaluation of the Guidance Program as basis for evolving a Model.

Central Elementary School. The three groups of respondents namely: the school personnel, pupils and parents wererequested to give their perceptions as to the implementation of the five guidance services. The status of information materials, facilities, location and building and the equipment and tools were also evaluated based on the requirements of a guidance program. The results of the evaluaton lead to policy redirection and development of a model guidance program for the school.

Significance of the Study

The significance of the study may be appraised from five vantage points: pupils, teachers, parents, school administration, community and researchers.

To the pupils who occupy the focal point of the guidance program, a well-thought out guidance program would hasten individual learning processes. It would thus hasten total development. The maladjusted, the underachiever, and the misbehaved, the gifted and the average pupils may be effectively attended to by the school. Hence an effective guidance program must be an integral part of the educational process.

Results of this study would give guidance counselors insights on the importance of periodic evaluation of the guidance program. It would enncourage them to improve the

implementation of the different guidance services in order to reach and come-up with an effective counselor-pupil relationship.

This study would also be beneficial to the teachers who are the persons in the classroom who are most challenged in developing intelligent and well-balanced individuals. A functional and effective guidance program can assist her in the complicated task of enhancing total human development of the pupils.

This study would likewise improve the attitude of the school and administrators towards the implementation of the guidance program as this may prove very valuable in planning the curriculum, in promoting parent school as well as community-school relation and important school programs. The guidance office often receives feedback from parents, pupils, and the community which may prove helpful to the school administration.

To the parents who find less and less time to be with their children and who ignore the existence of a generation gap between them and their children, a guidance program may effectively supplement and reinforce home guidance. Indeed, bringing the home and the school closer would greatly maximize educational results.

An effective guidance program can be very beneficial

to the community as it can greatly contribute to local and national development. Intelligent and well-adjusted citizens from the school system are assets to societal endeavors of the community and the country. Tapping our human resources in national development programs is of strategic importance in this critical age.

This study would provide an input for further research for those who maybe interested to study the implementation of guidance services and its effective implementation in other institutions. Results of this study would inspire other researcher to demand that educationally prepared guidance counselors be hired.

Scope and Delimitation of the Study

This research was conducted to evaluate the guidance services extended by the Gandara Central Elementary School to its pupils with the purpose of evolving a model guidance program.

The study involved 186 respondents with 36 school personnel, 50 pupils and 50 parents. The pupils respondents were taken from grade five and six, while the parent respondents were the parents of the pupil respondents.

The study was conducted during the school year 1997-1998.

Definition of Terms

In order to provide a common frame of reference and for a better understanding of the readers, the following terms in this study are hereby defined.

Counseling service. This term refers to the pupil-counselor, peer-peer, and small group communication, in which remediation of personal problems or discussion of development challenges are pursued in a non authoritarian manner (Bernard and Fullner, 1972: 8).

Educational Placement. This term refers to activities designed to put pupils into the next grade level which will be most beneficial to them, help them on the next step of the educational ladder, help them in their educational problems (Jones, Stefflre, Stewart, 1970: 97).

Evaluation. It means an appraisal or measurement. As applied to education, it is the process by which we find the extent to which the objectives of the school policies and school program are being attained. In other words it is identification and formulation of a comprehensive range of major objectives (Ordoñez, 1985: 318). In this study, it is the construction of valid, andreliable instruments for appraising the implementation of the services of a guidance program.

Elementary school guidance program. This term

designates some services designed to aid the child's personal and social development from the time of his entrance into school until he moves to the secondary school.

Follow-up service. This term refers to guidance services designed to assess the success of job or further training activities with a view to (1) further helping the individual and (2) improving the service for subsequent pupil placement (Bernard and Fullmer, 1972: 3).

Guidance. This term refers to a form of systematic assistance to students, pupils, or others to help them acquire knowledge and wisdom free from compulsion or prescription and is calculated to lead to self-direction (Aquino, 1987: 26).

Guidance program. This term refers to a set of services planned and carried out to help a student analyze and assess his physical, mental, social and emotional assets and liabilities so that he may make wise choices and proper adjustments to the best advantage both to himself and to the society in which he moves about (Ordoñez, 1985: 3). In this study, guidance program refers to the whole set-up of services conducted by the guidance center to assist each individual become a fully functioning person, capable of maintaining healthy social relationship, performing as a capable citizen of the community, and capable of being a

part of the larger society and contributing to that society.

Guidance services. Guidance services (Sprintholl, 1971: 10) are those services afforded by the guidance center and staff to the individual learners designed and implemented for the sole purpose of helping each one develop in a healthy and positive manner to full maturity as a person.

Information service. Information Service refers to the guidance centers as the best place to seek information about requirements for entrance, failures, psychological test results, shifting from one course to another, transferring to another school, withdrawing subjects, possible job opportunities for the course taken, social development, scholarship and financial aid (Phlsen, 1964: 45).

Individual Inventory service. This term is systematically used for obtaining information about the child and his/her family as personal data blanks or questionnaires, personality inventories, and autobiographies (Perrone, Ryan and Zeron, 1970: 46).

Placement service. Placement service in the guidance program help students secure the most effective relationship to a job or to the next step in his educational or personal program (Jones, 1982: 87).

Quality education. This term refers to a challenge to

all Filipino mentors, to tackle the thrown commitment of long concerns of education focusing on objectives, time frame, methodology, values and attitudes, resource constraints, and a workable action plan formulated towards a purposeful program of meeting conclusions, so that together everyone can move forward in the improvement of the preparedness of the Filipino youth.

Research service. This term refers to a service which is concerned with conducting surveys of the dominant problems affecting the pupils in order to solve the problems. It is also a service which conducts researches about the individual, a class, or a school and subsequently these researches are evaluated to determine whether they are effective or they still need further improvement (Jones, 1970: 36).

Service. The term service means the performance of a task for the benefit of others either voluntarily, by request, or to fulfill a social need.

School Personnel. School personnel in this study refers to school administrator, classroom teachers and class advisers employed in a school system in order to carry on an educational program.

Survey of pupil's need and problems. This term refers to an approach in the guidance program that can be

undertaken by means of a questionnaire to be answered by pupils or parents, which can reveal problems on various relationship among classmates, teachers and parents, and children, as well as on economic, health and social conditions.

Vocational placement. This term refer to a service or help givcen to a student in identifying and in developing their suitable skills, in identifying appropriate jobs for these skills and in selling themselves to a prospective employer (Person, 1979: 5).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The literature and studies reviewed in this chapter encompass basic concepts and information that relate to the study on hand. A considerably objective treatment of individual issues presented, opened up a broad background for the conceptualization of related literature and researchers basically pinpointing to the need for further research.

Related Literature

There is a universal need for guidance for each and every individual who would like to find his place in this ever changing and competitive world. Students can become the potent force for change within the school and in the larger society.

Salonga (1987: 2) stated that the educational system of the Philippines should train students to think for themselves, make them responsible for the welfare of their community, develop in them that capability to build and maintain a just, free and civilized society. Education should provide the youth opportunities to develop their full potentials as human beings and as useful citizens of the future.

Guidance aims at aiding the individual to grow in his independence and ability to be responsible for himself.

Jones (1970: 2) reiterated that guidance is a service that is universal and not confined to the school or the family. It is found in all phases of life - in the home, in hospitals, and in prisons, it is present whenever there are people who need help and whenever there are people who can help.

Guidance is a lifelong process. It is not prescriptive but strives toward the goal of self-direction. The counseling process is a teaching process, one of teaching pupils to developed generalized patterns of behavior applicable to the process of planning, choosing and deciding, interpreting and adjusting.

Guidance services are involved in the achievement of the goals of education. The guidance program is not a task of a few specialist, rather it involves the services of the entire staff, including some people with special knowledge and skills, and enlisting the cooperation of all (Ordoñez, 1985: 37). Guidance, therefore, requires the services of understanding teachers, administrators and counselors. Guidance services are part of the total educational program since they are not a new form of instruction in the classroom, but an aid to the school in its teaching program.

The ideology of a nation determines the aims and philosophy of its education. One cannot train individuals for life in a democracy by rules and indoctrination; the only effective way to train citizens in a democracy is to practice democratic living. Guidance implies, the full recognition and understanding of the individual and the creation of conditions that would develop his capacities to the fullest so that he would achieve self-guidance and security both economically and socially.

Guidance affords each student a wide array of information concerning the various alternatives open to him and their probable consequences. It encourages him to develop an educational plan in harmony with his needs and desires. It also seeks to have the student learn to correct his mistakes and to make the most of his talents.

Crow and Crow (1971: 17) propounded that guidance services include general and specific activities aimed at assistance, duly organized and rendered by means of various procedure and specialized techniques which increase the functional aspect of a program. Guidance services, among others, provides the individual with cumulative evidence about the abilities, interests, growth, development and limitations. It also provides comprehensive data about the school, trade and employment opportunities, personality

development, effective study habits, and other areas in which an individual may need information not usually provided by the instructional program.

Downing (1968: 22) cited that the guidance services supplement, strengthen, and adds meaning to the regular educational experience. While the classroom is designed for activities that will enhance the development of the fundamental skills of learning, guidance aims for the totality of the individual development.

The potential for effectiveness of the guidance services in the school is related directly to the extent to which there is an explicit frame of reference within which the guidance program is defined, designed and operated. This means there must be a theoretical rationale undergirding the development and overarching the operation of guidance services.

It is essential, therefore, that the guidance activities of the school be drawn into a pattern that can be described by the term "guidance program". To be able to do this activities it should be designed to achieve certain specific objectives that relate to the needs of the pupils. Once this is done, effective methods can be employed to get this program into operation (Ereckson & Smith, 1977: 245).

The guidance program must be purposefully planned and

designed to realize the goal of optimum human development. The guidance handbook defines a guidance program as a set of services which helps a 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 to both himself, and to the society in which he moves about (BOS, 1963: 1). Likewise, Kapunan (1963: 44) viewed a guidance program as an organized, planned activities aimed at helping an individual. It is confirmed to definite areas of assistance and personnel work which includes concerns for the welfare of individual in all areas of experiences.

McDaniel (1958: 162) had emphasized that a guidance program be organized on the concept that every individual should be helped to understand himself as a unique personality who is growing, changing and developing in constant response to the pressures and stimuli of the time and the place in which he lives. Knowledge of one's self can help a person become increasingly confident, resourceful, and capable to his environment to make his life more meaningful.

A guidance program just like any other program must be based on clear guidance objectives (Myatt, 1983: 345). The objectives must be expressed in a clear direct language to avoid redundancy and must be known to all who are going to

partake in program development and to those who will benefit from it. The evaluation of guidance program enables school personnel to judge how well they are doing and provides a baseline for dealing the nature of improvements needed. If a systematic evaluation is not conducted, then the decisions that are made are too often shaped by prejudice, tradition or rationalization (Shertzer, 1981: 464).

Evaluative data are needed to assist school personnel in interpreting the guidance program to the community. Parents need to be informed of the present status of a program if they are to participate intelligently in its support and assist in defining its direction and objectives.

Johnson (1970: 348) emphasized that evaluative data are essential for meaningful interpretation of the guidance services to parents, community groups, legislature and board of education. A developmental approach to guidance demands involvement of parents and individuals from the community in the program planning and implementation.

Parents and community folks cannot be expected to meaningfully participate in the implementation of the guidance program unless they understand the nature of guidance services - - - what the program is supposed to do, how each services relates to ultimate accomplishment of program goals, what is being done to reach these goals, and

the program states in terms of goal achievement.

Ordoñez (1983: 165) emphasized that a guidance program no matter how simple must be planned, principles and goals must be set up. Any school can organize a guidance program through how small it is; for the size of the institution is not a factor of coming up with the effectivity, quality and worth of the guidance service rendered.

For a guidance program to be effective it must undergo a periodic evaluation. Hatch (1975: 134) averred that to come up with a quality guidance services, a continuous appraisal be made. Shertzer (1981: 464) propounded that evaluation of guidance program is mandatory if the effectiveness of its services is to be known or its services improved. Systematic program evaluation results in several values to individuals associated with a service and often results in improvement of the program itself.

Evaluation should be continuous. Racher, Smith and Marz (1969: 242) have stated that "to be effective, evaluation must be continuous. No set who can be given as to when to evaluate, but a general assertion is that a continuous evaluation is more important than a complete evaluation". For a more meaningful evaluation of the guidance program, the full cooperation of the teachers, staff and administrative personnel is a must.

The fundamental nature of evaluation consists of judging the worth of experience, idea or process.

Related Studies

Several studies on the effectiveness of guidance programs were looked into by the researcher to give her insights into the present study.

A study on guidance services was conducted by Cabanlig (1980) in some public schools in Baguio City. She came up with the following findings; (1) Lack of funds which is the major hindrance to the development of the guidance program; (2) Lack of time for the homeroom advisers to confer with parents; (3) Teachers do not have the necessary trainings to meet the needs of the pupils, especially the slow learners and mentally maladjusted. Canbulig proposed that the school administrators give their full support to the guidance program, especially on the provision of funds.

Contreras (1980) likewise conducted a study to appraise the different aspects or services of the guidance program in selected public elementary schools in the third congressional district of Pangasinan. The general finding of Contreras was that the guidance program in the district was only occasionally functional.

On the basis of this finding, Contreras made the following recommendations; (1) Guidance committees on the

district and school level should be organized to spearhead the implementation of the school guidance program; (2) A full-time guidance counselor should be assigned to every school in a ratio of one counselor to five hundred students; (3) There should be a continuing in-service trainings of teachers, administrators and other personnel of the school; (4) There should be a periodic appraisal of the guidance services to ensure its functionality and effectivity.

The study of Cabanlig and Contreras have bearing on the present study as both are concerned with guidance services in elementary schools.

Abellar (1984) conducted a study on the Guidance and Counseling Services of a Public Elementary Schools in Davao City. She identified several guidance problems and needs of the pupils in the district of Bangoy. Some of her findings were; (1) The existing guidance services were far from satisfactory; (2) The lack of training of teachers assigned as guidance workers ; (3) Lack of both materials and financial support; (4) Apathy of the administrators and other teachers towards the guidance program. Abellar, therefore, recommended that there was a great need to institute an in-service training programs so teachers and other personnel would be aware of the importance of the need to improve and systematize the development and

implementation of the existing guidance services.

Abellar's study is parallel to the present study as both are into the evaluation of a guidance program in the elementary school. The present study, though, goes further into coming up with a proposed guidance program.

Maneja (1984) conducted an evaluation of the guidance program of Marikina Institute of Science and Technology. Some salient findings of the study were: (1) There was a significant difference on the perception of the implementation of guidance services between the secondary and college students. The secondary students were more aware and benefited of the guidance services than the college students, (2) The guidance personnel were qualified but need improvement in the competency to coordinate and implement the guidance services, (3) physical facilities are not adequate especially items as counseling cubicles, testing rooms and record rooms, (4) while the guidance program was effective and strong in student selection and admission and disseminating information in career and education information, it needs to improve in the administration of psychological test, education and career counseling, research and follow-up service.

The study of Maneja was similar to the present study as both were concerned with the status of a guidance program.

Maneja study was only concerned with the evaluation of the program while the present study came up with a model program for an elementary school.

Nuñez (1986) evaluated the guidance program of the Dominican Schools in the Philippines. She studied the status of the programs with respect to objectives, organizational structure, staff functions, human and material resource allocation and guidance services. The findings of the study indicated that in general, guidance services, though highly desired by all constituents, were moderately implemented. An overall perception of low attainment of objectives led to a low satisfaction level of the guidance program. Furthermore, the conflicting perceptions of the roles of guidance personnel gave an indication that they were not fully aware of their roles and functions. There was only a felt need to improve the facilities and services of the guidance program of the three schools studied.

The study cited had similarities to the present study as both looked into the status of guidance services. The difference was the present study aimed to come up with a guidance program for a public elementary school which does not have a qualified guidance counselor.

A study on the status of the guidance program of the

public general secondary schools of Manila was conducted by Villote in 1986. A few findings of the study were: (1) The Division of City Schools in Manila used the line and staff type organization with the involvement of the superintendent, principal, guidance counselor, guidance coordinator, head teachers and classroom teachers. It also involved some consultant staff, (2) A good number of guidance counselor were highly qualified as they are holders of Masteral degrees, (3) Students were aware and making used of the guidance services. Parents were likewise aware of the services, (4) The guidance centers were well-equip which shows that there has a good rapport and support of the administration.

The present study was similar to the study conducted by Villote as both appraised the status of a guidance program. The difference was in the fact that the previous study was concerned on guidance programs of secondary schools while the present study was on elementary school.

Rios (1980) conducted a study on how the guidance program in the District of Romblon was perceived by the teachers. She gave emphasis on the problems met by the guidance personnel. Rios' findings were (1) There were no qualified guidance counselors to perform guidance services. Guidance workers were only picked among the teachers by

administrators, (2) Teachers and other school personnel were not participating in guidance activities, some were even indifferent to the program, (3) There was an evident absence of guidance facilities, (4) Pupils were not aware of an effective guidance work as the guidance workers were more on punishment than counseling, (5) The homeroom advisers are not tap to act as homeroom/classroom guidance workers, (6) There was an evident apathy of the administrator towards guidance activities.

Rios recommended among others that teachers who were assigned as guidance workers be allowed to attend seminars to enhance and improve their proficiency as guidance workers. She also recommended for an in-service training of teachers to make them aware that all teachers are guidance worker.

The study of Rios was similar to the present study as both studies were concerned with the status and problems in the effective implementation of guidance services. The two studies differed in the sense that the previous study only considered the problems of the guidance program while the present study intended to prepare a guidance program for Gandara Central Elementary School.

Fu (1989) evaluated the existing guidance program of Taren Girl's High School in Taipie Stufflebean CIPP model.

Her findings showed that the guidance services were not adequately meeting the student needs. The existing guidance objectives were congruent with students needs but actually did not address some strong needs of students.

Pablo (1991) conducted an assessment on the status of the guidance program of Samar State Polytechnic College with the end in view of proposing a model guidance program. Pablo came up with the following conclusions;

(1) That the identified existing guidance program needed to be improved and systematized. A functional guidance program would undoubtedly contribute much to the realization of educational goals that the Samar State Polytechnic College is striving for;

(2) That the success of the program depended considerably on the wholehearted support on the guidance personnel and the cooperation of the whole staff;

(3) That the active participation of the parents would lighten the load of homeroom teachers. Teachers and guidance counselors in the implementation of the guidance program; and

(4) Of the five areas of guidance services in the school guidance program, it was the individual inventory and information service that were well - implemented and participated.

The study of Pablo and the present study are similar as both evaluated the guidance program of the school with the purpose of proposing a model program. The difference is that, Pablo's was for a state college while the present study is for a public elementary school.

Another study was that of Davantes (1993) which was a proposed "Improved Guidance Program of Sacred Heart College". Some of the prominent conclusions of the study were:

1). That the college sacredinians had expectations and needs that were reliable and justifiable sources of information and, therefore, were valid basis for the improvement. These should be taken as the focal point for educational trends and projection and should be sufleshed through their school guidance program and the whole college operational system.

2). The college students of SHC needed closer attention from school administration, faculty and personnel staff in order that their problems and demands be hear and properly attended to.

3) That the college sacredinians supported and subscribed to sound and democratic policies and regulations and that the policies, rules and practices of SHC should be fully understood by students as relevant to their growth and

development in consonance with the mission statement of the school.

4). That the Christian philosophy and educational objectives of SHC rated by the College sacredinians as "highly attained" needed to be reinforced through a fully functional guidance program of the school that would cater to all students needs, expectations, hopes and aspirations, for a fuller attainment of SHC's college objectives.

Davantes' study and the present study are similar as both catered to the needs of the clients and how the guidance program or services maybe improved.

Another study on a Proposed Guidance Program was conducted by Cabanganan (1994). This particular study aimed to appraise the guidance program of state colleges and universities in Region VIII with particular focus on the work of its services, the support and competence of its personnel and the adequacy of its facilities and materials to come up with proposed measures for more effective guidance service in the region so a model program be proposed.

The study came up with the following recommendations.

1). Scholarship offerings, especially in the field of guidance, should be properly and promptly disseminated by the deserving guidance counselors so faculty members and

students can avail of the scholarship and have the chance to indepth their horizons.

2). A psychometrician be hired for a well-implemented psychotesting program. Likewise, a clerk be assigned to do clerical work to enable the guidance counselor to dedicate her time to more guidance and counseling activities.

3). Guidance program being an integral part of the educational program must have the total support of the administration and the cooperation of the school staff.

4) Periodic evaluation of the guidance programs be conducted to have insight into the implementation of the guidance program and so its functionality and effectiveness be improved and be more beneficial to the students and other clients.

5). Proper linkages be developed among SUC's in Region VIII to make the guidance program be shared in terms of facilities, trainings of personnel and professional development of counselors.

Cabanganan's study was similar to the present study as both intended to propose a model guidance program. The previous study, however, proposed a Regional Guidance Program for SUC's while the present study limits itself to propose a guidance program for Gandara Central Elementary School.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The literature and studies reviewed in this chapter encompass basic concepts and information that relate to the study on hand. A considerably objective treatment of individual issues presented, opened up a broad background for the conceptualization of related literature and researchers basically pinpointing to the need for further research.

