

THE GUIDANCE PROGRAM OF STATE COLLEGES  
AND UNIVERSITIES IN REGION VIII:  
A MODEL

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EVA



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## DEDICATION

To my loving husband  
Doming  
and my darling children  
Boyboy and wife Ruth  
Gigi and husband Terry,  
Irene, Nador and Lynlyn  
I lovingly dedicate  
this piece of work.

EVA

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## **ABSTRACT**

This study aimed to appraise guidance program for 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 services in the region and to draw up a model program. The normative-descriptive method was employed in this study using the questionnaire as the principal instruments in gathering data from the sample coming from the school administrators, guidance counselors, faculty members, students and community members. The ten problems encountered in implementing the guidance program were perceived by the five groups of respondents as “felt” with the following means: for school administrators, 3.433, for guidance counselor, 3.46, for faculty members, 3.22 for students 3.33, and for the community members, 3.19. That the study identified the inadequacy of the existing guidance services, hence, the need to improve and systematize the development and implementation of the existing guidance service. A functional guidance program will undoubtedly contribute much to the realization of educational goals that the state colleges and universities in Region VIII are striving for. That the students of state colleges and universities have problems and needs that should be attended to by school authorities. Lastly, it is reiterated that the proposals made in this report are flexible. Modifications will certainly be needed as new problems and needs crop up.

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

With the phenomenal growth of science and modern technology, many individual sometimes become victims rather than masters of change (Toffler, 1981:21) This is true to most young people of today. The ever-changing ways and structure of education and the concomitant problems they add to the complexity of the world give the young people confusion, difficulties, conflicts, and frustration which could lead them to either a fruitful or frustrating life, depending upon how they react to such vicissitude in life. Students need to be helped. The disheartened and frustrated youth often wonder why people cannot like them. These young people need the services of competent and effective guidance counselors - now!

Guidance is not a new term in the Philippines educational system. For years, it has been by used not a few school officials and faculty members who have had visions of programs planned and operated to help the young people adjust themselves to the school, the home and the community. But over the years, it appears that these visions have been dimmed by numerous constraints ranging from non-qualified personnel, to poor techniques and lack of

public support.

Today, the guidance movement in our school is operating under similar handicaps which in many ways threaten the very foundation of the program. But even as it is, the movement cannot afford to give in to those handicap because it is a vital educational component. Guidance is a tool for helping the youth, hence the need for guidance in school today.

The present educational trends demand that the school has to know its students as individuals. This involves willingness on the part of the school personnel to study every students by utilizing every means or resources the school furnishes. There is a positive need to develop them along the areas involving self-realization, human relationship, economic efficiency and civic responsibility.

It may be argued that due to the various types of relationship existing in the home and the community, the school must provide positive counseling opportunities for those who need help. Then too, there are many essential things which the student should know, the dissemination of which falls in the field of guidance. Guidance is concerned with supplying them the needed information about themselves, about the activities involved in the succeeding years; about the world of work; about the specific jobs in which they have an interest and about other types of information relative to

their own plans. It is, therefore, a necessity for every school to provide the students with the necessary information to help them know themselves and understand their environment; to assist them in planning for independent life and making suitable adjustment with their fellow-men.

Through the broad spectrum of activities encompassing the processes of guidance, the counselor could accumulate data on the problems and experiences of students which add effectiveness in the guidance program of the school. Moreover, these data, when properly handled would provide the parents effective means of meeting their parental responsibilities to their children. It is therefore, through the processes of guidance that the school, the home and the community may be brought into close cooperating units among themselves.

Guidance service manifested by the guidance program are put in every school to help meet the needs of its clientele. As organized program, they are backed up with sets of philosophies and objectives designed to meet the existing needs of clientele in order that their existence can be justified. Any program of activities calls for objectives evidence of its merit.



All efforts must be made to come up with new and more effective ways of developing and organizing a guidance program. The importance therefore of making the guidance program dynamic by way of considering and assessing its different components is timely, and in fact, is the need of the hour. This research attempts to answer the need to re-structure, streamline, and to proposed some improvements along this line making today's guidance program of state colleges and universities more relevant and useful to all the students and other clientile.

#### Statement of the Problem

This study aimed to draw up a model guidance program for state colleges and universities in Region VIII with particular focus on the worth 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.

Specifacally, this study sought to answer the following questions:

1. What is the status of the physical facilities of the guidance program in the colleges and universities of Region VIII as perceived by the five groups of respondents along the following:

- 1.1 location/building ?
- 1.2 information materials?
- 1.3 facilities ?
- 1.4 tools and equipments?
2. Are there significant difference in the perceptions of the above indicators by the following:
  - 2.1 administrators?
  - 2.1 guidance counselors?
  - 2.4 faculty members?
  - 2.4 students?
  - 2.5 community members?
3. What is the extent of implementation of the guidance services as perceived by the respondents on the following:
  - 3.1 individual inventory service?
  - 3.2 information service?
  - 3.3 counseling service?
  - 3.4 placement service?
  - 3.5 follow-up service?
  - 3.6 research service?
4. Are there significant difference in the respondents perceptions on the extent of implementation of the various guidance services?
5. Is there a significant relationship between the status of the guidance facilities and the extent of

implementation of the guidance program?

6. What problem are perceived by the respondents on each of the guidance services.

7. What alternatives/recommendations may be suggested by the respondents to solve the problems.

8. What model guidance program may be drawn based on the survey and evaluation of existing guidance programs.

### Hypotheses

Based on the foregoing problems, the following hypotheses were formulated:

1. There are no significant differences in the perceptions of the school administrators, guidance counselors, faculty members, students, and community members along the following.

1.1 location/building

1.2 facilities

1.3 tools and equipments

1.4 information materials

2. There are no significant difference in the perceptions among administrators, guidance counselors, faculty members, students, and community members on the extent of implementation of the following guidance services:

2.1 individual inventory service

2.2 information service



2.3 counseling service

2.4 placement service

2.5 follow-up service

2.6 research service

3. There is no significant relationship between the status of the physical facilities and the extent of implementation of the guidance program.

### Theoretical and Conceptual framework

This study is premised on the theory of Ryan and Zeran (1972:89) that successful guidance program is dependent on the quality of guidance services available. Guidance services are, in turn, dependent upon the quality of administrative support and leadership, the competence and active performance of the guidance counselor and faculty members of guidance roles, and the availability and adequacy of facilities, materials and supplies in the guidance center.

Any program that is established must be founded upon a clearly and definitely formulated set of objectives. Theoretically, guidance services are aimed at meeting all the needs of its clientele. Before a particular program can be inaugurated, there must be a practical appreciation on the specific guidance needs of the individual children, adolescents or adults who are to be served.



Organization of guidance, no matter how simple, must be planned, principles and goals set-up. Personnel should be selected, trained, and coordinated as a professional staff, if we are to develop a guidance program that will be of real service to the students.

Not one organization is considered the best for guidance unless it is guided by certain fundamental principles. These principles will more or less help determine the nature of the organization and its administration. The principles that should be observed in organizing a guidance services program according to Traxler (1971: 361-368) are as follows: (1) Prepare a clear-cut statement of the objectives of the program of guidance service; (2) Determine precisely the functions of the guidance service - that is, what the program should do for the students; (3) Assign specific duties to those who are to participate in the program; (4) Give each person assigned to a task in guidance services, authority commensurate with his responsibility; and (5) Keep the plan of organization and its operation as simple as possible.

Madali (1969:362-365) suggests on the following as principles in guidance program organization:

1. An effective guidance program should result to a better self-understanding, self-help and self-direction.

2. It should be based on the student's interests, urges, motives, and goals.

3. It should be easy to organize and administer.

4. It should be a cooperative undertaking of all members of the teaching force.

5. It should be a continuous program that aims to serve all school children, and not merely the maladjusted ones.

The principles listed above are suggestive in nature. The institution may choose and adopt their own principles to guide them in their organization. Whatever principles an institution may have, there should be an intelligent application of them to the operation of its guidance service.

The organization of an effective guidance program should be flexible and the conduct of its services should represent the cooperative activity of all concerned. It must have a recognizable structure in order to be effective.

The conceptual framework of the study, as shown in Figure 1, illustrates the totality of the Guidance Program as envisioned in the study. The frame on the left speaks of the selected respondents of the study to be undertaken which includes the school administrators, guidance counselors, faculty members, community members and students of the pin-

## CONCEPTUAL FRAMEWORK OF THE STUDY

RESPONDENTS		STATUS		GUIDANCE SERVICES	
1. School Administrator		1. Location/building tor		1. Individual inventory service	MODEL
2. Guidance Counselor	\-\ /-/	2. Facilities	\-\ /-/	2. Information service	GUIDANCE
3. Faculty Members		3. Information materials		3. Counseling service	PROGRAM
4. Students		4. Tools & equipment		4. Placement service	FOR
5. Community Members				5. Follow-up service	SUC'S
				6. Research service	

Figure 1. Schematic Diagram showing the bases for coming up with a model guidance program for SUC's in Region VIII.



pointed state college and universities. The next frame gives more emphasis to the determination of the status of location/building of the guidance center, the facilities available, information materials to include charts, pamphletes, books and journals, tools and equipments.

The third frame from left, focuses on the guidance service with due emphasis on individual Inventory Service, Information Service, Counseling Service, Follow-up Service, Placement Service and Research Service.

The frame on the right provides the model Guidance program for SUC's. The concept of a new guidance program as a result of the study conducted will surely improve the present guidance program being implemented in the different SUC's in Region VIII.

### Significant of the Study

The data yielded in the study will be helpful to administrators, faculty members, guidance counselors, students and to the community. The facts gathered in this study can be used as bases in making major decisions regarding the improvement of the guidance program.

More specifically, the result of this study will be of interests and will further improve the values, interests and answers of the guidance program of the following people:



To the SUC's school administrators, the strengths and weaknesses of the guidance program are pinpointed for appropriate administrative action.

To the Guidance Counselors who are the direct implementors of the guidance program, the findings will challenge them into working for improvement not only in the upgrading of their competencies as effective guidance counselors but more so in the delivery of services not only to the students but also to the members of the school staff. Findings of the study will enable them to look into the improvement of the particular and layout of the guidance clinic.

The study will provide useful information to faculty members as regards to their vital roles in the guidance movement as far as students development is concerned. The results would motivate them to identify students who encounter psychological, social, educational and personal problems, thus find means and ways to avail of the different guidance services in providing assistance to the students who are in need of it in order to develop themselves into productive, useful and versatile young citizens.

The results of this study will also be useful to the students, for them to realize that members of the school staff are after their general welfare as shown in the efforts towards educating them better; they improved

guidance services. In this regards the students can avail of the service that are relevant to their needs.

To the community this study would enable it to become aware of the existence of a program which has the primary functions of serving and developing the individual, and make it realize that an effective program must be a teamwork of the school, the home, and the community.

#### Scope and Delimitation of the Study

This study endeavored to find out the status of the guidance program in State Colleges and Universities in Region VIII. It focused primarily on the status of the guidance program, specifically on the following: location/building, facilities, information materials, tools and equipments. It also looked into the delivery of the various services of Guidance as information service, individual inventory service, counseling service, placement service and follow-up and research services.

The respondents of the study were forty-five (45) school administrators, twenty (20) guidance counselors, seven hundred twelve (712) faculty members, two thousand eight hundred eighty six (2886) students and two thousand eight hundred eighty six (2886) community members of State Colleges and Universities as shown in Table 1.

Table 1

## Number of Respondents

Schools	: Adminis-	: Gui-	: Facul-	: Stu	:Comm.	: To
	: trator	: dance	: ty	: dent	:Members:	: tal
	:	: member	: member:	:	:	:
UEP	5	3	141	364	364	877
NIT	5	1	46	300	300	652
PIT	5	1	58	313	313	690
LSC	5	4	63	234	234	540
SSPC	5	3	84	322	322	736
VISCA	5	3	69	372	372	821
LIT	5	3	136	363	363	870
ESSC	5	1	59	312	312	689
TTMIST	5	1	59	306	306	677
Total	5	20	715	2886	2886	6552

As a basis in drawing up a model program, it involved nine (9) State Colleges and universities in Region VIII. It covered school year 1992-93.

### Definition of Terms

In order to established a common frame of reference and understanding, the following terms as used in this study are defined.



Administrators. This refer to the school heads, department heads and other key officials of state colleges and Universities involved in the study.

Counseling Service. This service is designed to facilities self-understanding and self-development through a one-tone or small group relationship.

Community members. This refers to the people living fairly close together in a particular place where the institution under study is located.

Faculty member. This refers to the staff member of an educational institution who is engaged in instructional research or related educational activities.

Follow-up Service. This is a service concerned with finding out how children who dropped out of school are getting along in the community. It is also concerned with helping students adapt themselves to conditions after they graduate.

Guidance. The part of the education program which provides systematic services directed towards helping each students realize the maximum development of his potentialities in accordance with his needs, interest, abilities and achievements. These potentialities include interrelated areas such as physical, mental, social, and emotional development. (Hill, 1969:486).



Guidance Counselor. A person responsible for the educational and personal guidance of a large number of students in different levels with varying maturity and experiences, home and school training and physical and social needs. He is entrusted with the greater responsibility in the implementation of the guidance program. He seeks to understand, accept, reflect and clarify the feeling of the client through interview and counseling session. (G.V. Aquino, 1980:59)

Guidance Personnel. Personnel involved in different activities of the guidance program. This includes the school administrators, counselors, faculty members and non-teaching staff of the school.

Guidance Program. 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 lives to the best advantage to himself and to the society in which he moves about. In this study, this term will be interchangeably used with guidance services.

Guidance Organization and Administration Services. As used in the study, the term refers to the organizational set-up of the school guidance program which includes the guidance staff with their appropriate professional

preparation as well as their corresponding duties and responsibilities along guidance and counseling work.

Guidance Service. These are services designed and implemented for the sole purpose of helping each child develop himself to become healthy and positively mature person. (Shertzer, Shelly and Stone, (1976: 39)

Individual Inventory Service. This service takes charge of the collection and use of all important information about the individual. This service makes use of psychological tests in assessing the ability, interest, and capacities of the individual. Aquino, (1980:335).

Information Service. This service is designed to maintain a continuous program of collecting and disseminating useful information concerning personal and social adjustment of the children. It also provides proper information of the school rules and regulations, the methods and techniques of promotion and the curricular activities of the children.

Model. This refers to a pattern of educational innovation aims to guide school administrators and guidance personnel.

Placement Service. This is a service which refers to efforts extended at assisting children on their orientation and adjustment as they move from one school stage to the

next and helps the child choose the right school that fits his interests, financial and mental capacities. Dorwing (1968:84).

Research Service. This is a service which is concerned with conducting surveys of the dominant problems affecting the students 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. (Jores 1963: 36)

School Personnel. This refers to administrative and supervisory officials and teachers employed in a school system in order to carry on the educational program.

School Service. In this study, this refers to the guidance service which includes the following: individual inventory service, information service, counseling service, follow-up service and placement service.

Self-developed students. This refers to a student who has successfully attained his goals, dreams and objectives in life through his proper guidance and attitude.

SUC'S. An acronym which refers to State Universities and Colleges in Region VIII.



## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This portion of the study contains the different literatures, ideas, concepts, and findings taken from several unpublished theses, dissertations, books, researches and documents which have bearing on the problem under study. Magazines, newspapers and other reading materials were also reviewed to give more substance to this particular study.

#### Related literature

There is a universal need for guidance in every walks of life. At every step, schools progress in ever changing conditions that confront each one, the need for guidance is seen. It is confined not only to the poor and to those who leave school early but also those who attend our colleges and professional schools. The social and economic changes that have taken place during the past years have made it increasingly imperative to make more definite provisions for certain form of guidance in our schools. To know the value of the guidance program of the school, it is suggested that evaluation and its procedure be designed to answer some specific standards for any guidance program.

Hatch (1975:184) averred that guidance services are improved most efficiently and intellegently if a continuous

appraisal is made of the current situation and of possible worth while changes. If evaluation is to be concious and systematic, it will be in harmony with the newest and most defensible concepts of appraisal. It will attempt to measure a broad range of objectives by a variety of techniques and it will integrate the results into understanding of a situation that permits meaningful changes resulting in a better education program.

It is essential that the guidance activities of the school be drawn into a pattern that can be described by the term of "guidance program". To be able to do this, activities should be designed to achieve certain specific objectives that relate to the needs of the students. Once this is done, effective methods can be employed to get this program into operation. Evaluation criteria may then be applied to determine the effectiveness of the program as a process of assisting students to achieve social, emotional and economic adjustments. (Erickson and Smith, 1969: 245)

The guidance program's specific objectives includes 1) personality developement, 2) leadership and citizenship training, and 3) career development. The strategies to be used are 1) classroom teaching-learning techniques employed by the classroom teacher, 2) guidance services under the leadership of the school guidance counselor, 3) Homeroom

program which is the joint responsibility of the homeroom adviser and the counselor.

One aspect of the guidance center is the guidance services. Smith (1864:15) defines guidance services as an of identifiable activities concerned with assisting individuals to become increasingly self-directive in making and carrying out essential choices, plans and adjustments.

Guidance services include providing the individual with cumulative evidence about his abilities, interest, growth, development and limitations. They also provide comprehensive data about school and trade opportunities, personality development, effective study habits, and other areas in which he needs information not usually provided by the instruction program. They provide adequate personnel-teachers, guidance counselors and administrators who are competent in performing and supervising the task involved in the foregoing services and also in helping the individual to interpret the facts himself and use them continuously in making choices, plans, decisions, and interpretation, throughout his life.

Lefener, Turell, and Weitzel, (1969: 35-61) see the evaluation of guidance as the process of determining how effective the guidance program is, in helping the students to develop life plans commensurate with their interests,



needs and abilities.

The enumerated purposes of guidance are as follows:

1) To make a periodic check on the effectiveness of the guidance program and to indicate the points to which improvements are necessary.

2) To validate the hypothesis on which the guidance program operates.

3) To provide information as basis for the guidance of the individual student. This implies evaluating sufficiently all significant aspects of the student's accomplishments.

4) To provide a certain psychological security to the school staff, to the students and to the parents.

5) To provide a secondary basis for public relation.

As regards counseling, this writer criteria of effectiveness are assumed to result from the counseling process. Effective counseling process will have the following results:

5.1 Acceptance of tentative educational goals and the training means to attain that goals.

5.2 This goals will utilize the student's aptitude and interests.

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 adjustment and live to the best advantage to both himself and to the society in which he moves about, BOS (1963:1). On the other hand, Kapunan, (1963:44) viewed a guidance program as an organized, planned activities aimed at helping an individual. It is confined to definite areas of assistance and personal work which includes concern for the welfare of individual in all areas of experience.

The above-quoted definitions connote that a guidance program is composed of services and activities. A program of guidance services is an integral part of the educational set-up of a school. It is never considered apart from the school as emphasized by the Bureau of Public Schools. Its services are interwoven with the total school program and reach every individual student. It compares the relationship between the individual student's personal needs and desires and his physical and school environment.

Crow and Crow (1971:17) mentioned in their book that guidance services include general and specific activities aimed at assistance, duly organized and rendered by means of various procedures and specialized techniques which increase the functional aspect of the program. Guidance service may therefore be defined as a group of activities performed by the guidance personnel rendered to individuals to assist

them in securing knowledge and skills needed in making plan and devices for interpreting life. These include facilities procedures and tools. They provide comprehensive information about opportunities, personality development, effective studying and learning. They set up means to aiding placement, adjustment in the classroom, in curriculum and community activities and they provide adequate personnel to carry on the activities.

Crow and Crow (1971:29) cited that guidance counselors have earned credit units in psychology and a rich experience in the use of guidance techniques. They also believed that a counselor should be a Master in Arts graduate to be able to conduct case studies which will be the bases of certain policies and principles in guidance.

From a Filipino authority, the personal and social attributes required of counselors are:

1. An understanding of people and an interest in them, their culture and society;
2. Patience and kind to others and considerate to their attitudes, feeling and reaction.
3. Ability to discern the strengths and weaknesses of an individual.
4. Emotional maturity and not easily carried away by tears, hysteria or emotional outburst.



5. Credibility; and
6. Ability to mix with any kind of people and in any environmental setting.

As McDaniel (1958: 162) emphasized, every guidance program is 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 of planning for himself and take initiative in adjusting to his environment to make his life more meaningful and satisfying.

McDaniel further stated that since an individual will always be faced with variety of problem in whatever stage in life, the guidance program becomes necessary even in the elementary level of schooling. Young children need assistance when they encounter difficulties - a part of growing and building a strong character.

Wyatt (1983:345) points out that the essential starting points in managing a guidance program, are clear program objectives. He added that 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.

Any program is established for certain goals or objectives. Madali, Serion and Cortes (1963:114) in their book *Guidance in the High School* enumerated two objectives of a high school guidance program. These are the following:

1. To assist each student in knowing himself as individual and as a member of society.
2. To study, analyze, and make available for counseling the pertinent personal profile of the agencies through which he may enter a suitable vocation or secure the training to do so.

Arellano (1975:336) states that whether an individual is in the home, classroom, playground, learning centers, study hall, gymnasium or elsewhere, there are various ways and means of helping him make choices and adjustments. Administrators, teachers, and the guidance staff, and specialists must cooperate in order to make guidance more effective. As Elevazo (1977:97) stressed, the nature of guidance make it the function of the entire school system not just as an adjustment but as an integral part of all education processes in all subjects and activities. thus, each member of the school staff, especially teachers has a role to play in the entire process of guidance.

A small school requires simple organizational structure which can be administered with a minimum time and effort. Jone (1972:22) suggests an organizational chart where students services and the assistant principal who never have a relationship with each other nor with the teachers. He likewise suggests that the guidance counselor and the director of student services should not have line functions. They may advise, consult and maintain good rapport with the teachers, but they cannot exercise control over them.

In a typical school guidance organization, counselors are each assigned three to six hundred students for whom they are responsible for each function as counseling, group work, program planning, and test interpretation. They occupy staff roles, serving as consultants to teachers, administrators, and parents in additions to performing their counseling roles with students (Shertzer and Stone, 1981:269).

On the other hand, it is possible for a school to have an elaborate program and yet little effective guidance. Organization and effective administration are necessary if guidance in schools is to be reasonably effective.

Organizations no matter how simple, must be planned; principles and goals must be set up. Personnel should be



selected, trained, and coordinated as a professional staff, if only to develop a guidance program that will be of real service to the students. Any school, even a small one, can organize a guidance program; and while the size of the institution affects its nature, it should not be a limiting factor in the quality and worth of the guidance program rendered (Ordenez, 1985:59).