Related Literature

There is a universal need for guidance for each and every individual who would like to find his place in this ever changing and competitive world. Students can become the potent force for change within the school and in the larger society.

Salonga (1987: 2) stated that the educational system of the Philippines should train students to think for themselves, make them responsible for the welfare of their community, develop in them that capability to build and maintain a just, free and civilized society. Education should provide the youth opportunities to develop their full potentials as human beings and as useful citizens of the future.

Guidance aims at aiding the individual to grow in his independence and ability to be responsible for himself.

Jones (1970: 2) reiterated that guidance is a service that is universal and not confined to the school or the family. It is found in all phases of life - in the home, in hospitals, and in prisons, it is present whenever there are people who need help and whenever there are people who can help.

Guidance is a lifelong process. It is not prescriptive but strives toward the goal of self-direction. The counseling process is a teaching process, one of teaching pupils to developed generalized patterns of behavior applicable to the process of planning, choosing and deciding, interpreting and adjusting.

Guidance services are involved in the achievement of the goals of education. The guidance program is not a task of a few specialist, rather it involves the services of the entire staff, including some people with special knowledge and skills, and enlisting the cooperation of all (Ordoñez, 1985: 37). Guidance, therefore, requires the services of understanding teachers, administrators and counselors. Guidance services are part of the total educational program since they are not a new form of instruction in the classroom, but an aid to the school in its teaching program.

The ideology of a nation determines the aims and philosophy of its education. One cannot train individuals for life in a democracy by rules and indoctrination; the only effective way to train citizens in a democracy is to practice democratic living. Guidance implies, the full recognition and understanding of the individual and the creation of conditions that would develop his capacities to the fullest so that he would achieve self-guidance and security both economically and socially.

Guidance affords each student a wide array of information concerning the various alternatives open to him and their probable consequences. It encourages him to develop an educational plan in harmony with his needs and desires. It also seeks to have the student learn to correct his mistakes and to make the most of his talents.

Crow and Crow (1971: 17) propounded that guidance services include general and specific activities aimed at assistance, duly organized and rendered by means of various procedure and specialized techniques which increase the functional aspect of a program. Guidance services, among others, provides the individual with cumulative evidence about the abilities, interests, growth, development and limitations. It also provides comprehensive data about the school, trade and employment opportunities, personality

development, effective study habits, and other areas in which an individual may need information not usually provided by the instructional program.

Downing (1968: 22) cited that the guidance services supplement, strengthen, and adds meaning to the regular educational experience. While the classroom is designed for activities that will enhance the development of the fundamental skills of learning, guidance aims for the totality of the individual development.

The potential for effectiveness of the guidance services in the school is related directly to the extent to which there is an explicit frame of reference within which the guidance program is defined, designed and operated. This means there must be a theoretical rationale undergirding the development and overarching the operation of guidance services.

It is essential, therefore, that the guidance activities of the school be drawn into a pattern that can be described by the term "guidance program". To be able to do this activities it should be designed to achieve certain specific objectives that relate to the needs of the pupils. Once this is done, effective methods can be employed to get this program into operation (Ereckson & Smith, 1977: 245).

The guidance program must be purposefully planned and

designed to realize the goal of optimum human development. The guidance handbook defines a guidance program as a set of services which helps a 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 to both himself and to the society in which he moves about (BOS, 1963: 1). Likewise, Kapunan (1963: 44) viewed a guidance program as an organized, planned activities aimed at helping an individual. It is confirmed to definite areas of assistance and personnel work which includes concerns for the welfare of individual in all areas of experiences.

McDaniel (1958: 162) had emphasized that a guidance program be organized on the concept that every individual should be helped to understand himself as a unique personality who is growing, changing and developing in constant response to the pressures and stimuli of the time and the place in which he lives, Knowledge of one's self can help a person become increasingly confident, resourceful, and capable to his environment to make his life more meaningful.

A guidance program just like any other program must be based on clear guidance objectives (Myatt, 1983: 345). The objectives must be expressed in a clear direct language to avoid redundancy and must be known to all who are going to

partake in program development and to those who will benefit from it. The evaluation of guidance program enables school personnel to judge how well they are doing and provides a baseline for dealing the nature of improvements needed. If a systematic evaluation is not conducted, then the decisions that are made are too often shaped by prejudice, tradition or rationalization (Shertzer, 1981: 464).

Evaluative data are needed to assist school personnel in interpreting the guidance program to the community. Parents need to be informed of the present status of a program if they are to participate intelligently in its support and assist in defining its direction and objectives.

Johnson (1970: 348) emphasized that evaluative data are essential for meaningful interpretation of the guidance services to parents, community groups, legislature and board of education. A developmental approach to guidance demands involvement of parents and individuals from the community in the program planning and implementation.

Parents and community folks cannot be expected to meaningfully participate in the implementation of the guidance program unless they understand the nature of guidance services - - - what the program is supposed to do, how each services relates to ultimate accomplishment of program goals, what is being done to reach these goals, and

the program states in terms of goal achievement.

Ordoñez (1983: 165) emphasized that a guidance program no matter how simple must be planned, principles and goals must be set up. Any school can organize a guidance program through how small it is; for the size of the institution is not a factor of coming up with the effectivity, quality and worth of the guidance service rendered.

For a guidance program to be effective it must undergo a periodic evaluation. Hatch (1975: 134) averred that to come up with a quality guidance services, a continuous appraisal be made. Shertzer (1981: 464) propounded that evaluation of guidance program is mandatory if the effectiveness of its services is to be known or its services improved. Systematic program evaluation results in several values to individuals associated with a service and often results in improvement of the program itself.

Evaluation should be continuous. Racher, Smith and Marz (1969: 242) have stated that "to be effective, evaluation must be continuous. No set who can be given as to when to evaluate, but a general assertion is that a continuous evaluation is more important than a complete evaluation". For a more meaningful evaluation of the guidance program, the full cooperation of the teachers, staff and administrative personnel is a must.

The fundamental nature of evaluation consists of judging the worth of experience, idea or process.

Related Studies

Several studies on the effectiveness of guidance programs were looked into by the researcher to give her insights into the present study.

A study on guidance services was conducted by Cabanlig (1980) in some public schools in Baguio City. She came up with the following findings; (1) Lack of funds which is the major hindrance to the development of the guidance program; (2) Lack of time for the homeroom advisers to confer with parents; (3) Teachers do not have the necessary trainings to meet the needs of the pupils, especially the slow learners and mentally maladjusted. Canbulig proposed that the school administrators give their full support to the guidance program, especially on the provision of funds.

Contreras (1980) likewise conducted a study to appraise the different aspects or services of the guidance program in selected public elementary schools in the third congressional district of Pangasinan. The general finding of Contreras was that the guidance program in the district was only occasionally functional.

On the basis of this finding, Contreras made the following recommendations; (1) Guidance committees on the

district and school level should be organized to spearhead the implementation of the school guidance program; (2) A full-time guidance counselor should be assigned to every school in a ratio of one counselor to five hundred students; (3) There should be a continuing in-service trainings of teachers, administrators and other personnel of the school; (4) There should be a periodic appraisal of the guidance services to ensure its functionality and effectivity.

The study of Cabanlig and Contreras have bearing on the present study as both are concerned with guidance services in elementary schools.

Abellar (1984) conducted a study on the Guidance and Counseling Services of a Public Elementary Schools in Davao City. She identified several guidance problems and needs of the pupils in the district of Bangoy. Some of her findings were; (1) The existing guidance services were far from satisfactory; (2) The lack of training of teachers assigned as guidance workers ; (3) Lack of both materials and financial support; (4) Apathy of the administrators and other teachers towards the guidance program. Abellar, therefore, recommended that there was a great need to institute an in-service training programs so teachers and other personnel would be aware of the importance of the need to improve and systematize the development and

implementation of the existing guidance services.

Abellar's study is parallel to the present study as both are into the evaluation of a guidance program in the elementary school. The present study, though, goes further into coming up with a proposed guidance program.

Maneja (1984) conducted an evaluation of the guidance program of Marikina Institute of Science and Technology. Some salient findings of the study were: (1) There was a significant difference on the perception of the implementation of guidance services between the secondary and college students. The secondary students were more aware and benefited of the guidance services than the college students, (2) The guidance personnel were qualified but need improvement in the competency to coordinate and implement the guidance services, (3) physical facilities are not adequate especially items as counseling cubicles, testing rooms and record rooms, (4) while the guidance program was effective and strong in student selection and admission and disseminating information in career and education information, it needs to improve in the administration of psychological test, education and career counseling, research and follow-up service.

The study of Maneja was similar to the present study as both were concerned with the status of a guidance program.

Maneja study was only concerned with the evaluation of the program while the present study came up with a model program for an elementary school.

Nuñez (1986) evaluated the guidance program of the Dominican Schools in the Philippines. She studied the status of the programs with respect to objectives, organizational structure, staff functions, human and material resource allocation and guidance services. The findings of the study indicated that in general, guidance services, though highly desired by all constituents, were moderately implemented. An overall perception of low attainment of objectives led to a low satisfaction level of the guidance program. Furthermore, the conflicting perceptions of the roles of guidance personnel gave an indication that they were not fully aware of their roles and functions. There was only a felt need to improve the facilities and services of the guidance program of the three schools studied.

The study cited had similarities to the present study as both looked into the status of guidance services. The difference was the present study aimed to come up with a guidance program for a public elementary school which does not have a qualified guidance counselor.

A study on the status of the guidance program of the

public general secondary schools of Manila was conducted by Villote in 1986. A few findings of the study were: (1) The Division of City Schools in Manila used the line and staff type organization with the involvement of the superintendent, principal, guidance counselor, guidance coordinator, head teachers and classroom teachers. It also involved some consultant staff, (2) A good number of guidance counselor were highly qualified as they are holders of Masteral degrees, (3) Students were aware and making used of the guidance services. Parents were likewise aware of the services, (4) The guidance centers were well-equip which shows that there has a good rapport and support of the administration.

The present study was similar to the study conducted by Villote as both appraised the status of a guidance program. The difference was in the fact that the previous study was concerned on guidance programs of secondary schools while the present study was on elementary school.

Rios (1980) conducted a study on how the guidance program in the District of Romblon was perceived by the teachers. She gave emphasis on the problems met by the guidance personnel. Rios' findings were (1) There were no qualified guidance counselors to perform guidance services. Guidance workers were only picked among the teachers by

administrators, (2) Teachers and other school personnel were not participating in guidance activities, some were even indifferent to the program, (3) There was an evident absence of guidance facilities, (4) Pupils were not aware of an effective guidance work as the guidance workers were more on punishment than counseling, (5) The homeroom advisers are not tap to act as homeroom/classroom guidance workers, 6) There was an evident apathy of the administrator towards guidance activities.

Rios recommended among others that teachers who were assigned as guidance workers be allowed to attend seminars to enhance and improve their proficiency as guidance workers. She also recommended for an in-service training of teachers to make them aware that all teachers are guidance worker.

The study of Rios was similar to the present study as both studies were concerned with the status and problems in the effective implementation of guidance services. The two studies differed in the sense that the previous study only considered the problems of the guidance program while the present study intended to prepare a guidance program for Gandara Central Elementary School.

Fu (1989) evaluated the existing guidance program of Taren Girl's High School in Taipie Stufflebean CIPP model.

Her findings showed that the guidance services were not adequately meeting the student needs. The existing guidance objectives were congruent with students needs but actually did not address some strong needs of students.

Pablo (1991) conducted an assessment on the status of the guidance program of Samar State Polytechnic College with the end in view of proposing a model guidance program. Pablo came up with the following conclusions;

(1) That the identified existing guidance program needed to be improved and systematized. A functional guidance program would undoubtedly contribute much to the realization of educational goals that the Samar State Polytechnic College is striving for;

(2) That the success of the program depended considerably on the wholehearted support on the guidance personnel and the cooperation of the whole staff;

(3) That the active participation of the parents would lighten the load of homeroom teachers. Teachers and guidance counselors in the implementation of the guidance program; and

(4) Of the five areas of guidance services in the school guidance program, it was the individual inventory and information service that were well - implemented and participated.

The study of Pablo and the present study are similar as both evaluated the guidance program of the school with the purpose of proposing a model program. The difference is that, Pablo's was for a state college while the present study is for a public elementary school.

Another study was that of Davantes (1993) which was a proposed "Improved Guidance Program of Sacred Heart College". Some of the prominent conclusions of the study were:

1). That the college sacredinians had expectations and needs that were reliable and justifiable sources of information and, therefore, were valid basis for the improvement. These should be taken as the focal point for educational trends and projection and should be sufleshed through their school guidance program and the whole college operational system.

2). The college students of SHC needed closer attention from school administration, faculty and personnel staff in order that their problems and demands be hear and properly attended to.

3) That the college sacredinians supported and subscribed to sound and democratic policies and regulations and that the policies, rules and practices of SHC should be fully understood by students as relevant to their growth and

development in consonance with the mission statement of the school.

4). That the Christian philosophy and educational objectives of SHC rated by the College sacredinians as "highly attained" needed to be reinforced through a fully functional guidance program of the school that would cater to all students needs, expectations, hopes and aspirations, for a fuller attainment of SHC's college objectives.

Davantes' study and the present study are similar as both catered to the needs of the clients and how the guidance program or services maybe improved.

Another study on a Proposed Guidance Program was conducted by Cabanganan (1994). This particular study aimed to appraise the guidance program of state colleges and universities in Region VIII with particular focus on the work of its services, the support and competence of its personnel and the adequacy of its facilities and materials to come up with proposed measures for more effective guidance service in the region so a model program be proposed.

The study came up with the following recommendations.

1). Scholarship offerings, especially in the field of guidance, should be properly and promptly disseminated by the deserving guidance counselors so faculty members and

students can avail of the scholarship and have the chance to indepth their horizons.

2). A psychometrician be hired for a well-implemented psychotesting program. Likewise, a clerk be assigned to do clerical work to enable the guidance counselor to dedicate her time to more guidance and counseling activities.

3). Guidance program being an integral part of the educational program must have the total support of the administration and the cooperation of the school staff.

4) Períodic evaluation of the guidance programs be conducted to have insight into the implementation of the guidance program and so its functionality and effectiveness be improved and be more beneficial to the students and other clients.

5). Proper linkages be developed among SUC's in Region VIII to make the guidance program be shared in terms of facilities, trainings of personnel and professional development of counselors.

Cabanganan's study was similar to the present study as both intended to propose a model guidance program. The previous study, however, proposed a Regional Guidance Program for SUC's while the present study limits itself to propose a guidance program for Gandara Central Elementary School.

Chapter 3

METHODOLOGY

The methods and procedure of this study is presented in this chapter. The instruments that were used in gathering data, the description of the respondents and the manner and methods of how the data were treated, are likewise reflected in this chapter.

Research Design

The research design adopted in this study is the developmental method as it aims to come up with a guidance program for Gandara Central Elementary School.

Instrumentation

Since this study looked into the status of Guidance Program in Gandara Central Elementary School with the objective of coming up with a proposed model, it was imperative that various types of instruments be utilized.

Questionnaire. The questionnaire was the principal instrument that was used in this study. There were two sets of questionnaire -- one for the school personnel and another one for the pupils and parents. The questionnaire was constructed by the researcher after a thorough review of related literature and studies and after making

a thorough analysis of the problem to determine the necessary information for the study.

The questionnaire for the school personnel had five parts. Part I called for the Personnel Data of the respondents; Part II looked into the status of the Guidance Program; Part III gathered data on the perception of the school personnel into the implementation of the Guidance Program; Part IV tried to find out the various problems felt by the school personnel in the implementation of the guidance program while Part V called for solutions/strategies to solve the problems.

The questionnaire for the pupils and parent-respondents also consisted of five parts. Part I called for the personal data of the respondents; Part II determined the status of the Guidance Program; Part III tried to find out the perception of the pupils and their parents into the implementation of the Guidance Program; Part IV looked into the problems of the program and Part V for the solutions to the problems. The questionnaire for the pupils and parents was written in the vernacular for better comprehension and understanding.

The questionnaire was so constructed that the respondent could answer it with ease and facility. Instruction were provided so that the respondent would know

what to do with each question. The questionnaire was submitted and referred to the adviser for review, comments and suggestion. It was also validated by teachers and pupils in San Jorge Elementary School.

The questionnaire was only finalized after the dry-run and after the suggestions of the adviser were taken and considered.

Interview. In order to validate information brought by some questions in the questionnaire, the respondents were interviewed. Items which the respondents felt were vogue were the same questions that were asked in the interview. Opinions of the interviewees regarding the problem were solicited and their suggestions were sought and taken.

Observation. Ocular survey or walk through was done to gain a deeper and clearer insights into the implementation of the guidance services or activities in the school. This was necessary to double-check answers in the questionnaire and to verify the equipment, materials and other requirements for a guidance office.

Documentary Analysis. Documentary analysis was resorted to verify the data on guidance services in the school. This was used in determining the number of

pupil-respondents in the study and to look into the implementation of the guidance services. The document that was scrutinized was the register of the teachers. This was used to choose the pupil respondents.

Validation of the Questionnaire

Before the questionnaire was finalized, it was submitted for expert validation to the masteral students specializing in Guidance and Counseling in Samar State Polytechnic College. The questionnaire was also submitted or tried out in a dry-run among the teachers and grade five pupils in San Jorge Elementary School. Comments and suggestions were solicited, analyzed and verified from the teachers and pupils and were considered for the improvement of the questionnaire. The final draft of the questionnaire was only prepared after the comments and suggestions of the adviser were taken.

Sampling Procedure

Total numeration was used in gathering data from the school personnel-respondents of Gandara Central Elementary School. This means that all of the 35 teachers and one administrator of the school were taken as respondents.

A purposive random sampling was utilized to select the pupil-respondents. This was done by looking into the school

register of the class adviser of the grade five and six pupils. All pupils that belonged to the even number in the register were taken as respondents. In cases where a pupil was absent, she or he was replaced by picking the substitute through the use of the fish bowl method. This was done by writing the names of the odd pupils found in the register in a piece of paper. The paper was rolled and kept in a box.

The parent-respondents depend on the pupils selected as respondents. Meaning that the parents of the pupil respondents automatically became the parent-respondents.

Data Gathering Procedure

Before the data gathering began, the researcher sought the permission from the principal of Gandara Central School to conduct the study in said school.

The questionnaire was personally fielded by the researcher to the school personnel and the pupil-respondents. In the case of the parent-respondents, the researcher sought the assistance of the teacher adviser of the grade five and six pupils. This was very necessary as the advisers had a closer contact with the parents.

Treatment of Data

After the data were gathered, it was categorized, tabulated and analyzed. The statistical measures that were

used in this study were frequency counts with percentages, the weighted mean and one-way analysis of variance.

Frequency counts with percentages. Frequency counts or distribution expressed in percentages of the subjects responses was used for interpreting of simple numerical facts. This was utilized to present the profile of the respondents.

Weighted Mean. To obtain the reaction of the respondents towards the status of the guidance program in Gandara Central Elementary School, the weighted mean was used. Five descriptive ratings as very adequate, moderately adequate, slightly adequate, inadequate and very inadequate were utilized. These were assigned descriptive weights of 5, 4, 3, 2, and 1 respectively.

The frequency for each item was multiplied by the weights of the respective columns to obtain the weighted frequencies which was added to get the total weighted frequency. This in turn, was divided by the total frequency to arrive at the weighted mean which was interpreted by the arbitrary scale as follows:

<u>Descriptive Rating</u>	<u>Scale</u>	<u>Weight</u>
Very adequate	5	4.51 - 5
Moderately adequate	4	3.51 - 4.50

Slightly adequate	3	2.51 - 3.50
Inadequate	2	1.51 - 2.50
Very inadequate	1	1.00 - below

In the implementation of the guidance program, five descriptive ratings were likewise used. These were Fully Implemented (FI), Satisfactorily Implemented (SI), Moderately Implemented (MI), Less Implemented (LI) and not implemented with the scale of 5, 4, 3, 2, and 1 respectively. The assigned weights are:

<u>Descriptive Rating</u>	<u>Scale</u>	<u>Weight</u>
Fully implemented	5	4.51 - 5.00
Highly implemented	4	3.51 - 4.50
Implemented	3	2.51 - 3.50
Moderately implemented	2	1.51 - 2.50
Not implemented	1	1.00 - 1.50

To find out whether there was a significant difference as to the perceptions of the school personnel, pupils and parents in the implementation of the guidance program, the One-Way Analysis of Variance (ANOVA) was used at 0.05 level of significance with the following formula as suggested by Walpole (1982: 392-394).

Table 1

**Working Formula for the One-Way Analysis of
Variance (ANOVA)**

SV	DF	Sum of Squares	Mean Squares	F-Value
Between	k-1	$\frac{E(\text{Group Total})^2 - C}{r}$	$\frac{SS \text{ Between}}{k-1}$	$\frac{MS \text{ Between}}{MS \text{ Within}}$
Within	n-k	SSTotal-SS Between	$\frac{SS-Within}{n-k}$	-
Total	n-1	$\Sigma x^2 - C$		

Where:

C = Correction factor computed as $\frac{(\Sigma x)^2}{n}$

n = Total number of cases

Σx = Total of all the x-values

Σx^2 = Total of the square of the x-values

k = Number of groups

r = Number of observation/values per group

The weighted average was again used to determine how problems were felt by the respondents in the implementation of the guidance program. Five descriptive ratings of Extremely Felt (EF), Highly Felt (HF), Felt (F), Moderately Felt (MF) and Not Felt (NF) at all were used. A scale of 5, 4, 3, 2, and 1 respectively were assigned to the five descriptive ratings.