Similarly, Gunawan (1983:165) in his paper stated that, the organization of the guidance program must be based on the following: Philosophy and objectives of the school, the needs and problems of the students, the organizational set up of the school, the attitudes and readiness of the teachers and staff personnel towards the setting up of this program, the population of the school, and the resources of the school. He also pointed out that the persons responsible for the implementation of the guidance program in the school setting are the guidance staff together with the faculty members and the administration. He added that the school needs a professional counselor with his staff of specialists, like psychologist, medical doctor, social workers, and psychometrician.

A guidance program consists of the formalized action the school takes to make guidance operational and variable to students. Guidance programs have been delimited by

common agreement to provide unique actions that overlap minimally with other familiar school functions. The guidance program most frequently found in modern secondary schools is composed of the following elements: 1) An appriaisal component designed to collect, analyze, and use a variety of objective, personal, psychological, and social data about students to achieve better understanding of students as well as assist them to understand themselves; 2) an informational component designed to give students a greater knowledge of educational, vocational, and personal social opportunities so that they may make informed choices and decision in an increasingly complex society; 3) A counseling component designed to facilitate self-understanding and self-development through dynamic or small-group relationship; 4) a counseling component designed to give technical assistance to teachers, administrators, and parents to help them to be more effective with students to improve the school as an organization; 5) A planning placement, and follow-up component designed to enhance the development of students by helping them select and utilize opportunities within the school and in the labor market; and 6) An evaluation component designed to determine the effectiveness of the guidance program (Shertzer and Stone, 1981:184)

The guidance and counseling program is one the life of the aspects of the total program of the school. Considering the impact of the guidance and counseling program on the life of every students, the first challenge of understanding, acceptance and commitment (J.R. Navarro. 1976). Here is a program that is a requisite to every total school program. Understanding, acceptance and commitment are essential to a full understanding of one's role expectancies as a school administrators. Without these components in school administrator's role perception, the guidance program could exist merely in compliance with requirements in school programming. Therefore, by making guidance as an island in the mainstream of education there is little hope of realizing its essential purpose, that is to support the educational system. If guidance services are to function an optimum level implementing the essential purpose of the guidance program there must be a concerted effort to involve learners, parents, teachers, counselors, community representative and administrators. Only in this way can education be made relevant and the goals of optimum human development for each learner be realized.

Guidance services may be defined as a group of services aimed at assisting students in securing knowledge and skills needed in making plans and devices, provide comprehensive



information about opportunities, personality developments, as well as effective studying and learning. They set up means for adding placement, adjustment in the classroom, and curriculum and community activities.

Guidance services include providing the individual with cumulative evidence about his abilities, interests, growth, development and limitation. They also provide comprehensive data about school and trade opportunities, personality development, effective study habits, and other areas in which he needs information not usually provided by the instructional program. They provide adequate personnel-teachers, guidance counselors and administrators who are components in performing and supervising the tasks involved in the foregoing services and also in helping the individual to interpret the facts himself and use them continuously in making choices, plans, decisions, and interpretations throughout his life.

Downing (1968:22) cited that the guidance services supplement, strengthen, and adds meaning to the regular educational experience. The classroom is designed for some activities in order to serve youth in the development of the fundamental skills of learning. The concept of a close working relationship between the teacher and the counselor tests the key to successful guidance program. He further cited the goals of the guidance services as follows: 1) to

impose students self-understanding, 2) to improve students understanding of self in relation to others, 3) to emphasize relationships between the academic pursuits and the personal development, 4) to improve better student understanding of the teachers, 5) to contribute a feeling of securing, 6) to provide encouragement and stimulation for new and varied classroom activities, and 7) to provide information and stimulation essential to the development of the curriculum.

Authorities in guidance agree that a guidance program to be adequate, school should offer the five (5) basic services, namely: individual inventory service, information service, placement service, follow-up services, and counseling services (Smith, 1968:2-7)

In any program of Guidance Service, the individual analysis is very important. Like Ryan and Zeran (1972: 38) said, that individual analysis is the developmental and longitudinal process of collecting, recording, and utilizing information on individual understanding themselves and growing in rational decision-making, self direction, and total development; and helping parents, teachers, counselors and administrators understand the learners and realize the kinds of environment needed to reinforce healthy growth and development. Five categories of information are needed for analysis of the individual: individual identification data,

school performance records, test performance records, self-inventory records, and significant other reports. The information service in the program of guidance services is another highly necessary factor on service to students. Inventory service, outlined in the preceeding section, provide data about the individual students. Information service, on its part, is intended to furnish information on the student's needs and can be classified as occupational, educational, and personal-social. Ryan and Zeran (1972) have defined as follows: "occupational information is valid and usable data, requirements for entrance conditions of work, rewards offered, advancement pattern, existing and predicted supply and demand for workers and sources for further information".

Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirement, including curriculum and co-curriculum offerings, requirements for entrance, and conditions and problems of student's life.

"Social information is valid and usable data about the opportunities and influences of the human beings which will help a student to understand himself better and to improve his relationship with others. Included, but not consisting the whole, are such broad areas of information as "under-



standing self" and getting along with others", as well as such specific areas as boy-girl relations, manners and etiquette, leisure-time activities, personal appearance, social skills, home and family relationship, financial planning, and healthful living".

The goals of information service : to furnish information the student needs:

1. In becoming acquainted with a new grade or school he is entering.
2. In choosing curriculum, electives, school or colleges.
3. In planning his career after school.
4. In developing his understanding of his personality and his growth awareness of relationship with other people.

Task Performance Objectives.

1. In the first month the freshmen students get information about school life and school environment.
2. Before the end of the first semester, based on individual analysis, the freshmen students get information on choices of department.
3. Two months before graduation, they get information about further study and vocational opportunities.

These information and orientation program include:

- a. Orientation to school life in high school like:

- the structure of school organization
  - school activities
  - curriculum activities
  - library and other school requirement
- b. Orientation to university life, like:
- the conditions and requirements in university
  - how to study in university
  - different kinds of faculty in university
  - student organization in university
  - the role of university in social development
- c. Information about methodology of learning:
- to arrange the time for learning
  - to make time schedule for learning
  - how to learn effectively
  - how to choose methodology for learning

As another component of Guidance Services, the Placement services have its contribution to make to the total objectives of helping the students towards his optimum development. Placement becomes accessory to satisfactory adjustment of the individual to the next situation whether in school or on the job.

Placement services is to be considered in two different ways:

1. In-school Placement to facilitate learning, to

take account of the individual students academic and mental development, and to approach more closely individualization of instruction. The service gives assistance to the students in the following activities:

- a. Learning group activities
- b. Formation of extra-curricular activities
  - choosing department
  - class formation
  - placement to learning group in minor/major subjects
  - formation of creation group
  - choosing of instruction program
  - referring the students to a specialist

2. Out-of-school Placement. There are growing recognition and acceptance of the idea that school has at least some responsibility to help students find part-time and full-time employment

In School Subjects and Job. Brochard (1976:119) produces information on chart which is designed to indicate how high school subjects are related to jobs, and how the school subjects can help prepare for a future vocation.

The goals of placement service are to:

1. Helps the students get certain position and activities which are in consonance with their abilities and



interest.

2. Helps the students to know themselves and to choose vocation based on their ability and interest.

#### Task Performance Objectives

1. After three months, the students can choose certain positions or activities based on their ability and interest.

2. After first year, the students can understand or discover himself and can choose certain department based on his abilities and interests.

This aspect of follow-up, as one of the Guidance Service, benefits the students at two stages in his development: a) while in school, the teachers and counselors keep him informed of his progress, or lack of it, and take the necessary steps to try to help improve his status. After he has left school, either by dropping out or by graduation, the follow-up procedures can reveal information about him that indicates how the school can further serve him.

This assistance might be done by suggesting further training or refresher course, or it might be in the area of improvement in occupational status. The later might involve getting in touch with the student's current employer or referring the students to a new job more nearly suited to his ability and potential than in the present one.

Humphreys, Traxler and North (1970:119) said that the school also benefits from the follow-up procedures such as:

1. Finding weaknesses or exceptional strengths in the school's instructional methods and materials.

2. Getting leads as to ways in which courses or curriculum might be improved.

3. Uncovering points at which the Guidance Services could be improved.

4. Building information about the achievement and activities of former students and graduates. This kind of data is a tangible record of the school contribution to society.

The goals of follow-up service: help the students to adjust more effectively to their socio-economic status, or occupational status, and evaluate the efficiency of guidance program related with educational program.

#### Task Performance Objective:

At the end of the year re-evaluation the performance of the effectiveness of the guidance program in relation with the objectives.

These evaluation activities include:

1. Studying and evaluating the development of the student's performance in academic achievement, mental and personality development, and vocational activities.

2. Assessing the realization of guidance program related with the goal and the objectives.

3. Gauging the graduates' social adjustment.

There is no gain saying that counseling service is considered the core, the heart of guidance services. It is the best means of achieving the objectives of guidance services. Properly conducted, counseling can be most effective in helping students progress through all phases in their all-round development towards maturity.

Like Humphreys, Traxler and North (1977:127) stated that Counseling is a dynamic interpersonal relationship, usually between two people, a counselor and a counselee. In this relationship the counselor seeks to help the counselee in any or all of the following goals:

1. To understand and accept himself as an individual, with knowledge of his potentialities and his points of strength and weakness.

2. To understand the part of the world in which he lives and to develop the ability and desire to understand the changing world of the future and to contribute something of value to it.

3. To develop greater skill in coping with, and solving his problems and in specific instances, to meet his problems and find solutions and move nearly to complete



self-fulfillment.

4. To strive for self-realization and nearly complete self-fulfillment.

5. To lay the basis for a well-balanced life in all respects-physical, mental, emotional, social, ethical. This aim is of course, as broad as in all aspects of education. Counseling has its contribution to make towards this aims.

Personal problems which need counseling services can be stated as:

1. Conflict between intellectual and emotional development.

2. Conflict between talents and environment.

3. Conflict between the student's ideas and environment idea.

4. Conflict between the student's needs and the parent's needs.

5. Conflicts between school situation and environment situation.

6. Conflict between talent and low educational level and lack of ability to make self-decision.

The counseling service can be divided into two types: individual and group counseling.

Individual counseling. Individual counseling refers to a one-to-one relationship in which a trained and

professional counselor endeavors to help his or her client to understand and solve his problems. In order to make the service more effective, students may be interviewed by schedule. However, in case there is an immediate need, then counseling can also be giving to the student in need.

Generally speaking, individual counseling may achieve greater effectiveness, specially for those students who have academic difficulties or decision-making problems. Therefore, during initial year of the implementation of this program, the students will be encouraged to avail themselves of these services.

Group counseling. Aside from individual, group counseling can yield significant values. For instance, by using this approach, the counselor can save much time and mean while also can contact a larger number of students.

The major effect of group counseling is that it can offer opportunities for students to discuss problems in the group. During the process of discussion, the students can work together and try to find out the nature, the caus and even the ways of solving the problems which lead to personal development. Therefore, through group counseling, the students are expected to improve their attitudes and behavior that will enable them to learn better and manage their own problems.

Usually, 6 to 8 students can be taken for group counseling. As to the topics to be discussed, it could be according to the student's preference, but the contents should be related to guidance.

Moreover, findings of this study on students' needs and problems could be suggested to be taken up for group counseling.

This brief descriptions of the guidance services in school setting constitute one of the pupil or students personnel services and as such implement a helping function related to, but not synonymous with, instructions (Parson, 1969).

Gibson (1972:144) stresses the important role to be played by the classroom teachers and the guidance team. He states that with exception of the home, the students spend a far greater portion of his crucial development years in school than in any type of institution. He spends a far greater portion of his schedule-time with the teacher than with any other professional educational personnel. The teacher-student relationship is the key activity in the educational endeavor. It is therefore obvious that other activities in the educational meeting which are concerned with student's development towards total growth must of necessity involve those who work closest of him and as



might be anticipated those who usually know him best. Teachers have many opportunities of promoting personal and social growth in the classroom. Therefore, the important guidance function of the classroom teacher is to make appropriate educational and vocational choices.

The guidance program is one element in a system which is dynamic in nature and is capable of change. This changes are more scientific and systematic than trial-and-error. The guidance program can function effectively only to the extent that the services are to be implemented by an organizational plan in which the roles and responsibilities are defined and the functions of the persons (teachers, counselors, administrators and students) involved are coordinated. N.A. Sprinthall, (1971:432).

Another aspect of the guidance program is the guidance personnel. Good, (1967:417) defines guidance personnel as the body of person, taken collectively, which has for its primary function the provision of guidance services. With the principle that guidance is an integral part of the entire educational program, guidance personnel broadly includes the school administrators, the guidance counselor, the school teaching staff, as well as the non-teaching staff of the school.

The principal is the school administrator directly responsible for the guidance activities of the school, according to Madali, (1965:70) the principal is the key person in the starting and functioning of the guidance program. He is responsible for organizing, administering and evaluating the program. As an administrator, the same author stresses that the principal must have a clear concept of the meaning, philosophy and significant of guidance. He must have a knowledge of the goals and characteristics of a good guidance program. He must make arrangement for the physical facilities, the materials and supplies necessary, and the assignment of a qualified guidance counselor. He must take the responsibility of selling the guidance idea to the students, the school staff and the community. Herman Peters and Bruce Shertzer, (1964:172) sum these up by saying that the good administrator is an organizer, a facilitator, and a motivator.

The good administrator, finally, must remember that the guidance program cannot be built up, put on paper, and then forgotten. Arellano (1959:201) emphasizes that the guidance program is like marriage whereby the parties concerned must constantly work together for its success. The parties referred to are the students themselves, the guidance counselor, the teaching and non-teaching staff, the parents,

and the community. In the words of Aquino and Alviar (1980:92) "the quality of work, cooperation and support of all these people cannot rise higher than the merits of the leadership and support of the school administrator accorded to the guidance program".

Another guidance personnel is the guidance counselor. Freulich (1950:11) calls the guidance counselor the chief guidance workers. In the absence of a school specialist, the guidance counselor, by virtue of his professional preparation, stands for the specialist.

The role of the guidance counselor should be recognized as one which carries responsibility for assisting teachers to contribute more effectively to the services of the guidance program. Teachers need help in the interpretation of test results and other student data, and in developing competencies which are basic to counseling at their respective levels of operation. The counselor assists teachers to develop increasingly more effective competencies as counselor. To make the guidance program of service to the staff, the counselor must schedule his time to allow for the service which he should offer to teachers in assisting them to become more effective guidance workers.

This important function of the counselor does not require that he is highly trained specialist in every



school, but rather that he must have competencies related to guidance services above the level of those usually attained by teachers.

In Division Memorandum No. 18, s. 1982 the functions of a guidance counselor are stated as follows:

1. Systematically collects and organizes students data which may assist administrators and teachers in the improvement and understanding of the students.

2. Works closely with subject teacher on problems met relative to the classroom management.

3. Conduct home visits and conferences with parent.

4. Provides counseling services to all students and those referred to him by other individuals.

5. Administers psychological test to determine student's interests, aptitudes, achievement, progress, as well as personality and social problems and to assist teachers in the effective use of the test results in further understanding the students.

The third important member of the guidance staff is the faculty member while the principal is the key person in the organization and administration of the guidance program. The faculty member, according to Madali (1965:83) is the "key person in the actual guidance activities in the classroom". In whatever curriculum, the teacher is doing an

important role and contribution to the guidance program.

Teaching, the most important function of a teacher, is a supportive role in guidance. Hill (1965:143) believes that the teacher who teaches well, i.e., succeeds in encouraging the youngster to learn those concepts, skills, attitudes and understanding they are supposed to learn, is helping the children gain the most important guidance learning. This is a personal sense of fulfillment in the teaching learning process and as important contribution to growing up children. If the child gains this, the author points out, it will enhance the child's sense of selffulfillment and his sense of worth. It will help him see the school, see learning in any setting, worthy as contribution to the achievement of his life purposes. Hence, the teacher who teaches well is supporting the guidance effort in a significant way.

The teacher's consultative function, according to guidance authorities, is her availability when resorted to by the guidance counselor, by the guidance committee or by the school administrator or parents for the purpose of understanding and solving some problems of her pupils.

The classroom teacher also has some functions in the guidance program. As defined by Hill (1965:144) service function refers to "the direct service having guidance

implication which the classroom teacher gives to her students." It refers to services when she holds individual conferences with children who are having problems of learning. Such conferences help the child learn better; they help him achieve a more secure sense of self and a sense of acceptance.

Lee and Pallone (1966:25-33) enumerated guidelines which classroom teacher can make use of in order to be able to integrate guidance work with classroom instructions. They are as follows:

1. Know each student.
2. Understand each student.
3. Sympathize with each student
4. Be warm to each student
5. Establish a friendly, permissive classroom climate.
6. Utilize discipline to help each student grow and develop.
7. Assist each student to improve his study skills.
8. Exemplify a high level of personal adjustment and self-actualization.

The third important aspect of a guidance program is its guidance center. The guidance center refers to the office space designed for specific guidance activities particularly the counseling interviews; the place, also, where guidance



records, equipment, materials forms and supplies for guidance purpose are kept and made available.

Ideally, the guidance center according to Hill (1969:254) should be separated from but, near the administration building of the school. Nearness to the administration building is for convenient access to personnel records and referrals to the principal. The center should be spacious enough to provide space for a counseling room, a writing room, and easier referrals to the principal. The site should be accessible to all students and school staff, as well as to the community. Proximity to the library and the school clinic is ideal. The surroundings should be devoid of extreme noise and other sort of disturbances.

As to the physical atmosphere of the guidance center, Hill (1969:260) says there is no set standards but within reason should follow the pattern set by other offices and rooms in the school. Comfortable surrounding in good taste attract students. The physical arrangement of the room, pictures on the wall, indoor plants, and orderly yet "used" look about the room, and comfortable chairs, are illustrations of conditions that attract students, hence, should be one of the considerations in setting up the guidance center.

The aforecited conceptual literature has bearings on the present study as it touches on the organization of a

guidance program based on some appraisal or evaluation of some of its components

### Related Studies

Contreras (1980) conducted a study to appraise the different aspects of the guidance program in selected public elementary school in the third congressional district of Pangasinan during the school year 1980-1981. The results of the study served as a basis for a proposed guidance program of the district. This study involved 15 district supervisors, 35 guidance counselors and 20 classroom teachers.

Listed below were the significant findings of Contreras:

Individual Inventory 1) The different guidance records were not adequately utilized especially autobiography, pupils' dairy and anecdotal records; 2) The recording of data and information about each child was not systematic and accurate; 3) Faculty meetings devoted to the interpretation and use of pupil data in guidance were rarely conducted; and 4) The different guidance records were not updated.

Information Sevices 1) Educational information was frequently provided to pupils; 2) The school library functioned occasionally in providing the different informa-

tion; 3) Field trips, excursions and listening to resource persons were rarely done; and 4) Vocational training and exploratory opportunities were rarely provided to the pupils.

Counseling Services 1) Counseling and interview of pupils and/or parents were rarely undertaken; 2) Counseling assistance to pupils with problems was occasionally given; 3) Provision for exceptions children were occasionally given; 4) Vocational counseling was occasionally rendered; and 5) Assistance to pupils so that they would know themselves better, including their interests, abilities, aptitudes and available opportunities was occasionally given.

Follow-up Service 1) Identification of potential dropouts and failures was rarely conducted; 2) Follow-up of school leavers was occasionally performed; 3) Information on the percentage of graduates who went to high school, where they want, and how long they stayed were rarely prepared; 4) Follow-up results were occasionally used to evaluate and improve instructions; 5) Analysis on the parents' reactions to the guidance program was rarely conducted; and 6) Available community resources were occasionally used by the pupils.

Generally, the appraisal status of the guidance program in the public elementary schools in the third congressional



district of Pangasinan was occasionally functional.

On the basis of the findings, Contreras recommended the following: 1) Guidance committees on the district and school levels should be organized to spearhead the implementation of the school guidance program; 2) A fulltime counselor should be assigned in every school with 500 or more pupils population; 3) There is a need to train or retrain administrators to acquire adequate orientation and background to enable them to supervise and administer the guidance program effectively; 4) There should be a continuing development and appraisal of the guidance program by the guidance personnel to ensure its functionality in terms of success; and 5) Districts and school level seminars should be conducted at least once a year to enable the personnel to appreciate and do their roles in the guidance program.

Lee, (1983) proposed an organized guidance program for the first year students of Fu-Jen High School, Taiwan, after surveying the students' guidance needs and problem. His study revealed that the guidance counselors, who were high school teachers, were not adequately prepared for guidance work and were not satisfied with their working conditions and salaries. The counselor teachers also revealed the absence of a functional guidance program, and the lack of adequate budget and facilities for guidance purposes. The

researcher strongly recommended the planning and organization of a functional guidance program responsive not only to the needs of the students, but also to the teachers, and also a program for the counselor's development and upgrading.

Gunawan (1983) also proposed a guidance program, but for the Indonesian High School students in Manila based on the educational goals of the school, guidance objectives, and major problems met by the students. In her study, 25 Indonesian high school students were used as respondents. She used the Money Problems Checklist to gather data regarding students' needs, problems, and awareness of the guidance program of the respondent schools. The study revealed the following priority needs of the students: counseling services, learning difficulty service, individual analysis, and information services. The development of a guidance program was recommended including the need to hire an experienced guidance counselor and to involve the administrators, the teachers and the staff in guidance activities to meet the needs and problems of the students.

In her study, Abellar (1984) identified numerous guidance problems and needs of the students under study, hence, the need to improve and systematize the development and implementation of existing guidance program. A

functional guidance program will undoubtedly contribute much to the realization of educational goals that the Balangiga Public Elementary schools are striving for. She found out that the existing guidance services were far from satisfactory. The lack of training of teachers in guidance and lack of material support constituted the two critical problems in the organization and administration of the local guidance program.

The above-mentioned research study focused on evaluation of existing guidance services and coming up with a proposal for a guidance program. The study placed emphasis on the role of the school in developing and operating a guidance program considering that other school personnel were also respondents.

Maneja (1984) on the evaluation of the guidance program in Marikina Institute of Science and Technology reveals the following findings, 1) The guidance staff members have an appreciable level of competence to administer and supervise but need improvement in their competency to coordinate and improvement in their competency to coordinate and implement; 2) Physical facilities for the guidance program are adequate in term of offices for the guidance staff members, but need improvement in other aspects such as cubicles, testing rooms, records rooms and especially class-



rooms for homerooms which were found to be very inadequate;

3) The guidance program is strong in the following activities: a) student selection and admission, and b) dissemination of career and educational information. It needs improvements in: a) administration of psychological test, b) educational and career counseling, and c) administration of scholarship programs and educational assistance;

4) Secondary and collegiate teachers differ significantly in their appraisal of all the aspects of the guidance program.

Tomines (1984) on the perceived status of the guidance program on three agricultural schools in Region X recommends that;

1) Administrators, guidance counselors, teachers should be aware and knowledgeable about the self-actualizing values and behavior such as time competencies and supportive functions which are necessary for the implementation of a guidance program;

2) Dissemination of up-to-date information on the guidance services render to students and similar activities should be systematically afforded and strengthened so that community support especially of the parents can be gained with ease;

3) Involvement of teachers in the planning of the school activities is needed so that they will know that they are important members of the guidance team and are encouraged to extend their cooperation

in making the guidance program implementation successful.

Frondoza (1986) proposed a students personnel services for Mary Immacualte Academy, Iloilo. To gather baseline data for her proposed program, she proposed that the following services be offered by the school: orientation service, individual inventory, testing, counseling, remedial and enrichment services, vocation and career guidance, and follow-up service.

Another study was conducted by Villote (1986) appraising the guidance program of the public general secondary school of Manila. According to the findings of his reports, the Division of City School used the line and staff type organization, the line composed of the superintendent, principal, guidance counselor, guidance coordinators, head teachers and classroom teachers, and consultant staff consisting of physician, dentist, nurse, department head, club advisers, alumni, and PTA and other community agencies.

Another guidance program evaluation of schools was conducted by Munoz (1986) among three Dominican school in the Philippines. She determined the status of the respondent schools' guidance programs with respect to objectives, organizational structure, staff functions, human and material resource allocation structure and services.

She also determined the extent to which the guidance services met the needs and expectations of the clients served. Using stratified random sampling, she selected 338 students from first to fourth year high school who were asked to respond to the Students Services Survey Questionnaire. Correspondingly, all the administrators, teachers, and guidance counselors were asked to respond to a questionnaire which she developed for the purpose of her study. The findings of the study indicated that in general, guidance services, though highly desired by all the constituents, were moderately implemented. An overall perception of low attainment of objectives led to the low satisfaction level of guidance program. Furthermore, the conflicting perceptions of the roles of the guidance staff gave an indication that they were not fully aware of their roles and functions. There was also a felt need to improve the facilities and services of the guidance program of the three Dominican schools studied.

The study of Rios (1987) gives emphasis on the problems encountered in the implementation of the guidance program. The problems are: 1) there are no guidance counselors and members of the guidance staff qualified to perform the guidance work; 2) teachers have not participated in any in-service training in guidance; 3) unavailability of



pupil's record due to lack of filing cabinets and other filing facilities; and 4) the teacher's positive attitudes towards the success of the guidance program had not been developed to the fullest.

Her study revealed that the guidance counselor were not professionally prepared to perform guidance work.

Inadequacy of facilities was not strongly emphasized in the present investigation for the effectiveness of the operation of the program.

Fu (1989) evaluated the existing guidance program of TAREN Girls' High School in Taipei using Stuffle-beam 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 did not address some strong needs of the students.

Two other related studies proposed guidance programs based on the assessment of students' needs (Lee, 1983 and Frondoza, 1986)

Pablo (1991) conducted a similar study on the status of the guidance program of Samar State Polytechnic College. She had these conclusions drawn from the results of the study:

1. That the identified existing guidance program needs to improve and systematize the development and imple-

mentation of the existing guidance services. A functional guidance program will 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 depends considerably on the wholehearted support of the guidance personnel and the cooperation of the entire school staff.

3. That the active participation of the parents will lighten the load of homeroom advisers, teachers and the guidance counselors in the implementation of the guidance program.

4. Parents are not so much involved in the implementation of the guidance program because they are preoccupied with earning livelihood.

5. Of the five areas of guidance services in the school guidance program, namely: Individual Inventory Service, Information Service, Counseling Services, Follow-up Service and the Research and Evaluation Services, it is the first two services that were well implemented and participated.

To make the guidance program relevant, Pablo (1991) made the following recommendations:

1. Involve all school personnel, students and parents in the implementation of the guidance program based on the

five guidance services.

2. Expose all teachers, to more in-service training and seminars allied to guidance program.

3. All teachers must be motivated to participate willingly in the implementation of the guidance program for the good of all students.

4. The facilities, materials, tools and equipments in the guidance program should be provided to ensure greater success in its implementation.

5. That there should be a set of evaluation criteria with proper modifications made to suit existing conditions of the school guidance program.

### Relationship with the Present Study

The related studies mentioned in this chapter bear some similarities with the present study. These studies like the present work were focused on the need for an organized and functional guidance program and also recognized the role of guidance program in the attainment of the goal of modern education which is human development for personal, social and economic progress.

The said related studies have their similarities to the present study since they focused on the organization and implementation of the guidance program with emphasis on the guidance services and their activities, the educational



preparation of the school administrators, guidance counselors, including the faculty members and their roles in the successful operation of the program.

These points of concern made the researcher fully aware of the importance of the present study particularly in the nine (9) state colleges and universities in Region VIII during the school year 1992-1993 as far as the improvement of the guidance program was on focus.

## Chapter 3

### METHODOLOGY

This chapter presents an overview of how the study was undertaken, the methods, techniques, procedures of the research, the instrument used in gathering the data, the sources of data, respondents description and the statistical tools used in the treatment of the data gathered.

#### Research Design

The research design for this particular study is the normative-descriptive developmental research method using the questionnaire as the principal instrument in gathering the needed data. This method was employed in describing, recording, analyzing, interpreting and ascertaining the facts to come up with a more substantial and meaningful research.

This particular research method ascertained the facts about the existing conditions of the guidance program of state college and universities in Region VIII. Information was supplied by the five different groups of respondents through the above mentioned instrument.

The information gathered, analyzed and interpreted served as basis for coming up with a Guidance Program Model for State Colleges and Universities in Region VIII.

### Instrumentation

This study utilized four major instruments in obtaining the desired data and information namely: 1) The survey questionnaire; 2) Documentary analysis of the official records of the educational institution; 3) The unstructures interview; and 4) Observation.

Questionnaire. The basic instrument used in gathering information/data in the study was the questionnaire as constructed by the researcher, only one open-ended questionnaire was constructed for the five respondents: namely the school administrators, guidance counselors, faculty members, students and community members.

The questionnaire for the five respondents were divided into five parts as follows: Part 1 - Personal Data, that is name, sex, age, education qualification, position and school. Part II - Status of the Guidance Program. Part III - Extent of Implementation of the Guidance Program as Percieved by the Guidance Counselor and Faculty Member, Part IV - Extent of Involvement and Participation of Guidance Counselor and Faculty members. Part V Problems Felt by the Guidance Counselor and Faculty Members in the Implementation of the Guidance Program.

Documentary Analysis. Documentary analysis was used to obtain data on the status of the guidance program,



especially on information materials, facilities and the implementation of the guidance program. The official records of the institution was also examined for the researcher to have information on the students and the faculty members.

Interview. Unstructured interview was also utilized by the researcher to follow-up and reinforce the responses of the respondents on the questionnaire distributed.

Observation The researcher personally visited the schools under study to conduct ocular inspection for her to have first hand information regarding the status of their guidance program as well as the facilities and information materials necessary for the implementation of the said program.

#### Sampling Procedure.

There were five groups of respondents in the conduct of this study - the school administrators, the guidance counselors, the faculty members the students and the community members. Different sampling procedures were utilized for each of the five aforementioned groups.

Administrators. For each school, five school administrators were chosen as respondents. Random sampling was used to get the five respondents, wherein all the names of several administrators were each written and rolled in

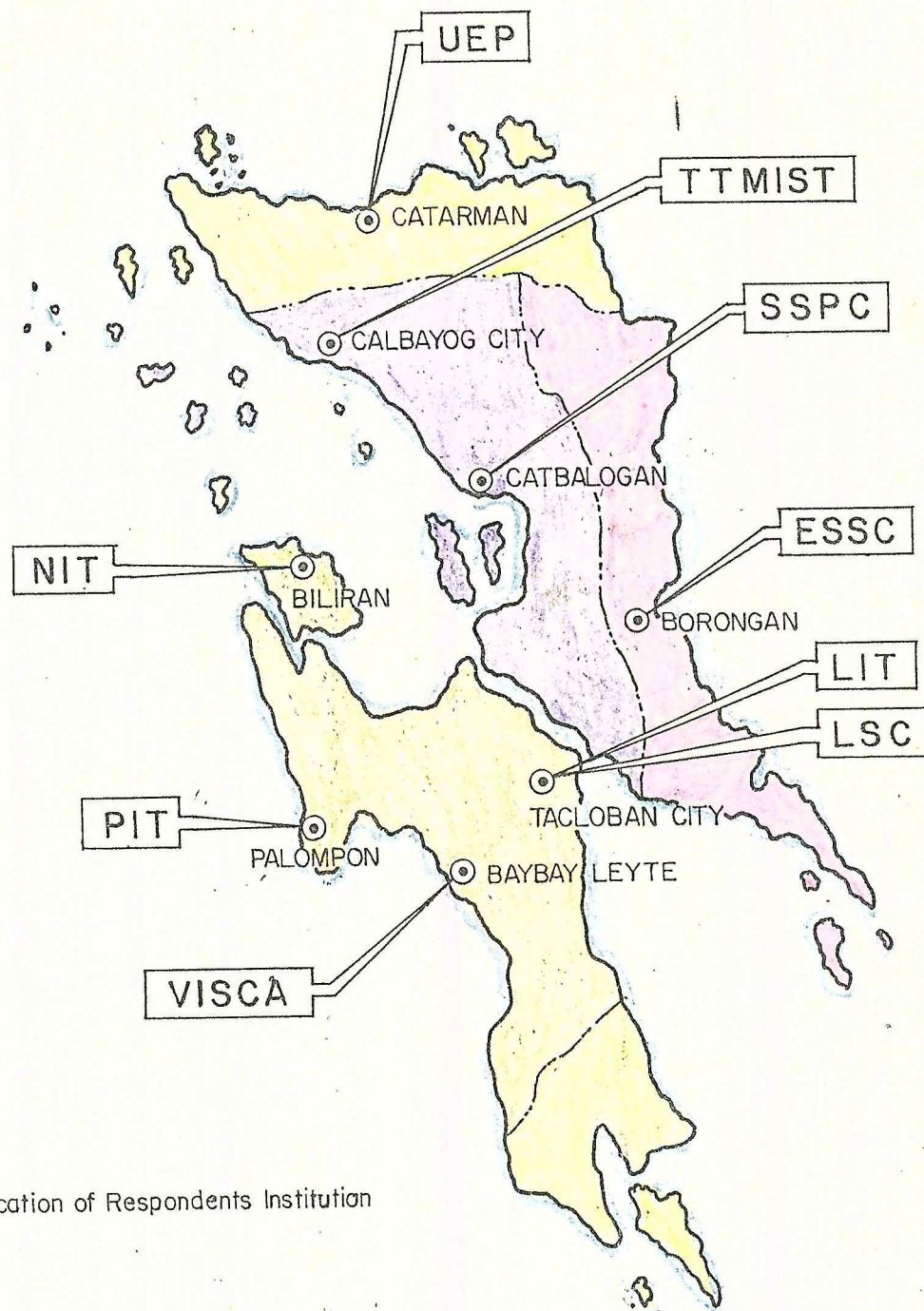


Figure 2. The above map (Eastern Visayas) shows the location of the respondents State Universities and Colleges (SUC's).

piece of paper in a box and the desire number were drawn.

Guidance Counselor. All guidance counselor for each SUC's were taken as respondents, and thus, no sampling was also utilized for determining the respondents of this study.

In determining the number of students respondents per group, the formula suggested by Adanza, Estala (1987:40) was utilized as follows:

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

Where n = number of sample

N = total number of population for the group in the school

e = level of significance in the study (.05) was used.

After the determination of the number of samples, the researcher took hold of the list of officially enrolled students and the list of faculty members for each school. Their names were written in a piece of paper, rolled and place in the box. The researcher draw the number of sample needed applying the above mentioned formula.

For the community members students taken as respondents of the study were given 2 sets of questionnaire. The first set was the one they were going to fill up and the other set was supposed to be given by them to their parents, friend or relative who would comprise the community members.



The location of the school respondents is shown on the map of Eastern Visayas (Figure 2). Specifically the colleges and university involved in this particular research work are listed as follows:

1. Samar State Polytechnic College
2. University of Eastern Philippines
3. Eastern Samar State College
4. Leyte Institute of Technology
5. Leyte State College
6. Visayas State College of Agriculture
7. Palompon Institute of Technology
8. Naval Institute of Technology
9. Tiburcio Tancinco Memorial Institute of Science and Technology

#### Validation of Instrument

The structure set of questionnaire was pilot-tested at the Sacred Heart College for the five types of respondents in order to find out the validity and reliability of the instruments.

The support and help of other professionals were also sought by the researcher for comments and suggestions for the improvement of the instrument. The questionnaire after they were validated, were then submitted back to the adviser for further comments, suggestions and recommendations.

Final draft of the questionnaire was then constructed with the appropriate suggestions properly incorporated.

### Data Gathering

Approval from proper authorities was solicited by the researcher to field the questionnaire to the five groups of respondents.

The survey questionnaire were personally administered by the researcher to ensure 100% retrieval from the administrators, guidance counselors, faculty members, students of SUC's in Region VIII and the community members.

With respect to the administration of the survey questionnaire to the community members, the student-respondents were utilized. These students were given two sets of questionnaire - one for them and the other set was supposed to be given by them to their parent, friend or relative.

The data gathered from the respondents were recorded tallied, tabulated, analyzed and interpreted. Statistical computation were made carefully to avoid errors and to come up with a valid reliable result.

### Statistical Treatment

The data gathered were treated and interpreted to answer the problems posed in the study.

To test whether there exist a significant difference

among the perception of the five groups of respondents as posed by hypotheses number 1 & 2, the One-way Analysis of Variance (ANOVA) was utilized using the formula, as follows:

ANOVA Table

Source of Variance	Degree of Freedom	Sum of Sources	Mean Sources
Between	$k - 1$	$E$ (group Total)	$SS \text{ Between}/K-1$
Within	$N - k$	$SS \text{ total} - SS \text{ between}$	$SS \text{ within}$
Total	$N - 1$	$X^2 - C$	

Where:

$N$  - total number of cases

$k$  - total number of groups

$c$  - Correlation factor =  $E(x)^2/N$

To test the third hypothesis, the Pearson Product Moment Correlation Coefficient was used. After computing for their correlation, its significance will be determine by comparing the computed value with the critical value. The formula for  $r$  shown below:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Where:

$N$  - number of pairs

$XY$  - the product of the  $X$  and the  $y$  value.



## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered through survey questionnaire, documentary analysis, and interviews obtained from the different respondents. The discussions were centered on the status of the physical facilities of the guidance program, the extent of the implementation, its involvement and participation in the school system, the problems encountered in the implementation of the program, and the suggested solutions to these problems.

#### Status of the Physical Facilities.

The status of the guidance facilities contributed greatly to the effectiveness of implementation of the guidance program. The school administrators, guidance counselors, faculty members, students and the community members directly involved in the program were requested to evaluate the status of the physical facilities of the guidance program.

Table 2 shows the five criteria given to evaluate the adequacy of the physical facilities of the guidance center under the location/building. Under the accessibility to clients only the guidance counselors rated "moderately adequate" with the grand weighted mean of 3.68. While the

Table 2

Status of the Physical Facilities of the  
Guidance Center

Facilities	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :		
1. Location/building								
a. Accessibility to clients	3.23 SA	3.68 SA	3.34 SA	3.08 SA	3.21 SA	16.54	3.31	MA
b. Ventilation	3.55 MA	3.50 SA	3.32 SA	3.11 SA	4.53 VA	18.01	3.60	MA
c. Spacious	3.60 MA	3.33 SA	3.16 SA	3.11 SA	1.08 IA	14.28	2.86	SA
d. Physical atmosphere	3.65 MA	3.55 MA	3.24 SA	3.06 SA	3.17 SA	16.67	3.33	MA
Total Mean	14.03 3.51	14.06 3.52	13.06 3.27	12.36 3.09	11.99 3.00	16.39	2.28	
2. Information Materials								
a. Reference Book	3.46 SA	3.47 SA	3.08 SA	3.21 SA	3.21 SA	16.45	3.29	SA
b. Charts	3.41 SA	3.23 SA	3.11 SA	4.53 VA	4.53 VA	17.46	3.49	SA
c. Manuals	3.47 SA	2.94 SA	3.11 SA	1.08 SA	1.08 IA	13.84	2.77	SA
d. Bulletin	3.78 MA	2.86 SA	3.06 SA	3.17 VIA	3.17 SA	15.96	3.19	SA
e. Journals	3.68 MA	3.00 SA	3.00 SA	3.07 SA	3.21 SA	15.98	3.20	SA
f. Models	3.61 MA	3.22 SA	3.08 SA	3.07 SA	4.53 VA	16.05	3.21	SA
j. Pamphlets	3.56 MA	3.06 SA	3.07 SA	3.05 SA	1.08 IA	15.80	3.16	SA
h. Monograph	3.40 SA	3.80 SA	3.00 SA	3.05 SA	3.17 SA	16.34	3.27	SA
Total Mean	28.37 3.55	25.58 3.20	24.23 3.06	21.99 3.03	11.99 3.00	15.99	3.20	SA

administrators, faculty members, students and community members rated "slightly adequate" with grand weighted mean of 3.23, 3.34, 3.08 and 3.21, respectively. Under the ventilation/lighting, the school administrators rated it "moderately adequate" with grand weighted mean of 3.55, while the guidance counselors, faculty members and students rated at "slightly adequate" with grand weighted mean of 3.5, 3.32 and 3.11, respectively. The community members rated it "inadequately" with grand weighted mean of 1.08.

This signifies that there is merely sufficient facilities to aid the guidance personnel in the guidance program.

Information Materials in the Guidance Center. Table 2 also show the different information materials found in the guidance center. The school administrators rated the "References books," "Charts, manuals and monograph," "slightly adequate" with grand weighted mean of 3.46, 3.41, 3.47 and 3.4, respectively, while bulletin, journals, models, pamphlets, monograph "slightly adequate," with the grand weighted means of 3.21, 3.17, 3.07, 3.05 and 3.05 respectively. The charts was rated very adequate" and manuals rated very inadequate" by the community member.

The data signify that there is a need to purchase more information materials if the college aims to come up with



Cont. Table 2

Facilities	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :
3. Facilities such as								
a. Private Room for counseling	3.47 SA	3.47 SA	3.21 SA	3.00 SA	3.10 SA	16.21	3.25	SA
b. Water Facilities	3.49 SA	3.21 SA	3.14 SA	3.09 SA	3.02 SA	15.95	3.19	SA
c. Light & Ventilation	3.63 MA	3.39 SA	3.24 SA	3.08 SA	3.14 SA	16.47	3.29	SA
d. Testing Materials	3.69 MA	3.15 SA	3.19 SA	3.09 SA	2.94 SA	16.06	3.21	SA
e. Furnishing	3.57 MA	3.00 SA	3.07 SA	3.09 SA	3.02 SA	15.75	3.15	SA
Total	17.85	16.21	15.85	15.35	15.22	16.09	3.22	SA
Mean	3.57 MA	3.24 SA	3.17 SA	3.07 SA	3.04			
4. Tools and Equipments								
a. Cabinet	3.46 SA	3.35 SA	3.14 SA	3.09 SA	3.05 SA	16.09	3.25	SA
b. Chairs	3.73 MA	3.60 MA	3.12 SA	3.08 SA	3.20 SA	15.73	3.19	SA
c. Counselors Table	3.62 MA	3.80 MA	3.32 SA	3.07 SA	3.08 SA	16.89	3.29	SA
d. Bookshelves	3.45 MA	3.32 SA	3.22 SA	3.07 SA	3.25 SA	16.31	3.21	SA
Total	14.26	14.07	12.85	12.31	12.38			
Mean	3.55 MA	3.57 MA	3.52 MA	3.20 SA	3.08 SA	3.30		SA

## Legend:

- 4.51 - 5.00 very adequate (VA)      1.52 - 2.50 inadequate (IA)  
 3.53 - 4.50 moderately adequate (MA)      1.00 - 1.50 very inadequate (VIA)  
 2.51 - 3.50 slightly adequate (SA)

quality education and effective and functional guidance program.

Facilities of the Guidance Center. A cursory glance at Table 2 would reveal that the five facilities were rated by the guidance counselors, faculty members, students and community members as "slightly adequate". They are the following: Private room for counseling, water facilities, Light and ventilation, testing materials and furnishing is moderately adequate, with weighted mean of 3.63, 3.69 and 3.57. This signifies that there is a need for the college to provide more facilities to the guidance center for efficient and effective implementation of the guidance program.

Tools and Equipment in the Guidance Centers. Table 2 also shows the different equipment available in the guidance center. The guidance counselors, faculty members, students and community members, rated the cabinets, chairs, counselors table and bookshelves, "slightly adequate," While the school administrators and guidance counselors rated the chairs, counselor's tables and bookshelves "moderately adequate".

This indicates that provision of tools and equipment is necessary for a functional guidance center.

Table 3

Summary of Status of the Physical Facilities of the Guidance  
Center as Perceived by the Five Groups of Respondents

Facilities	: School :		: Guidance :		: Faculty :		: Students :		: Community :	
	: adminis- :		: Counselor :		: members :		: :		: member :	
	: trators :		: :		: :		: :		: :	
	: X :	: inter:	: X :	: inter:	: X :	: inter:	: X :	: inter:	: X :	: inter:
	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:
	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :
1. Location/building	3.51	MA	3.52	MA	3.27	SA	3.09	SA	3.00	SA
2. Information Materials	3.55	MA	3.20	SA	3.06	SA	3.03	SA	3.00	SA
3. Facilities	3.57	MA	3.24	SA	3.17	SA	3.07	SA	3.04	SA
4. Tools and Equipments	3.55	MA	3.57	MA	3.52	MA	3.20	SA	3.08	SA
Mean	3.54	MA	3.36	SA	3.20	SA	3.07	SA	3.09	SA

Legend:

4.51 - 5.00 very adequate (VA)      1.52 - 2.50 inadequate (IA)  
 3.53 - 4.50 moderately adequate (MA)      1.00 - 1.50 very inadequate (VIA)  
 2.51 - 3.50 slightly adequate (SA)



Table 3 depicts the status of the Physical Facilities of the Guidance Program in the SUC's as perceived by the school administrators, guidance counselors, faculty members students and community members, vis-a-vis the four areas, 1) Location/buildings, 2) Facilities, 3) information materials, and 4) Tools and Equipment. The school administrator rated the Physical Facilities in general as "moderately adequate" with a weighted mean of 3.54 while the guidance counselor, the faculty members, the students and the community members rated it as "slightly adequate" with a weighted mean of 3.36, 3.20, 3.07 and 3.09, respectively.