<u>Descriptive Rating</u>	<u>Scale</u>	<u>Weight</u>
Extremely Felt	5	4.51 - 5.00
Highly Felt	4	3.51 - 4.50
Felt	3	2.51 - 3.50
Moderately Felt	2	1.51 - 2.50
Not felt at All	1	1.00 - 1.50

To determine how the respondents agreed on the suggested solutions, the weighted mean was again used with the descriptive rating of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SD) with the assigned weights of 5, 4, 3, 2, and 1 respectively.

<u>Descriptive Rating</u>	<u>Scale</u>	<u>Weight</u>
Strongly agree	5	4.51 - 5.00
Agree	4	3.51 - 4.50
Undecided	3	2.51 - 3.50
Disagree	2	1.51 - 2.50
Strongly disagree	1	1.00 - 1.50

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data obtained as a result of the evaluation of the guidance program of Gandara Central Elementary School. It presents the profile of the respondents, the status of the guidance program and the implementation of the guidance services. It likewise presents the problems in the implementation of the program and some suggested alternatives that may solve the problems.

Profile of the Respondents

It is a proven fact that an effective assessment of a program largely depend upon a competent and reliable respondents. It is therefore, imperative to look into the profile of the three groups of respondents in this study, namely, the school personnel, pupils and parent respondents.

Sex Profile of Respondents. Table 2 reflects the sex profile of the three groups of respondents. Of the 136 respondents, 94 or 67.12 percent were females and only 42 or 30.88 percent were males. The female dominated in the three categories as there were 33 or 91.67 percent of them among the school personnel with only three or 8.33 percent male: there were 29 or 58.0 percent female in the pupil respondents with 21 or 42.0 percent male. The female

Table 2

Sex Profile of the Respondent

Sex	Respondents Category							
	Sch. Personnel		Public		Parents		Total	
	No.	%	No.	%	No.	%	No.	%
Male	3	8.33	21	42.0	18	36.0	42	30.88
Female	33	91.67	29	58.0	32	64.0	94	69.12
Total	36	100.00	50	100.0	50	100.0	136	100.00

respondents were also more in the parent-respondents. There were 32 or 64.0 percent female with only 18 or 36.0 percent male.

The data signified that majority of the grade five & six population were females, as there were more females involved in the teaching profession in the elementary schools. It likewise suggested that mothers were more interested with children welfare in school than fathers.

Age Profile of Pupil Respondents. Age profile of the pupil respondents can be gleaned in Table 3. Majority of the 50 pupils belonged to the age level of the 11-12 year. There were 43 or 86.0 percent of this age group. The date suggested that most of the pupil started schooling on the

Table 3

Age Profile of Pupil Respondents

Age in Years	Male		Female		Total	
	No.	%	No.	%	No.	%
11 - 12	18	85.72	25	86.20	43	86.0
13 - 14	2	9.52	3	10.34	5	10.0
15 - 16	1	4.76	1	3.45	2	4.0
Total Ave.	21	100.00	29	100.00	50	100.00

required age of seven. There were only five or 10.0 percent who were in the age of level of 13-14 years old and only two or 4.0 percent who belong to 15-16 age level. These were probably the "balik-aral" pupils.

Age Profile of the School Personnel and Parents. The age profile of the school personnel and parents respondents is shown in Table 4. The average age of the two groups of respondents were 41.07 with the school personnel having an average of 42.22 and the parent respondents at 44.54.

There were 10 or 27.78 percent of the school personnel that belong to the age bracket of 35-39 years and also 10 or 27.78 percent belonged to 40-44 years bracket, only one or 2.78 percent of the school personnel were still young and

Table 4

Age Profile of School Personnel and Parents

Age in Years	School Personnel		Parents		Total	
	No.	%	No.	%	No.	%
25 - 29	1	2.78	4	8.0	5	5.81
30 - 34	3	8.33	6	12.0	9	10.47
35 - 39	10	27.78	13	26.0	23	26.74
40 - 44	10	27.78	5	10.0	15	17.44
45 - 49	4	11.11	3	6.0	7	8.14
50 - 54	3	8.33	9	18.0	12	13.95
55 - 59	3	8.33	8	16.0	11	12.79
60 - 64	2	5.56	2	4.0	4	4.65
Total	36	100.00	50	100.00	86	100.00
Average Age		42.22		42.54		41.07

fell between the 25-29 age range. There were two or 5.56 percent who were already retireable with ages in the level of 60-64 years.

The parent-respondents were also in the middle-aged level. There were 13 or 26.0 percent who belonged to the age brackets of 35-39 years. Nine or 18.0 percent were in the age bracket of 50-54 years. There were also parents who belonged to the age bracket of 25-29. There were four or

Table 5

Civil Status of School and Personnel and Parents

Civil Status	School Personnel		Parents		Total	
	No.	%	No.	%	No.	%
Married	30	83.33	45	90.0	75	89.21
Widow	5	13.89	4	8.0	9	10.47
Separated	1	2.78	0		1	1.16
Single	0		1	2.0	1	1.16
Total	36	100.00	50	100.00	86	100.00

8.0 percent of them. These parents might have married young, probably in their teens.

Civil Status of School Personnel and Parent Respondents. The civil status of the school personnel and parent respondents is reflected in Table 5. Most of the respondents were married. There were 30 or 83.33 percent of the school personnel and 45 or 90.0 percent from the parents group.

The data signified that most of the respondents could better relate to the pupils as they were already married and might be able to effectively implement the guidance program.

Table 6

Educational Qualification of School Personnel

Degree	No.	Percent
M.A.	1	2.78
M.A. (CAR)	3	8.33
BSE	2	5.56
BSEEd	25	69.44
BSEEd (H.E.)	3	8.33
BSIE	1	2.78
BSA	1	2.78
Total	36	100.00

Educational Qualification of School Personnel. To be able to participate and be involved actively in the effective implementation of the guidance program, teachers must have the necessary qualification. Majority of the school personnel were holders of Bachelor of Science in Elementary Education. There were 25 or 69.44 percent of the 36 school personnel. Three or 8.33 percent had finished the academic requirements for Masteral studies with one or 2.78 percent had a degree on Master of Arts, Bachelor of Science in Agriculture. The data signified that the school personnel could be involved effectively in the implementation of the

guidance program.

Educational Attainment of Parents.The educational attainment of parents reflected in Table 7. Eighteen or 36.0 percent of the parent-respondents were college graduate and were practicing their profession. There were 10 or 20 percent who had graduated from the secondary level and nine or 18.0 percent who had reached the high school level but were not able to graduate. The data signified that the parents were knowledgeable enough to understand the importance of guidance program.

Table 7

Educational Attainment of Parents

Educational Attainment	No.	Percent
College Graduate	18	36.0
College Level	4	8.0
High School Graduate	10	20.0
High School Level	9	18.0
Elementary Graduate	4	8.0
Primary	3	6.0
No Schooling	2	4.0
Total	50	100.00

Teaching Experiences of School Personnel. The teaching experiences of the school personnel can viewed in Table B. The average number of years that the school personnel had been involved in the teaching profession was 8.39 years of the 36 school personnel, five or 13.89 percent

Table B

Teaching Experiences of School Personnel

No. of Years	:	No.	:	Percent
5 - 7	:	1	:	2.78
8 - 10	:	2	:	5.56
11 - 13	:	1	:	2.78
14 - 16	:	4	:	11.11
17 - 19	:	2	:	5.56
20 - 22	:	2	:	5.56
23 - 25	:	5	:	13.89
26 - 28	:	5	:	13.89
29 - 31	:	3	:	8.33
32 - 34	:	5	:	13.89
35 - 37	:	3	:	8.33
38 - 40	:	1	:	2.78
41 - 43	:	2	:	5.56
Total	:	36	:	100.00
Average No. of Years	:		:	8.39

had been teaching from 23-25 years., 26-28 years and from 32-34 years. There were four or 11.11 percent who claimed to have been teaching for 14-16 years. Two or 5.56 percent of the 36 school personnel had been teaching for 41-43 years. These school personnel might have already reached their retirement years.

The data in Table 8 illustrates that the school personnel had sufficient involvement with the objectives and policies of the elementary education and thus might have the sufficient knowledge of the objectives and functions of a guidance program.

Socio-Economic Status of School Personnel and Parent Respondents. The Socio Economic status of the school personnel and parent respondents is reflected in Table 9. This was expressed in terms of their monthly family income. Average family income for both of the respondents was P11,802.33. The average income for the school personnel was P19,476.00 while for the parents was P9,960.00.

There were thirteen or 36.11 percent of the school personnel who had declared that their family income was within the level of P15,000-P19,000. While twelve or 33.33 percent claimed that their family income was within the bracket of P9,000.00-P14,000.00. There were only three or 8.33 percent and two or 5.56 percent who signified that

Table 9

Socio-Economic Status of School Personnel
and Parent Respondents

Socio-Economic Status "Income"	School Personnel		Parents		Total	
	No.	%	No.	%	No.	%
25,000 - up	3	8.33	2	4.0	5	5.81
20,000 - 24,000	2	5.56	4	8.0	6	6.98
15,000 - 19,000	13	36.11	8	16.0	21	24.82
9,000 - 14,000	12	33.33	10	20.0	22	25.58
4,000 - 8,000	6	16.67	15	30.0	21	24.82
3,000 - below	0		11	22.0	11	12.79
Total	36	100.00	50	100.00	86	100.00
Average Income	11,802.30		SP = F19,476		F = 9,960.00	

their family income was within the bracket of P20,000.00-P24,000.00. These probably are those school personnel whose family income were engaged in commerce or bussiness.

There were 22 or 25.58 percent of the parent-respondents who claimed that their family income was within the bracket of P9,000.00-P14,000.00; 21 or 24.82 percent who had income within the bracket of P15,000.00-P19,000.00 and with the same number of 21 claimed that they also had income between P4,000.00-P8,000.00. There were eleven or 12.79

percent who declared that their income was only about P3,000.00 more or less.

The data signified that the school personnel and parent respondents had sufficient income to support their children in school. They also had the means to be involved in Parent-Teacher Associations (PTA) projects.

Status of the Guidance Program

A guidance program will never be effectively implemented without adequate facilities, tools and equipment and other paraphernalia necessary for its function. In this regard, the school personnel were made to react as to the status of these facilities in the guidance center. There were four factors that were considered in the evaluation. These were information materials found in the center, tools and equipment, physical facilities and location of the building. The Likert five-point scale of "Very Adequate", "Moderately Adequate", "Slightly Adequate", "Inadequate" and "Very Inadequate" with the rating of 5, 4, 3, 2 and 1 respectively.

Status of Information Materials. The status of information materials in the guidance center is reflected in Table 10. The grand weighted mean for the presence of these materials is 2.61 which means that this is "slightly adequate". Only periodicals were found to be "moderately

Table 10

Status of Information Materials in Guidance Center

	VA	MA	SA	I	VI	Total	Weighted	Description
	(5)	(4)	(3)	(2)	(1)		Mean	
I. Information Materials								
a) Pamphlets	2 (10)	4 (16)	7 (21)	20 (40)	3 (3)	36 (90)	2.50	I
b) Models	1 (5)	1 (4)	9 (27)	20 (40)	5 (5)	36 (81)	2.25	I
c) Bulletin	0 (0)	2 (8)	0 (0)	32 (64)	2 (2)	36 (74)	2.05	I
d) Reference Books	2 (10)	2 (8)	10 (30)	21 (42)	1 (1)	36 (91)	2.53	SA
e) Charts	0 (0)	0 (0)	3 (9)	30 (60)	3 (3)	36 (72)	2.00	I
f) Pamphlets	0 (0)	2 (8)	0 (0)	32 (64)	2 (2)	36 (74)	2.05	I
g) Journals	2 (10)	4 (16)	7 (21)	20 (40)	3 (3)	36 (90)	2.50	I
h) Monograph	1 (5)	7 (28)	9 (27)	18 (16)	1 (1)	36 (77)	2.14	I
i) Periodicals	6 (30)	5 (20)	20 (60)	6 (12)	4 (4)	36 (126)	3.53	MA
j) Magazines	12 (60)	4 (16)	8 (24)	6 (12)	6 (6)	36 (118)	3.28	SA
k) Brochures	8 (40)	10 (40)	9 (27)	6 (12)	4 (4)	36 (123)	3.42	SA
l) Handouts/Clippings	6 (30)	9 (36)	8 (24)	10 (20)	3 (3)	36 (113)	3.14	SA
Total Response	168	50	90	221	37	566		
Total Frequency	200	200	270	422	57	1129		
Grand Mean							2.61	SA

Legend:

4.51 - 5.00	-	Very Adequate	(VA)
3.51 - 4.50	-	Moderately Adequate	(MA)
2.51 - 2.50	-	Slightly Adequate	(SA)
1.51 - 2.50	-	Inadequate	(I)
1.00 - 1.50	-	Very Inadequate	(VI)

adequate" with a weighted mean of 3.53 Information materials as reference books, magazines, brochures and handouts and clippings were "slightly adequate" with a weighted mean of 2.53, 3.28, 3.42, and 3.14, respectively. Other materials like pamphlets, modules, bulletins, charts, manulas, journals and monographs were still "Inadequate".

The data greatly signified that the guidance center really needed to have more information materials to be able to meet the needs of the pupils in the information service.

Status of Facilities. Facilities are very important in any program. Table 11 shows the status of these facilities in the guidance center. Facilities in the guidance center. Facilities in the guidance center were "very inadequate" with a grand weighted mean of only 2.22. The facilities which were rated "inadequate" by the school personnel were the supply of water with the weighted mean of 2.19, the presence of a testing room with 1.50, the availability of a comfort room with 1.97, and a provision of a counseling room with 2.19. The guidance center also was very much wanting on curtains and draperies. This was rated 2.50 which means 'inadequate". Only the lights got s rating of 2.97 which is "slightly inadequate".

The data of the guidance facilities reflected in Table 11 shows that the guidance center of Gandara Central

Table 11

Status of Facilities in the Guidance Center

	VA	MA	SA	I	VI	Total	Weighted	Description
	(5)	(4)	(3)	(2)	(1)		Mean	
2. Facilities								
a) Lighting	4 (20)	7 (28)	12 (36)	10 (20)	3 (3)	36 (107)	2.97	SA
b) Water	1 (5)	2 (12)	5 (15)	20 (40)	7 (7)	36 (79)	2.19	I
c) Testing Room	1 (5)	2 (8)	2 (6)	4 (8)	27 (27)	36 (54)	1.50	VI
d) Comfort Room	2 (10)	3 (12)	4 (12)	10 (20)	17 (17)	36 (71)	1.97	I
e) Private Room for Counseling	2 (10)	6 (24)	4 (12)	9 (18)	15 (15)	36 (79)	2.19	I
f) Curtains/Draperies	6 (12)	10 (40)	12 (24)	6 (12)	2 (2)	36 (90)	2.50	I
Total Response	16	31	39	59	71			
Total Frequency	62	124	105	118	71			
Grand Mean							2.22	I

Legend:

4.51 - 5.00	-	Very Adequate	(VA)
3.51 - 4.50	-	Moderately Adequate	(MA)
2.51 - 2.50	-	Slightly Adequate	(SA)
1.51 - 2.50	-	Inadequate	(I)
1.00 - 1.50	-	Very Inadequate	(VI)

Elementary School greatly needs to improve the provision of guidance facilities if it aims be effectively implement its guidance program.

Status of the Building. The status of the building or room allotted as a guidance center can be gleaned in Table 12. The grand mean for this category is 3.37 or "slightly adequate". There were three items that were rated as

Table 12

Status of Facilities in the Guidance Center

	VA	MA	SA	I	VI	Total	Weighted Mean	Description
	(5)	(4)	(3)	(2)	(1)			
3. Guidance Center								
a) Spacious	6 (30)	4 (16)	10 (30)	12 (24)	4 (4)	36 (104)	2.89	SA
b) Clean/orderly	10 (50)	12 (48)	8 (24)	4 (8)	2 (2)	36 (132)	3.67	MA
c) Accessible to Pupils	8 (40)	12 (48)	8 (24)	6 (12)	2 (2)	36 (126)	3.50	SA
d) Well-Ventilated	4 (20)	8 (32)	12 (36)	4 (8)	8 (8)	36 (104)	2.89	SA
e) Comfortably Arrange	8 (40)	14 (56)	9 (27)	3 (6)	2 (2)	36 (131)	3.64	MA
f) Honey Atmosphere	9 (45)	10 (40)	12 (36)	4 (8)	1 (1)	36 (130)	3.61	MA
Total Response	45	60	59	33	18			
Total Frequency	225	240	177	66	18			
Grand Mean							3.37	SA

Legend:

4.51 - 5.00	-	Very Adequate	(VA)
3.51 - 4.50	-	Moderately Adequate	(MA)
2.51 - 2.50	-	Slightly Adequate	(SA)
1.51 - 2.50	-	Inadequate	(I)
1.00 - 1.50	-	Very Inadequate	(VI)

"adequate" by the school personnel. These are on the "spaciousness" of the center, "accessability to the pupils" and whether the center is "well-ventilated". These items were rated with a weighted mean of 2.89, 3.50, and 2.89, respectively.

There were also three items which were rated as "moderately adequate". These were on whether the center was "clean and ordely", "comfortably arranged" and "have a homelike atmosphere" with the weighted means of 3.67, 3.64 and 3.61, respectively.

A cursory glance of the data on Table 11 reveals that the guidance center needs to be improved physically to make it attractive and elicit a welcome affect to the pupils. A guidance center must also be very accessible to its clients.

Status of Equipment and Tools. A guidance center to effeciently and effectively function must have adequate tools and equipment. The availability of these tools and equipment can be seen in Table 13. The grand mean for these category is 3.14 or "slightly adequate."

There were 10 equipment and tools cited by the respondents. Item on "chairs", "steel cabinet", "wall clocks" and "Bulletin Board" were rated "moderately adequate" with weighted mean of 3.70, 3.56, 3.64 and 3.61, respectively.

Table 13

Status of Equipment and Tools

	VA	MA	SA	I	VI	Total	Weighted	Description
	(5)	(4)	(3)	(2)	(1)		Mean	
4. Guidance Center								
a) Counselor Table	8 (40)	10 (46)	12 (36)	4 (8)	2 (2)	36 (128)	3.5	SA
b) Chairs	10 (50)	12 (48)	8 (24)	5 (10)	1 (1)	36 (133)	3.70	MA
c) Steel Cabinets	4 (40)	6 (24)	14 (42)	10 (20)	2 (2)	36 (128)	3.56	MA
d) Testing Tables	2 (10)	4 (16)	3 (9)	20 (40)	7 (7)	36 (82)	2.28	IA
e) Bookshelves	8 (40)	12 (56)	6 (27)	8 (6)	2 (2)	36 (131)	3.44	SA
f) Reception Desk	2 (10)	3 (12)	8 (24)	13 (26)	10 (10)	36 (82)	2.28	IA
g) Counselor Sofa	0 (0)	4 (16)	6 (18)	12 (24)	14 (14)	36 (72)	2.00	IA
h) Typewriter	8 (40)	10 (40)	9 (27)	7 (14)	2 (2)	36 (123)	3.42	SA
i) Wall Clock	10 (50)	9 (36)	12 (36)	4 (8)	1 (1)	36 (131)	3.64	MA
j) Bulletin Board	9 (45)	10 (40)	12 (36)	4 (8)	1 (1)	36 (130)	3.61	MA
Total Response	61	80	90	87	42			
Total Frequency	325	320	270	174	42			
Grand Mean							3.14	SA
Legend: 4.51 - 5.00 - Very Adequate (VA) 1.00 - 1.50 - Very Inadequate (VI)								
3.51 - 4.50 - Moderately Adequate (MA)								
2.51 - 2.50 - Slightly Adequate (SA)								
1.51 - 2.50 - Inadequate (I)								

Three items on "counselor's table "bookshelves" and a "typewriter" were rated as "slightly adequate: with weighted mean of 3.5, 3.44 and 3.42 respectively. The items that were rated as "inadequate" were on "testing tables" counselor's safe and "reception desk".

The data on table greatly signified that the guidance center of Guidance Central Elementary School needed to buy and equip the center with necessary tools and equipment as these essential for proper functioning.

Implementation of the Five Guidance Services

The effective implementation of the guidance services makes a school guidance program functional and of use to its pupils. The three groups of respondents; namely: school personnel, pupils and their parents were made to react as to how the five guidance services were implemented by the Gandara Central Elementary School.

The Likert five-point scale was used with the following descriptive ratings: "Fully Implemented", "Highly Implemented", "Implemented", "Moderately Implemented" and "Not Implemented. These were assigned a scale of 5,4,3,2, and 1 respectively. The perceptions of the respondents are reflected in Table 14-18.

Implementation of the Individual Inventory Service.