"Slightly Adequate" was the evaluation given by the five groups of respondents on location, facilities, tools and equipment and information materials.

Of the five groups of respondents, the school administrator's group gave a different rating of "moderately adequate" to physical facilities while the four respondents are unanimous in their evaluation. This implies that the assessment of the school administrator's group is quite higher than that of the four respondents and this could be attributed to the fact that school administrators are just there for supervision and might not have a complete idea of the adequacy of facilities since they are not the one's implementing the guidance program of their respective

colleges and universities.

This difference is further strengthened when the data were subjected to analysis of variance. As shown in the Table 4 of ANOVA, the computed F value of 20.51 is much greater than the critical F value of 3.06 at .05 level of significant. This led to the rejection of these first null hypothesis which states that there is no significant difference in the perception of the guidance counselor, faculty members and students along the following: 1) location/building 2) facilities, 3) Tools and equipment and 4) information materials.

Table 4

Analysis of Variance on the Perception of the  
Five Groups of Respondents on the Status  
of the Physical Facilities  
in Guidance Program

Source of Variation	Degree of Freedom	Sum of Squares	Mean squares	Computed F Value	Tabular F Value
between	4	0.66313	0.1657825	20.51	3.06
Within	15	0.12125	0.008083333		
Total	19	0.78438			

Thus, the five groups of respondents differed in their perception of the Status of the Physical Facilities of the Guidance Program of the SUC's and it is the school administrator's group that differed in their perception.

Implementation of the Six Guidance  
Services of the School Guidance  
Program

The success in the implementation of the guidance program in SUC's Region VIII is presented with different tables to enlighten guidance counselor, faculty members, school administrators, students, and community members with information that will enable them to evolve provisions for gearing innovations, approaches and strategies that will enhance a more effective guidance program.

To give a clear picture on the extent of implementation of the guidance program, an analysis was made on the six guidance services: the individual inventory service, information services, counseling services, follow-up services, placement services and research services.

Implementation of individual Inventory Service. Table 5 reflects the implementation of the Individual Inventory Services as perceived by the five groups of respondents. For the use and availability of cumulative records, the school administrators gave a rating of "satisfactorily



Table 5

Extent of Implimentation of the Guidance Service of SUC"S Guidance  
Center as Perceived by the Five Groups of Respondents

Guidance Services	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X	inter: :preta: :tion	X	inter: :preta: :tion	X	inter: :preta: :tion	X	inter: :preta: :tion

## A. Individual Inventory Services

## 1. Individual Inventory of the following records

a. Cumulative Records	3.77	SI	3.50	MI	2.98	MI	3.07	MI	3.20	MI	16.52	3.30	MI
b. Anecdotal Records	3.12	MI	3.22	MI	3.24	MI	3.02	MI	3.03	MI	15.63	3.13	MI
c. Health Records	3.80	SI	3.00	MI	2.87	MI	3.09	MI	3.08	MI	15.84	3.17	MI
d. Autobiography Records	3.41	SI	2.78	MI	3.32	MI	3.08	MI	4.54	SI	17.13	3.43	MI
e. Students Diary	3.29	SI	2.45	LI	3.00	MI	3.04	MI	3.29	MI	14.59	2.92	MI
f. Home Visits Records	3.59	SI	2.57	MI	2.00	LI	3.07	MI	3.36	MI	14.59	2.92	MI
g. Counseling inter-view records	3.77	SI	3.28	MI	3.22	MI	3.71	SI	3.12	MI	17.16	3.43	MI

## 2. Use of the following records

a. Curri Activities	3.59	SI	3.16	MI	3.00	MI	3.07	MI	3.20	MI	16.02	3.20	MI
b. Sch. Achievement	3.56	SI	3.00	MI	2.59	MI	3.12	MI	4.54	SI	16.81	3.36	MI
c. Leisure time Activity	2.53	MI	3.06	MI	3.17	MI	3.18	MI	3.03	MI	14.97	2.99	MI
d. Attendance Records	3.00	MI	2.95	MI	3.07	MI	3.04	MI	3.27	MI	15.33	3.07	MI
e. Results of Psycholigal tests	3.51	SI	3.36	MI	3.25	MI	3.73	MI	3.12	MI	16.97	3.39	MI

## Legend:

4.51 - 5.00	Fully Implemented (FI)	1.52 - 2.50	Less Implemented (LI)
3.53 - 4.50	Satisfactorily Implemented (SI)	1.00 - 1.50	Not Implemented (NI)
2.51 - 3.50	Moderately Implemented (MI)		

implemented" with weighted mean of 3.77. While the guidance counselors, the faculty members, the students and the community members gave a rating of "moderately implemented" with weighted mean of 3.5, 2.78, 3.07, and 3.20 respectively.

For the anecdotal records, all the five groups of respondents rated "moderately implemented" with the following weighted means: school administrators - 3.12, guidance counselors- 3.22, faculty members - 3.24, students- 3.02 and community members - 3.03.

For the health records, the school administrators group differed from among the five groups of respondents with a rating of "satisfactorily implemented", while the others rated "moderately implemented. Autobiography was given a rating of "satisfactorily implemented" by the school administrators and the community members while the three respondents the faculty members, students, and community members rated "moderately implemented".

Students diary was rated by the guidance counselor as "least implemented" while the other four groups of respondents the school administrators, the faculty members, students and community members rated "moderately implemented".

Home visit records was rated "satisfactorily implement-

ed" by the school administrators with a weighted mean of 3.77; "moderately implemented" by the guidance counselor, faculty members, students and community members rated "moderately implemented" with weighted mean of 3.28, 3.22, and 3.12 respectively.

For the use of the following records, the curriculum activities, the school administrators rated "satisfactorily implemented" with a weighted mean of 3.59, while the four groups of respondents the guidance counselor, faculty members, student and community members rated "moderately implemented". Under the leisure time activity and attendance record all the five groups of respondents rated "moderately implemented". The use of the following psychological test, under the mental ability test, achievement test, personality test, and aptitude test, were rated by the school administrators and community member as "satisfactorily implemented" while the three other groups of respondents rates "moderately implemented". Interest test was rated by the school administrators as "satisfactorily implemented" with a weighted mean of 3.65, while the faculty members, students and parents rated "moderately implemented". Only the guidance counselor rated "less implemented" with a weighted mean of 2.47. Sociometric test and diagnostic test were rated "moderately



implemented" by school administrators, faculty members, students and community members. Only the guidance counselor rated "less implemented". The teacher made test, the guidance counselor rated "satisfactorily implemented", while other respondents the school administrators, faculty members, students and community members rated "moderately implemented".

The data signify that the guidance center is not equipped with testing materials and tools relevant in gathering information of the students.

Implementation of Information Service Table 5 also give the data on the perceptions of the five respondents in the implementation of Information Service of the guidance program. For providing the information of the following school rules and regulations, school administrator rated "satisfactorily implemented" with a weighted mean of 3.57. while the other four groups of respondents the guidance counselor, the faculty members, students, and community members rated "moderately implemented" with a weighted mean of 3.05, 3.31, 3.11 and 3.12, respectively. For school clubs, organization and students government, all the five groups of respondents rated "moderately implemented" with a grand weighted mean of 3.15 and 3.30.

Cont. Table 5

Guidance Services	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :		

## 3. Use of the following psychological

a. Mental Ability	3.59	SI	3.29	MI	3.00	MI	3.07	MI	4.05	SI	17.00	3.40	MI
b. Achievement test	3.40	MI	3.31	MI	3.23	MI	3.07	MI	3.20	MI	16.21	3.24	MI
c. Personality Test	3.56	SI	2.71	MI	3.00	MI	3.12	MI	3.03	MI	15.42	3.08	MI
d. Aptitude Test	3.29	MI	2.64	MI	3.00	MI	3.07	MI	3.17	MI	15.17	3.03	MI
e. Interest Test	3.65	SI	2.47	LI	3.00	MI	3.12	MI	3.00	MI	15.24	3.05	MI
f. Sociometric Test	3.49	MI	2.44	LI	3.00	MI	3.01	MI	3.18	MI	15.01	3.00	MI
g. Diagnostic Test	3.43	MI	2.43	LI	3.00	MI	3.59	SI	3.18	MI	15.63	3.13	MI
h. Teacher-made Test	3.45	MI	4.00	SI	3.06	MI	3.07	MI	3.12	MI	16.68	3.34	MI
Total	68.78		59.62		60.00		63.40		66.60				MI
Mean	3.44	MI	2.98	MI	3.00	MI	3.17	MI	3.33	MI	15.92	3.18	MI

## B. Information Service

## 1. Provide information about the following :

a. school rule & Rregulaions	3.57	SI	3.05	MI	3.31	MI	3.11	MI	3.12	MI	16.16	3.23	MI
b. school clubs org.	3.30	MI	3.17	MI	3.14	MI	3.12	MI	3.04	MI	15.77	3.15	MI
c. values of edu.	3.03	MI	4.06	SI	3.21	MI	3.11	MI	3.09	MI	16.58	3.30	MI
d. students govern.	4.46	SI	3.17	MI	3.15	MI	3.03	MI	3.12	MI	16.93	3.39	MI
e. test results and test taker	3.46	MI	3.07	MI	3.04	MI	3.11	MI	3.18	MI	15.86	3.17	MI
f. career day	3.63	SI	3.26	MI	3.21	MI	3.05	MI	3.01	MI	16.16	3.23	MI

## Legend:

4.51 - 5.00	Fully Implemented (FI)	1.52 - 2.50	Less Implemented (LI)
3.53 - 4.50	Satisfactorily Implemented (SI).00	1.00 - 1.50	Not Implemented (NI)
2.51 - 3.50	Moderately Implemented (MI)		



Cont. Table 5

Guidance Services	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X	inter:	X	inter:	X	inter:	X	inter:
	:	:preta:	:	:preta:	:	:preta:	:	:preta:
	:	:tion :	:	:tion :	:	:tion :	:	:tion :

## 2. Provides the following activities in schools as

a. conference with parents	3.45	MI	3.30	MI	3.16	MI	3.00	MI	3.12	MI	16.09	3.21	MI
b. guidance convoca- tion program	3.52	SI	3.58	SI	3.20	MI	3.23	MI	3.09	MI	14.62	2.92	MI
c. fieldtrips	4.10	SI	3.20	MI	3.10	MI	3.05	MI	3.30	MI	16.67	3.33	MI
d. students forum	3.20	MI	3.35	MI	3.21	MI	3.19	MI	3.11	MI	16.06	3.21	MI
3. Provide students w/ information on scholarship grants	3.58	SI	3.09	MI	3.23	MI	3.07	MI	3.16	MI	16.13	3.23	MI
4. Provide the students the opportunities to observe actual occu- pational situation in the community.	3.40	SI	3.41	MI	3.16	MI	3.30	MI	3.20	MI	16.77	3.35	MI
5. Provide students w/ relevant educational occupational and social information	3.43	MI	3.32	MI	3.22	MI	3.19	MI	3.02	MI	16.16	3.24	MI
Total	46.43		40.95		41.34		40.56		40.56				
Mean	3.57	SI	3.15	MI	3.18	MI	3.12	MI	3.12	MI	16.15	3.23	MI

## C. Counseling Service

1. Use & availability of the following  
tools for counseling:

a. cummulative records	3.48	MI	3.11	MI	3.25	MI	4.60	FI	4.60	FI	17.51	3.50	MI
b. interview records	3.33	MI	3.32	MI	3.25	MI	4.54	FI	4.54	FI	17.64	3.53	SI
c. results of tests	3.38	MI	3.56	SI	3.16	MI	3.94	SI	3.94	SI	12.11	3.42	MI

## Legend:

4.51 - 5.00	Fully Implemented (FI)	1.52 - 2.50	Less Implemented (LI)
3.53 - 4.50	Satisfactorily Implemented (SI).00	1.00 - 1.50	Not Implemented (NI)
2.51 - 3.50	Moderately Implemented (MI)		



For test results and test taker, all the five groups of respondents rated "moderately implemented" with a grand weighted mean of 3.17. Career day, only the school administrator rated "satisfactory implemented" with a weighted mean of 3.63. The other four groups of respondents rated "moderately implemented" with a weighted mean of 3.26, 3.21, 3.05 and 3.10, respectively. For conference with parents on the other hand, all the five groups of respondents the guidance counselors, faculty members, students, and community members rated "moderately implemented" with a grand weighted mean of 3.21. The guidance convocation program and fieldtrips were rated by school administrator and counselor with "satisfactorily implemented" while the rest of the respondents the faculty members, students and community members rated "moderately implemented".

The four groups of respondents also agreed on the moderately implementation of activities number 3 and 4- provide students with information on scholarship grants. The school administrator's group differed from the other respondents with a rating of "satisfactorily implemented".

With regards to activity number 5 - Provide students with relevant educational occupational and social information all the five respondents agreed that this activity was

only "moderately implemented" with grand weighted mean of 3.24.

The data on Table 5 clearly signify a vital need to plan the activities under this information service for the guidance program.

Implementation of Counseling Service Table 5 also reflects the preception of the five respondents on the implementation of the counseling service of the school guidance program. The activity number 1 which is the use and availability of the following tools for counseling on cummulative records and interview records, the four groups of respondents, the school administrators, guidance counselors, faculty members, students rated "moderately implemented". Only the community member rated this activity "fully implemented". For result of test, the guidance counselor and community members rated "satisfactory implemented" with a weighted mean of 3.56 and 3.94. While the school administrator, faculty members ans students rated "moderately implemented" with a weighted mean of 3.38, 3.36 and 3.07 respectively

The guidance counselor, faculty members and students agreed that activities number 2-d, e and f of the counseling service rated "moderately imlemented". However, the community member rated "fully implemented" and the school



Cont. Table 5

	: School		: Guidance		: Faculty		: Students		: Community		: To	: Grand	: In
Guidance Services	: adminis-		: Counselor		: members				: member		: tal	: Mean	: ter
	: trators												: ta
	: X	: inter:	: X	: inter:	: X	: inter:	: X	: inter:	: X	: inter:			: tion
	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:	: :preta:			: :pre
	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :	: :tion :			: :tion
d. ind. self-inventory	3.87	SI	3.26	MI	3.05	MI	4.72	FI	4.72	FI	17.99	3.60	SI
e. guidance folders & records	3.52	SI	3.40	MI	3.13	MI	3.03	MI	4.83	FI	18.11	3.60	SI
f. case study records	3.62	SI	2.35	MI	3.18	MI	3.08	MI	4.79	FI	17.02	3.40	MI
2. Use of the following techniques & procedure in counseling:													
a. studying of all data	3.28	MI	3.89	SI	3.19	MI	3.04	MI	4.08	FI	17.48	3.50	MI
b. planning purposely & flexible inter-views	3.78	SI	4.17	SI	3.16	MI	3.30	MI	4.82	FI	19.23	3.85	SI
c. encouraging free self-expression on students	3.54	SI	4.00	MI	3.21	MI	3.03	MI	4.72	FI	18.50	3.70	SI
d. establishing rapport	3.72	SI	3.84	SI	3.82	SI	3.06	MI	4.76	FI	19.27	3.84	SI
e. Maintaining an objective attitude towards the counselee and his problem	3.63	SI	3.76	SI	3.14	MI	3.03	MI	3.93	SI	17.54	3.51	SI
f. maintaining high ethical standard regarding data given in confidence.	3.02	MI	4.05	SI	3.15	MI	3.05	MI	4.82	FI	18.09	3.62	SI
3. The guidance personnel are trained for counseling	3.54	SI	4.05	SI	2.99	MI	3.70	MI	4.82	FI	19.17	3.82	SI
4. The guidance counselor has a private office/cubicle with basic equipment needs for counseling	3.89	SI	3.89	SI	3.08	MI	3.09	MI	4.56	FI	18.51	3.70	SI

## Legend:

4.51 - 5.00	Fully Implemented (FI)	1.52 - 2.50	Less Implemented (LI)
3.53 - 4.50	Satisfactorily Implemented (SI).00	1.00 - 1.50	Not Implemented (NI)
2.51 - 3.50	Moderately Implemented (MI)		



administrator rated "satisfactorily implemented". For the use of the following techniques and procedure in counseling - on studying of all data, the school administrator, faculty member, and students rated "moderately implemented" while the guidance counselor rated "satisfactorily implemented" and the community member rated this activity "fully implemented".

The activity number 2-b, c, d, e, and 3, 4, 5, 7, and 8, the school administrator's group and guidance counselor's group rated this activities "satisfactorily implemented" while faculty members and students rated "moderately implemented" and the community members gave a rating of "fully implemented".

The data show that the community members is very much aware of the implementation of the counseling services than the school personnel and students. In this regard, the guidance center should conduct in-service training to be attended by school personnel and students, to know the real status of this service for the improvement of the guidance program.

Implementation of the Placement Service. Table 5 illustrated the perceptions of the five groups of respondents in the implementation of the placement service. The school administrators and the guidance counselors have the

Cont. Table 5

Guidance Services	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :	X :inter: :preta: :tion :
5. The counselor has easy access to cumulative records	3.78 SI	3.67 SI	3.13 MI	2.92 MI	4.57 FI	17.97	3.59	SI
6. Provision is made for individual and group counseling	3.37 MI	3.70 SI	3.16 MI	3.06 MI	4.58 FI	17.89	3.58	SI
7. Provision to administer and freely interpret psychological test.	3.69 SI	3.60 SI	3.22 MI	3.07 MI	4.56 FI	18.14	3.65	SI
8. Students with the problems freely avail for counseling service.	3.71 SI	3.70 SI	3.19 MI	3.09 MI	4.59 FI	18.28	3.66	SI
Total Mean	64.15 3.56 SI	65.52 3.64 SI	57.48 3.19 MI	82.28 3.11 MI	3.00	18.07	3.61	SI
D. Placement Service								
1. Group stud. according to abilities through the use of test results	3.56 SI	3.41 MI	3.20 MI	3.02 MI	3.08 MI	16.27	3.25	MI
2. Encourage and place potential drop-out in project "stay Program"	3.79 SI	2.54 MI	3.20 MI	3.12 MI	3.07 MI	15.72	3.14	MI
3. Encourage and place in "Balik-Program"	3.75 SI	3.56 SI	3.12 MI	3.15 MI	3.16 MI	16.74	3.35	MI
4. Provision for student adjustment to meet their special needs:								
a. intellectual	3.90 SI	3.10 MI	3.20 MI	3.07 MI	3.00 MI	16.00	3.30	MI
b. physical	3.70 SI	3.16 MI	3.21 MI	3.04 MI	3.03 MI	16.14	3.23	MI
c. emotional	4.00 SI	2.84 MI	3.41 MI	3.07 MI	3.05 MI	16.37	3.27	MI
5. Provision for placement on part time job.	3.75 SI	3.56 SI	3.12 MI	3.15 MI	3.16 MI	15.74	3.15	MI

## Legend:

4.51 - 5.00	Fully Implemented (FI)	1.52 - 2.50	Less Implemented (LI)
3.53 - 4.50	Satisfactorily Implemented (SI)	1.00 - 1.50	Not Implemented (NI)
2.51 - 3.50	Moderately Implemented (MI)		



same perception in the implementation of activity number 1 - Group students according to abilities through the use of test results, number 2 - Encourage and place potential dropout in project "Stay Program". The two mentioned activities above were rated by the school administrator and guidance counselors as only "satisfactorily implemented". The faculty members, students and community members rated this activity as "moderately implemented".

For the - Encourage a place in Balik-program, the administrators and guidance counselors rated "satisfactorily implemented" with a weighted mean of 3.37 and 3.56, while the three groups of respondents rated "moderately implemented", with a weighted mean of 3.12, 3.15, and 3.16, respectively. The guidance counselors, faculty members, students, and community members, both agreed that activities 4, 5, 6, and 7 were rated "moderately implemented". The school administrators' group on the other hand, rated "satisfactorily implemented" in this particular activities.

In the last activity under the placement service - assistance given for placement to students, all the five groups of respondents rated "moderately implemented" with the following weighted mean: school administrators - 3.38, guidance counselors - 3.05, faculty members - 3.08, students - 2.94, and community members - 3.72.



Implementation of Follow-up Service The implementation of the follow-up service is shown in Table 5. For the follow-up made with a) personal emotional problem, b) scholastic failure and, c) underachievers, the school administrator's differed from the five groups of respondents by giving it a rating of "satisfactorily implemented", while the other four groups, the guidance counselor, faculty members, students and communtiy members rated "moderately inplemented. For potential dropouts, all the five groups of respondents rated "moderately implemented" .with the following weighted means: school administrator - 3.48, guidance counselor - 2.55, faculty member - 3.09, students - 3.11 and community members 3.10. For activities 2 abd 3, the school administrator rated "satisfactorily implemented" while the guidance counselor, faculty member, students and community members gave a rating of "moderately implemented".

The data imply that follow-up service of the school is quite weak. In this regard, follow-up of students should be done not only by the guidance counselor, but also by all school personnel concerned and community members.

Implementation of Research Service Table 5 illustrate the implementation of reseach service of the school guidance program. For the Action Research Project conducted by: a) potential dropouts, the school administrator rated the

Cont. Table 5

Guidance Services	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X inter: preta: tion	X inter: preta: tion	X inter: preta: tion	X inter: preta: tion	X inter: preta: tion	X inter: preta: tion		
6. Provision given to graduate drop-outs regarding job.	3.88 SI	4.29 SI	3.06 MI	3.08 MI	3.03 MI	17.39	3.48	MI
7. Provision for grade placement students	3.51 SI	2.58 MI	3.04 MI	3.22 MI	3.06 MI	15.71	3.42	MI
8. Assistance given to students	3.38 MI	3.05 MI	3.08 MI	2.94 MI	3.72 MI	16.17	3.34	MI
Total	37.50	32.36	31.73	30.84	31.42		3.20	SA
Mean	3.75 SI	3.40 MI	3.17 MI	3.08 MI	3.14 MI	16.38	3.28	MI

## E. Follow-up Service

## 1. Follow-up made with students with:

a. personal emotion- al problem	3.75	SI	2.58	MI	3.31	MI	3.08	MI	3.08	MI	15.78	3.23	MI
b. scholastic failure	3.95	SI	2.21	MI	3.10	MI	3.07	MI	3.07	MI	15.38	3.08	MI
c. underachievers	3.48	MI	2.55	MI	3.09	MI	3.11	MI	3.10	MI	15.23	3.05	MI
d. potential drop- outs	3.73	SI	2.47	MI	3.11	MI	3.06	MI	3.06	MI	15.40	3.08	MI
e. transferees	3.73	SI	2.47	MI	3.11	MI	3.06	MI	3.06	MI	15.40	3.08	MI
2. Follow-up of honor students' progress in school/out school	3.78	SI	2.68	MI	3.19	MI	3.03	MI	3.05	MI	15.73	3.15	MI
3. Follow-up counselee students to see whether they have improved or not	3.60	SI	2.94	MI	3.15	MI	3.11	MI	3.74	MI	16.54	3.31	MI
Total	26.28		17.98		22.10		21.54		21.98				
Mean	3.75	SI	2.57	MI	3.16	MI	3.08	MI	3.14	MI	15.70	3.14	MI

## Legend:

4.51 - 5.00 Fully Implemented (FI)      1.52 - 2.50 Less Implemented (LI)  
 3.53 - 4.50 Satisfactorily Implemented (SI).00      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)

Cont. Table 5

Guidance Services	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
	X	inter: :preta: :tion :	X	inter: :preta: :tion :	X	inter: :preta: :tion :	X	inter: :preta: :tion :

## F. Research Service

## 1. Action research project conducted by:

a. Scholastic failures	3.88	SI	3.01	MI	3.03	MI	3.05	MI	3.16	MI	16.13	3.23	MI
b. Underachievers	4.23	SI	2.47	MI	3.14	MI	3.00	MI	3.18	MI	16.02	3.20	MI
c. Potential drop-outs	3.68	SI	3.16	MI	3.14	MI	3.06	MI	3.22	MI	16.25	3.25	MI

## 2. Dessimination of results project to

a. Students	4.63	FI	3.00	MI	3.23	MI	3.00	MI	3.26	MI	17.12	3.42	MI
b. Teachers	3.59	SI	2.91	MI	3.22	MI	3.05	MI	3.23	MI	16.00	3.20	MI
c. Parent	3.54	SI	3.50	MI	3.17	MI	3.08	MI	3.15	MI	16.44	3.29	MI

## 3. Participation and involment in the program by:

a. Sch. Adm.	3.76	SI	3.50	MI	3.18	MI	3.17	MI	3.17	MI	16.78	3.23	MI
b. Guidance Counse.	3.21	MI	3.50	MI	3.26	MI	3.04	MI	3.23	MI	13.74	3.23	MI
c. Faculty Members	4.29	MI	3.00	MI	3.26	MI	3.09	MI	3.11	MI	17.95	3.23	MI

Total	34.81		29.05		28.63		27.54		28.71				
Mean	3.87	SI	3.23	MI	3.18	MI	3.06	MI	3.19	MI	16.46	3.29	MI

## Legend:

4.51 - 5.00	Fully Implemented (FI)	1.52 - 2.50	Less Implemented (LI)
3.53 - 4.50	Satisfactorily Implemented (SI).00	1.00 - 1.50	Not Implemented (NI)
2.51 - 3.50	Moderately Implemented (MI)		



above-mentioned activity with "satisfactorily implemented" while the guidance counselor, faculty member, students and community members gave a rating of "moderately implemented". For the - dissemination of results project to students, only the school administrator group rated "fully implemented" with a weighted mean of 4.63, while the guidance counselor, faculty members, students, and community members rated it "moderately implemented" with a weighted mean of 3.00, 3.23, 3.00, and 3.26 respectively.

For the - dissemination of results project to teachers and parents as well as the participation and involvement in the program by school administrators, the school administrators group differed from the five respondents, by giving it a rating of "satisfactorily implemented" while the other four groups of respondents, the guidance counselor, faculty members, students and community members rated it "moderately implemented". For the participation and involvement in the program by guidance counselor, all the five groups of respondents rated it as "moderately implemented" with the following weighted means: school administrators - 3.12, guidance counselors - 3.50, faculty members - 3.26, students - 3.04, and community members - 3.23. For the participation and involvement of the program by the faculty members, only the school

administrator rated it "fully implemented" with a weighted mean of 4.29 while the other four groups of respondents, the guidance counselor, faculty members, students, and community members rated it "moderately implemented" with a weighted mean of 3.00, 3.26, 3.09 and 3.11. respectively.

The data signify that the school personnel as well as the community members should be aware of this service in the implementation of the guidance program. They should be involved in different researches to be conducted.

Summary of Perception on the  
Extent of Implementation of  
the Six Guidance Services of  
the School Guidance Program

Table 6 presents the summary of the extent of implementation of the six guidance services of the guidance program. The perception of all the five groups of respondents for Individual Inventory are "moderately implemented" with a grand weighted mean of 3.18. For information service, only the school administrator rated "satisfactorily implemented" with a weighted mean of 3.57, while the four groups of respondents, the guidance counselors, faculty members, students and community member rated "moderately implemented" with a weighted mean of 3.15, 3.18, 3.12 and 3.12 respectively.

Table 6

Summary on the Extent of Implementation of the Guidance Service of SUC'S  
Guidance Center as Perceived by the Five Groups of Respondents

Guidance Services	School administrators		Guidance Counselor		Faculty members		Students		Community member		To tal	Grand Mean	In ter pre ta tion
	X	inter: preta: tion	X	inter: preta: tion	X	inter: preta: tion	X	inter: preta: tion	X	inter: preta: tion			
A. Individual Inventory Services	3.44	MI	2.98	MI	3.00	MI	3.17	MI	3.33	MI	15.92	3.18	MI
B. Information Service	3.57	SI	3.15	MI	3.18	MI	3.12	MI	3.12	MI	16.15	3.23	MI
C. Counseling Service	3.56	SI	3.64	SI	3.19	MI	3.11	MI	3.00		18.07	3.61	SI
D. Placement Service	3.75	SI	3.40	MI	3.17	MI	3.08	MI	3.14	MI	16.38	3.28	MI
E. Follow-up Service	3.75	SI	2.57	MI	3.16	MI	3.08	MI	3.14	MI	15.70	3.14	MI
F. Research Service	3.87	SI	3.23	MI	3.18	MI	3.06	MI	3.19	MI	16.46	3.29	MI

## Legend:

4.51 and above Fully Implemented (FI)      1.51 - 2.50 Less Implemented (LI)  
 3.53 - 4.50 Satisfactorily Implemented (SI)      1.00 - 1.50 Not Implemented (NI)  
 2.51 - 3.50 Moderately Implemented (MI)



For counseling service, the school administrator and the guidance counselor rated "satisfactorily implemented" with a weighted mean of 3.56 and 3.64. On the other hand, the faculty members, and students group rated "moderately implemented, with a weighted mean of 3.19 and 3.11. Only the community members gave the rating of "fully implemented" with a weighted mean of 4.57.

For placement, follow-up and research services, only the school administrators' group gave a rating of "satisfactorily implemented" while the other four groups of respondents gave it a rating of moderately implemented".

In summary all the five groups of respondents perceived the six services as "moderately implemented" with a grand weighted mean of 3.29. This mean that the guidance services is only "moderately implemented" in the guidance program of SUC's in Region VIII.

Table 6 shows the Analysis of Variance table in comparing the perceptions of the five groups of respondents. As reflected in the said table, the computed F-value of 3.57 is greater than the critical value of 2.76 at degrees of freedom 4 and 25 and .05 level of significance. This led to the rejection of the null hypothesis that "there is no significant difference in the perceptions of the school administrators, the guidance counselors, the faculty

Table 7

Analysis of Variance of the Perception of the  
Five Groups of Respondents on the Extent  
of Implementation of the Guidance  
Program Services

Source of Variation	Degrees of Freedom	Sum of Sources	Mean Sources	Comp. F- value	Tab. F- Value
Between	4	1.38	.34	3.57	2.76
Within	25	2.41	0.096		
Total	29	3.79			

members, the students and the community members on the extent of the implementation of the guidance program services". On this score the respondents differed in their responses. In a more indepth analysis of the preceeding tables, the school administrators' group has a different perception as compared to the four other groups, the guidance counselor, faculty members, students and community members.

Relationship Between the Status of the  
Guidance Program Physical Facilities  
and the Extent of Implementation of  
SUC's as Perceived by the Respondents.

The relationship between the status of the guidance

program physical facilities and the extent of implementation of the guidance service in the SUC's as perceived by the respondents are reflected in Table 8 and Table 8-1. It can be noticed that the five respondents rated the extent of implementation as "moderately implemented" with ratings of 3.03 for the school administrators, 3.10 for the students and 3.42 for the community members. On the status of the Guidance Program, Physical Facilities, the guidance counselor, the faculty members, students and community members gave a rating of "slightly adequate" with weighted means of 3.36. 3.20. 3.07 and 3.07, respectively. The school administrators on the other hand, differed in their perception, by giving a rating of 3.54 or "moderately implemented".

To ascertain the relationship between the above mentioned variable, the Pearson-product moment correlation coefficient was computed. (Refer to table 8 -1.) A negative correlation of - 0.627 which mean that as the status of the Guidance Program, Physical Facilities were rated higher by the respondents, they correspondingly gave a lower rating for the implementation of the guidance services, and vice versa.



Table 8

Relationship Between the Status of the Guidance Program  
Physical Facilities and the Extent of the Implementa-  
tion of the Guidance Service in th SUC's  
as Perceived by the Respondents

Respondent	:Status of the Gui- : Extent of Imple-		: mentation of the	
	:dance Program Physi- : Guidance Services		: Guidance Services	
	: cal Facilities		: Guidance Services	
	:-----:		:-----:	
	: X	: Interpreta	: X	: Interpreta-
	:	: tion	:	: tion
	:-----:		:-----:	
1. School administrators	3.54	MA	3.03	MI
2. Guidance Counselor	3.36	SA	3.14	MI
3. Faculty members	3.20	SA	3.15	MI
4. Students	3.07	SA	3.10	MI
5. Community members	3.07	SA	3.42	MI

## Legend:

	Status	Extent of Implementation
4.51 - 5.00	Very Adequate (VA)	Fully Implemented (FI)
3.51 - 4.50	Moderately Adequate (MA)	Satisfactorily Implemented (SI)
2.51 - 3.50	Slightly Adequate (SA)	Moderately Implemented (MI)
1.51 - 2.50	Inadequate (IA)	Less Implemented (LI)
1.00 - 1.50	Very Inadequate (VIA)	Not Implemented (NI)

To verify whether the 3rd hypothesis of the research is to be accepted or rejected, the computed  $r$  was compared to the critical  $r$ -value of 0.7545 and it was found out that the former was lesser than the latter thus, the hypothesis which states that "there is no significant relationship between the status of the Guidance Program, Physical Facilities and the implementation of the Guidance Services" is hereby accepted. The data showed that the status of the Guidance Program Physical Facilities and the corresponding implementation of the guidance services are independent of each other.

Table 8-1

Pearson- $r$  for Determining the Relationship Between  
the Status of Guidance Program Physical Facilities  
and the extent of Implementation  
of Guidance Services

=====			
N	: Computed	: Critical $r$	: Evaluation
	: Pearson- $r$	: at .05 level:	
	:	: significance :	
-----			
5	- 0.627	0.7545	not significant
=====			

\* From the table of  $r$  (Simple Correlation Coefficient) for Different Levels of significance, Yamane, Taro, Statistics, and Ron Publishers Inc.), 1973.

Very adequate physical facilities will not necessarily ensure full implementation of the guidance services. It is therefore imperative that school administrator will not only concentrate on the physical facilities but also ensure that full implementation of the guidance services should be done.

#### Problems in the Implimentation of the School Guidance Program

The problems felt by the five groups of respondents in the implementation of the school guidance program is presented in Table 9. There were ten problems identified by the respondents. The weighted average was also used to determine the extent to which the problems was felt by the respondents. Five descriptive rating are also used: "very much felt", "much felt", "felt", "not much felt" and "not felt at all" with each assigned weight of 5, 4, 3, 2, and 1, respectively.

The number one problem was - Lack of knowledge and understanding of the objecvtive of the guidance program, was rated by the five groups of respondents as "felt" with a grand weighted mean of 3.29. For number 2 problem, the faculty members perceived as "much felt" while the other groups of respondents perceived as "felt" with a weighted mean of 3.30, 3.35, 3.27, respectively.



Table 9

## Problems Felt as Perceived by the School Administrators, Guidance Counselors and Faculty Members in the Implementation of the Guidance Program

Problems	School adminis- trators	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand Mean	In ter pre ta tion
1. Lack of knowledge & understanding of the objective of the guidance program.	3.37 F	3.47 F	3.21 F	3.11 F	3.28 F	16.44	3.29	F
2. Lack of the cooperation between the parents and the community	3.30 F	3.35 F	4.02 MF	3.05 F	3.27 F	16.97	3.39	F
3. Lack of cooperation between the school adm. faculty members, guidance counselors and students	3.39 F	3.66 MF	3.20 F	3.10 F	3.38 F	16.73	3.35	F
4. Lack of qualified guidance personnel to take charge of the guidance program	3.22 F	3.55 MF	3.20 F	3.75 MF	3.13 F	16.95	3.39	F
5. Insufficient funding	3.22 MF	3.94 MF	3.20 F	3.63 MF	3.16 F	17.15	3.43	F
6. Bad attitude of sch. administrators towards guidance program	3.52 MF	2.74 F	3.31 F	3.07 F	3.19 F	15.83	3.17	F
7. Inadequate materials resources.	3.63 MF	3.21 F	3.25 F	3.09 F	3.19 F	16.35	3.27	F
8. Considered as an additional load	3.23 F	4.67 VMF	3.32 F	3.09 F	3.11 F	17.42	3.48	F
9. Inadequate guidance facilities	3.52 MF	3.10 F	3.30 F	3.70 MF	3.10 F	16.72	3.34	F
10. Inadequate supply of needed tools & equipment.	3.94 MF	2.95 F	3.19 F	3.72 MF	3.02 F	16.82	3.37	F
Total	34.33	34.64	33.20	33.29	31.93			
Mean	3.43 F	3.46 F	3.32 F	3.33 F	3.19 F	16.43	3.35	F

Legend:

4.51	-	5.00 and above	Very Much Felt (VMF)
3.53	-	4.50	Much Felt (MF)

2.51 - 3.50	Not Much Felt (NMF)
1.50 and below	Not Felt at all (NFA)

On the lack of cooperation between school administrator, faculty members, guidance counselor and students, only the guidance counselor rated "much felt" with the weighted mean of 3.66 while the other respondents, the school administrator, faculty members, students, and community members rated "felt" with a weighted mean of 3.39, 3.20, 3.10 and 3.38, respectively. For the number four and five problems, the guidance counselor and student rated "much felt" while the rest of the respondents rated "felt".

Considered as an additional load, the guidance counselor rated as "very much felt" while the other four groups of respondents rated as "felt". On the other hand, number nine and ten problems, the school administrators and students rated "much felt", while the three groups of respondents rated "felt".

The findings on the problems of implementing the school guidance program as revealed in Table 9 show that there is a need to improve the implementing guidelines of the guidance program and to establish mutual cooperation and understanding among the school personnel, students as well as the community members.

#### Suggested Solutions to the Problem

Table 10 shows the suggested solutions to the problems felt by the five groups of respondents in the implementation



of the school guidance program. Five descriptive rating were used "strongly agree (SA)", "Agree (A)", "Undecided (UD)", "Disagree (D)", "Strongly Disagree (SD)" with an assigned weight of 5, 4, 3, 2, and 1, respectively.

The first suggested solution to the problems in implementing the school guidance program is that the - Teacher must have professional preparation and training in guidance. The school administrators and guidance counselor gave a rating of "strongly agree" while, the faculty members, students and community members gave rating of "agree".

For - Forter cooperation and understanding among the school and community, school personnel and students, the two groups of respondents, the school administrators, and the guidance counselor rated it as "strongly agree" with a weighted mean of 4.6, and 4.57 respectively while the faculty members, the students and the community members rated "agree".

For solutions number 4, 5, and 6, all of the five groups of respondents rated "agree" with a grand weighted mean of 3.02. For solution number 7, only the school administrators and guidance counselor and community members gave a rating of "agree". For - share adequate knowledge on the preparation to implement guidance program on the other hand, was rated "agree" with a weighted mean of 3.73 by the



Table 10

## Suggested Solution to the Problems by the Respondents

Problems	School administrators	admi	Guidance Counselor	Faculty members	Students	Community member	To tal	Grand mean	In ter pre ta tion				
	X	inter:preta:tion	X	inter:preta:tion	X	inter:preta:tion	X	inter:preta:tion					
1. Teacher must have professional preparation & training in guidance prog.	4.59	SA	4.51	SA	4.53	SA	3.51	A	3.58	A	20.72	4.14	A
2. Foster cooperation & understanding among the school and the community	4.62	SA	4.57	SA	4.02	A	3.56	A	3.57	A	20.32	4.06	A
3. Foster coop. & understanding among sch. personnel, students, & parent	4.58	SA	4.54	SA	4.02	A	3.56	A	3.55	A	20.25	4.05	A
4. Adequate in-service training must be conducted in and out of the school.	3.52	A	4.00	A	3.53	A	3.52	A	3.53	A	18.10	3.62	A
5. Have adequate and regular distribution of resource and facilities fr. the col.	3.56	A	4.32	A	3.52	A	3.61	A	3.56	A	18.37	3.37	A
6. Provide adequate knowledge of the obj. of the school guidance	3.51	A	4.35	A	3.61	A	3.54	A	3.19	A	18.60	3.72	A
7. Provide/develop knowledge on the preparation to implement guidance prog.	4.64	SA	4.62	SA	3.55	A	3.56	A	3.10	A	19.47	3.89	A
8. Share adequate knowledge on the preparation to implement guidance program	3.88	A	4.15	A	3.52	A	3.52	A	3.51	A	18.58	3.72	A
9. Improve attitude of the school personnel parent and students towards the guidance program	4.52	SA	4.59	SA	3.55	SA	3.52	A	3.52	A	19.94	4.00	A
10. Include guidance in some pertinent matter	4.56	SA	4.64	SA	3.58	A	3.51	A	3.60	A	19.89	3.98	A
Total	41.98		44.59		37.41		35.63		35.63				
Mean	4.2	A	4.46	A	3.74		3.56	A	3.51	A	19.37	3.87	A

## Legend:

4.51 - 5.00 Strongly Agree (SA)  
 3.53 - 4.50 Agree (A)  
 2.51 - 3.50 Undecided (UD)

1.51 - 2.50 Disagree (DA)  
 1.50 - 1.00 Strongly Disagree (SD)

five groups of respondents.

For the last two solutions, it was rated "strongly agree" by the school administrators, and the guidance counselors while the other three respondents, the faculty members, students and community members gave a rating of "agree".

Out of the ten suggested solutions to the problems in implementing the school guidance program, the five groups of respondents agreed on all suggested solution for their efficient accomplishment and implementation.

The guidance personnel, the administrators, dean of students affairs, and guidance counselors should gain more knowledge, develop deeper and finer skills and competence in guidance function in understanding the student better, have greater dedication and "all-out" commitment to the guidance program whose main objective is to fully develop the student's maximum potentials so he can be productive, versatile and become an effective and contributing member of the society.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the all-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

This study was purposely undertaken to address the need of formulating a comprehensive and functional guidance program for SUC's in Region VIII and hopefully improve school services to the students.

Specifically, this study sought to answer the following questions:

1. What is the status of the physical facilities of the guidance program in the colleges and universities of Region VIII as perceived by the five groups of respondents along the following:

- 1.1 location/building?
- 1.2 information materials?
- 1.3 facilities ?
- 1.4 tools and equipments?

2. Is there a significant differences on the perceptions of the above indicators by the following:



- 2.1 school administrators
  - 2.1 guidance counselors
  - 2.4 faculty members
  - 2.4 students
  - 2.5 community members
3. What is the extent of implementation of the guidance services as perceived by the respondents on the following:
- 3.1 individual inventory service
  - 3.2 information service
  - 3.3 counseling service
  - 3.4 placement service
  - 3.5 follow-up service
  - 3.6 research service
4. Are there significant difference in the respondents' perceptions on the extent of implementation of the various guidance services?
5. Is there a significant relationship between the status of the guidance facilities and the extent of implementation of the guidance program?
6. What problem are perceived by the respondents on each of the guidance services.
7. What alternatives/recommendations may be suggested by the respondents to solve the problems.
8. What model guidance program may be drawn based on

the survey and evaluation of existing guidance programs.

On the basis of the above mentioned specific problems the following hypotheses were formulated:

1. There are no significant differences in the perceptions of the school administrators, guidance counselors, faculty members, students, and community members along the following.

1.1 location/building

1.2 facilities

1.3 tools and equipments

1.4 information materials

2. There are no significant difference in the perceptions among administrators, guidance counselors, faculty members, students, and community members on the extent of implementation of the following guidance services:

2.1 individual inventory service

2.2 information service

2.3 counseling service

2.4 placement service

2.5 follow-up service

2.6 research service

3. There is no significant relationship between the status of the physical facilities and the extent of implementation of the guidance program.

This is a normative-decriptive study. The data were gathered, classified, tallied, analyzed, interpreted and presented through the use of questionnaire. Pertinent reports and records were availed of to give more viable facts to the study. The data collected were presented in tabular form followed by factual explanation.

The respondents of the study were forty-five (45) school administrators, twenty (20) guidance counselor, seven hundred twelve (712) faculty members, two thousand eight hundred six (2886) students and two thousand eight hundred eighty six (2886) community members.

### Findings

The findings are summarized based upon the results of the investigation of the study.

#### 1. Physical Facilities of the Guidance Center

1.1 Location Building. There are four items of facilities in the guidance program which are rated by the five groups of respondents. The three items rated by the respondent with "moderately adequate" are as follows: accessible to clients, ventilation/lighting, and physical atmosphere. On the other hand, the five groups of respondents rated spacious as "slightly adequate".



1.2 Information Materials. All items, under information materials were rated by the five groups of respondents as "slightly adequate". They are as follows: reference books, charts, manual, bulletin, models, journals, pamphlets and monograph.

1.3 Facilities. The five items such as: private room for counseling, water facilities, light and ventilation, testing materials, and furnishing were rated by the five groups of respondents as "slightly adequate".

1.4 Tools and equipments. All the four items were rated by the five groups of respondents as "slightly adequate" with a weighted grand mean of 3.30.