The first responsibility of an organized guidance program is to see that those who are concerned with education know essential facts about the learners, so these individual can be helped to realize their potentials, and environments can be effectively created to provide the opportunities for learning. This is realized through the individual inventory or analysis service.

In this study, the three group of respondents were made to react to three general areas of the individual inventory service as "individual inventory of records", "the use of the records" and the "use of the psychological tests". This is reflected in Table 14. The total grand mean for the three categories or areas was 2.033 which means that the individual inventory service of the guidance programs was only "moderateley implemented." This had a total grand weighted mean of 1.93 from the school personnel, 2.08 from the pupils and 1.97 from the parents.

For the first category that is on the various records in the individual inventory service used by the guyidance center, the three groups of respondents agreed that it was only "moderately implemented" in the center with a total weighted mean of 1.96. The three groups of respondents also agrred that this category was "moderately implemented" with the school personnel giving it a weighted mean of 1.79, the pupils with 2.03 and the parent with 2.14.

Table 14

**Implementation of the Individual Inventory
Service as Perceived by the School
Personnel and Parents**

Guidance Services	: FI :	: HI :	: I :	: MI :	: NI :	: Total :	: Weighted : Mean :	: Descrip- : tion :
I. Individual Inventory								
1.1 Cumulative records (SP)	0	0	0	30	6	36		
	0	0	0	(60)	(6)	(66)	1.83	MI
(Pu)	1	1	5	33	10	50		
	(5)	(4)	(15)	(66)	(10)	(100)	2.00	MI
(P)	1	3	5	20	21	50		
	(5)	(12)	(15)	(40)	(21)	(93)	1.86	MI
1.2 Anecdotal records (SP)	0	0	3	5	28	36		
	0	0	(9)	(10)	(28)	(47)	1.31	MI
(Pu)	2	1	9	28	10	50		
	(10)	(4)	(27)	(56)	(10)	(107)	2.14	MI
(P)	1	2	8	29	10	50		
	(5)	(8)	(24)	(58)	(10)	(105)	2.1	MI
1.3 Health records (SP)	0	2	0	32	2	36		
	(0)	(8)	(0)	(64)	(2)	(74)	2.05	MI
(Pu)	0	3	2	40	5	50		
	(0)	(12)	(6)	(80)	(10)	(108)	2.16	MI
(P)	2	1	9	28	10	50		
	(10)	(4)	(27)	(56)	(10)	(107)	2.14	MI
1.4 Autobiography records (SP)	1	1	9	20	5	36		
	(5)	(4)	(27)	(40)	(5)	(81)	2.25	MI
(Pu)	0	3	2	40	5	50		
	(0)	(12)	(6)	(80)	(10)	(108)	2.16	MI
(P)	4	3	14	16	13	50		
	(20)	(12)	(42)	(32)	(13)	(119)	2.32	MI

table 14 cont'd.

Guidance Services		FI	HI	I	MI	NI	Total	Weighted	Description
		(5)	(4)	(3)	(2)	(1)		Mean	
1.5 Pupils diary	(SP)	0	2	0	32	2	36	2.05	MI
		(0)	(8)	(0)	(64)	(2)	(74)		
	(Pu)	0	3	2	40	5	50		
		(0)	(12)	(6)	(80)	(10)	(108)	2.16	MI
	(P)	2	1	9	28	10	50	2.14	MI
		(10)	(4)	(27)	(56)	(10)	(107)		
1.6 Autobiography records	(SP)	1	1	9	20	5	36	2.25	MI
		(5)	(4)	(27)	(40)	(5)	(81)		
	(Pu)	0	3	2	40	5	50		
		(0)	(12)	(6)	(80)	(10)	(108)	2.16	MI
	(P)	4	3	14	16	13	50	2.32	MI
		(20)	(12)	(42)	(32)	(13)	(119)		
1.7 Pupils Diary	(SP)	0	1	1	5	29	39	1.28	NI
		(0)	(4)	(3)	(10)	(29)	(46)		
	(Pu)	1	2	8	29	10	50		
		(5)	(8)	(24)	(58)	(10)	(105)	2.16	MI
	(P)	2	3	7	29	9	50	2.20	MI
		(10)	(12)	(21)	(52)	(9)	(110)		
1.8 Home visits records	(SP)	0	0	3	5	28	36	1.31	NI
		(0)	(0)	(9)	(10)	(28)	(47)		
	(Pu)	1	2	1	14	32	50		
		(5)	(8)	(3)	(28)	(32)	(76)	1.52	MI
	(P)	2	2	10	27	9	50	2.22	MI
		(10)	(8)	(30)	(54)	(9)	(111)		
1.9 Counseling Interview Records	(SP)	2	4	7	20	3	36	2.50	MI
		(10)	(16)	(21)	(40)	(3)	(90)		
	(Pu)	2	1	9	28	10	50		
		(10)	(4)	(27)	(56)	(10)	(107)	2.14	MI

table 14 cont'd.

	(P)	2	4	15	17	12	50		
		(10)	(16)	(45)	(34)	(12)	(117)	2.34	MI
Total Frequency	(SP)	3	8	23	117	101	252		
	(Pu)	7	13	36	212	82	350		
	(P)	14	18	63	166	84	300		
Total Weighted Mean	(SP)	1.79						1.96	MI
				(Pu)	2.03				
						(P)	2.14		MI
2. Use of the following records (GM)								2.14	MI
2.1 Curricular Activities	(SP)	1	3	5	20	7	36		
	(5)	(12)	(15)	(40)	(7)	(79)		2.19	MI
	(Pu)	0	3	2	40	5	50		
	(0)	(12)	(6)	(80)	(5)	(103)		2.06	MI
	(P)	2	1	9	28	10	50		
	(10)	(4)	(27)	(56)	(10)	(107)		2.14	MI
2.2 School Achievement	(SP)	1	1	9	20	5	36		
	(5)	(4)	(27)	(40)	(5)	(81)		2.25	MI
	(Pu)	2	1	9	28	10	50		
	(10)	(4)	(27)	(56)	(10)	(107)		2.14	MI
	(P)	1	4	5	33	7	50		
	(5)	(16)	(15)	(66)	(7)	(109)		2.18	MI
2.3 Leisure Home Activity	(SP)	2	2	10	21	1	36		
	(10)	(8)	(30)	(42)	(1)	(91)		2.53	I
	(Pu)	4	6	16	18	6	50		
	(20)	(24)	(48)	(36)	(6)	(134)		2.68	I
	(P)	4	5	15	17	9	50		
	(20)	(20)	(45)	(34)	(9)	(128)		2.56	I
2.4 Attendance records	(SP)	1	2	9	20	2	36		
	(5)	(8)	(27)	(40)	(2)	(82)		2.28	MI
	(Pu)	4	6	16	16	9	50		
	(20)	(24)	(48)	(32)	(9)	(133)		2.66	I
	(P)	3	7	16	17	7	50		
	(15)	(28)	(48)	(34)	(7)	(132)		2.64	I

table 14 cont'd.

Guidance Services	: (5)	: (4)	: (3)	: (2)	: (1)	Total	Weighted Mean	Description
2.5 Results of Psychological tests	(SP) 0 (0)	0 (0)	1 (3)	3 (6)	32 (32)	36 (41)	1.14	NI
	(Pu) 0 (0)	0 (0)	4 (12)	11 (22)	35 (35)	50 (69)	1.38	NI
	(P) 0 (0)	0 (0)	1 (3)	10 (20)	39 (39)	50 (62)	1.24	NI
Total Frequency	(SP) 5 (Pu) 10 (P) 10	8 16 17	38 47 62	84 113 91	47 65 72	182 251 252	(2.08) (2.18) (2.15)	MI MI MI
Total Weighted Mean			(SP) - 1.79		(Pu) - 2.03		(P) - 2.14	

3. Use of the following psychological test:

(2.09) MI

3.1 Mental Ability test	(SP) 1 (5)	2 (8)	8 (24)	21 (42)	4 (4)	36 (83)	2.31	MI
	(Pu) 0 (0)	2 (8)	3 (9)	39 (78)	6 (6)	50 (101)	2.02	MI
	(P) 1 (5)	2 (8)	10 (30)	27 (54)	10 (10)	50 (107)	2.14	MI
3.2 Achievement Test	(SP) 2 (10)	2 (8)	10 (30)	21 (42)	1 (1)	36 (91)	2.53	I
	(Pu) 4 (20)	7 (28)	15 (45)	19 (38)	5 (5)	50 (136)	2.72	I
	(P) 4 (20)	6 (24)	14 (12)	16 (32)	10 (10)	50 (98)	1.96	MI
3.3 Personality Test	(SP) 0 (0)	0 (0)	3 (9)	5 (10)	28 (28)	36 (47)	1.31	NI
	(Pu) 1 (5)	1 (4)	4 (12)	9 (18)	35 (35)	50 (74)	1.48	NI

table 14 cont'd.

	(P)	1 (5)	2 (8)	3 (9)	6 (12)	38 (38)	50 (72)	1.44	NI
3.4 Aptitude Test	(SP)	2 (10)	2 (8)	10 (30)	21 (42)	1 (1)	36 (91)	2.53	I
	(Pu)	4 (20)	5 (20)	15 (45)	17 (34)	9 (9)	50 (128)	2.56	I
	(P)	4 (20)	6 (24)	16 (48)	18 (36)	6 (6)	50 (134)	2.68	I
3.5 Interest Test	(SP)	0 (0)	0 (0)	0 (0)	4 (8)	32 (32)	36 (40)	1.11	NI
	(Pu)	0 (0)	0 (0)	5 (15)	10 (20)	35 (35)	50 (70)	1.40	NI
	(P)	1 (5)	2 (8)	3 (9)	6 (12)	38 (38)	50 (72)	1.44	NI
3.6 Sociometric Test	(SP)	0 (0)	1 (4)	-1 (3)	5 (10)	29 (29)	36 (44)	1.28	NI
	(Pu)	1 (5)	2 (8)	3 (9)	6 (12)	38 (38)	50 (72)	1.44	NI
	(P)	1 (5)	2 (8)	2 (6)	5 (10)	40 (40)	50 (69)	1.38	NI
3.7 Diagnostic Test	(SP)	0 (0)	0 (0)	3 (9)	30 (60)	3 (3)	36 (12)	2.00	NI
	(Pu)	1 (5)	4 (16)	5 (15)	33 (66)	7 (7)	50 (109)	2.18	NI
	(P)	2 (10)	4 (16)	15 (75)	17 (34)	12 (12)	50 (117)	2.34	NI
3.8 Teacher Made Test	(SP)	1 (5)	3 (12)	11 (33)	20 (40)	1 (1)	36 (91)	2.53	I
	(Pu)	4 (20)	5 (20)	15 (45)	17 (34)	9 (9)	50 (128)	2.56	I

table 14 cont'd.

	(P)	4	4	15	19	8	50		
	(20)	(16)	(45)	(38)	(8)	(127)		2.54	I
Total Frequency	(SP)	5	10	42	125	99	281	(1.95)	MI
	(Pu)	13	21	54	160	138	386	(2.05)	MI
	(P)	16	25	68	134	159	402	(1.99)	MI
Total Weighted Mean								(2.09)	MI
	(SP) - 1.93			(Pu) - 2.10				(P) - 2.09	
Grand Total Weighted Mean								2.04	M

Legend: FI - Fully Implemented (5) MI - Moderately Implemented (2)
 HI - Highly Implemented (4) NI - Not Implemented (1)
 I - Implemented (3)

inventory service of the guidance program is only moderately implemented. These had a total grand weighted mean of 1.93 from the school personnel, 2.08 from the pupils and 1.97 from the parents.

For the first category that is on the various records in the individual inventory service used by the guidance center, the three group of respondents agreed that it was only moderately implemented in the center with a total weighted mean of 1.96. The three groups of respondents also agreed that this category was moderately implemented with the school personnel giving it a weighted mean of 1.79, the pupils with 2.03 and the parents with 2.14.

In the second category that is whether these records were being used in the center, the total grand weighted

In the second that is whether these records were being used in the center, the total grand weighted mean was 2.14 which also means that the various records as reflected in Table 14 were "moderately utilized". This is understandable as the presently assigned guidance counselor is not professionally-trained. The weighted mean given by the respondents for this category was 2.08 for the school personnel, 2.18 from the pupils and 2.15 from the parents.

The total weighted mean for the utilization of psychological test in the guidance center was .03 which meant that these were "moderately implemented" only. The rating given by the school personnel was 1.93, pupils was 2.08 and the parents was 1.97. The psychological tests, that were implemented were the aptitude test and the teacher-made test. All other test were "moderately implemented". The data implied that the assigned guidance

counselor either did not have these tests or did not know how to administer and interpret the tests. This was also possible as the center did not have a psychometrician.

Implementation of the Information Service. The implementation of the information service in the guidance center of the Gandara Central Elementary School is reflected in Table 15. There are three categories in this specific service, namely: the provision of information, provision of for taking placement test. Total grand weighted mean for the implementation of the information service in the center was 2.29 with 2.24 from the school personnel, 2.30 from the pupils and 2.16 from the parents. The data declared that the implementation of the information service was only "moderately implemented".

As gleaned from Table 15, all the three groups of respondents agreed that the guidance center "moderately provided" information on "school rules and regulations", "School Organizations", "Values Education", "Pupils Government", and "rules of Tests". The total weighted mean from the three groups of respondents was 2.09. The school personnel rated this category with 2.25, pupils with 2.16 and the parents with 1.84.

The guidance center also "moderately implemented" the

Table 15

**Implementation of Information Service as
Perceived by the School Personnel,
Pupils, and Parents**

Guidance Services	: FI	: HI	: I	: MI	: MI	: Total	: Weighted	: Descrip-
	: (5)	: (4)	: (3)	: (2)	: (1)	:	: Mean	: tion
B. Information Service								
1. Provide Information:								
1.1 School Rules and regulations	(SP) 1	3	5	20	7	36		
	(5)	(12)	(15)	(40)	(7)	(79)	2.19	MI
	(Pu) 2	1	9	28	10	50		
	(10)	(4)	(27)	(56)	(10)	(107)	2.14	MI
	(P) 1	2	8	29	10	50		
	(5)	(8)	(24)	(58)	(10)	(105)	2.10	MI
1.2 School Club Org.	(SP) 2	4	7	20	3	36		
	(10)	(16)	(21)	(40)	(3)	(90)	2.50	MI
	(Pu) 1	4	5	33	7	50		
	(5)	(16)	(15)	(66)	(7)	(109)	2.18	MI
	(P) 1	3	5	20	21	50		
	(5)	(12)	(15)	(40)	(21)	(93)	1.86	MI
1.3 Values Education	(SP) 1	1	9	20	5	36		
	(5)	(4)	(27)	(40)	(5)	(81)	2.25	MI
	(Pu) 2	2	10	27	9	50		
	(10)	(8)	(30)	(54)	(9)	(111)	2.32	MI
	(P) 0	1	4	20	25	50		
	(0)	(4)	(12)	(40)	(25)	(81)	1.62	MI
1.4 Pupil Government	(SP) 1	2	6	19	8	36		
	(5)	(8)	(18)	(38)	(8)	(82)	2.27	MI
	(Pu) 2	3	7	29	9	50		
	(10)	(12)	(21)	(58)	(9)	(110)	2.20	MI

	(P)	1	2	8	29	10	50		
		(5)	(8)	(24)	(58)	(10)	(105)	2.10	MI
1.5 Test Results and test takers	(SP)	0	2	0	32	2	36		
		(0)	(8)	(0)	(64)	(2)	(74)	2.05	MI
	(Pu)	0	3	2	40	5	50		
		(0)	(12)	(6)	(80)	(5)	(103)	2.06	MI
	(P)	1	0	6	11	32	50		
		(5)	(0)	(18)	(22)	(32)	(77)	1.54	MI
Total Frequency	(SP)	5	12	27	111	25	180		
	(Pu)	7	13	33	157	40	250		
Total Weighted Mean	(P)	4	8	31	109	98	250	2.09	MI
				(SP) - 2.25		(Pu) - 2.16		(P) - 1.84	
2. Provide the following activities in school as:									
2.1 PTA Meetings	(SP)	2	4	7	20	3	36		
		(10)	(16)	(21)	(40)	(3)	(90)	2.50	MI
	(Pu)	2	1	9	28	10	50		
		(10)	(4)	(27)	(56)	(10)	(107)	2.14	MI
	(P)	2	6	14	19	9	50		
		(10)	(24)	(42)	(38)	(9)	(123)	2.46	MI
2.2 Monthly Celebration	(SP)	1	2	6	19	8	36		
		(5)	(8)	(18)	(38)	(8)	(82)	2.27	MI
	(Pu)	1	4	7	31	7	50		
		(5)	(16)	(21)	(62)	(7)	(111)	2.22	MI
	(P)	1	4	5	33	7	50		
		(5)	(16)	(15)	(66)	(7)	(109)	2.18	MI
2.3 BSP/GSP Field Day	(SP)	1	1	9	20	5	36		
		(5)	(4)	(27)	(40)	(5)	(81)	2.25	MI
	(Pu)	2	3	7	29	9	50		
		(10)	(12)	(21)	(58)	(9)	(110)	2.20	MI
	(P)	1	4	7	31	7	50		
		(5)	(16)	(21)	(62)	(7)	(111)	2.22	MI

<hr/>								
2.4 Pupil Government Organization	(SP)	1	3	5	20	7	36	
	(5)	(12)	(15)	(40)	(7)	(79)		2.19 NI
	(Pu)	1	4	5	33	7	50	
	(5)	(16)	(15)	(66)	(7)	(109)		2.18 NI
	(P)	1	1	4	9	35	50	
	(5)	(4)	(12)	(18)	(35)	(74)		1.48 NI
<hr/>								
Total Frequency	(SP)	5	10	27	11	21	74	
	(Pu)	6	12	28	121	33	200	
	(P)	5	15	30	92	58	197	
Total Weighted Mean				(SP) - 2.30		(Pu) - 2.19		2.19 NI
								(P) - 2.09
<hr/>								
3. Provide Over-aged Pupils with Information in taking placement test	(SP)	2	6	10	16	2	36	
	(10)	(24)	(30)	(32)	(2)	(98)		2.72 I
	(Pu)	4	5	15	17	9	50	
	(20)	(20)	(45)	(34)	(9)	(128)		2.56 I
	(P)	4	4	15	19	8	50	
	(20)	(16)	(45)	(38)	(8)	(127)		2.54 I
<hr/>								
Total Grand Weighted Mean								2.29 NI
	SP = 2.42		Pu = 2.00			P = 2.16		
<hr/> <hr/>								

Legend:

SP = refers to school personnel
 Pu = refers to pupils
 P = refers to parents

the school personnel, 2.56 from the pupils and 2.54 from the parents. The total weighted mean for this category was 2.60.

2.4 Pupil Government Organization	(SP)	1	3	5	20	7	36		
		(5)	(12)	(15)	(40)	(7)	(79)	2.19	MI
	(Pu)	1	4	5	33	7	50		
		(5)	(16)	(15)	(66)	(7)	(109)	2.18	MI
	(P)	1	1	4	9	35	50		
		(5)	(4)	(12)	(18)	(35)	(74)	1.48	MI

Total Frequency	(SP)	5	10	27	11	21	74		
	(Pu)	6	12	28	121	33	200		
	(P)	5	15	30	92	58	197		
Total Weighted Mean								2.19	MI
				(SP) - 2.30		(Pu) - 2.19		(P) - 2.09	

3. Provide Over-aged Pupils with Information in taking placement test	(SP)	2	6	10	16	2	36		
		(10)	(24)	(30)	(32)	(2)	(98)	2.72	I
	(Pu)	4	5	15	17	9	50		
		(20)	(20)	(45)	(34)	(9)	(128)	2.56	I
	(P)	4	4	15	19	8	50		
		(20)	(16)	(45)	(38)	(8)	(127)	2.54	I

Total Grand Weighted Mean								2.29	MI
		SP = 2.42		Pu = 2.00		P = 2.16			
=====									

Legend:

SP = refers to school personnel
 Pu = refers to pupils
 P = refers to parents

the school personnel, 2.56 from the pupils and 2.54 from the parents. The total weighted mean for this category was 2.60.

following activities of the school: - "PTA meetings, "monthly celebration", "BSP/GSP Field Day", and "Pupil Government". The total weighted mean for this category was 2.19 with the school personnel rating the category with 2.30 pupils with 2.19 and the parents with 2.09. The data implied that there was a need for the guidance counselor so she could come and give the essentials information regarding these organization to the pupils.

The guidance center implements an information service to the pupils on how to take placement tests. The three groups of respondents agreed to this with a weighted mean of 2.72 from the school personnel, 2.56 from the pupils and 2.54 from the parents. The total weighted mean for this category was 2.60.

Implementation of the Counseling Service. The counseling service has been described by many as the keystone or heart of the guidance program. The central purpose of counseling is to assists students to explore and understand themselves so that they can become self-directly individuals.

In this study, the three groups of respondents were requested to react to the implementation of the counseling service. There were several criteria cited to judge how this particular service was implemented. As reflected in

Table 16, the total grand weighted mean was 1.66 which means that the service was "moderately implemented". The three groups of respondents generally agreed to this finding as the total grand weighted means from the school personnel was 1.91, from the pupils was 1.82 and from the parents was 1.79.