2. Extent of Implementation of the Guidance Program with respect to the six guidance services.

2.1 Individual Inventory Service. This service was viewed by the school administrator as "moderately implemented" with a weighted mean of 3.44. The guidance counselor considered it as "moderately implemented" with a weighted mean of 2.98. The faculty member appraised it as "moderately implemented" with a weighted mean of 3.00. The students and the community members viewed it as "moderately implemented" with a

weighted mean of 3.17 and 3.38, respectively.

2.2 Information service. This service obtained a perception of "moderately implemented" with a weighted mean of 3.09; from the guidance counselor, 3.23 from the faculty members, 3.07; from the students and the community members 3.26. The school administrators viewed it as "satisfactorily implemented" with a weighted mean of 3.58.

2.3 Counseling Services. This service was appraised by the school administrators and guidance counselors as "satisfactorily implemented" with a weighted mean of 3.72 and 3.84 respectively, while the faculty members, and students viewed it as "moderately implemented" with weighted mean of 3.19 and 3.11 respectively. The community members rated it as "fully implemented" with a weighted mean of 4.57.

2.4 Placement Service. This service was appraised by the school administrator as "satisfactorily implemented" with weighted mean of 3.75, while the other four groups of respondents namely guidance counselors, faculty members, students and community members viewed it as "moderately implemented" with a weighted mean of 3.24, 3.17, 3.08, and 3.14 respectively.

2.5 Follow-up Services. This service was perceived by the school administrators as "satisfactorily implemented" with a weighted mean of 3.75. The guidance counselor, faculty members students and community members, viewed it as "moderately implemented" with the following weighted mean: 2.57, 3.16, 3.08, and 3.14 respectively.

2.6 Research Service. For the research service the school administrators appraised it as "satisfactorily implemented" with weighted mean of 3.87. The three groups of respondents viewed it as, "moderately implemented" with the following weighted mean 3.23 from the guidance counselor. 3.15 from the faculty members, 3.06 from the students, and 3.19 from the community members.

3. The summarized perceptions of the five groups of respondents in the implementation of the six guidance services, show an absolute computed F-value of 3.57 which is found to be greater than the critical value of 2.76 at degree of freedom 4 and 25 and .05 level of significance. This led to the rejection of the null hypothesis that "there is no significant difference of the school administrators, guidance counselor, faculty members, students and community



members, on the extent of the implementation of the guidance program.

4. The ten problems encountered in implementing the guidance program were perceived by the five groups of respondents as "felt" with the following means: for school administrators, 3.43, for guidance counselor, 3.46, for faculty members, 3.22 for students 3.33, and for the community members, 3.19.

5. For the suggested solutions, all the respondents rated it "agree" with a grand weighted mean of 3.87.

### Conclusion

In the light of the findings just presented, the following conclusions are drawn.

1. That the success of the program considerably depends upon the wholehearted support of the administration and the cooperation of the entire school staff. The active cooperation of the community members will lighten the load of homeroom advisers, faculty members and the guidance counselor.

2. That the preparation and attitude of the guidance personnel will assure an effective implementation of the guidance program. In-service training program along guidance are necessary considerations for the success of the program.

3. Since there were varied perceptions on the group of evaluations on the different guidance services offered by the schools covered by the study, an ideal set of evaluation criteria is deemed necessary for use in evaluating the guidance programs not only in the school involved in the present study but in other school as well.

4. That the physical facilities, materials and personnel resources were generally adequate in meeting guidance objectives.

5. That the study identified the inadequacy of the existing guidance services, hence, the need to improve and systematize the development and implementation of the existing guidance service. A functional guidance program will undoubtedly contribute much to the realization of educational goals that the state colleges and universities in Region VIII are striving for.

6. That the students of state colleges and universities have problems and needs that should be attended to by school authorities.

7. Lastly, it is re-iterated that the proposals made in this report are flexible. Modifications will certainly be needed as new problems and needs crop up.

### Recommendations

In conjunction with the stated conclusions of this

study, the following recommendations are humbly presented.

1. Scholarship offerings, especially in the field of guidance, should be properly and promptly disseminated by the deserving guidance counselor and faculty members can avail and given the chance to widen their guidance horizons.

2. Additional personnel to do psychometric and clerical work have to be hired to free the guidance counselors from clerical work and enable them to dedicate more time in meeting students' needs.

3. Guidance program being an integral part of the educational program, the guidance counselor should cooperate and interrelate with the school staff and administrator.

4. Upgrading of the school staff and administrators is needed for effective participation in the guidance program.

5. Involvement of all school personnel, students, community members in the implementation of the guidance program based on the six guidance services.

6. That periodic evaluation of the guidance service of the school's guidance program should be made in order to assess their functionality and effectiveness in terms of the services offered and the benefits received by the clientele.



7. The administration of state colleges and universities, faculty members and personnel should provide moral support in the effective implementation of the program, and adequate financial support from the administration.

8. The guidance program should be fully staffed with more full time, professionally qualified guidance personnel for quality educational output.

9. At the end of this study the researcher hopes that another researcher will make investigations of the curriculum of the College of Education, major in Guidance and Counseling to find out, how far it supports the guidance program of the school; that there is relevance between the curriculum of guidance counseling department and the job of the professional guidance counselor in school setting.

10. Special training should be coordinated in order to develop proper linkages among guidance program of SUC's in Region VIII.

11. Organize PGPA to improve guidance program in SUC's in Region VIII.

## Chapter 6

### MODEL GUIDANCE PROGRAM FOR STATE COLLEGE AND UNIVERSITIES

#### Introduction

On the bases of the foregoing findings and conclusions, a model guidance program is hereby recommended to ungrade the existing guidance program of state colleges and universities of Region VIII. It should serve as the reference model of a guidance program for state colleges and universities in Region VIII. This model would serve as a reference for guidance counselors, school administrators, faculty members, and personnel staff who are supposedly the implementors and proponents of the college guidance program. Its purpose is to upgrade and strengthen the effective implementation of the program in the college and to let the college personnel, students and parents feel their total involvement and participation in it.

The program is based on the philosophy that each student as an individual, is unique and different. Each should be treated with respect and love because man is an individual of worth and dignity. Any kind of service should be guided along this line in order to develop the person's unique aptitudes, interests, strengths and capabilities in making adjustments in areas of concern - studies,

vocational, personal-psychological, social psychological, financial, sex, moral and health.

### Rationale

The final aim of education is the development of man from within himself freeing him from that conditioning which may prevent him into becoming a fully integrated human being. To this end, the educational objectives of the school should be directed for the advancement of the whole individual person.

Guidance has proved to be the most adequate and flexible means so far for providing education with the refining services it needs. It has often been the most efficient means of guiding individual students, giving direction to education and saving both time and effort in important areas of instruction. Furthermore, it is an effective method of integrating school and community in a common purpose. It also helps to provide teachers with the means for revising their own procedures.

The survey on the guidance administration revealed clearly the need of a comprehensive and formal guidance program for state colleges and universities in Region VIII. The various students, parents' role could have been solicited appropriately; and faculty members and school administrators could be more guidance -oriented if the



school under study had a formal guidance program.

A comprehensive and formal guidance program for SUC'S is therefore, necessary to optimize the school's impact on the students in the community. The money, time and effort that the proposed guidance program demands will pay off in the form of a more systematic and professionalized discharge of the service functions of the school system.

### Objectives of the Program

1. Plan and implement programs for students to grow personally and professionally so that they may become responsive and effective members of their communities and in the larger society.

2. Expose the students as effectively as possible to all possible learning activities and experiences in and outside the school in order for them to adapt to the ever-changing societal needs.

3. Involve actively and responsively, all school administrators, faculty members and personnel in the full implementation of the guidance services for the purpose of achieving the objectives of the college.

4. Re-orient and deepen the awareness, responsiveness and effectiveness of the entire school personnel and staff, in their respective duties, responsibilities and functions.

5. Assist all students enrolled at SUC'S to find the life situation most suited to their abilities, feelings and needs, and to guarantee their placements through an effective educational program as possible under given circumstances.

#### Model of the Guidance Program

The conceptualized Guidance Program of SUC's as illustrated in Figure 2, is a carefully organized program which reflects clearly its philosophy and objectives; which aims at the total development of its students into becoming a self-actualized individual.

The guidance program of SUC'S will make full use of the five services which are the Individual Inventory Service, Information Service, Counseling Service, Placement and Follow-up Service and Evaluation Service. The guidance services are expected to meet the expressed needs and problems of the students in this study. The following functions are as follows:

1. Individual Inventory Service. This service is involved in the gathering and disseminating of appropriate data and information to counseling. It may include the data about the home, family members, health history, scholastic records, test results, personal development.

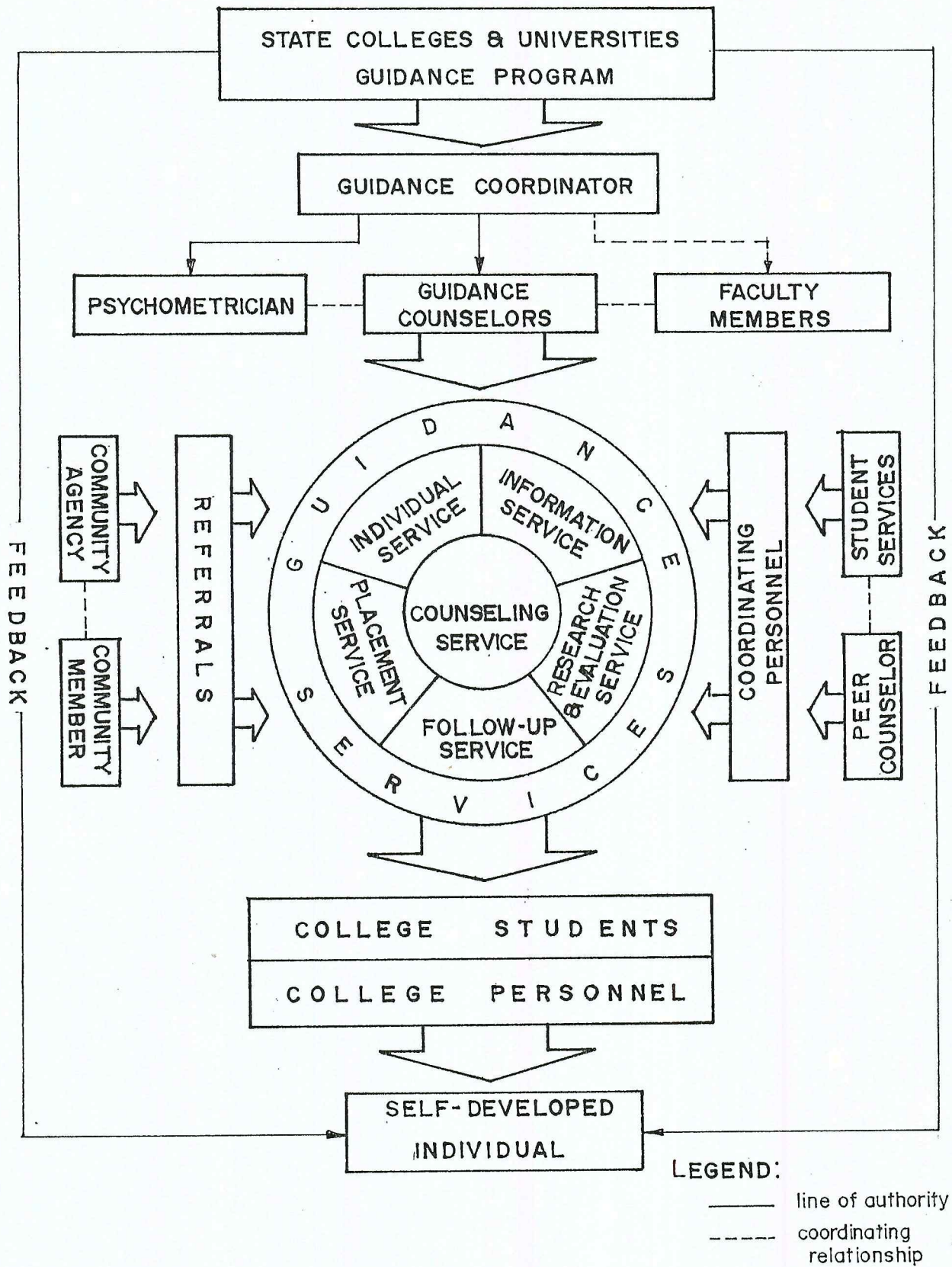


Figure 3. Model of Guidance Program for State Colleges and Universities.



2. Information Service. The function of the information service is to make available to students certain kinds of information not ordinarily provided through the instructional program or during the regular period of instruction. It gives a continuous program about cooperation, opportunities for education and important facts concerning personal and social adjustment is necessary to guide them in making intelligent vocational or educational choice or in personal and social adjustment.

Information service could be effective through the following means.

- a. Establishing a resource bureau in the school so that information about the school/community could become easily available to students.
- b. Preparing a directory of resource person and community occupations and job opportunities for the students' career plans.
- c. Making proper use of the bulletin boards and display boards.
- d. Utilizing the services of the librarian in locating information from the library.
- e. Giving information to the fourth year high school students about the different types of school they can enroll after graduation.

3. Counseling Service. Counseling which is characterized by the personal relationship between the counselor and the counselee for the purpose of helping the counselee solve some difficulties is considered as the most intimate and vital part of the entire guidance program.

Counseling as a service, implies planned provisions for serving the unique needs of students. It also implies that the staff members who perform the duties of a counselor should have the training and personal qualifications essential to effective counseling.

Effectiveness in counseling service could be provided through the following means.

- a. Designating a qualified guidance counselor.
- b. Allowing the guidance counselor to work full-time in guidance work.
- c. Proper allocation of the guidance counselor's time so that every students needing his help will have time to do so.
- d. Providing a private place or counseling corner in their office for the guidance counselor's counseling and interviews.
- e. Providing the necessary equipment, materials and supplies which could make the counseling service more functional and effective.

4. Placement Service. This service shall again be made to hasten the social adjustment problems of the students under study. Hence, the main objective is to provide service needs for a smoother and faster adjustment process to enhance fruitful and enjoyable school life. The secondary objective is to orient the students with the world of work.

The individual-inventory as well as the educational information service explained earlier shall be fully operationalized to make the child feel welcomed, secured, and happy in his new life at school. The educational information services which have direct bearing on the placement service may be incorporated into the curriculum. The teacher shall create always an atmosphere conducive to learning. The school administration can perform its share by putting up and maintaining a sufficient number of appropriate recreational facilities.

Job placement service was not reported as a felt need by the study. It seems that the students under study did not regard job after graduating, or quitting school just to work, necessary. One assistance that the guidance program can give is to survey parents who feel that they can afford to send their children to college. The survey results will be used in recommending a manpower skills training to the



National Manpower and Youth Council for the locality under study. Such training can be done right after graduation and other youths from near-by municipalities may be invited.

The consequences of the placement service may be made manifest when:

1. The student demonstrate satisfaction and enjoyment in his section, group, and organization of his choice.
2. The student freely show interest with his classmates and actively participates in class recitation, and other school activities.
3. The graduate can demonstrate his satisfaction with his new college life.
4. The administration of the schools under study can establish bilateral communication with the receiving school about the development picture of a graduate.
5. The local school administration can make necessary changes in its curricular and co-curricular programs for the benefit of the program under study.

The Nature and scope of Placement Service

Educational placement is described as the process of assisting the individual to make progress satisfactory from

an educational experience to another. A basic assumption of the process is that the individual progresses through a sequence of experiences designed to provide him with the kinds of development which are appropriate for him. He is almost certain to have several of these experiences simultaneously and actual placement occurs when he is assisted to enter each . Aquino (1970:152)

Vocational placement is the process of assisting the individual find an appropriate place in the world of work, one which appeals to his interests, challenges, abilities, and serves the interest of the individual and of society. The right of the individual to determine his own next step is inviolate. The functions of the placement service are to provide him with information concerning the next step to aid him in making choices consistent with his aptitude and interest, to assist him in achieving the particular placement which he desires to make and to follow him up to offer any needed assistance in making needed adjustments. Aquino (1970:152)

5. Follow-up Service. If guidance is to be really longitudinal then the service must extend to the school level. With the wealth of information of an individual during his elementary school, the school under study is in the best position to form part of the counseling team for

the school leavers. Therefore, the school, through its guidance office, shall be ready to provide valuable information for counseling purpose to any of the school leavers.

The school may conduct non-formal education classes for the school leavers to push through the process of human development. Such non-formal trainings as pointed out earlier is among the placement services of the guidance program.

The objectives of the follow-up service include:

1. Extension of valuable information to any of the school level for counseling purposes.
2. Gathering of information from any of its leavers now in higher educational level or at work.
3. Promoting the holding of non-formal education classes for school leavers when needs arise.
4. Providing special assistance to the school leavers when such assistance is deemed vital and necessary.

As a result of the follow-up service, the guidance program expects that:

1. Some agencies, private or public, are provided with valuable information for the school leavers when requested.
2. Some agencies, private or public, are solicited of



valuable information for the school leavers primarily for evaluation purposes.

3. Non-formal education classes for the school leavers are held every now and then as a result of the coordinated efforts of the guidance office.

5. Research Service. Research services includes the study of students' needs and how these needs are met. It is concerned with the process of gathering, synthesizing and interpreting information and data which will be used as basis for implementing improvements of guidance services as well as in any aspect of the educational program.

### The Role of Guidance Personnel

This model guidance program will not succeed unless members of the school personnel are fully functional and are working in coordination and cooperation among themselves. In order to achieve this goal it is very necessary to define personnels' respective roles and functions within the organizational set-up so that they know what are the specific tasks they have to perform in attaining the objectives of the whole program.

The roles and functions of the guidance personnel are as follows:

#### The School Administrator

1. Recognizes the need and importance of the

- guidance program and gives his necessary support.
2. Provides for a school climate conducive to the program.
  3. Supports activities or in-service-training for the guidance staff members.
  4. Makes his staff cognizant of the importance of guidance.
  5. Makes the guidance budget adequate for carrying out the guidance program.
  6. Provides effective and stimulating educational leadership to the staff, faculty members and students.
  7. Evaluates the guidance program in cooperation with the counselor.
  8. Encourages professional growth for more effective services.

#### Dean of Student Affairs and Development

1. Plans, implements, monitors and evaluates program and project of the department.
2. Supervises and rates guidance staff.
3. Coordinates with the Guidance Center in the implementation of a balanced, effective and rational program of the college with particular attention

to the scheduling of subjects and school activities.

Guidance Coordinator

1. Exercises leadership in working out a functional guidance program gearing towards its optimum accomplishment.
2. Organizes and plans the whole guidance program's
3. Supervises the whole guidance program's implementation
4. Assists faculty members in developing their guidance skills and also guides them in utilizing the relevant guidance materials.
5. Plans and coordinates in administering the standardized testing program.
6. Represents the Guidance Office in the Administrative Council.
7. Acquaints the Academic Department Heads with the operations and functions of the guidance center.
8. Submits periodic reports on the operation and activities of the Guidance Office.
9. Undertakes a continuing study and evaluation of the effectiveness of the guidance program.
10. Teaches subjects assigned to her.



11. Performs other tasks assigned by the Dean of Student affairs and the President.

Guidance Counselor

1. Carries out the guidance policies of the college.
2. Contributes the necessary occupational, educational or social information and materials needed by students.
3. Assists staff members and faculty members to carry out their functions in the guidance program.
4. Provides counseling services for all students who desire them or those referred to by others.
5. Acquaints herself with the individual inventories of all students, occupational possibilities with in the school.
6. Submits to the head of the Guidance Services reports of tasks that are accomplished.
7. Implements the guidance program.
8. Teaches assigned subjects.
9. Performs assigned tasks by the Head of the Guidance Services, Dean of Students Affairs and Development and, the Presidents.
10. Does other guidance related work.

Psychometrician

1. Administers standardized test to students; score, interprets score and files the results of test and all appraisal given to students.
2. Helps in the research and evaluation activities.
3. Helps in the selection and evaluation of psychological tests and other appraisal devices needed in the guidance service.
4. Performs other duties which may be assigned to him by the President, Dean of Student Affairs and the Guidance Counselor.

Faculty Member

1. Makes use of various devices such as anecdotal records, autobiography, questionnaire, and conference with the parents.
2. Provides the Guidance Counselor with information/data regarding students' behavioral and academic standing in class.
3. Assists students in the development of study habits.
4. Has a thorough knowledge of every students in his class.
5. Interprets the vocational information to students

by providing their past learning experiences.

6. Develops materials and contributes relevant information about their own specialized subjects.
7. Observes and identifies students with their daily life and academic problems.

#### The Librarian

1. Cooperates with school administrators, guidance counselors and faculty members in offering the necessary services to students.
2. Provides orientation to new students regarding the use of the library.
3. Be familiar with all guidance materials in the library to be able to offer adequate assistance to students.
4. Keep in touch with the guidance office from time to time specially whenever there are new acquisitions of guidance materials.
5. Makes the guidance materials always available and accessible to the students.

#### The Medical Staff (Dentist/Physician)

1. Conducts physical examination or regular check up of students at least once per semester.
2. Assists students in dealing with their emotional problems through treatment of physical problems.



3. Informs parents and homeroom teachers about the medical needs of students.
4. Cooperates with guidance counselors in helping students who have poor health.
5. Gives personal health guidance to faculty and other personnel when requested.
6. Counsels parents on care and training of children including the handicapped.
7. Counsels students with personal health problems and/or holds group conferences with faculty members on staff personnel concerning current health problems, including prevention and control of diseases.

#### The Parent

1. Provides the child with love, security and understanding. Loving is one positive step towards having happy, well-adjusted and mentally healthy children.
2. Make himself or herself available for consultations and conferences with the faculty members or with the guidance counselors when the need arises.
3. Be ready to give information needed by the personnel in understanding his or her children and

in planning classroom experiences best suited to meet the children's needs, interest and abilities.

### The Role of Community Agencies

The school guidance personnel, no matter how well-organized its guidance program may be, will still need the cooperation, support and services of a number of community agencies and organization in coping up with students "problem." Referrals to such agencies/ resources as the Rural Health Unit (RHU), the Department of Social Welfare and Development (MSSD), the Philippine National Police (PNP), and other community, civic clubs, and even the parish priest/minister will therefore, have to be made as the need arises.

The RHU, in the absence of the school health personnel gives medical and dental advices as well as treatments to students.

The DSWD which is interested in child and family welfare gives assistance to economically deprived families especially during emergencies/casualties.

The PNP may be resorted to in resolving more serious delinquent acts and anti-social behavior problems of students. Religious leaders - the parish priest, the minister- may also be tapped either as resource persons or

as student confidants on moral and spiritual matters.