It is shown in Table 16 that the three groups of respondents agreed that test results were used and availed of in the counseling service. This was rated with 2.50, 2.46 and 2.34 by the school personnel, pupils and parents, respectively.

The availability of the "cumulative records" individual self-inventory", "Interview records", "guidance folders" and "case study" were all rated by the three groups

Implementation of the Counseling Service. The counseling service has been described by many as the keystone or heart of the guidance program. The central purpose of counseling is to assist students to explore and understand themselves so that they can become self-directly individuals.

In this study, the three groups of respondents were requested to react to the implementation of the counseling service. There were several criteria cited to judge how this particular service was implemented. As reflected in Table 16, the total grand weighted mean is 1.66 which means that the service was moderately implemented. The three groups of respondents generally agreed to this findings as the total grand weighted means from the school personnel was 1.91, from the pupils was 1.82 and from the parents was 1.79.

It is shown in Table 16 that the three groups of respondents agreed that test results was used and availed of in the counseling service. This was rated with 2.50, 2.46 and 2.34 by the school personnel, pupils and parents respectively.

The availability of the "cumulative records", "individual self-inventory", "Interview records", "guidance folders" and "case study" were all rated by the three groups

Table 16

**Implementation of the Counseling Service as
Perceived by the School Personnel,
Pupils and Parents**

Guidance Service		: FI	: SI	: I	: MI	: NI	: Total	: Weighted	: Mean	: Description
		: 5	: 4	: 3	: 2	: 1				
C - Counseling Service										
1. Use and Availability of the following tools for counseling										
1.1 Cumulative records	(SP)	0	1	1	5	29	36			
		(0)	(4)	(3)	(10)	(29)	(46)	1.28		NI
	(Pu)	1	2	3	6	38	50			
		(5)	(8)	(9)	(12)	(38)	(72)	1.44		NI
	(P)	1	1	2	4	42	50			
		(5)	(4)	(6)	(8)	(42)	(65)	1.30		NI
1.2 Individual self- inventory	(SP)	0	0	3	5	28	36			
		(0)	(0)	(9)	(10)	(28)	(47)	1.31		NI
	(Pu)	2	1	4	5	38	50			
		(10)	(4)	(12)	(10)	(38)	(74)	1.48		NI
	(P)	0	0	5	10	35	50			
		(0)	(0)	(15)	(20)	(35)	(70)	1.40		NI
1.3 Result of test	(SP)	2	4	7	20	3	36			
		(10)	(16)	(21)	(40)	(3)	(90)	2.50		NI
	(Pu)	2	6	14	19	9	50			
		(10)	(24)	(42)	(38)	(9)	(123)	2.46		NI
	(P)	2	4	15	17	12	50			
		(10)	(16)	(45)	(34)	(12)	(117)	2.34		NI
1.4 Interview records	(SP)	0	0	0	4	32	36			
		(0)	(0)	(0)	(8)	(32)	(44)	1.22		NI
	(Pu)	1	1	2	4	42	50			
		(5)	(4)	(6)	(8)	(42)	(65)	1.30		NI

table 16 cont'd.

	(P)	1	2	2	5	40	50	1.38	NI
		(5)	(8)	(6)	(10)	(40)	(69)		
1.5 Guidance folders and records	(SP)	0	1	1	5	29	36	1.28	NI
		(0)	(4)	(3)	(10)	(29)	(46)		
	(Pu)	0	0	5	10	35	50	1.40	NI
		(0)	(0)	(15)	(20)	(35)	(70)		
	(P)	1	1	4	9	35	50	1.48	NI
		(5)	(4)	(12)	(18)	(35)	(74)		
1.6 Case study records	(SP)	0	0	3	5	28	36	1.30	NI
		(0)	(0)	(9)	(10)	(28)	(47)		
	(Pu)	0	0	5	10	35	50	1.40	NI
		(0)	(0)	(15)	(20)	(35)	(70)		
	(P)	2	1	4	5	38	50	1.48	NI
		(10)	(4)	(12)	(10)	(38)	(74)		
Total Frequency:	SP	2	6	15	44	149		1.48	
	Pu	6	10	33	54	197		1.58	
	P	7	9	32	50	202		1.56	
Grand Weighted Mean								(1.54)	NI
2. Use of the following techniques procedures in counseling:									
2.1 Study of all data	(SP)	1	0	2	6	27	36	1.38	NI
		(5)	(0)	(6)	(12)	(27)	(50)		
	(Pu)	1	2	3	6	38	50	1.44	NI
		(5)	(8)	(9)	(12)	(38)	(72)		
	(P)	0	0	4	11	35	50	1.38	NI
		(0)	(0)	(12)	(22)	(35)	(69)		
2.2 Planning purposely and flexible interviews	(SP)	1	1	1	7	26	36	1.44	NI
		(5)	(4)	(3)	(14)	(26)	(52)		
	(Pu)	1	1	4	7	37	50	1.44	NI
		(5)	(4)	(12)	(14)	(37)	(72)		
	(P)	1	0	5	10	34	50	1.48	NI
		(5)	(0)	(15)	(20)	(34)	(74)		

table 16 cont'd.

2.3 Encouraging free self-expression on pupils	(SP)	1 (5)	3 (12)	5 (15)	20 (40)	7 (7)	36 (79)	2.19	MI
	(Pu)	4 (20)	4 (16)	15 (45)	19 (38)	8 (8)	50 (127)	2.54	MI
	(P)	4 (20)	5 (20)	15 (45)	17 (34)	9 (9)	50 (128)	2.56	MI
2.4 Establishing rapport	(SP)	0 (0)	0 (0)	0 (0)	4 (8)	32 (32)	36 (44)	1.22	NI
	(Pu)	1 (5)	1 (4)	2 (6)	4 (8)	42 (42)	50 (65)	1.30	NI
	(P)	1 (5)	2 (8)	2 (6)	4 (8)	41 (41)	50 (68)	1.36	NI
2.5 Maintaining an objective attitude towards the counsellor on his problems.	(SP)	1 (5)	1 (4)	1 (3)	6 (12)	27 (27)	36 (51)	1.42	NI
	(Pu)	0 (0)	0 (0)	4 (12)	11 (22)	35 (35)	50 (69)	1.38	NI
	(P)	1 (5)	1 (4)	2 (6)	11 (22)	35 (35)	50 (72)	1.44	NI
2.6 Maintain high ethical standard regarding data given in confidence	(SP)	0 (0)	1 (4)	2 (6)	5 (10)	28 (28)	36 (48)	1.33	NI
	(Pu)	1 (5)	1 (4)	3 (9)	11 (22)	34 (34)	50 (74)	1.48	NI
	(P)	2 (10)	0 (0)	2 (6)	12 (24)	34 (34)	50 (74)	1.48	NI
Grand Mean:	SP = 1.63	Pu = 1.69	P = 1.66				1.66	MI	
Legend:									
Fully Implemented	(FI) - 5 - 4.51 and up								
Highly Implemented	(HI) - 4 - 3.51 - 4.50								
Implemented	(I) - 3 - 2.51 - 3.50								
Moderately Implemented	(MI) - 2 - 1.51 - 2.50								
Not Implemented	(NI) - 1 - 1.00 - 1.50								
SP - School Personnel									
Pu - Pupils									
P - Parents									

of respondents as not implemented by the guidance center in the counseling service. The data implies that the guidance counselor being not educationally qualified, had not undertaken or implemented counseling effectively.

On category that is using techniques procedure in counseling, the three group of respondents also agreed that this was only moderately implemented with total weighted mean of 1.51. The total weighted mean from the school personnel was 1.50, from the pupils was 1.60 and from the parents was 1.62. However, only on "Encouraging free self-expression on pupils" was rated moderately implemented with weighted mean of 2.19, 2.54 and 2.56 from the school personnel, pupils and parents respectively. All other technique were declared not implemented by the three group of respondents.

As gleaned from Table 16, the three groups of respondents also agreed that the following techniques were not implemented: "Provision is made for individual and group counseling" with a weighted mean of 1.31, 1.48, and 1.40 for the school personnel, pupils and parents respectively; "Provision for administered and freely interpreted psychological test" with weighted mean of 1.28, 1.30 and 1.22 from the school personnel, pupils and parents; and "pupils with problems freely avail for counseling service

"with 1.11, 1.22 and 1.14 for the school personnel, pupils and parents respectively. The data implies that no counseling service is really taking place in the center.

Implementation of Placement and Follow-up Service. The perception of the three groups of respondents on the implementation of placement and follow-up service of the center is reflected on Table 17. The total grand weighted mean is 1.62 which means that this service is moderately implemented by the center. The grand weighted mean from there school personnel is 1.65 from the pupils is 1.63, and from the parents is 1.57.

The three group of respondents also agreed that the placement service was only moderately implemented with a total weighted mean of 2.00. The school personnel total weighted mean was 2.25, pupils was 1.90 and the parents was 1.85.

Table 17 reflects that there is no follow-up service taking place in the center as the total weighted mean from the three group of respondents is 1.35 with a descriptive rating of not implemented. This item was rated by the school personnel with a total weighted mean of 1.35 and the pupils with 1.48, while the parents had a total weighted mean of 1.52.

The data revealed by Table 17 clearly illustrates that

Table 17

**Implementation of the Guidance Program in Placement
and Follow-up Service as Perceived by the School
Personnel, Pupils and Parents**

Guidance Service		: FI	: SI	: I	: MI	: NI	: Total	: Weighted	: Descrip- tion
		: 5	: 4	: 3	: 2	: 1	: Mean		
D - Placement Service									
1. Group pupils according to abilities through the use of test result.	(SP)	0	0	3	30	3	36	2.0	MI
		(0)	(0)	(9)	(60)	(3)	(72)		
	(Pu)	1	2	8	29	10	50	2.10	MI
		(5)	(8)	(24)	(58)	(10)	(105)		
	(P)	2	1	9	28	10	50	2.14	MI
		(10)	(4)	(27)	(56)	(10)	(105)		
2. Provision for pupils adjustment to meet their special needs.									
2.1 Intellectual	(SP)	0	2	0	32	2	36	2.05	MI
		(0)	(8)	(0)	(64)	(2)	(74)		
	(Pu)	1	1	5	33	10	50	2.0	MI
		(5)	(4)	(15)	(66)	(10)	(100)		
	(P)	1	3	5	20	21	50	1.86	MI
		(5)	(12)	(15)	(40)	(21)	(93)		
2.2 Physical	(SP)	1	1	9	20	5	36	2.25	MI
		(5)	(4)	(27)	(40)	(5)	(81)		
	(Pu)	2	1	4	5	38	50	1.48	MI
		(10)	(4)	(12)	(10)	(38)	(74)		
	(P)	1	0	6	11	32	50	1.54	MI
		(5)	(0)	(18)	(22)	(32)	(77)		
2.3 Emotional	(SP)	0	2	2	2	30	36	2.44	MI
		(0)	(8)	(6)	(4)	(30)	(88)		

table 17 cont'd.

	(Pu)	4 (20)	4 (16)	15 (45)	19 (38)	8 (8)	50 (127)	2.54	NI
	(P)	4 (20)	5 (20)	15 (45)	17 (34)	9 (9)	50 (128)	2.56	NI
2.4 Establishing rapport	(SP)	0 (0)	0 (0)	0 (0)	4 (8)	32 (32)	36 (44)	1.22	NI
	(Pu)	1 (5)	1 (4)	2 (6)	4 (8)	42 (42)	50 (65)	1.30	NI
	(P)	1 (5)	2 (8)	2 (6)	4 (8)	41 (41)	50 (68)	1.36	NI
2.5 Maintaining an objective attitude towards the counse- lee on his problems.	(SP)	1 (5)	1 (4)	1 (3)	6 (12)	27 (27)	36 (51)	1.42	NI
	(Pu)	0 (0)	0 (0)	4 (12)	11 (22)	35 (35)	50 (69)	1.38	NI
	(P)	1 (5)	1 (4)	2 (6)	11 (22)	35 (35)	50 (72)	1.44	NI
2.6 Maintain high ethical standard regarding data given in confidence	(SP)	0 (0)	1 (4)	2 (6)	5 (10)	28 (28)	36 (48)	1.33	NI
	(Pu)	1 (5)	1 (4)	3 (9)	11 (22)	34 (34)	50 (74)	1.48	NI
	(P)	2 (10)	0 (0)	2 (6)	12 (24)	34 (34)	50 (74)	1.48	NI
Total Frequency:	SP	4	6	11	48	147	216	1.50	
	Pu	8	9	31	58	194	300	1.60	
	P	9	8	30	65	188	300	1.62	
Total Weighted Mean							(1.57)		NI
3. The Guidance Counselor attended trainings	(SP)	2 (10)	2 (8)	10 (30)	2 (4)	1 (1)	36 (91)	2.53	I
	(Pu)	2 (10)	4 (16)	15 (45)	17 (34)	12 (12)	50 (117)	2.34	NI
	(P)	4 (20)	3 (12)	14 (42)	16 (32)	13 (13)	50 (119)	2.32	NI

table 17 cont'd.

4. The Guidance Counselor has easy access to cumulative records.	(SP)	2 (10)	4 (16)	7 (21)	20 (40)	3 (3)	36 (91)	2.53	I
	(Pu)	2 (10)	3 (12)	7 (21)	29 (58)	9 (9)	50 (117)	2.34	NI
	(P)	2 (10)	4 (16)	6 (18)	28 (56)	10 (10)	50 (119)	2.32	NI
5. The Guidance counselor has a private office cubicle with basic equipment needed for counseling.	(SP)	2 (10)	6 (24)	10 (30)	16 (32)	2 (2)	36 (98)	2.72	I
	(Pu)	2 (10)	2 (8)	10 (30)	27 (54)	9 (9)	50 (111)	2.22	NI
	(P)	2 (10)	4 (16)	15 (45)	17 (34)	12 (12)	50 (117)	2.34	NI
6. Provision is made for individual and group counseling.	(SP)	0 (0)	0 (0)	3 (9)	5 (10)	28 (28)	36 (47)	1.31	NI
	(Pu)	1 (5)	1 (4)	3 (9)	11 (22)	34 (34)	50 (74)	1.48	NI
	(P)	0 (0)	0 (0)	5 (15)	10 (20)	35 (35)	50 (70)	1.40	NI
7. Provision for administrative and freely interpret psychological test.	(SP)	0 (0)	1 (4)	1 (3)	5 (10)	29 (29)	36 (46)	1.28	NI
	(Pu)	1 (5)	1 (4)	2 (6)	4 (8)	42 (42)	50 (65)	1.30	NI
	(P)	1 (5)	1 (4)	1 (3)	2 (4)	45 (45)	50 (61)	1.22	NI
8. Pupils with problems freely avail for counseling service.	(SP)	1 (5)	3 (12)	7 (21)	11 (22)	14 (14)	36 (40)	1.11	NI
	(Pu)	1 (5)	1 (4)	1 (3)	2 (4)	45 (45)	50 (61)	1.22	NI
	(P)	1 (5)	0 (0)	1 (3)	1 (2)	47 (47)	50 (57)	1.14	NI

table 17 cont'd.

Total Frequency:	SP	8	16	38	59	77	198	1.91	
	Pu	9	12	40	90	151	302	1.82	
	P	10	12	42	74	162	300	1.79	
Total Weighted Mean								(1.87)	NI
	(Pu)	1	2	3	6	38	50		
		(5)	(8)	(9)	(12)	(38)	(78)	1.44	NI
	(P)	0	0	5	10	35	50		
		(0)	(0)	(15)	(20)	(35)	(70)	1.40	NI
3. Assistance given for placement to pupils.	(SP)	2	4	7	20	3	36		
		(10)	(16)	(21)	(40)	(3)	(90)	2.50	NI
	(Pu)	2	6	14	19	9	50		
		(10)	(24)	(42)	(38)	(9)	(123)	2.46	NI
	(P)	3	5	13	18	11	50		
		(15)	(20)	(39)	(36)	(11)	(116)	2.32	NI
Total Frequency:	SP	3	9	21	104	43	180	2.25	
	Pu	7	12	34	92	105	250	1.90	
	P	7	9	38	87	109	250	1.85	
Grand Weighted Mean								(2.00)	
E. Follow - up Service									
1. Follow - up made with pupils with :	(SP)	0	0	3	5	28	36		
		(0)	(0)	(9)	(10)	(28)	(47)	1.31	NI
a. Personal emotional problem.	(Pu)	2	4	15	17	12	50		
		(10)	(16)	(45)	(34)	(12)	(117)	2.34	NI
	(P)	1	1	2	4	42	50		
		(5)	(4)	(6)	(8)	(42)	(65)	1.30	NI
b. Scholastic failure	(SP)	0	1	1	5	29	36		
		(0)	(4)	(3)	(10)	(29)	(46)	1.28	NI
	(Pu)	1	2	2	5	40	50		
		(5)	(8)	(6)	(10)	(40)	(69)	1.38	NI

table 17 cont'd.

	(P)	1	1	3	4	41	50		
		(5)	(4)	(9)	(8)	(41)	(54)	1.08	NI
c. Under achiever	(SP)	1	1	2	4	28	36		
		(5)	(4)	(6)	(8)	(48)	(57)	1.42	NI
	(Pu)	0	2	1	6	41	50		
		(0)	(8)	(3)	(12)	(41)	(64)	1.28	NI
	(P)	1	3	1	10	35	50		
		(5)	(12)	(3)	(20)	(35)	(75)	1.50	NI
d. Potential drop-out	(SP)	2	0	1	3	30	36		
		(10)	(0)	(3)	(6)	(30)	(49)	1.36	NI
	(Pu)	1	0	21	12	35	50		
		(5)	(0)	(6)	(24)	(35)	(58)	1.16	NI
	(P)	2	1	1	10	36	50		
		(10)	(4)	(3)	(20)	(36)	(63)	1.26	NI
e. Transferees	(SP)	1	1	0	4	30	36		
		(5)	(4)	(0)	(8)	(30)	(47)	1.31	NI
	(Pu)	3	0	1	9	37	50		
		(15)	(0)	(3)	(18)	(37)	(73)	1.46	NI
	(P)	1	2	1	15	31	50		
		(5)	(8)	(3)	(30)	(31)	(77)	1.54	NI
Total Frequency:	SP	4	3	7	21	145	180		
	Pu	7	10	40	49	165	271		
	P	6	8	8	43	185	250		
Grand Weighted Mean	SP -	1.34	Pu -	1.52	P -	1.34	(1.40)		NI
2. Follow-up Counselor pupils to see whether they are improved or not.	(SP)	1	1	1	5	28	36		
		(5)	(4)	(3)	(10)	(28)	(50)	1.39	NI
	(Pu)	1	2	1	12	34	50		
		(5)	(8)	(3)	(24)	(34)	(74)	1.48	NI
	(P)	1	3	1	11	34	50		
		(5)	(12)	(3)	(22)	(34)	(76)	1.52	NI

table 17 cont'd.

3. Follow-up honor pupils progress in school/out of school.	(SP)	0	1	1	6	28	36	1.31	NI
		(0)	(4)	(3)	(12)	(28)	(47)		
	(Pu)	1	0	3	14	32	50		
	(5)	(0)	(9)	(28)	(32)	(74)			
(P)	2	0	1	16	31	50	1.52	NI	
	(10)	(0)	(3)	(32)	(31)	(76)			

Total Frequency:	SP	1	2	2	11	56	72		
	Pu	2	2	4	26	66	100		
	P	3	3	2	27	65	100		
Total Weighted Mean	SP - 1.35	Pu - 1.48	P - 1.52					(1.35)	NI
Grand Mean:									NI
=====									
SP = 1.65		Pu = 1.63		P = 1.57		(1.62)			

no placement and follow-up service is done by the guidance counselor. This suggest that the guidance counselor is not aware of the importance of the service or must be very busy in other activities.

Implementation of Research and Evaluation Service.

Table 18 shows the perception of the three group of respondents on how the Research and Evaluation Service is implemented by the guidance center. As reflected from Table 18, the total grand weighted mean is 1.38 which means that this particular service is moderately implemented. This was supported with the total grand weighted mean from the school personnel of 1.37, from the pupils of 1.38 and from the parents of 1.38.

Table 18

**Implementation of the Research/Evaluation
Service as Perceived by the School
Personnel, Pupils and Parents**

Guidance Service		FI	SI	I	MI	NI	Total	Weighted Mean	Descrip- tion
		5	4	3	2	1			
1. Action Research project conducted by:									
1.1 Scholastic failure	(SP)	1 (5)	1 (4)	0 (0)	4 (8)	30 (30)	36 (47)	1.31	NI
	(Pu)	1 (5)	2 (8)	2 (6)	10 (20)	35 (35)	50 (74)	1.48	NI
	(P)	0 (0)	1 (4)	1 (3)	19 (38)	29 (29)	50 (74)	1.48	NI
1.2 Underachievers	(SP)	1 (5)	2 (8)	1 (3)	5 (10)	27 (27)	36 (53)	1.47	NI
	(Pu)	0 (0)	1 (4)	4 (12)	9 (18)	36 (36)	50 (70)	1.4	NI
	(P)	1 (5)	2 (8)	3 (9)	17 (34)	27 (27)	50 (83)	1.66	NI
1.3 Potential Drop-out	(SP)	1 (5)	0 (0)	3 (9)	13 (26)	19 (19)	36 (59)	1.64	NI
	(Pu)	1 (5)	1 (4)	1 (3)	14 (28)	33 (33)	50 (73)	1.46	NI
	(P)	1 (5)	1 (4)	2 (6)	12 (24)	34 (34)	50 (73)	1.46	NI
Total Frequency:		SP	3	3	4	22	76	108	1.47
		Pu	2	5	7	33	104	151	1.45
		P	2	4	6	48	90	150	1.53
Grand Weighted Mean								(1.48)	NI

table 18 cont'd.

2. Dissemination of the result of research to:									
2.1 Pupils	(SP)	1	0	2	4	30	36	1.22	NI
		(5)	(0)	(6)	(8)	(30)	(44)		
	(Pu)	1	1	1	2	45	50		
		(5)	(4)	(3)	(4)	(45)	(61)		
	(P)	1	1	1	4	43	50	1.26	NI
		(5)	(4)	(3)	(8)	(43)	(63)		
2.2 Teachers	(SP)	0	0	1	7	28	36	1.25	NI
		(0)	(0)	(3)	(14)	(28)	(45)		
	(Pu)	1	1	3	5	40	50		
		(5)	(4)	(9)	(10)	(40)	(68)		
	(P)	0	1	1	6	42	50	1.14	NI
		(0)	(4)	(3)	(12)	(42)	(57)		
2.3 Parents	(SP)	0	0	1	10	25	36	1.33	NI
		(0)	(0)	(3)	(20)	(25)	(48)		
	(Pu)	1	2	2	4	41	50		
		(5)	(8)	(6)	(8)	(41)	(68)		
	(P)	1	1	1	5	42	50	1.28	NI
		(5)	(4)	(3)	(10)	(42)	(64)		
Total Frequency:	SP	1	0	4	21	83	109	1.26	NI
	Pu	3	4	6	11	126	150	1.31	NI
	P	2	3	3	15	127	150	1.23	NI
Grand Weighted Mean							(1.27)	NI	

The perception of the three groups of respondents or whether on action researches were conducted on "scholastic failure", "Underachievers" and "potentials drop-outs", come-up with a total weighted mean of 1.48 which means that these

are not implemented in the guidance center. The total weighted mean from the school personnel is 1.47, pupils is 1.45 and from the parent is 1.53. The data signifies that no action researches was ever conducted by the guidance counselor.

As reflected by Table 18, the total weighted mean for "dissemination of researches to pupils, teachers and parents" is 1.27 which signifies that this was never implemented. The school personnel total weighted mean is 1.26, pupils is 1.31 and parents is 1.23. This basically connect for what is there to disseminate if no researches was ever conducted.

The data greatly signifies that when a guidance center is manned by a guidance counselor who is not educationally trained for the job, does not know the requirement for an effective guidance program, then such guidance program will never be functional.

Summary of Perception of the Implementation of the Guidance Services

Table 19 presents the summary of the extent of implementation of the five guidance services in Gandara Elementary Central School. The three groups of respondents generally agreed that the four guidance services were only "moderately implemented" by the center. The weighted average given by the three group of respondents for

Table 19

**Summary of Perceptions on the Extent of
Implementation on the Five Guidance
Services of the Guidance Program**

Services	Respondents			Weighted Average	Descrip- tive Rating
	School Personnel	Pupils	Parents		
Individual Inventory Service	1.93	2.10	2.09	2.04	MI
Information Service	2.42	2.30	2.16	2.29	MI
Counseling Service	1.63	1.69	1.66	1.66	MI
Placement & Follow-up Service	1.65	1.63	1.57	1.62	MI
Research & Evaluation Service	1.37	1.38	1.38	1.38	NI

"Individual Inventory Service", "Information Service", "Counseling Service", "Placement and Follow-up Service" and 2.04, 2.29, 1.66 and 1.62 respectively.

Research and Evaluation Service obtained a weighted average of 1.38 from the school personnel, pupils and parents which signifies that this service was never implemented by the center.

In as much as the computed F-value of 0.0052 is very much less than the tabular value of 3.74 at .05 level at 2

Table 20

Analysis of Variance on the Perception of the
Guidance Personnel, Pupils and Parents on
the Extent of Implementation of the
Five Guidance Services

Source of Variance	Degrees of Freedom	Sum of Squares	Mean :Squares:	Computed F Value	Tabular F Value
Between	2	.00148	0.00074	0.0052	3.74
Within	12	1.71908	0.1433		
Total	14	1.72056			
Decision: Accept H_0					

and 12 degree of freedom. The null hypothesis that "there is no significant difference in the perception of the school personnel, pupils and parents respondents as to the implementation of the five services in the guidance program" is accepted.

This signifies that the three group of respondents have more or less the same perception on how the five services of the guidance center of Gandara Central Elementary School is implemented.

Problems in the Guidance Center

Problems are always present or not in the implementation of a program. There were ten problems

identified by the school personnel as shown in Table 21. The Likert five point scale was also used to determine the extent to which these problem were felt by the guidance personnel. Five descriptive ratings were used - - fully felt, moderately felt, felt, not moderately felt and not felt - - each assigned a weight of 5, 4, 3, 2 and 1 respectively.

Of the ten problems identified, seven were declared by the school personnel as "much felt" in the guidance center and there were only "felt". The seven that were much felt were problems on "Lack of knowledge and understanding of the objectives of the guidance program", "Lack of cooperation between the parents and the community", "Lack of cooperation between school principal, guidance counselor, class advisers, classroom teachers and pupils", "Lack of qualified guidance personnel to take charge of the guidance program", "Poor attitude of school principal towards the program", "Inadequate guidance facilities" and "Lack of necessary tools and equipment". These problems obtained a weighted mean of 4.6, 3.81, 3.67, 4.14, 4.19, 3.69 and 4.03 respectively.

The problems that were only felt by the school personnel were on "Lack of financial support" with weighted mean of 3.31, "Inadequate guidance material resources" with

Table 21

**Problems Felt by the School Personnel in the
Implementation of the Guidance Program**

Problems		EF	MF	F	NMF	NF	Total	Weighted Mean	Descrip- tion
		: 5	: 4	: 3	: 2	: 1			
1. Lack of knowledge and understanding of the objectives of the guidance program.	(SP)	10 (50)	16 (64)	10 (30)	0 (0)	0 (0)	36 (144)	4.0	MF
2. Lack of cooperation between the parents and the community.	(SP)	10 (50)	13 (52)	9 (27)	4 (8)	0 (0)	36 (137)	3.81	MF
3. Lack of cooperation between school principal, guidance counselor, class advisers, classroom teachers & pupils.	(SP)	9 (45)	17 (68)	2 (6)	5 (10)	3 (3)	36 (132)	3.67	MF
4. Lack of qualified guidance personnel to take charge of the guidance program.	(SP)	15 (75)	11 (44)	10 (30)	0 (0)	0 (0)	36 (149)	4.14	MF
5. Lack of financial support.	(SP)	6 (30)	10 (40)	9 (27)	11 (22)	0 (0)	36 (119)	3.31	F
6. Poor attitude of school principal towards guidance program.	(SP)	9 (45)	14 (70)	10 (30)	3 (6)	0 (0)	36 (151)	4.19	MF
7. Inadequate guidance material resources .	(SP)	13 (65)	6 (34)	6 (18)	10 (20)	1 (1)	36 (128)	3.56	F
8. Considered as an additional load.	(SP)	10 (50)	10 (40)	4 (12)	10 (20)	2 (2)	36 (24)	3.44	F
9. Inadequate guidance facilities.	(SP)	12 (60)	9 (36)	8 (24)	6 (12)	1 (1)	36 (133)	3.69	MF
10. Lack of needed tools and equipments.	(SP)	10 (50)	18 (72)	7 (21)	1 (2)	0 (0)	36 (145)	4.03	MF
Total Frequency:	SP	104	130	75	50	7	366	1.47	
Grand Weighted Mean								(3.78)	MF

Descriptive Rating	Scale	Weight
Extremely Felt (EF) -	5	4.51 - and up
Much Felt (MF) -	4	3.51 - 4.50
Felt (F) -	3	2.51 - 3.50
Not Much Felt (NMF) -	2	1.51 - 2.50
Not Felt at all (NF) -	1	1.00 - below

3.56 and "Guidance activities are considered as an additional load" with a weighted mean of 3.44.

The data revealed by Table 20 signifies that there is a need to improve the implementing guidelines of the program and to improve more cooperation among school personnel more especially among homeroom advisers.

Suggested Solutions to Problems

In order to minimize problems in the guidance center, the school personnel were also requested to determine some solutions which maybe implemented by the guidance center. Table 22 reflects eight identified problems. Again the five point scale was used with the following descriptive ratings - - strongly agree, agree, undecided, disagree and strongly disagree with an assigned weight of 5, 4, 3, 2, and 1 respectively.

As revealed by Table 22, the school personnel strongly agree on four solutions and agreed also on another four solutions to the problems. The solutions wherein the school

Table 22

**Suggested Solutions to the Problems by the
School Personnel**

Solutions	(SP)	: SA	: A	: U	: D	: SD	: Total	: Weighted	: Descrip- tion
		: 5	: 4	: 3	: 2	: 1			
1. The support of the school administration is necessary in initiating and carrying out a good guidance program.	(SP)	15 (75)	10 (40)	11 (33)	0 (0)	0 (0)	36 (148)	4.11	A
2. Cooperation among teachers, class advisers, principal is essential.	(SP)	16 (80)	10 (40)	10 (30)	0 (0)	0 (0)	36 (150)	4.17	A
3. Everyone must recognize that the classroom teachers plays important role in the guidance program.	(SP)	18 (90)	15 (60)	3 (9)	0 (0)	0 (0)	36 (159)	4.42	A
4. Every pupil should feel that there is someone in school to whom he can turn help when he was in trouble.	(SP)	15 (75)	10 (40)	9 (27)	21 (4)	0 (0)	36 (146)	4.05	A
5. There is a place in the guidance program for qualified counselor who have time set aside for guidance.	(SP)	20 (100)	15 (60)	1 (3)	0 (0)	0 (0)	36 (163)	4.53	SA
6. Essential guidance services should be available to every child when he needs them.	(SP)	25 (125)	10 (40)	1 (3)	0 (0)	0 (0)	36 (168)	4.67	SA
7. Guidance services must be carefully defined.	(SP)	26 (130)	10 (40)	0 (0)	0 (0)	0 (0)	36 (170)	4.72	SA
8. Responsibilities for guidance services must be carefully assigned.	(SP)	28 (140)	8 (32)	0 (0)	0 (0)	0 (0)	36 (172)	4.78	SA
Total Frequency:	SP	163	88	36	2	0	289		
Grand Weighted Mean								4.43	Agree

<u>Descriptive Rating</u>	<u>Scale</u>	<u>Weight</u>
Strongly Agree (SA) -	5	4.51 - and up
Agreed (A) -	4	3.51 - 4.50
Undecided (U) -	3	2.51 - 3.50
Disagree (D) -	2	1.51 - 2.50
Strongly disagree (SD)-	1	1.00 - below

personnel declared that the strongly agree were "There is a place in the guidance program for qualified counselor who have time set aside for guidance", "Essential guidance services should be available to every child who needs these services", "Guidance services must be carefully defined", and "Responsibilities for guidance services must be carefully assigned", with weighted mean of 4.53, 4.67, 4.72 and 4.73 respectively.

The other four solutions where the school personnel only agree were on "The support of the administration is necessary in initiating and carrying out a good guidance program" with a weighted mean of 4.11, "Cooperation among teachers, class advisers, principals is essential" with 4.17, "Everyone must recognize that the classroom teachers play important role in the guidance program" with 4.42 and "Every pupil should feel that there is someone in school to whom he can turn to for help when in trouble" with a weighted mean of 4.05.

The data as revealed by Table 22 suggest these suggested solutions be effectively implemented to insure a greater success and a well-recognized guidance program.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the overall encompassing overview of the study. It also gives the significant findings derived from the data with the subsequent conclusions drawn and corresponding recommendations made.

Summary of Findings

The findings are herein summarized based on the results of the investigations of the study.

1. Majority of the respondents were females accounting for 94 or 69.12 percent and only 42 or 30.88 percent were males. There were 33 or 91.67 percent female respondents from the school personnel, 29 or 58.0 percent from the pupils and 32 or 64.0 percent from the parents.

2. There were 43 or 86.0 of the 50 pupils who had ages from 11-12 years, while the school personnel and parents were more or less in the late thirties within the age bracket of 35-37 years, 23 or 26.74 percent and 15 or 17.44 percent were in the early forties or with 40-44 years bracket. There were also school personnel and parents who were middle-aged with 12 or 13.95 belonging to age bracket of 50-54 and 11 or 12.79 to age bracket of 55-59 years.

3. A great majority of the school personnel and parents were married with 75 or 89.21 percent of the 86

respondents. There were 30 or 83.33 percent of school personnel who were in this civil status and 45 or 40.0 of the parent-respondents.

4. Twenty-five or 69.44 percent of the 36 school personnel were holders of Bachelor of Science in Elementary Education. Only one or 2.78 percent was a Masters of Arts degree holder. There were three or 8.33 percent who had finished their academic requirement for the Master of Arts.

5. Eighteen or 36.0 percent of the parents had finished college education; there were four or 8.0 percent who reached the college level and ten or 20.0 percent who had graduated from the high school.

6. The school personnel of Gandara Central Elementary School had an average of 8.39 years teaching experience. Of the 36 school personnel, five or 13.89 percent had been teaching for 23-25 years, another five had been in the service for 26-28 years and another five or 13.89 percent had claimed to be involved in the teaching profession for 32-34 years.

7. The average family income for the school personnel and parent respondents was P11,802.33. The average income for the school personnel was P19,476.00 while for the parents is P9,960.00 monthly.

8. The presence of information materials in the guidance center was "slightly adequate" with a weighted mean

of 2.61. Only the presence of periodicals got a rating of 3.5 which mean that it was "moderately adequate". Other information materials as pamphlets, modules, bulletins, charts, manuals, journals and monographs were "inadequate".

9. Facilities in the guidance center was "very inadequate" with a grand weighted mean of only 2.22. The facilities that were rated as "very inadequate" were the presence of "water", testing room", "comfort room", "private room for counseling" and "curtains/draperies for privacy with weighted mean of 2.19, 1.50, 1.97, 2.19 and 2.50 respectively.

10. The status of the building or office of the guidance center was "slightly adequate" with a grand weighted mean of 3.37. The characteristics of the guidance center that obtained a descriptive rating of "slightly adequate" were "spaciousness" of the center is "well ventilated". The weighted mean for these items were 2.89, 3.50, and 2.89, respectively.

11. The status of the equipment and tools in the guidance center got a grand weighted mean of 3.14 with a descriptive rating of "slightly adequate".

12. The total grand mean for the implementation of the individual inventory service was 2.04 with the descriptive rating of "moderately implemented" with a total weighted

mean of 1.93 from the school personnel, 2.10 from the pupils and 2.04 from the parents.

13. The information service of Gandara Central Elementary School Guidance Center was also "moderately implemented" with a total grand weighted mean of 2.29. The total weighted mean given by the personnel for this service was 2.42 pupils rated it 2.30 and 2.16 from the parents with the descriptive rating of "moderately implemented".

14. The total grand weighted mean for the implementation of counseling service was 1.66 which signified that it was only "moderately implemented". The there groups of respondents generally agreed to this findings as the total grand weighted mean from the school personnel was 1.63, from the pupils was 1.69 and from the parents was 1.66 which meant "moderately implemented".

15. Placement and follow-up service was only "moderately implemented" with a total grand weighted mean of 1.62 with ratings of 1.63 from the school personnel, 1.57 from the pupils and 1.57 from the parents.

16. The three groups of respondents agreed that Research and Evaluation service was not implemented by Gandara Central Elementary School Guidance Center. This got s total weighted mean of 1.38. The weighted mean given by the school personnel was also 1.38. and parents was also

1.38.

18. Of the 10 problems identified, seven were declared by the school personnel as "much felt" and three problems were "felt".

19. As to the suggested solutions for the problems the school personnel came up with a weighted mean of 4.43 which signified that they "agreed" on the solutions. The school personnel came up with a weighted of 4.43 which signified that they are "agreed" on the solutions. The school personnel "agreed" with suggested solutions 1-4 and "slightly agreed" with another solutions 5-8.

Conclusions

In the light of the findings presented by this study, the following conclusions are drawn.

1. Pupils were not so much aware of the existence of a guidance program in the school. These pupils who had problems in the development of a well-rounded personality and educational concern should be attended by the members of the guidance staff.

2. Parents were not so much involved in the implementation of the guidance services as they came up with the expectations that guidance worker should be done mostly by the school.

3. That the physical facilities, individual inventory

tools and information materials in the guidance center were slightly inadequate for the effective functioning of the guidance program much more so in meeting the goals and objectives of the program.

4. That the preparation and attitude of the school personnel would assure an effective implementation of the guidance program. The success of the program would considerably depend upon the whole hearted support of the administer and the cooperation of the entire school staff.

5. The implementation of the guidance service is inadequate, hence there is a need to improve and systematize the preparation of the guidance program will undoubtedly contribute to the full development of the pupils personality.

6. The active participation of the parents in the implementation of the guidance program will not lighten the load of the guidance counselor and homeroom advisers but would also make the aware of the needs of the pupils personality.

7. That placement and follow-up the pupils of the guidance center was very much wanting. This was very necessary to come up with an effective program.

8. There must a periodic evaluation of the existing guidance program. This was essential to meet the needs and demands of the presents crops of pupils.

9. That there were various problems in the implementation of the guidance program was very true. This could only be overcome if there was a whole hearted support from the administrators, teachers, guidance counselors and parents.

Recommendations

Based on the foregoing conclusions, the following recommendations are hereby presented.

1. Students and parents must be given proper orientation regarding the program, so that they will feel their involvement in its implementation.

2. All teachers must be motivated to come-up with homeroom kits that are inclined to guidance activities.

3. Homeroom advisers should be actively motivated to come-up with homeroom kits that are inclined to guidance activities.

4. Expose and conduct in-service training to teachers on the concepts, principles and objectives of guidance and counseling.

5. Hire a guidance counselor who is educationally qualified or hold of a degree in Guidance and Counseling have the essential preparation to be a counselor.

6. Support of Administration

School administrator should led support to the guidance

program. Without this support, guidance counselor may be misdirected, uninspired and sroping in her effort to implement the program effectively.

7. Facilities, materials, tools and equipment in the guidance program should be provided to insure greater success in it implementation.

8. Create a committee that will assist the guidance counselor in the periodic evaluation of the guidance program.

9. Revise guidance program periodically in order to assure its functionality and effectiveness in terms of service offered and the benefits received by the "clientele".

10. Propose model of a Guidance Program from Gandara Central Elementary School.

11. Conduct a research on the following:

11.1 Perceptions of pupils on the guidance program.

11.2 Evaluation of guidance program after five years.

11.3 Evaluation of guidance program of other elementary schools in the Division of Samar.

Chapter 6

A GUIDANCE FOR GANDARA CENTRAL ELEMENTARY SCHOOL

This chapter presents a reference model of a Guidance Program for Gandara Central Elementary School. Its goal is to improve the organizational structure of the school to guidance program and for its effective implementation. This model is intended for the school personnel, pupils and even the parents of the pupils. It should be understood that an efficient, effective guidance program requires optimum combination and utilization of personnel, space, time and money for the benefit of all learners.

Rationale

Significant developments in recent decades have brought recognition that organized guidance programs are as important in the elementary as in secondary level (Jones, 1970: 106) emphasized that guidance is an integral part of the total educational program, serving as a positive function rather than a corrective force, and to be effective it must be continuous process from the child's first contact with the school until he is ready for placement on a job or in some type of post-secondary education.

The essential process of guidance in the elementary level is helping a child to understand himself in relation

to his own needs and to those of his environment. This must begin long before the child is ready for secondary school. Early guidance helps the child to make adjustments to each new situation which can strengthen his ability to apply his self-understanding to the solution of problems in his later years. The modern concept of guidance is of continuous development.

Guidance services in the elementary schools are specially effective because of the following principles: (1) The child is flexible and has less time for problems to become deep-rooted; (2) The parents are more actively associated with the school; (3) Many years of more successful development lie ahead for the child who can be helped to understand himself and to find approaches toward the solution of his problems (Aquino, 1986: 198).

Objectives of the Guidance Program

The objectives of the guidance program for Gandara Central Elementary School are as follows:

1. Restructure and manage an effective guidance program for pupils to fully develop their potentials and personality.

2. Tests and observes children with learning difficulties, underachievers, who shows signs of emotional disturbances, who need curricular advice or placement in

special classes.

3. Counsels children with minor personal troubles that interfere with school life.

4. Provides in-service education for teachers.

5. Interpret the guidance program to the parents, and community organization.

6. Conducts follow-up of pupils, research and evaluative studies relative to the effectiveness of the guidance program.

Suggested Model of Guidance Program

Figure 3, illustrates a suggested model of a guidance program for Gandara Central Elementary School. Its ultimate vision is to come-up with a well adjusted individual who may be able to meet challenges in later part of his/her life. The ultimate goal of guidance is to help children meet the developmental task imposed by their inmates growth drives and by society in which they live.