Civic clubs and organization in the locality such as the 4-H club, the CWL, etc. will also provide services not available in the college.

### Suggested Guidance Program Organization

To demonstrate or show the relationship among the guidance staff, an organizational chart was drawn by the researcher. The relevant personnel of the guidance program and their relationship are shown in Figure 3.

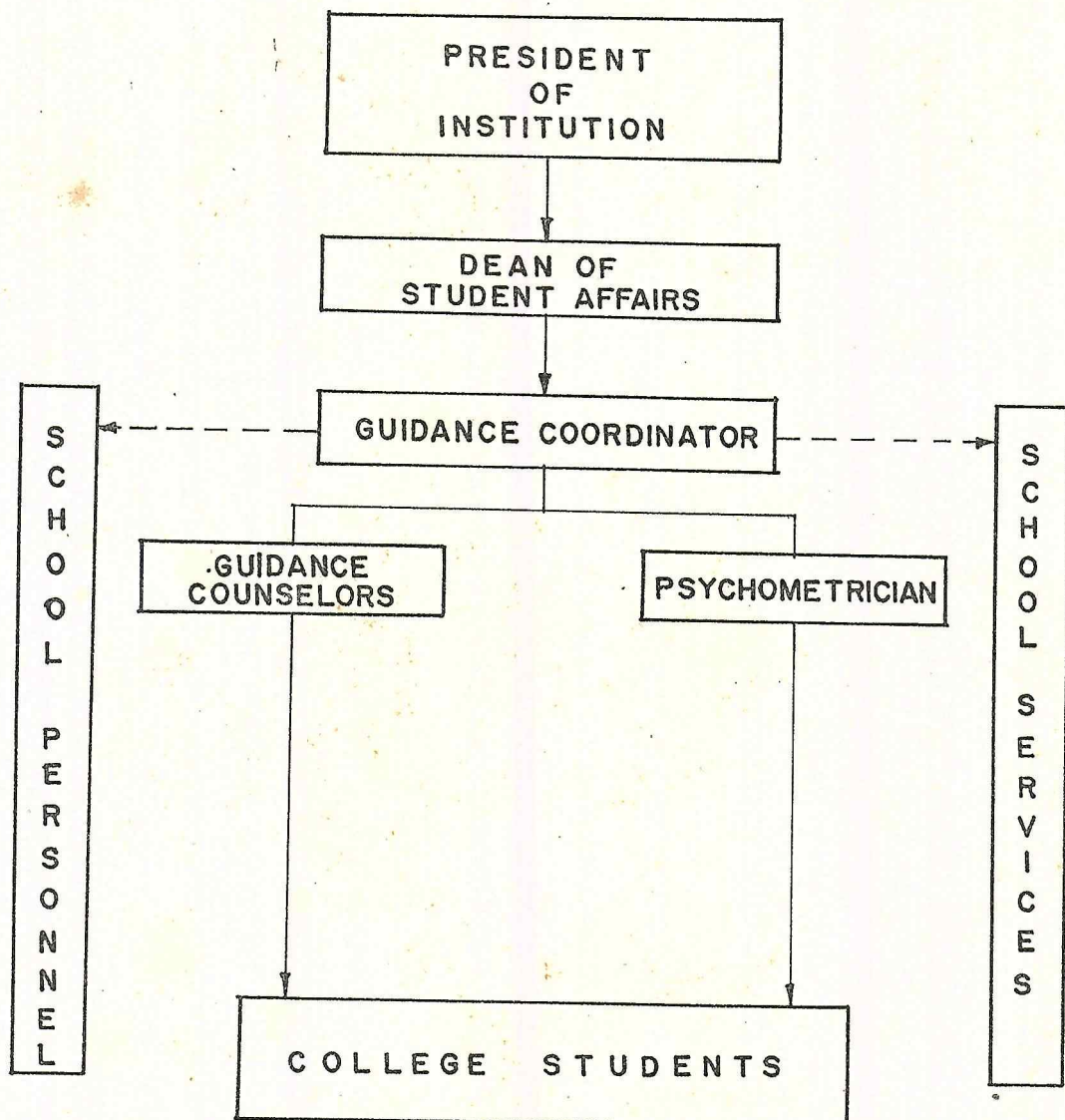
### Facilities/Equipment/Materials and Supplies

There should be a separate room to serve as a guidance center in every college. The structure of the room should be made simple, yet attractive and should create a friendly atmosphere conducive to counseling. Students should feel that the place is a second home, where they could seek protection, security and love. The chairs, tables and other furniture are orderly yet having that "used" look, so that they, students and adults would feel relaxed and cheerful in the room.

To enhance the counseling process, the following facilities and equipment should be used:

1. Counselor's Table, Chair, and Counselee's chairs. These pieces of furniture will be used for





Legend :

- Direct Responsibility
- - - - Cooperative Responsibility

Figure 3. Suggested Guidance Organizational Structure.

individual or small group counseling or the face-to-face talk with any student or students who may seek counsel from her or who may be referred to her by faculty members.

2. Conference/work table and chairs/tools. These will be provided as testing or for conference with students/parents or members of the school staff.

3. Typewriter and Typewriting Table. These are needed for typing guidance forms, materials, reports and communications.

4. Filing Cabinets. Different guidance and test materials and blank forms will be kept in the cabinet ready for distribution, reference and use by faculty members and members of the guidance staff. Development records and other confidential files of students will be kept also.

5. Storage Cabinet. This will be used for the inactive cumulative records in the college.

6. Bulletin Board. Achievement of students and other vital information about them and about the guidance program and its services will be displayed on this board.

7. Bookshelf. This is necessary as a place to keep/display guidance books and other references useful to the counselor and to the entire college staff.

8. Chalkboard. This is necessary for illustration or explanation purpose especially during lectures, conferences

or testing.

9. Benches. These will be used to accommodate students or other persons in the waiting room as needed.

10. Sala Set. This should also be provided in the waiting room for visitors or school officials who may come to the guidance center for specific purposes.

11. Office Supplies. These are necessary in printing guidance and locally develop materials; improving the tools for efficient and effective guidance services.

12. Guidance Materials. These include the following:

a. Informational materials - reading and reference materials for faculty members and students

- books/magazines/leaflets/directories
- charts and wall posters

b. Individual analysis materials- printed and duplicated materials and locally developed materials.

1. Testing materials

- Achievement tests
- Mental Ability tests
- Personality Inventories
- Interest Inventory
- Aptitude tests

2. Records regarding students

- Cumulative records



- Anecdotal records
- Sociometric records
- 3. Questionnaire used with students
- 4. Letters reports to parents
- c. Counseling materials
  - 1. Forms for recording interviews
  - 2. Forms for recording results of conferences with parents/faculty members
  - 3. Referral slips

#### Physical Lay-out Plan for the Guidance Center

The guidance center should be separated from, but near the administration building of the college. It should be separated from the administration building so that it will not be misunderstood by students as a place for administrative action on erring or misbehaved students. It should be near the office to make referrals to and from the dean of students affairs and development easier and to facilitate access to personnel records in the office which are not available in the guidance center. The site should be, however, accessible to all students and school personnel as well as parents. The surroundings should be devoid of extreme noise and other sorts of disturbances. For purposes of illustration, a lay-out plan of the guidance center is presented in Figure 4.

A close look of the lay-out plan of the guidance center will show that there are four major sections of the room. They are: waiting room, counseling room, conference and testing room, and storage room.

1. Waiting room. This room is intended for the counselees to wait in while the counselor is still attending to other cases. The room is provided with chairs or sala set for counselees to sit comfortably and relax while waiting for their turn to be attended to by the guidance counselor. Some bits of information are often displayed on a bulletin board/magazines rack. Materials for entertainment, which oftentimes give food for thought of the counselees may also be made available on this rack.

2. Counseling Room. This room is intended for the actual counseling interviews of individual students. A number of equipment are necessary to facilitate the counseling process.

3. Conference and testing room. This space is provided as conference room for a group-faculty members parents, guidance couselfors and school officials. Testing of individual students may also be done in this room. A tyewriter is likewise important and should be available for accomplishing reports and typing records on the result of testing or examination.







4. Storage Room. In this particular area of the building, a storage cabinet is provided for the purpose of keeping test materials and other confidential information about students. Oftentimes, this room is used for stocking of the supplies and useful materials needed for guidance activities.

#### Principles of Organization and Administration of Guidance

Guiding Principles of Organization The principles that should be observed in organizing a guidance service program are as follows. (Each principle, is expressed as a suggested course of action.)

1. Prepare a clear-cut statement of the objectives of the program of guidance service. These objectives should take into account the characteristics and needs of the student body. They should be consistent with the objectives of the educational institution as a whole.

2. Determine precisely the functions of the guidance services program, that is, what the program should do for the students.

3. Give each person assigned to a task in guidance service authority commensurate with his responsibility.

4. Define clearly the working relationships (a) among those people who are directly responsible for guidance

service and (b) between these members of the guidance staff and other personnel in the college who participate in the program for guidance services directly or indirectly. Recognize that some of the personnel of the institution will work directly and full time; and still other work indirectly and during a small share of their total work time.

5. Set up the form of organization, that is best adapted to the institution's purposes, personnel, size, financial resources and other characteristics.

Madali (1952:144-151) suggests the following basic principles of organization and administration of guidance which should be considered and utilized by school officials concerned:

1. An effective guidance program should result in better self-understanding, self-help, and self-direction.

2. It should concern itself with all aspects of the child's life and development as affected by his surroundings and other factors.

3. It should aim to consider and provide for various aspects of the child development -emotional, social, mental, motor and physical.

4. It should be a vital and integral part of the whole educational program of the college and should be

closely related with practical activities of students in the home and the community.

5. It should be a cooperative undertaking of all members of the teaching force.

6. It should seek to coordinate the guidance activities of all public and private agencies that look after the welfare of young people.

In the organization of the guidance services of a college, it would be well for the school administrator, or the guidance committee to make good use of the services of especially trained guidance personnel, for the school and community vary and have to be taken into consideration in determining the guidance program that would best suit any particular case. Nevertheless, these general principles would serve as a good guide for those who desire to organize a functional program.

#### Suggested Procedure in Establishing a Suitable and Sound Guidance Program

Different school administrators may proceed in different ways in organizing and administering guidance programs in their respective colleges. Moreover, communities and schools differ widely from one another in many respects. At the same time, there are certain basic considerations and principles that need to be taken into



account when we establish a sound program of guidance. The steps below are suggestive of a procedure which the president of a college may use in establishing functional guidance services.

1. The school administrator exerts efforts and shows interest in obtaining at least some background understanding of guidance services.

2. He goes over the available college, inservice, and professional records of the members of the faculty and re-studies their respective abilities, potentials, interests, personal qualities, and professional preparations and stimuli, their interests in guidance and their significance.

3. Then the guidance counselor, full-time or part-time, depending upon the various factors and conditions obtaining in the college and community, is appointed or selected, and the functions and responsibilities of the position worked out and made known to the guidance counselor and the members of the faculty. Here, it would be wise to state that a "good guidance counselor must be one who possesses (a) a genuine love for, and an understanding of children; (b) emotional stability; (c) good human relations, or the ability to get along with, and secure the cooperation of students, faculty members, and the members of the community; (d) a radiant, personality and cheerful

disposition; (e) years of successful teaching experience; and (f) an academic background for the work."

4. The needed physical facilities, such as those pieces of equipment and furniture which form part of the guidance clinic, should be made available, and the organizational relationships among the various members of the school staff and between the faculty members and the students and laymen should be made clear to all. The role of each member of the school staff in the guidance program should be clarified so that synchronization of the various services could be readily effective. As much as possible, however, the guidance organization should be flexible enough to allow needed changes when they arise.

#### Model Action Plan of the Guidance Program

The following is a model Guidance Action Plan for SUC's which consists of a year-round of activities intended for all levels of abilities, personalities and characteristics of the entire students-clientele. Varied activities are provided, for the welfare and development of the students, both as individuals and as members of a group.

An action plan is presented herein to give an overview of the entire guidance program

(Please refer to the succeeding pages)



# GUIDANCE ACTION PLAN OF SUC'S IN REGION VIII

Target Date	Objectives	Target Group	Personnel Involved	Activities	Intervention Scheme	Success Indicators
April	1. Facilitate entrance examination to all freshmen students & new enrollees, for classification & determination of abilities.	1. College freshman & new students seeking enrolment	Guidance Counselors Psychomet-rician.	Administration of college entrance examina- tion to new stu- dent & transfe- rees	Gather test results & test interpretations for: proper classification, mental ability groupings: & for future references.	Freshmen and new students enrolled in courses of their choice for which they have qualified.
May	1. Prepare an annual Guidance Action Plan & Budget proposal for the Guidance Center for the new school year.	1. School administrator Dean of Stu- dent Affairs and Dev.	Guidance Committee Other Guidance Person- nels	1. Plan & outline guidance acti- vities for the whole school yr: which cover the following areas: a.) personality growth & develop- ment needs	1. Coordinate with other departments & the differ- ent clubs & organizat- ions for the coordinat- ions & synchronization of activities.	Annual Guidance Action Plan & Budget Proposal for the school year prepared
	2. Seek approval of program	1. Vice Pres. for academic affairs. 2. Dean of Stu- dent affairs	Guidance counselor Coordina- tors		2. Present and explain the guidance plan activities	Guidance Pro- gram approved
June	1. Encourage & motivates new students and transferees to start the school year right.	New students & transferees	Sch. Adm. Department heads Guidance Committee	1. Assist place- ment of irregu- lar students 2. Assist place- ment of trans- ferees 3. Assist in the scheduling of subject	1. Coordinate with the personnel concern- ing such as school regis- trar, Department Heads: Guidance Counselors for necessary arrange- ments.	Students do well and prog- ress in their studies
	2. Orient the new stu- dents offices and physical plant	College freshmen and transferees		2. Orientation program	2. Organize a guidance committee to plan the mechanics of the act- ivities	Students find their way easily the within school campus
	3. Inform the school clientele regarding major activities and celebrations for the month of	All year levels of the college prog- ram	Guidance coordina- tor Guidance counselor Homeroom advisers	Assist and coor- dinate with other departments in the structuring and updating of bulletin	Attend Administrative council meeting and make active suggestions and/ or reminders necessary information to be disse- menated.	Major activities and monthly sch. celebrations know and support- ed by clientele



Target Date	Objectives	Target Group	Personnel Involved	Activities	Intervention Scheme	Success Indicators
July	1. Inform the students of the different guidance activities schedule for school wear	All college Students	Guidance staff	Guidance awareness sessions	1. Guidance counselor seek the approval of the department heads and coordinators with the faculty for a members	Guidance activities participated on by the students.
All year round	2. Encourage face to face counselor students encounters to disseminate information on: a. entrance requirements b. grades, failure, test results transferees, etc.					
	3. Establish acquaintance and rapport with students	All year levels in college	Faculty members of all subjects Guidance counselor Personnel	Advisers organize their students	3. Homeroom visits of the guidance counselor acquainting students with her work establishing rapport with them in order to find out possible existing problems like truancy, illness behavioral problems, etc.	School personnel and students have harmonious relationship.
	4. Inform parents of the guidance program. Discuss with parents how coordination helps their children	Parents	Guidance Staff	Homeroom- Parent sharing	4. Schedule meeting of parents with guidance on non-working guidance on non-working days	Parents involved in the guidance program and in assisting their children.
August	1. For better understanding and acceptance of students of their potentialities, strength, & limitations in order to develop proper sense of values and attitudes	All students	Program consultant Guidance counselor	Assist in the administration of validating examination	1. Assist in the checking of tests. Classify test results and coordinate with advisers in the distribution of test results.	Positive values and attitudes towards self and other manifested
Sept.	1. Identify students who are potential delinquent, potential drop-outs and failures	Student who are spotted as potential delinquents, drop-outs and potential failure	Coordinator Guidance counselor advisers Dean of stud. Affairs & Dev. Prog. Head	1. Attend to referral from yr. level advisers, from the parents & subject teachers 2. Interviews students w/ failure 3. Interview w/ students who have scholastic problem and difficulties.	1. Coordinate/confer w/ the personnel concerned for further description & enlighten of their perspective referrals. 2. Issue interview/call slips concerned through their subjects teachers and or advisers to be 3. Recommend to Dean of Student affairs & Dev.	Students identified as potential delinquents, dropouts or failures counseled with and progressing in their studies.

Target Date	Objectives	Target Group	Personnel Involved	Activities	Intervention Scheme	Success Indicators
					for remedial classes based on the perceived need of students concerned.	
	2. Assist students in recognizing accepting and respecting individual differences.	all students	Guidance staff Classroom advisers	Counselor-teacher-parent conferences Individual counseling.	1. Walk-in session 2. Counselor follow-up their counselee	Individual differences positively considered by students
Oct.	1. Give special help to students in their process of growth, adjustment and development for their progress and potentialities	All students specially in need of help	Counselor Faculty members Advisers	1. Peer tutoring 2. Home visitation and parent consultation. 3. Organization of and participation in off campus.	1. Confer with fast learner and motivate them to help classmates/friends who need remedial tutoring. 2. Intensifying rapport with problematic students.	Students adaptive to their growth process.
	2. Assist student's school performance.	All students	Guidance staff	Counselor-teacher conference.	Counselor conduct interview with teacher and students.	Students performance assessed.
	3. Inform parent about the various factors which affect their children's school performance.	Parents	Guidance staff Class advisers	Counselor-teacher-parent conference	Parents are invited to attend: a. Parent/teacher sharing b. Performance in sch. c. Feedbacks/reaction from parents	Various factors affecting their children's school performance positively considered and supported.
Nov.	1. Extend help to the administration and faculty members, personnel, students and parents during enrollment.	New enrolling college students Advisers, parents.	Guidance staff Office personnel	1. Assist new students in their enrollment (second semester). 2. Interpreting test results of students concerned.	1. Coordinate with the academic and non-service personnel in the services needed by both faculty/personnel and parents. 2. Providing sufficient information for students and parents about enrolment procedures, such as those posted in the bulletin boards, posters, etc.	Enrolment facilitated.
	2. Awareness of use and abuse of drugs and alcohol.	All college students	Guidance staff	Drug Awareness Week	Create a committee to plan out activities in observance of the	Most student drug free and alcohol free



Target Date	Objectives	Target Group	Personnel Involved	Activities	Intervention Scheme	Success Indicators
			Adviser, subject teacher		week such as: a. lecturette b. poster contest c. bulletin display	
Dec.	1. Determine student's chances for success in a particular educational endeavor or vocational pursuits.	All college students	Coordinator Guidance counselor Program head	1. Interpretation of psychological tests results.	1. Homeroom visit or home room observations. 2. Informal talk/interviews with students	Students have gauged themselves re-educational and vocational pursuits
	2. Discuss aspects of personality and individual differences	All college students	Guidance staff Resource Speakers	Sessions on Personality improvement Symposium	1. Prepare group guidance activities following developmental themes and problems identified by students 2. Conduct sessions on personality improvement.	Aspects of students personality improved.
Jan.	1. Develop occupational awareness, orientation, exploration, and specialization.	All college students	Guidance staff Class advisers	Session on personality development	1. Organize a committee to plan out activities for: a. Guided tours b. Bulletin display c. Inviting resources	Students occupational awareness enhanced
	2. Obtain usable data about conditions of work and their requirements for students information development.	All college students	Coordinator Guidance counselor Resource person teachers	Prepared for activities for the assessment of student choices in connection with the different psychological test given	2. Seek assistance of librarians for career materials and references	Data about requirement and condition of work of different professions, vocations made use of by the students.
Feb.	1. Call parents to a conference and inform them of their children's status in school.	Parent of: a. students with problems	Guidance Counselor Class advisers	Consultation and case conference	Schedule appointment w/ parents for individual case conference.	Parents informed of their children's status in school.
	2. Disseminate information to students particularly the graduating	Poor but dedicated serving students	Guidance staff	Case conference & screening of applicants	Disseminate to the students information on scholarship through such means as memoranda, poster, etc.	Students well informed of the scholarship available & apply if qualified.
March	1. Appraise and evaluate the activities of the guidance center		Coordinator	1. Accomplish office inventory of all equipment, materials.	1. Check out year-end requirements to be accomplished.	Activities of the Guidance center appraised and evaluated



Target: Date :	Objectives :	Target Group :	Personnel Involved :	Activities :	Intervention Scheme :	Success Indicators :
			subject teacher	2. Evaluation of the guidance ser- vices	2. Evaluation sheets are distributed to students faculty members.	
Year Round	1. Provide mental health oriented program for the students and youth in order to gain better understanding of the characteristics, needs interest and problems of students.	All year level	Guidance counselor Parents Resource Person	1. Leadership training for officers, commit- tee members of school clubs & homeroom.	1. Coordinate with the Dean of college for the proposed/tentative schedule for training for students leaders.	Students have more positive outlook in life.
	2. Encourage, motivate and support college students who belong to the upper 20 in order to assist them enhance and maintain their good academic standing.	College stu- dents who have shown good grades.	Coordinator Guidance Counselor Advisers	1. Interview with students who are in upper 20% of the class.	1. Posting honor roll of each periodic term in the guidance informa- tion Bulletin Board.	Students aca- demic standing maintained or improved

Note: Schedule of activities can be altered or flexed as the need arises.

On going guidance activities as follows:

1. Follow-up cases on a.) potential drop-out; b.) students with personal and vocational problems.
2. Homeroom visits and consultation with faculty members and parents.
3. Regular and special meeting (as the case may be) with guidance staff.



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## A P P E N D I C E S



**Appendix A**

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

July 16, 1992

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

Sir:

I have the honor to submit herewith my proposed topic for my dissertation entitled: "The Guidance Program of State Colleges and Universities in Region VIII: A Model", for your approval.

I hope this request will merit your favorable consideration.

Very truly yours,

(SGD.) EVANGELINE B. CABANGANAN  
Doctoral Students

Approved:

(SGD.) DOMINADOR Q. CABANGANAN  
Dean, Graduate Studies

**Appendix B**

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

**SCHOOL OF GRADUATE STUDIES****Application for Assignment of Adviser**

Name: Evangeline Babon Cabanganan

Candidate for Degree: Doctor of Philosophy

Area of Specialization: Educational Management

Title of Proposed Dissertation: The Guidance Program of  
State Colleges and Universities in Region VIII: A  
Model.

(SGD.) EVANGELINE B. CABANGANAN  
Applicant

Rizalina M. Urbiztondo  
Name of Designated Adviser

CONFORME:

SGD. RIZALINA M. URBIZTONDO, Ed. D  
Adviser

Approved:

SGD DOMINADOR Q. CABANGANAN  
Dean, Graduate Studies

**Appendix C**

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

January 8, 1993

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

Sir:

I have the honor to request permission and approval from your good office to field my questionnaire in connection with my dissertation proposal entitled: "The Guidance Program of State Colleges and Universities in Region VIII: A Model".