The guidance program of Gandara Central Elementary School will make full use of the five services which are inherent in a guidance program, namely: Individual Inventory Service, Information Service, Counseling Service, Placement and Follow-up Service and Research Evaluation Service. The function of these services are as follows:

Figure. 3. Proposed Model for a Guidance Program of Gandara Central Elementary School

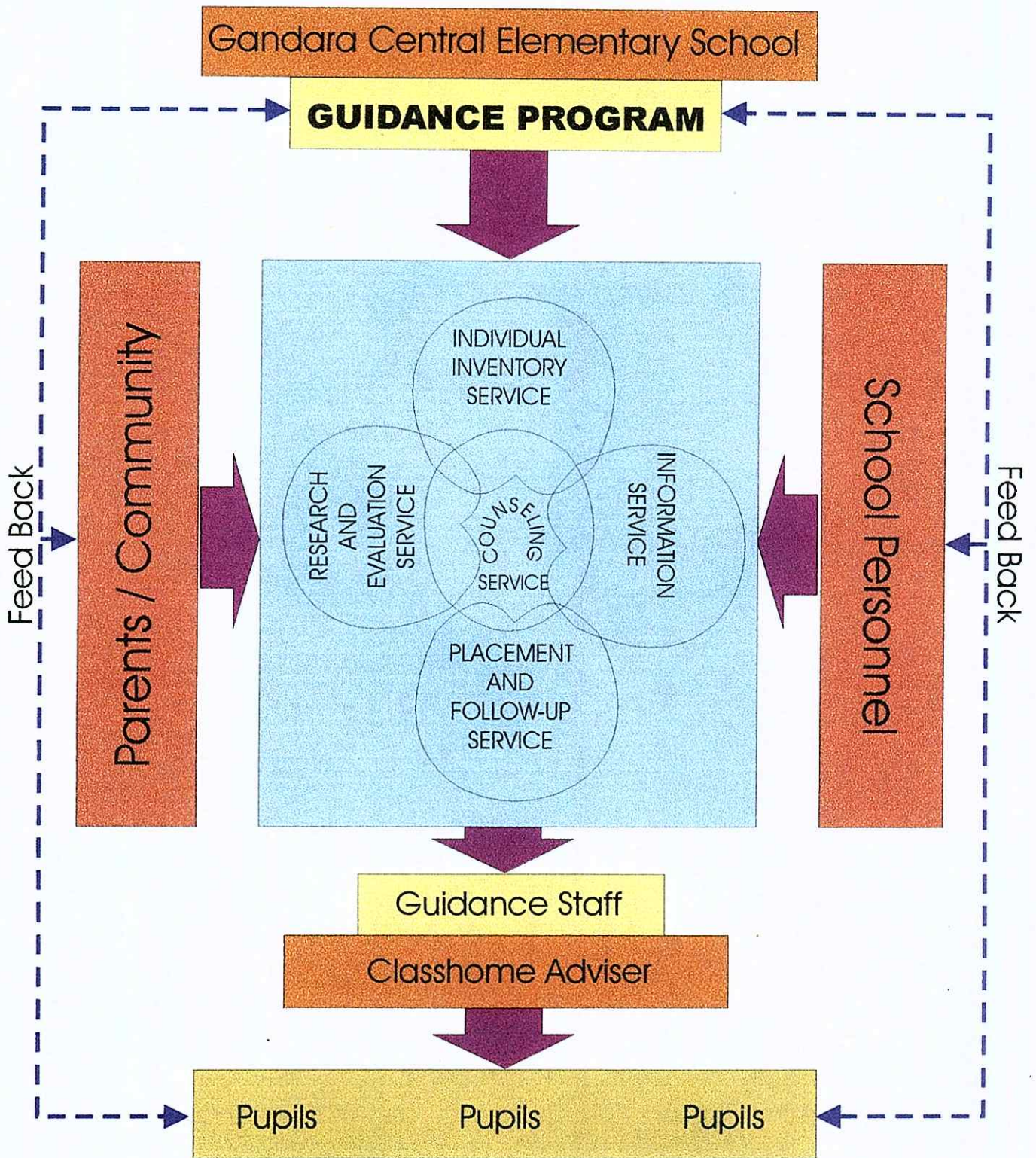


Figure 3. Proposed Model For A Guidance Program Of Gandara Central Elementary School.

1. Individual Inventory Service.The individual analysis service is a key element in the program. It is the developmental and longitudinal process of collecting, recording, and utilizing information on for individuals for the purpose of (1) helping individual; understand themselves and grow in rational decision-making, self-direction and total development; and (2) helping parents, teachers, counselors and administrators understand the learner and realize the kind of environment needed to reinforce and support healthy growth and development.

• Five categories of information are needed for analysis of individuals: These are, Individual identification data, school performance record, test performance record, self-evaluation reports, and significant other reports.

Information Service.The ability to make free and wise choices is dependent in no small measures upon the experiences and information available to the individual. The assessment of an individual calls for the counselor to have full knowledge of the extent of these experiences and the validity of the various kinds of information. Information available to the pupils in a program of guidance services can be classified as occupational, educational and personal-social.

Information deals with people, not with nominate

Table 22
Suggested Guidance Activities
for Elementary School
School Year 1998-1999

Guidance Service	Objectives	Activities	Target Date	Per. Involved	Indicators	
Individual Inventory Service	1. Prepare/accomplish cumulative records of pupils.	a. Meeting of homeroom advisers.	June - July 1998	Homeroom Advisers Classroom Teachers Pupils	Accomplished cumulative records by homeroom advisers.	
		b. Procure cumulative records of pupils.			Checked/connected cumulative records	
		c. Discuss cumulative records.				
	2. Administer I.Q. test to graduating Grade 6 pupils.	a. Procure I.Q. test from psychological center.		Sept. - Dec. 1998	Guidance Counselor Pupils Parents	Administered / interpreted I. Q. test.
		b. Administer I.Q. test				
		c. Interprets I.Q. test to pupils				
	3. Administer Personality test.	a. Procure personality test.		July - Oct. 1998	Homeroom Adviser Pupils	Well interpreted personality test.
		b. Administer test				
		c. Interpret test				
Information Service	1. Conduct an Orientation program for pupils.	a. Prepare a program and have it approved	June 1998	Speakers Pupils	Pupils get acquainted with the school environment.	
		b. Invite speakers				
		c. Orientation program				

2. Inform the school clientele re: school celebrations for S.Y. 1998-1999	a. Coordinate with school Personnel in studying the program.	All year round	Guidance counselor Classroom teacher Principal	Major celebration supported by school personnel and pupils.
3. Inform parents of the guidance program for more cooperation.	a. Prepare a guidance program. b. Discuss program with parents to get reactions.	July 1998	Guidance counselor Classroom teacher Parents	A well - discussed guidance program.
4. Awareness of abuse of drugs and alcohol	a. Drug awareness symposium	November 1998	Guidance Personnel Homeroom advisers	Pupils aware of drug abuse.
Counseling Service	1. Establish rapport with pupils	September 1998	Homeroom advisers Classroom teacher Guidance counselor	Rapport with Pupils established.
2. Assist pupils in recognizing, accepting and respecting individual differences.	a. Counselor - teachers parents conferences b. Counselor - pupils conferences	Year - round	Guidance counselor Teachers Parents	Individual Difference considered by pupils
3. Assist pupils in their academic performance	a. Counselor-Teacher conferences	Year-round	Guidance counselor Teachers Pupils	Pupils Performance assessed.
4. Assist pupils recognized problems and come-up with decision makings	a. Counselor - pupils conferences	Year - round	Guidance Counselor	Counseling conducted

Guidance Service	Objectives	Activities	Target Date	Per. Involved	Indicators
Placement and Follow-up Services	1. Help deserving pupils in taking scholarship.	Case conference and screening of applicants.	February 1998	Homeroom adviser Classroom teachers Deserving pupils	Class standing assessed.
	2. Assist pupils in taking placement test.	Information Dissemination	Aug. - Sept. 1998	Homeroom adviser Guidance Counselor Over-aged pupils	Over-age pupils assisted.
	3. Help pupils with academic deficiencies.	Individual and Group counseling	Year - round	Guidance counselor Pupils Homeroom adviser	Underachievers observed was helped
	4. Follow-up counseled pupils if they have improved or not.	Counselor - teacher Parent conferences. Individual counseling	Year - round	Parents Pupils	Counseling conducted
Research and Evaluation Service	1. Conduct research study on pupils tardiness and absenteeism.	1. Conducting research study or prevailing problem.	Year - round	Homeroom Adviser Guidance Counselor	Research study conducted.
	2. Evaluate services offered to pupils.	2. Evaluation of the guidance services.	March 1999	School administrator Classroom / homeroom teachers	Services evaluated.

objects. Hence, the sociological and psychological aspects of occupational, educational, and personal-social information must be considered. In any event, the sooner they can portray themselves through the use of work pictures and prepare to participate in a more satisfying manner. Self-realization is made more possible when an individual is able to perceived himself in readily identifiable terms and patterns.

3. Counseling Service. Counseling service is but one of the guidance services but is usually referred to as the "heart of the guidance services". The counseling service must contribute to the realization of the objectives of the guidance program. The relationship between counseling service and other elements in the guidance program is one of the mutual reciprocity. The potential effectiveness of counseling service is limited by the degree to which there is feedback from each of the other services. At the same time, counseling service contributes to each of the other guidance services.

The counselor must be agent who helps learner come to a fuller knowledge and understanding of himself and of the society in which he lives. The counseling objectives for the counselor may change. However, the major goal of the counseling services, to help individual become the person

he is capable of becoming, will remain relatively constant.

In most general sense, counseling always has been concerned with the developing person. Whether the counselee is an elementary school pupil, an emerging adolescent in high school, a college student or adult. The process of counseling should be directed to the goal of optimizing the developing of the individual, providing for developing the unique potentials within each person:

An effective counseling service will not just happen by chance. The counseling service system must designed in the same way that the system for the total guidance program is developed. It is critical in developing the model for the counseling service to observe the principle of compatibility, that is, the requirement between the system and its environment (Ryan, 1969: 7-17).

4. Placement and Follow-up Service. Placement and follow-up service is the systematic assistance given pupils in developing goals and choices related to their educational and vocational futures (Shertzer and Stone: 1981: 379). This service is concerned with obtaining information about opportunities, helping students determine if the opportunities fir them, and helping them take suitable steps to achieve goals.

Placement must b pupil oriented, or conducted in the

interest of the individual, rather than institution oriented. It involves both in-school and out-of-school activities. Placement may either be vocational or educational placement.

Follow-up is the procedure conducted to determine whether individuals are developing in their placement. It is an integral part of placement because it is a natural outgrowth of the placement processes. The student is helped both to understand what is required in the situation with regard to short and long-range objectives.

5. Research and Evaluation. The 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. Again, this service may be the responsibility of only counselor or may be given to someone else particular qualified to do the job. Overall, it is generally felt that the counselor should coordinate these various services although he may not always carry thorough himself.

Organizational Structure of the Guidance Program

To be able to accomplish the purposes or which it was designed a guidance program must be properly organized and administered. The basic principles which should guide

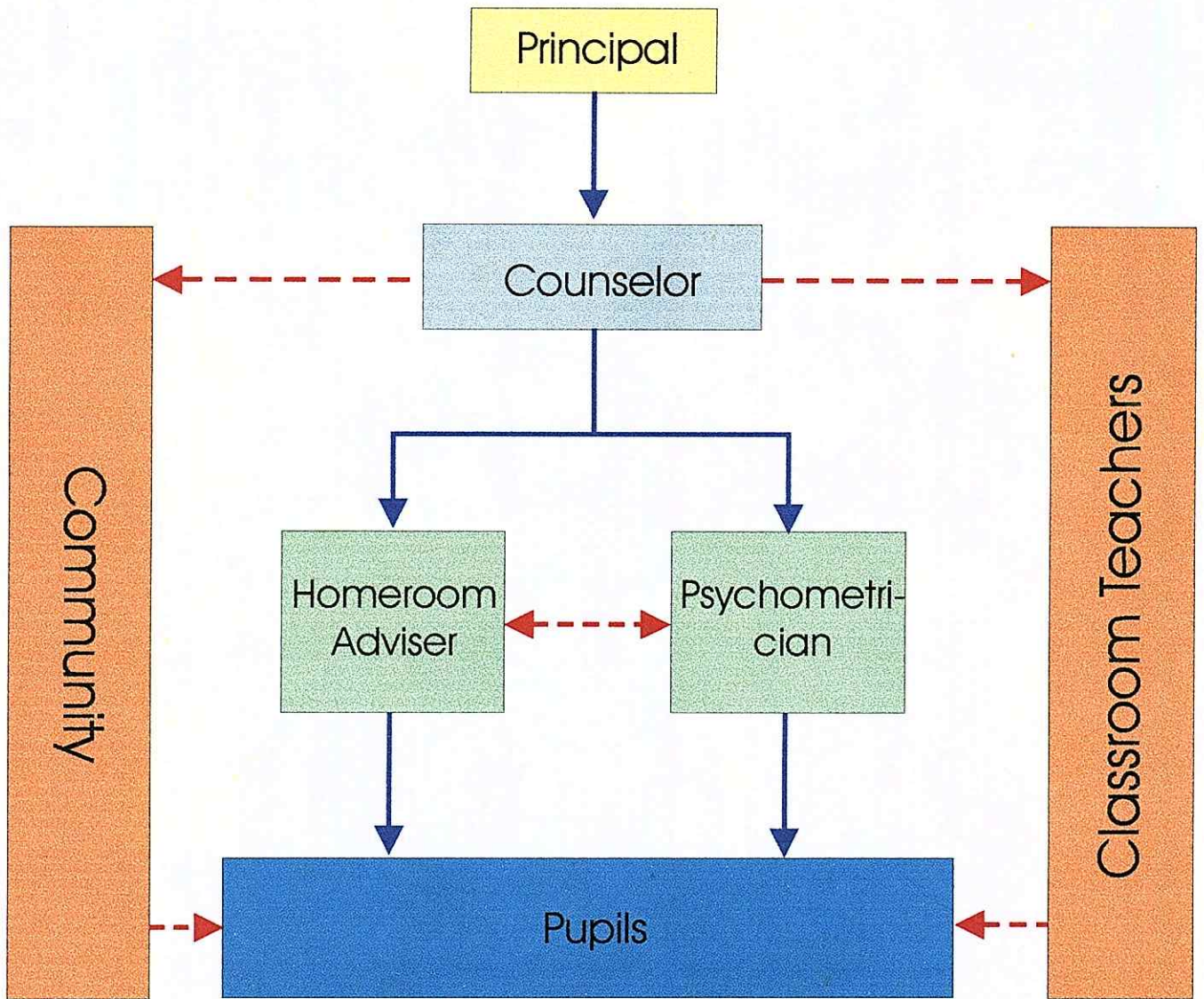
program management and development must be congruent with the nature of the school.

Guidance in the elementary school can only be effective if it is carried through a coordinated team approach in which all school staff members work together to provide resources for helping in the development of pupils.

The suggested organizational structure of the guidance program for Gandara Central Elementary School is reflected in Figure 3. The Principal will be the head of the organizational structure who will have a direct authority over the guidance counselor and the homeroom advisers or guidance workers. The Guidance Counselor is the person who directly responsible for the implementation of the guidance program. She has a direct responsible towards the homeroom advisers and pupils. She may also coordinate through referrals with the classroom teachers and he community.

The Role of the Principal. The program of the guidance services will flourish only when the administrators has the guidance point of view. His task is on of the planning, organizing, and coordinating the efforts of all in order to place the appropriate emphasis on the guidance program. How well he does this in reference to the program of the guidance services will determine in large measure the

Figure 3. Proposed Organizational Structure of a Guidance Program for Gandara Central Elementary School.



Legend:

- Direct Responsibility
- - - Cooperative Responsibility

Figure 3. Proposed Organizational Structure of a Guidance Program for Gandara Central Elementary School.

success or failure of the program. In light of these factors, the following functions of the guidance program are offered as the responsibility of the principal to:

1. Recognize the need for, and importance of, a comprehensive guidance program for the boys and girls in his own school.

2. Provide leadership to his staff in their identification of the value, functions, and problems of a program of guidance services.

3. Focus attention from the very beginning on the fact that the program of guidance services is a dynamic and evolving one.

4. Coordinate the guidance program cooperatively with members of the staff.

5. Provide the necessary facilities, equipment, supplies, and clerical assistance for carrying on the guidance program.

6. Recognize that the counselor is not an administrative aide.

7. Plan, promote, and assist in the in-service training of the staff.

8. Provide for continuous evaluation of the guidance program.

The Role of the Guidance Counselor. The specialized

person in the program of guidance services is usually known as the counselor. The primary function of the counselor is to assist pupils in the elementary school with educational planning and personal-social development. In reaching the desired goals of individual counseling and group work. The counselor should work cooperatively with pupils, teachers, parents, and community.

Some major duties and responsibilities of the elementary school counselor are:

1. Assumes a leadership role in planning, developing and initiating a sound guidance program for his school in cooperation with the administrator.
2. Provides a program stressing the developmental needs of all of the pupils in the school.
3. Counsels with pupils on an individual and group basis in an effort to assist them to explore, to interpret, and to develop personal, social, and educational goals which will enhance their self-esteem.
4. Assists all members of the school staff to understand the uniqueness of each pupil and to provide information, materials, and consultative assistance aimed at supporting this effort to understand students.
5. Provides for a continuous evaluation of the growth and development of the child.

6. Works closely with outside agencies concerned with the welfare of the student.

7. Maintains an effective system for keeping pupils personal records and cumulative materials.

8. Performs other duties as assigned.

The Role of the Classroom Advisers. Modern trends in education are pointing towards guidance service as an indispensable part of the teaching-learning process. Homeroom advisers must share in the responsibility for human adjustment of pupils, since it is to them that students often bring their problems. Homeroom advisers have the following responsibilities:

1. Know and use the basic understanding about human behavior.

2. Assist in providing data for the students cumulative records folder and utilize these data in a professional manner.

3. Develop homeroom and activity materials.

4. Express to the principal the need for an organized program of guidance services.

5. Serves as student advisers, and assume charge of the student's schedule and program development and charges.

6. Assists students whenever possible, and refer those whose needs are beyond his competencies.

7. Permit students to have ready access to his cumulative record and assist him in the interpretation of data.

The Role of the Psychometrician. School psychometrists are specially trained in mental measurement and testing. They administer some types of individual psychological examinations, make diagnosis, and write reports. The psychometrist consults and work closely with counselors. Teachers and administrators with regard to test data and their interpretation of data.

The Role of the Classroom Teacher There is a definite need for well-prepared guidance specialists in each school, but without the active cooperation of the classroom teacher is directly and intimately involved in all of the guidance activities of the students. Every teacher is not a a counselor, but every teacher is a member of the guidance team. However, in the elementary school, the classroom teacher more often than not finds that since there is seldom a counselor available at that level, if a child is to receive it is up to him to provide it.

The Role of Community. The community is where people live. It has a right to expect its dwellers to become what they are capable of becoming. At the same time it has the

responsibility of providing each of its inhabitants with those facilities and services which each needs in order to develop to capacity. It must provide not only funds and facilities but, also, offer its inhabitants to one another in a referral role. The "attitude" of the community^o is reflected in its inhabitants and their aspirations. The community, therefore, has the responsibility of being evolving, developmental, and dynamic so that the inhabitants will react in like manner.

Research has indicated that past high school aspirations and the problem of the reluctant learners and the dropout are keyed directly to the attitude of the community in which the boys and girls are growing. No community has a right to () its inhabitants the opportunity to develop to the fullest extent possible.

Suggested Guidance Activities.

The guidance program must be purposefully planned and designed to realize the goal optimum human development. Its year-long activities must be so designed to come-up with the various guidance services which may realistically, efficiently and effectively serve its clientele - the pupils.

The suggested guidance activities is reflected in Table 23.

BIBLIOGRAPHY

BIBLIOGRAPHY

Blair, Glenn Myers, Diagnostic and remedial Teaching. The MacMillan Company, 1956.

Iprinthal, R.A. "Guidance for Human Growth" New York, Van Nostrach Galg Company, 1971.

Aquino, Marcelo M. "Principles of Guidance and Counseling, Manila Regino Publishing Co., 1987.

Ohlsen, M. M. "Guidance Services in the Modern Island (rev. ed.) New York, Harcourt Brace Jovanovich, Inc. 1964.

Perrone, A. T. A. Ryan and F. R. Zerous, "Guidance and Its Emerging Adolescent. Scranton, Pa.: International Textbook Co., 1970.

Parsas, F. "Choosing a Vacation" Boston, Massachusset Houghton Mifflin Company, 1979.

Guidance Services. Guidance Services (Apprentice Hall, 1971: 10 are those services.

BOOKS

Allen, Richard, Organizational and Supervision of Guidance in Public Schools. New York: McGraw Hill's Book., Inc. 1968.

Bernard, Harold M. & Daniel M. Fallmer, Principles of Guidance, New York: Harper & Row Publishers, 1977.

E.C. Goldwell. Counseling in Context. Personnel and Guidance Journal, 1970 s. 49.

Erickson, E.G. and M.C. Smith, Guidance Practices at Work. New York: McGraw-Hill Book Co., Inc. 1977.