Approval of this request is earnestly sought.

Very truly yours,

(SGD.) EVANGELINE B. CABANGANAN  
Doctoral Students

Approved:

SGD. DOMINADOR Q. CABANGANAN  
Dean, Graduate Studies



**Appendix D-1****THE QUESTIONNAIRE**

(For School Administrator, Guidance Counselor,  
and Faculty Member)

Sir/ Madam:

You have been chosen as a respondent of the study on "The Guidance Program for State Colleges and Universities in Region VIII: A Model". Your cooperation in answering all questions will help improve the guidance program of the college. Please give your honest and sincere answer to the questions to make this study a reliable one. All answers will be held confidential.

Thank you very much.

Truly yours,

EVANGELINE B. CABANGANAN  
Researcher

## Part I

## Personal Data

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_

Designation: \_\_\_\_\_

Civil Status: \_\_\_\_\_

Educational Qualification: \_\_\_\_\_

## Part II

## Status of the Guidance Program

Direction: Please circle the appropriate column as to whether the status of the physical facilities of the guidance program such as location/ building, facilities, information materials, tools and equipment of the guidance program using the five (5) points rating scale wherein:

- 5 means very adequate
- 4 means moderately adequate
- 3 means slightly adequate
- 2 means inadequate
- 1 means very inadequate

=====						
Facilities	:	Rating				
-----						
1. Location/building						
a. Accessibility		5	4	3	2	1
b. Ventilation		5	4	3	2	1
c. Spacious		5	4	3	2	1
d. Physical atmosphere		5	4	3	2	1
e. Others, please specify						
a.		5	4	3	2	1
b.		5	4	3	2	1
c.		5	4	3	2	1
2. Information Materials						
a. Reference Book		5	4	3	2	1
b. Charts		5	4	3	2	1
c. Manuals		5	4	3	2	1
d. Bulletin		5	4	3	2	1
e. Journals		5	4	3	2	1
f. Models		5	4	3	2	1
j. Pamphlets		5	4	3	2	1
h. Monograph		5	4	3	2	1
i. Others, please specify						
a.		5	4	3	2	1
b.		5	4	3	2	1
c.		5	4	3	2	1



## 3. Facilities such as

a. Private Room for counseling	5	4	3	2	1
b. Water Facilities	5	4	3	2	1
c. Light & Ventilation	5	4	3	2	1
d. Testing Materials	5	4	3	2	1
e. Furnishing	5	4	3	2	1
f. Others, please specify					
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1

## 4. Tools and Equipments

a. Cabinets	5	4	3	2	1
b. Chairs	5	4	3	2	1
c. Counselors table	5	4	3	2	1
d. Bookshelves	5	4	3	2	1
e. Others, please specify					
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1

=====

## Part III

Extent of Implementation of the Guidance Program  
as Perceived by the School Administrators,  
Guidance Counselors and Faculty Members.

Direction: Please circle the column opposite each item which best describes the existing guidance service of your school 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	:	Rating
-------------------	---	--------

-----

## A. Individual Inventory Services

## 1. Individual Inventory of the following records

a. Cumulative Records	5	4	3	2	1
b. Anecdotal Records	5	4	3	2	1
c. Health Records	5	4	3	2	1
d. Autobiography Records	5	4	3	2	1
e. Students Diary	5	4	3	2	1
f. Home Visits Records	5	4	3	2	1
g. Counseling Interview Records	5	4	3	2	1

## 2. Use of the following records

a. Curriculum Activities	5	4	3	2	1
b. Sch. Achievement	5	4	3	2	1
c. Leisure time Activity	5	4	3	2	1
d. Attendance Records	5	4	3	2	1
e. Results of Psychological Tests	5	4	3	2	1

## 3. Use of the following psychological

a. Mental Ability test	5	4	3	2	1
b. Achievement Test	5	4	3	2	1
c. Personality Test	5	4	3	2	1
d. Aptitude Test	5	4	3	2	1
e. Interest Test	5	4	3	2	1
f. Sociometric Test	5	4	3	2	1
g. Diagnostic Test	5	4	3	2	1
h. Teacher-made Test	5	4	3	2	1

## B. Information Service

## 1. Provide information about the following :

a. school rule & regulations	5	4	3	2	1
b. school clubs organization	5	4	3	2	1
c. values of education	5	4	3	2	1
d. students government	5	4	3	2	1
e. test results and test taker	5	4	3	2	1
f. career day	5	4	3	2	1



## 2. Provides the following activities in schools as

a. conference with parents	5	4	3	2	1
b. guidance convocation program	5	4	3	2	1
c. fieldtrips	5	4	3	2	1
d. students forum	5	4	3	2	1

## 3. Provide students w/ information on scholarship grants

4. Provide the students the oppor- tunities to observe actual occupational situation in the community.	5	4	3	2	1
5. Provide students w/ relevant educational occupational and social information	5	4	3	2	1

## C. Counseling Service

1. Use & availability of the following  
tools for counseling:

a. Cumulative records	5	4	3	2	1
b. Interview records	5	4	3	2	1
c. Results of tests	5	4	3	2	1
d. Ind. self-inventory	5	4	3	2	1
e. Guidance folders & records	5	4	3	2	1
f. Case study records	5	4	3	2	1

2. Use of the following techniques &  
procedure in counseling:

a. studying of all data	5	4	3	2	1
b. planning purposely & flexible interviews	5	4	3	2	1
c. encouraging free self-expression on students	5	4	3	2	1

d. establishing rapport	5	4	3	2	1
e. Maintaining an objective attitude towards the counselee and his problem	5	4	3	2	1
f. maintaining high ethical standard regarding data given in confidence.	5	4	3	2	1
3. The guidance personnel are trained for counseling	5	4	3	2	1
4. The guidance counselor has a private office/cubicle with basic equipment needs for counseling	5	4	3	2	1
5. The counselor has easy access to cumulative records	5	4	3	2	1
6. Provision is made for individual and group counseling	5	4	3	2	1
7. Provision to administer and freely interpret psychological test.	5	4	3	2	1
8. Students with the problems freely avail for counseling service.	5	4	3	2	1
D. Placement Service					
1. Group stud. accordding to abilities through the use of test results	5	4	3	2	1
2. Encourage and place potential drop-out in project "stay Program"	5	4	3	2	1
3. Encourage and place in "Balik-Program"	5	4	3	2	1
4. Provision for student adjustment to meet their special needs:	5	4	3	2	1
a. intellectual	5	4	3	2	1
b. physical	5	4	3	2	1

c. emotional	5	4	3	2	1
5. Provision for placement on part time job.	5	4	3	2	1
6. Provision given to graduate drop-outs regarding job.	5	4	3	2	1
7. Provision for grade placement students	5	4	3	2	1
8. Assistance given for placement to students	5	4	3	2	1
E. Follow-up Service					
1. Follow-up made with students with:					
a. personal emotional problem	5	4	3	2	1
b. scholastic failure	5	4	3	2	1
c. underachievers	5	4	3	2	1
d. potential drop-outs	5	4	3	2	1
e. transferees	5	4	3	2	1
2. Follow-up of honor students' progress in school/out school	5	4	3	2	1
3. Follow-up counselee students to see whether they have improved or not	5	4	3	2	1
F. Research Service					
1. Action research project conducted by:					
a. Scholastic failures	5	4	3	2	1
b. Underachievers	5	4	3	2	1
c. Potential drop-outs	5	4	3	2	1
2. Dessimation of results project to					
a. Students	5	4	3	2	1



b. Teachers	5	4	3	2	1
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c. Parent	5	4	3	2	1
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3. Participation and involment in the program by:

a. Sch. Administrator	5	4	3	2	1
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b. Guidance Counselor	5	4	3	2	1
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c. Faculty Members	5	4	3	2	1
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d. Others (please specify)	5	4	3	2	1
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### Part V

#### Problems felt by the School Administrator, Guidance Counselor and Faculty Members in the Implementation of the Guidance Program

Direction: Please circle the appropriate column as to whether the problem felt by the school administrators the Guidance Counselor and Faculty members in the implementation of the guidance program using the five (5) point rating scale wherein

5 means very much felt

4 means much felt

3 means felt

2 means not much felt

1 means not felt at all

=====						
Problems	:	Rating				
-----						
1. Lack of knowledge & understanding of the objective of the guidance program.	5	4	3	2	1	
2. Lack of the cooperation between the parents and the community	5	4	3	2	1	
3. Lack of cooperation between sch. administrators, faculty members guidance counselors and students	5	4	3	2	1	
4. Lack of qualified guidance personnel to take charge of the guidance program	5	4	3	2	1	
5. Insufficient financing	5	4	3	2	1	
6. Bad attitude of school administrator towards guidance program	5	4	3	2	1	
7. Inadequate materials resources	5	4	3	2	1	
8. Considered as an additional load	5	4	3	2	1	
9. Inadequate guidance facilities	5	4	3	2	1	
10. Inadequate supply of needed tools and equipment	5	4	3	2	1	
11. Others, Please specify	5	4	3	2	1	
a.	5	4	3	2	1	
b.	5	4	3	2	1	
c.	5	4	3	2	1	
=====						

## Part V

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

Direction: Please circle the appropriate column as to whether suggested solution recommendation to solve problems encountered in the implementation of the guidance program using the five (5) point rating scale wherein

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

Problems	Rating				
1. Teachers must have professional preparation and training in guidance program	5	4	3	2	1
2. Adequate in service training must be conducted in and out the school	5	4	3	2	1
3. Foster cooperation and understanding among school personnel, students and parents.	5	4	3	2	1
4. Foster cooperation and understanding among the school and the community	5	4	3	2	1



5. Have adequate and regular distribution of resources and facilities from the college	5	4	3	2	1
6. Provide adequate knowledge and of the objectives of the school guidance program	5	4	3	2	1
7. Provide/develop adequate knowledge on the operation of the guidance program	5	4	3	2	1
8. Share adequate knowledge on the preparation to implement guidance program	5	4	3	2	1
9. Improve the attitude of the school personnel, parent, and students towards the guidance program	5	4	3	2	1
10. Include guidance in some pertinent matter.	5	4	3	2	1
11. Others, Please specify	5	4	3	2	1
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1
=====					

## Part VI

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

1. \_\_\_\_\_  
 \_\_\_\_\_



2.

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3.

---

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4.

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## Appendix D-2

QUESTIONNAIRE  
(For Students and Community Members)

Dear Students and Community members:

You have been chosen as a respondent of the study on "The Guidance Program for State Colleges and Universities in Region VIII: A Model". Your cooperation in answering all questions will help in improving the guidance program of the college. Please give your honest and sincere answer to the questiona to make this study a realiable one. All answer will be held confidential

Thank you very much

Truly yours

SGD. EVANGELINE B. CABANGANAN  
Researcher

\*\*\*\*\*

## Part I

## Personal Data

A. Student:

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

School: \_\_\_\_\_

Year Level: \_\_\_\_\_



B. Community Member:

Name (optional): \_\_\_\_\_

Educational Attainment: \_\_\_\_\_

Occupation: \_\_\_\_\_

## Part II

### Status of the Guidance Program

Direction: Please circle the appropriate column as to whether the status of the physical facilities of the guidance service program such as location, building, facilities, information material, tools and equipment of the guidance program using five (5) point rating scale wherein:

- 5 means very adequate
- 4 means moderately adequate
- 3 means slightly adequate
- 2 means inadequate
- 1 means very inadequate

Facilities		Rating				
-----						
1. Location/building						
a. Accessibility	5	4	3	2	1	
b. Ventilation	5	4	3	2	1	

c. Spacious	5	4	3	2	1
d. Physical atmosphere	5	4	3	2	1
e. Others, please specify					
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1

## 2. Information Materials

a. Reference Book	5	4	3	2	1
b. Charts	5	4	3	2	1
c. Manuals	5	4	3	2	1
d. Bulletin	5	4	3	2	1
e. Journals	5	4	3	2	1
f. Models	5	4	3	2	1
j. Pamphlets	5	4	3	2	1
h. Monograph	5	4	3	2	1
i. Others, please specify					
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1

## 3. Facilities such as

a. Private Room for counseling	5	4	3	2	1
b. Water Facilities	5	4	3	2	1
c. Light & Ventilation	5	4	3	2	1
d. Testing Materials	5	4	3	2	1

e. Furnishing	5	4	3	2	1
f. Others, please specify					
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1
4. Tools and Equipments					
a. Cabinet	5	4	3	2	1
b. Chairs	5	4	3	2	1
c. Counselors Table	5	4	3	2	1
d. Bookshelves	5	4	3	2	1
e. Others, please specify					
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1

=====

### Part III

Extent of Implementation of the Guidance Program  
as Perceived by the School Administrators,  
Guidance Counselor and Faculty Members.

Direction: Please circle the column opposite each item which  
best describes the existing guidance service of  
your school 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	:	Rating
-------------------	---	--------

-----

#### A. Individual Inventory Services

##### 1. Individual Inventory of the following records

a. Cumulative Records	5	4	3	2	1
b. Anecdotal Records	5	4	3	2	1
c. Health Records	5	4	3	2	1
d. Autobiography Records	5	4	3	2	1
e. Students Diary	5	4	3	2	1
f. Home Visits Records	5	4	3	2	1
g. Counseling Interview Records	5	4	3	2	1

##### 2. Use of the following records

a. Curriculum Activities	5	4	3	2	1
b. Sch. Achievement	5	4	3	2	1
c. Leisure Time Activity	5	4	3	2	1
d. Attendance Records	5	4	3	2	1
e. Results of Psychological tests	5	4	3	2	1

##### 3. Use of the following psychological

a. Mental Ability test	5	4	3	2	1
b. Achievement test	5	4	3	2	1

c. Personality Test	5	4	3	2	1
d. Aptitude Test	5	4	3	2	1
e. Interest Test	5	4	3	2	1
f. Sociometric Test	5	4	3	2	1
g. Diagnostic Test	5	4	3	2	1
h. Teacher-made Test	5	4	3	2	1

#### B. Information Service

##### 1. Provide information about the following :

a. school rule & regulaions	5	4	3	2	1
b. school clubs organization	5	4	3	2	1
c. values of education	5	4	3	2	1
d. students government	5	4	3	2	1
e. test results and test taker	5	4	3	2	1
f. career day	5	4	3	2	1

##### 2. Provides the following activities in schools as

a. conference with parents	5	4	3	2	1
b. guidance convocation program	5	4	3	2	1
c. fieldtrips	5	4	3	2	1
d. students forum	5	4	3	2	1

##### 3. Provide students w/ information on scholarship grants

4. Provide the students the oppor- tunities to observe actual occupational situation in the community.	5	4	3	2	1
---	---	---	---	---	---

5. Provide students w/ relevant educational occupational and social information	5	4	3	2	1
---	---	---	---	---	---

## C. Counseling Service

## 1. Use &amp; availability of the following tools for counseling:

a. Cumulative Records	5	4	3	2	1
b. Interview Records	5	4	3	2	1
c. Results of Tests	5	4	3	2	1
d. Ind. Self-inventory	5	4	3	2	1
e. Guidance Folders & Records	5	4	3	2	1
f. Case Study Records	5	4	3	2	1

## 2. Use of the following techniques &amp; procedure in counseling:

a. Studying of all data	5	4	3	2	1
b. Planning purposely & flexible interviews	5	4	3	2	1
c. Encouraging free self-expression on students	5	4	3	2	1
d. Establishing rapport	5	4	3	2	1
e. Maintaining an objective attitude towards the counselee and his problem	5	4	3	2	1
f. Maintaining high ethical standard regarding data given in confidence.	5	4	3	2	1
3. The guidance personnel are trained for counseling	5	4	3	2	1
4. The guidance counselor has a private office/cubicle with basic equipment needs for counseling	5	4	3	2	1
5. The counselor has easy access to cumulative records	5	4	3	2	1



6. Provision is made for individual and group counseling	5	4	3	2	1
7. Provision to administer and freely interpret psychological test.	5	4	3	2	1
8. Students with the problems freely avail for counseling service.	5	4	3	2	1

#### D. Placement Service

1. Group stud. accordding to abilities through the use of test results	5	4	3	2	1
2. Encourage and place potential drop-out in project "stay Program"	5	4	3	2	1
3. Encourage and place in "Balik-Program"	5	4	3	2	1
4. Provision for student adjustment to meet their special needs:	5	4	3	2	1
a. intellectual	5	4	3	2	1
b. physical	5	4	3	2	1
c. emotional	5	4	3	2	1
5. Provision for placement on part time job.	5	4	3	2	1
6. Provision given to graduate drop-outs regarding job.	5	4	3	2	1
7. Provision for grade placement students	5	4	3	2	1
8. Assistance given for placement to students	5	4	3	2	1

#### E. Follow-up Service

1. Follow-up made with students with:					
a. personal emotional problem	5	4	3	2	1

b. scholastic failure	5	4	3	2	1
c. underachievers	5	4	3	2	1
d. potential drop-outs	5	4	3	2	1
e. transferees	5	4	3	2	1
2. Follow-up of honor students' progress in school/out school	5	4	3	2	1
3. Follow-up counselee students to see whether they have improved or not	5	4	3	2	1

#### F. Research Service

##### 1. Action research project conducted by:

a. Scholastic failures	5	4	3	2	1
b. Underachievers	5	4	3	2	1
c. Potential drop-outs	5	4	3	2	1

##### 2. Dessimination of results project to

a. Students	5	4	3	2	1
b. Teachers	5	4	3	2	1
c. Parent	5	4	3	2	1

##### 3. Participation and involment in the program by:

a. Sch. Administrator	5	4	3	2	1
b. Guidance Counselor	5	4	3	2	1
c. Faculty Members	5	4	3	2	1
d. Others (please specify)	5	4	3	2	1

=====

## Part V

Problems felt by the school administrator, Guidance  
Counselor and Faculty members in the Implemen-  
tation of the Guidance Program

Direction: Please circle the appropriate column as to whether the problem felt by the school administrators by the Guidance Counselor and Faculty members in the implementation of the guidance program using the five (5) point rating scale wherein

5 means very much felt

4 means much felt

3 means felt

2 means not much felt

1 means not felt at all

Problems	Rating				
1. Lack of knowledge & understanding of the objective of the guidance program.	5	4	3	2	1
2. Lack of the cooperation between the parents and the community	5	4	3	2	1
3. Lack of cooperation between sch. administrators, faculty members guidance counselors and students	5	4	3	2	1



4. Lack of qualified guidance personnel to take charge of the guidance program	5	4	3	2	1
5. Insufficient financing	5	4	3	2	1
6. Bad attitude of school administrator towards guidance program	5	4	3	2	1
7. Inadequate materials resources	5	4	3	2	1
8. Considered as an additional load	5	4	3	2	1
9. Inadequate guidance facilities	5	4	3	2	1
10. Inadequate supply of needed tools and equipment	5	4	3	2	1
11. Others, Please specify	5	4	3	2	1
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1
=====					

### Part V

#### Suggested Solutions/Recommendations to solve Problems encountered in the implementation of the Guidance Program

Direction: Please circle the appropriate column as to whether suggested solution recommendation to solve problems encountered in the implementation of the guidance program using the five (5) point rating scale wherein

5 means strongly agree

4 means agree

- 3 means undecided  
 2 means disagree  
 1 means strongly disagree

Problems		:	Rating				
1.	Teachers must have professional preparation and training in guidance program	5	4	3	2	1	
2.	Adequate in service training must be conducted in and out the school	5	4	3	2	1	
3.	Foster cooperation and understanding among school personnel, students and parents.	5	4	3	2	1	
4.	Foster cooperation and understanding among the school and the community	5	4	3	2	1	
5.	Have adequate and regular distribution of resources and facilities from the college	5	4	3	2	1	
6.	Provide adequate knowledge and of the objectives of the school guidance program	5	4	3	2	1	
7.	Provide/develop adequate knowledge on the operation of the guidance program	5	4	3	2	1	
8.	Share adequate knowledge on the preparation to implement guidance program	5	4	3	2	1	
9.	Improve the attitude of the school personnel, parent, and students towards the guidance program	5	4	3	2	1	

10. Include guidance in some pertinent matter.	5	4	3	2	1
11.Others, Please specify	5	4	3	2	1
a.	5	4	3	2	1
b.	5	4	3	2	1
c.	5	4	3	2	1
=====					

### Part VI

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

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix E

## Computation of Pearson-r

$$\begin{array}{lll} EX = 16.24 & EXY = 51.373 & Y^2 = 50.2694 \\ EX^2 = 52.91 & Ey = 15.84 & \end{array}$$

$$r = \frac{NEXY - EX EY}{\sqrt{[NEX^2 - (EX)^2] [NEY^2 - (EY)^2]}}$$

$$r = \frac{5 (51.373) - (16.24) (15.84)}{\sqrt{[5 (52.911) - (16.24)^2] [5 (50.2694) - (15.84)^2]}}$$

$$r = \frac{256.865 - 257.2416}{\sqrt{(0.8174) (0.4414)}}$$

$$r = \frac{-0.3766}{0.600666596}$$

$$r = -0.6270$$

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Workshop Seminar on Implementation Plans and Guidance for Technical and Vocational Education Project, Tropical Palace Reosrt, Parañaque Metro Manila, Feb. 4-5, 1982.

Division Seminar on Guidance, July 9 - 10, 1984

Seminar on Pacers Response to the Nation's Jeas, Nov. 16-19, 1987

Seminar Workshop in Values Education SSPC, July 14-15, 1988

PAGE VIII Annual Regional Convention, Tacloban City, Feb 18, 1989.

Drug Education Program for NFE Implementors and for Secondary School Guidance Counselor, Candahug Pawing Leyte, May 23-24, 1990

Workshop on Counseling for Peace, Metro Manila, Feb. 12-24, 1990

Managerial Capability Building Program Workshop for State Colleges and Universities, SSPC, September 2-7, 1991.

National Convention on Reforming the PGPA Vission: Professional and Quality in the 21st Century, U.P. Quezon City, May 15-17, 1991.

Seminar Workshop on Research Proposal Preparation, SSPC, July 2, 1992.

PGPA Regional Seminar Workshop on Aptitude Test Designing, Leyte Institute of Technology, March 4-5, 1993.

Seminar Workshop on Teacher Wellness Through Attitudes and Values Exploration and Test Construction for Classroom Use, SSPC, Conference Hall, June 3-5, 1993.

1994, Educators Congress, Baguio City, May 2-6, 1994.



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