Harold W. Bernard and Daniel W. Fullner, Principles of Guidance, 2nd ed. Thomas Y. Crowell, New York, Harper and Row, Publishers, 1977.

Hatch, Raymond and Buford Stilfine, Administration of Guidance Services. New Jersey: Prentice Hall, Inc.

Jones, Arthur P. Principles of Guidance, 4th ed. (New York: McGraw Hill Book Co.,) 1971.

Lester D. Crow and Alice Crow, An Introduction to Guidance, (New York: American Book.,) 1971.

McDaniel A. B., and Others, Reading in Guidance Services (New York: Holt Rinehart and Winston), April, 1958.

Myatt, R. and Staff B. Administration of Guidance Services in Modern School (New Jersey Prentice Hall Inc.), 1983.

Jones, Arthur J. et al. *Guidance in the Philippine Setting*, McGraw Hill Book Co., 1982.

Ordonez, Marcelo A. *Principles and Problems of Guidance in the Philippines*. Manila's Regime Publishing Co., 1950.

Raspberry, E.C. et al & G. R. Werls & G.F. Smith, *A Strategy for Guidance*, New York: The McMillan Co., 1969.

Shaitzer, Bruce and Shelly C. Stone, *Fundamentals of Guidance*, Dallas: Houghton Mifflin Co., 1981.

Staa, Ruth, *Educational Guidance: Its Principles and Practice*, New York: The McMillan Company, 1968.

Walpole, Ronald E. *"Introduction to Statistics"* New York: McMillan Publishing Co., 1982.

MAGAZINES AND JOURNALS

Ordillas, Antonio S. *Quality Education for Phils. 2000"* Vol. VIII, NO. 7, June 1993.

PERIODICALS

Salonga, Jovito R., *"Our Educational Agenda"*, *Perspective* ISSN 0116-2160 Vol. IX No. 2, August 1987.

UNPUBLISHED WORKS

Abellar, Zenaida C. "A Proposed Guidance Program for the Public Elementary Schools of Balangiga, Eastern Samar," Unpublished Master's Thesis, Leyte State College Tacloban City, 1984.

Cabanganan, Evangeline B., "The Guidance Program of State Colleges and Universities in Region VIII: A Model" Doctoral Dissertation, Samar State Polytechnic College, 1994.

Cabanlig, Evaristo T. "A Survey of the School Services as a Basis for a Proposed Guidance Program for the Elementary Baguio, Baguio", Master's Thesis, Lyceum of Baguio City, 1980.

Contreras, Alicia G. "An Appraisal of the Guidance Programs in the Public Elementary Schools in the Third District of Pangasinan: As a Basis of a Proposed Guidance Program", Master's Thesis, Pangasinan State University, Bambang, Pangasinan, 1980.

Davantes, Irene B. "An Improved Guidance Program of Sacred Heart College: A Model", Unpublished Master's Thesis, Samar State Polytechnic College, 1993.

Fu, Hyung Tae, "A proposed Guidance and Counseling Program for Seong Jun University od Dae Jun in Korea" Unpublished Master's Thesis, De La Salle University, 1989.

Maneja, Angelina, "An Evaluation of the Guidance Program in the Marikina Institute of Technology" Master's Thesis MIST, Manila, 1984.

Matalang, S. "The Guidance Needs of the High School Agriculture Students of Cagayan and their Implication to the Homeroom Programs", Unpublished Master's Thesis De la Salle University, 1986.

Nunez, V., "An Evaluation of the Guidance Program of the Three Selected Dominican Sisters of the Most Holy Rosary of the Philippines," Unpublished Master's Thesis, Manila, De la Salle University, 1986.

Pablo, Hilaria A. "The Guidance Program of Samar State Polytechnic College: A Model, Unpublished Master's Thesis, Samar State Polytechnic College, 1991.

Rios, Lorna N., "The Guidance Program as Perceived by the Classroom Teachers in the District of Romblon for the School 1979-1980," Unpublished Master's Thesis, Ortanez University, Manila, 1980.

Villote, Redemota, "An Appraisal of the Guidance Program of the Public General Secondary Schools in Manila", Unpublished Master's Thesis, Manila, 1986.

APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

June 27, 1997

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

Madam:

In my desire to finish my thesis writing within this year, I have the honor to submit for approval one of the following research problems, preferably problem no. 1:

1. A PROPOSED GUIDANCE PROGRAM FOR GANDARA ELEMENTARY SCHOOL
2. POSITIVE CORRELATES ON THE PERFORMANCE OF PUPILS HANDLED BY MASTER TEACHERS
3. EXPLORING ORAL READING DIFFICULTIES OF GRADE VI NON-READERS IN GANDARA CENTRAL ELEMENTARY SCHOOL

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) ESTHER A. VOZ
Graduate Student

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate and Post-Graduate Studies

APPENDIX B

Republic of the Philippines
 SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar
 College of Graduate Studies

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: VOZ, ESTHER ABOGANDA

 Surname First Name Middle Name
 CANDIDATE FOR DEGREE: Master of Arts

 AREA OF SPECIALIZATION: Guidance

 TITLE OF PROPOSED THESIS: A PROPOSED GUIDANCE PROGRAM FOR

 GANDARA ELEMENTARY SCHOOL

SGD. ESTHER A. VOZ

Applicant

RIZALINA M. URBIZTONDO, Ed.D.

Name of Designated Adviser

CONFORME:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.

Adviser

APPROVED:

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

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

APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

September , 1997

Dear Respondents:

Greetings!

The undersigned is conducting a research study entitled "THE GUIDANCE SERVICES OF GANDARA CENTRAL SCHOOL: A PROPOSED MODEL" as a requirement for the degrees of Master of Arts in Education.

In this connection, your wholehearted cooperation is very much needed. Please answer this questionnaire very honestly to give the researcher a valid data. Your honest responses, to comments and suggestions will significantly be useful in the success of this study.

All the data will be kept strictly confidential. Thank you very much. I would be very grateful of your goodwill and generosity.

Truly yours,

(SGD.) ESTER A VOZ
Researcher

=====

FART I. PERSONAL DATA

Name: _____ Age _____ Sex _____

Address _____

Designation _____

Civil Status _____ Educational Qualification _____

d.	Testing materials	:	:	:	:	:
e.	Others, please	:	:	:	:	:
	specify	:	:	:	:	:
	a.	:	:	:	:	:
	b.	:	:	:	:	:
3. Location/Building						
a.	Physical atmosphere	:	:	:	:	:
b.	Specious	:	:	:	:	:
c.	Ventilation	:	:	:	:	:
d.	Accessibility	:	:	:	:	:
e.	Others, please	:	:	:	:	:
	specify	:	:	:	:	:
	a.	:	:	:	:	:
	b.	:	:	:	:	:
4. Equipments and Tools						
a.	Counselors table	:	:	:	:	:
b.	Chairs	:	:	:	:	:
c.	Cabinets	:	:	:	:	:
d.	Bookrocks	:	:	:	:	:
e.	Others, please	:	:	:	:	:
	specify	:	:	:	:	:
	a.	:	:	:	:	:
	b.	:	:	:	:	:

PART III. Implementation of the Guidance Program as Perceived by the Classroom Teachers, Teachers Advisers, Guidance Counselor and Principal.

Direction: Please check the column opposite each item which best describe the existing guidance services of your school using five (5) points rating scale wherein:

- 5 means fully implemented
- 4 means satisfactory implemented
- 3 means moderately implemented
- 2 means less implemented
- 1 means not implemented

Guidance Services	:	5	:	4	:	3	:	2	:	1
-------------------	---	---	---	---	---	---	---	---	---	---

A. Individual Inventory Services

1. Individual Inventory of the following records.

a.	Cumulative records	:	:	:	:	:	:
b.	Anecdotal records	:	:	:	:	:	:
c.	Health records	:	:	:	:	:	:
d.	Autobiography records	:	:	:	:	:	:
e.	Pupils diary	:	:	:	:	:	:
f.	Home visits records	:	:	:	:	:	:
g.	Counseling Interview records	:	:	:	:	:	:
i.	Others, please specify	:	:	:	:	:	:
a.		:	:	:	:	:	:
b.		:	:	:	:	:	:

2. Use of the following records.

a.	Curriculum activities	:	:	:	:	:	:
b.	School achievement	:	:	:	:	:	:
c.	Leisure time activity	:	:	:	:	:	:
d.	Attendance records	:	:	:	:	:	:
e.	Results of Psychological tests	:	:	:	:	:	:

3. Use of the following psychological

a.	Mental ability	:	:	:	:	:	:
b.	Achievement test	:	:	:	:	:	:
c.	Personality test	:	:	:	:	:	:
d.	Aptitude test	:	:	:	:	:	:
e.	Interest test	:	:	:	:	:	:
f.	Sociometric test	:	:	:	:	:	:
g.	Diagnostic test	:	:	:	:	:	:
h.	Teacher-made test	:	:	:	:	:	:

Guidance Services		5	4	3	2	1
B. Information Services						
1.	Provide information about the following					
a.	School rule and regulation	:	:	:	:	:
b.	School clubs organization	:	:	:	:	:
c.	Values education	:	:	:	:	:
d.	Pupil government	:	:	:	:	:
e.	Test results and test taker	:	:	:	:	:
2.	Provide information about the following					
a.	School rule and regulation	:	:	:	:	:
b.	School clubs organization	:	:	:	:	:
3.	Provide over-aged pupils with information in taking placement test.	:	:	:	:	:
C. Counseling Service						
1.	Use and availability of the following tools for counseling					
a.	Cumulative records:	:	:	:	:	:
b.	Individual self-inventory	:	:	:	:	:
c.	Results of tests	:	:	:	:	:
d.	Interview records	:	:	:	:	:
e.	Guidance folders and records	:	:	:	:	:
f.	Case study records:	:	:	:	:	:

Guidance Services	5	4	3	2	1
-------------------	---	---	---	---	---

- | | | | | | |
|---|---|---|---|---|---|
| 2. Use of the following techniques procedure in counseling: | | | | | |
| a. studying of all data | : | : | : | : | : |
| b. planning purposely and flexible interviews | : | : | : | : | : |
| c. encouraging free self-expression on pupils | : | : | : | : | : |
| d. establishing rapport | : | : | : | : | : |
| e. maintaining on objective attitude towards the counselee on his problem. | : | : | : | : | : |
| f. maintain high ethical standard regarding data given in confidence. | : | : | : | : | : |
| 3. The guidance counselor attended trainings. | : | : | : | : | : |
| 4. The guidance counselor has a private office/cabicle with basic equipment needs for counseling. | : | : | : | : | : |
| 5. The counselor has easy access to cumulative records. | : | : | : | : | : |
| 6. Provision is made for individual and group counseling. | : | : | : | : | : |
| 7. Provision to administer and freely interpret psycholo- | | | | | |

General Services	5	4	3	2	1
gical test.	:	:	:	:	:
8. Pupils with problems freely avail for counseling service.	:	:	:	:	:
D. Placement Service					
1. Group pupils according to abilities through the use of test results.	:	:	:	:	:
2. Provision for pupils adjustment to meet their special needs.	:	:	:	:	:
3. Assistance given for placement to pupils.	:	:	:	:	:
E. Follow-up Service					
1. Follow-up made with pupils' with:					
a. personal emotion-	:	:	:	:	:
al problem	:	:	:	:	:
b. scholastic failure	:	:	:	:	:
c. under achievers	:	:	:	:	:
d. potential drop-	:	:	:	:	:
outs.	:	:	:	:	:
e. transferees	:	:	:	:	:
2. Follow-up honor pupils progress in school/out school	:	:	:	:	:
3. Follow-up counselee pupils to see whether they have improved or not.	:	:	:	:	:

General Services	:	5	:	4	:	3	:	2	:	1
------------------	---	---	---	---	---	---	---	---	---	---

F. Research Service

1. Action research project conducted by:
 - a. scholastic failure. : : : : :
 - b. underachievers : : : : :
 - c. Potential drop-outs : : : : :

2. Dessimination of results project to:
 - a. pupils : : : : :
 - b. teachers : : : : :
 - c. parents : : : : :

3. Participation and involvement in the program by:
 - a. Classroom teachers : : : : :
 - b. Classroom advisers : : : : :
 - c. Guidance counselor: : : : : :
 - d. Principal : : : : :

PART IV. Problems Felt by the Principal, Guidance Counselor, Class Advisers and Classroom Teachers in the Implementation of the Guidance Program.

Direction: Please check the appropriate column as to:

- 5 means very much felt
- 4 means much felt
- 3 means felt
- 2 means not much felt
- 1 means not felt at all

Problems	5	4	3	2	1
1. Lack of knowledge and understanding of the objective of the guidance program.	:	:	:	:	:
2. Lack of cooperation between the parents and the community.	:	:	:	:	:
3. Lack of cooperation between school principal, guidance counselor, class advisers, classroom teachers and pupils.	:	:	:	:	:
4. Lack of qualified guidance personnel to take charge of the guidance program	:	:	:	:	:
5. Lack of financial support:	:	:	:	:	:
6. Bad attitude of school principal toward guidance program.	:	:	:	:	:
7. Inadequate material program.	:	:	:	:	:
8. Considered as an additional load.	:	:	:	:	:
9. Inadequate guidance facilities.	:	:	:	:	:
10. Lack of needed tools and equipment.	:	:	:	:	:
11. Others, please specify.					
a.	:	:	:	:	:
b.	:	:	:	:	:

PART V. Suggested Solutions/Recommendations to Solve Problems Encountered in the Implementation of the Guidance Program.

Direction: Please check the appropriate column as to:

- 5 means strongly agree
 4 means agree
 3 means undecided
 2 means disagree
 1 means strongly disagree

Suggested Solutions	5	4	3	2	1
1. The support of the school administration is necessary in initiating and carrying out at good guidance program.	:	:	:	:	:
2. Cooperation among teachers, class advisers, is essential.	:	:	:	:	:
3. Everyone must recognize that the classroom teacher plays an important role in the guidance program.	:	:	:	:	:
4. Every pupil should feel that there is someone in his school to whom he can turn for help when he is troubled.	:	:	:	:	:
5. There is a place in the guidance program for qualified counselors who have time set aside for guidance.	:	:	:	:	:
6. Essential guidance services should be available to every child when he needs them.	:	:	:	:	:

Suggested Solutions	:	5	:	4	:	3	:	2	:	1
7. Guidance services must be carefully defined.	:		:		:		:		:	
8. Responsibilities for guidance services must be carefully assigned.	:		:		:		:		:	

PART VI. What suggestions/comments/recommendations can you offer to improve/upgrade the existing guidance program of your school?

- 1. _____

- 2. _____

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

QUESTIONNAIRE

Dear Pupils and Parents:

You have been chosen as a respondent of the study on "The Guidance Services of Gandara Central School: A Proposed Model". Your cooperation in answering all questions will help in improving the guidance program of the elementary. Please give your honest and sincere answer to the questions to make this study a reliable one. All answer will be held confidential.

Thank you very much.

Truly yours,

ESTER A. VOZ
Researcher

PART I

Personal Data

A. Pupil:

Name _____ Age _____ Sex _____

School _____

Grade Level _____

B. Parent/Community Member

Name _____

Educational Attainment _____

Occupation _____

PART II

IMPLEMENTATION OF GUIDANCE PROGRAM AS
PERCEIVED BY PUPILS AND PARENTS

Direction: Please check the column opposite each item.
Using five (5) point rating scale wherein:

- 5 means fully implemented
4 means satisfactory implemented
3 means moderately implemented
2 means less implemented
1 means not implemented

Guidance Services	5	4	3	2	1
-------------------	---	---	---	---	---

A. Individual Inventory
Services

a) Cumulative Record	:	:	:	:	:
b) Anecdotal records	:	:	:	:	:
c) Health record	:	:	:	:	:
d) Autobiography record	:	:	:	:	:
e) Pupils diary	:	:	:	:	:
f) Home visits records	:	:	:	:	:
g) Counseling Inter- view records	:	:	:	:	:

2. Use of the following
records

a) Curriculum Activities:	:	:	:	:	:
b) School Achievement	:	:	:	:	:
c) Personality Test	:	:	:	:	:
d) Aptitude test	:	:	:	:	:
e) Interest test	:	:	:	:	:
f) Sociometric test	:	:	:	:	:
g) Diagnostic test	:	:	:	:	:
h) Teacher-made test	:	:	:	:	:

B. Information Service

- a) Provide Information
about the following:

Guidance Services	5	4	3	2	1
B. Information Services					
a) Provide Information about the following	:	:	:	:	:
a) School rules & regulations	:	:	:	:	:
b) School club organization	:	:	:	:	:
c) Values education	:	:	:	:	:
d) Pupil government	:	:	:	:	:
e) test results and test taker	:	:	:	:	:
2. Provides the following activities in school as:					
a) PTA meetings	:	:	:	:	:
b) Monthly celebrations	:	:	:	:	:
c) BSP/GSP field day	:	:	:	:	:
d) Pupil government organizations	:	:	:	:	:
3. Provide Over-aged Pupils with information in taking Placement Test	:	:	:	:	:
C. Counseling Services					
1. Use and availability of the following tools for counseling	:	:	:	:	:
a) Cumulative records	:	:	:	:	:
b) Individual self-inventory	:	:	:	:	:
c) Results of tests	:	:	:	:	:
d) Interview records	:	:	:	:	:
e) Guidance folders records	:	:	:	:	:
2. Use of the following techniques procedures in counseling	:	:	:	:	:

Guidance Services	5	4	3	2	1
2. Use the following techniques procedures in counseling.	:	:	:	:	:
a) Studying of all data.	:	:	:	:	:
b) Planning purposely and flexible interview.	:	:	:	:	:
c) Encouraging free self-expression on pupils.	:	:	:	:	:
d) Establishing rapport.	:	:	:	:	:
e) Maintaining an objective attitude towards the counselee on his problem.	:	:	:	:	:
f) Maintain high ethical standard regarding data given in confidence.	:	:	:	:	:
3.3 The Guidance counselor attended trainings	:	:	:	:	:

Guidance Services	5	4	3	2	1
4. The Guidance Counselor has a private office/ cubicle with basic equipment needs for counseling.	:	:	:	:	:
5. The counselor has easy access to cumulative records.	:	:	:	:	:

Guidance Services	5	4	3	2	1
6. Provision is made for individual and group counseling.	:	:	:	:	:
7. Provision to administer and freely interpret psychological test.	:	:	:	:	:
8. Pupils with problems freely avail for counseling service.	:	:	:	:	:
D. Placement Service					
1. Group pupils according to abilities through the use of test result:	:	:	:	:	:
2. Provision for pupils adjustment to meet their special needs.					
a. intellectual	:	:	:	:	:
b. physical	:	:	:	:	:
c. emotional	:	:	:	:	:
3. Assistance given for placement to pupils.	:	:	:	:	:
E. Follow-up Service					
1. Follow-up made with pupils with:					
a. Personal emotional problem	:	:	:	:	:
b. scholastic failure:	:	:	:	:	:
c. underachievers	:	:	:	:	:
d. potential drop-out:	:	:	:	:	:
e. transferees	:	:	:	:	:

PART III

1. What suggestion/comments/recommendations can you offer to improve/upgrade the existing guidance program of your school?

1. _____

2. _____

CURRICULUM VITAE

CURRICULUM VITAE

NAME : ESTER ABOGANDA VOZ
 ADDRESS : Burabod II, Gandara Samar
 DATE OF BIRTH : February 12, 1958
 PLACE OF BIRTH : Balugo, Tarangnan, Samar
 PRESENT POSITION : Nutrition/EPP Teacher
 CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Gandara Central Elem. School
 Gandara, Samar
 Secondary St. Michael's High School
 Gandara, Samar
 College Samar College
 Catbalogan, Samar
 Course Bachelor of Science in
 Elementary Education with
 Concentration in
 Home Economics
 Curriculum Pursued Master of Arts in Guidance
 and Counseling

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers held in Tacloban
 City on May 25, 1980.

PROFESSIONAL EXPERIENCES

R Y D O D.A.
 Catbalogan, Samar
 1978-1980

Elementary Grade Teacher . . . Palanas Primary School
1980-1982

Pizzaro Elementary School
1982-1986

Gandara Central Elem. School
1986 - present

SEMINARS/TRAINING IN-SERVICE ATTENDED

Certificate of Merit, from the Boys Scout of the Philippines, Samar Council, Catbalogan, Samar, October 14, 1994

Regional Anakbukid Screening and Selection of Outstanding Project Member, RDTC, Alang-alang Leyte by Ministry of Agriculture, January 18-20, 1982

RYDO's Technical Training on Anakbukid Thrust, RDTC, Alang-alang, Leyte, Conducted by Ministry of Agriculture

8-days skills training of Trainers on Premarriage and Counseling/Information - Golden State Bldg., Tacloban City, conducted by Ministry of Health

Mga Estratehiya sa Pagtuturo ng Sibika at Kultura/Heograpiya at Kasaysayan, Gandara Central School, August 28, 1992, conducted by DECS

Certificate of Participation, Gandara Central School, July 16-18, 1993, conducted by BSP/Samar Council

Two-day Division District Based Training of Teachers and Administrators on "Time on Task". Gandara Central School, June 17, 1994, conducted by DECS