

**THE ELEMENTARY GRADE TEACHERS
AS GUIDANCE WORKERS:
AN APPRAISAL**

A Thesis

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The Graduate Faculty
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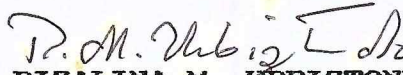
**In Partial Fulfillment of the
Requirements for the Degree in
Master of Arts in Guidance and Counseling**

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October, 1998


APPROVAL SHEET


In partial fulfillment of the requirements for the degree **MASTER OF ARTS IN GUIDANCE AND COUNSELING** this thesis entitled, **THE ELEMENTARY GRADE TEACHERS AS GUIDANCE WORKERS: AN APPRAISAL**, was prepared and submitted by **CATALINA B. BOLLEDO** who having passed the comprehensive examination is hereby recommended for oral examination.



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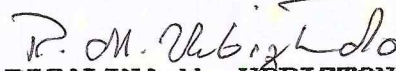

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C. B. B.

DEDICATION

This humble work is heartily and lovingly dedicated to:

GOD, the Great I Am;

the Late EUGENIO L. BAYLON

and

DOROTEA B. BAYLON,

my parents;

Husband, EUGENE

and

Children,

MELIT, JEANDITH AND NOVIE -

my inspiration

and love.

ABSTRACT

This study attempted to appraise the work competencies of the elementary teachers of the district of Catbalogan I and their attitude toward their role and functions as guidance workers. The normative-descriptive survey method was used in this study as a working approach to determine the performance and attitudes of the teachers toward their role as guidance workers. The questionnaire and attitudinal scale were the instruments used in gathering data for this particular study. This study was conducted during the school year 1998-1999. The chi-square test was used as statistical measure to find out whether age, sex, educational qualification and teaching experience significantly influence work competencies and attitudes of teachers toward their role as guidance workers. Findings of this study are the following: (1) the teachers in Catbalogan I district based on their own perceptions were rated "highly competent", (2) general perception of the teachers on their attitudes toward their role as guidance workers was rated to be "strongly agree", (3) age, sex, civil status, educational qualification and teaching experience did not significantly influence the competence of the teachers, and (4) age and teaching experience did not significantly influence the attitudes of the teachers toward their role as guidance workers. Based on the findings, the following conclusions were drawn: (a) majority of teachers were females with an average age of 42.99 were married and assumed to be experience in parenting and child-rearing, (b) most of the teachers had earned masteral units and had been in the teaching profession for at least 10 years, (c) the competence of the teachers in Catbalogan I with regards to their work as guidance workers was not influenced by any factors

such as: age, sex, civil status, educational qualifications and teaching experience, and (d) attitudes of the teachers toward their role as guidance workers were greatly influenced by the factors such as sex, civil status and educational qualifications, and (e) the great influence of the abovementioned factors were centered on the teachers' maternal attitude, expertise in parenting and child-rearing and specialization. Based on the findings and conclusions, the following recommendations were drawn: (1) a creation of in-service training regarding the guidance work to update the teachers regarding thereto and to encourage them to create varied guidance activities, (2) a regular assessment by the administrators on the extent of the implementation of the program is strongly recommended, (3) a professionally trained guidance counselor be hired in every elementary schools to supervise the implementation of the guidance program in the school, and (4) a parallel study is also recommended looking into the perception of the teachers as to their role as guidance worker in other districts division-wide.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The interrelation between guidance and instruction in the educational process emphasizes the key role of the teacher in guidance. The teacher is uniquely responsible for the climate of learning in which the class as a group and each pupil as an individual in the group, finds opportunity for learning and for personal development. (Jones, et. al.; 1970:110). The school must be concerned of as the setting for learning experiences, and everything which helps to make the setting educational is a concern of the teacher.

In the classroom the teacher leads and guides children so that they may learn and acquire skills for self-direction and develop attitudes toward the democratic way of life. The stimulation, encouragement and direction of the learning activities are the basic aspects of his role as elementary school teacher. The teachers affect the lives and personalities of children, and their influence goes far beyond the academic area and what can be measured by achievement tests.

According to Bernard and Fullmer (1977:148) every teacher is a guidance worker. The teacher does not function

primarily in his guidance role as a worker with group of pupils and their parents, but he is also concerned about individual group, and he cooperates with other persons vital to the guidance function.

In his guidance role, the classroom teacher should be conversant with the various types of problems related to individual needs. To provide an educational setting in which learning will take place, the teacher studies both the individual in a group and the group itself, so that she can recognize how one group differs from another. By cherishing individual differences and by developing group processes, the teacher offers each pupils in his class an opportunity to learn. The teacher also confers with parents in order to understand better the pupils.

Madali (1967:89) propounded that in the present set up the homeroom or classhome teacher has much opportunity to participate actively in the guidance services. In a well-organized guidance services, the classroom teacher remains a lay member of the guidance personnel in so far as her pupils are concerned, and she/he is in a better position to know their problems, attitudes and needs, and to render appropriate assistance to them.

The primary concern of education is human resource development. Schools should turn out well-developed

human resources who are self-reliant, self-disciplined, socially interacting, morally upright and functional literate citizens equipped with leadership skills and participating capabilities in civic and political affairs.

The success or failure of any guidance program in the elementary level is dependent to a considerable degree upon the way guidance teacher performs their guidance functions. At this point, it is important to consider the fact that in turn a teacher's performance as a guidance worker may be influenced by several factors, one of which is her competencies in the guidance services that he is expected to discharge as a vital member of the staff.

There is a growing awareness of the potentialities of the classhomes which serves as the venue for guiding children in all areas of developments, aside from developing desirable pupil-teacher relationships. It provides a laboratory for social living, where young people learn how to interact with each other, with their elders, where young people, through group work, learn to discover themselves, their weaknesses as well as their strengths, where they are given opportunities to express themselves, encouraged by the informal and personal atmosphere that prevails.

Child study is a basic guidance function and is accomplished through the use of both formal methods involving tests and cumulative records and informal methods based upon observations of the pupil in his classroom and in other settings. The teacher learns much about the child as he studies the pupil's production, his oral and written work and his reading record. Observation of behaviour systematized through the use of anecdotal record provide a rich source of data for child study. The teacher in the elementary school is in a strategic position to conduct child study, for he sees the child in many different situations and has frequent opportunities for contacts with parents.

This study is particularly directed to the teacher as guidance workers to assess their effectiveness in their guidance functions, that may lead to an effective guidance program that should result in better self-understanding, self-help and self-direction of the pupils.

Statement of the Problem

This study attempted to appraise the work competencies of the elementary teachers of the district of Catbalogan I and their attitudes toward their role and functions as guidance worker.

Specifically, this study sought answers to the following questions:

1. What is the profile of the teacher respondents as to:

- 1.1 age and sex?
- 1.2 civil status?
- 1.3 educational qualification?
- 1.4 teaching experience?

2. How do the teacher respondents perceive their competence in the performance of their task as guidance worker?

3. What are the attitudes of the teachers toward their role as guidance workers?

4. How do the following factors significantly influence their guidance work competencies?

- 4.1 age and sex
- 4.2 civil status
- 4.3 educational qualification
- 4.4 teaching experience

5. How do the following factors significantly influence the attitudes of the teachers toward their role as guidance workers?

- 5.1 age and sex
- 5.2 civil status
- 5.3 educational qualification
- 5.4 teaching experience

6. What problems are met by the teachers in the performance of their task as guidance workers or as homeroom advisers?

7. What solutions may be suggested by the teachers to solve these problems?

8. What is the implication of this study towards the effective implementation of the guidance program?

Hypotheses

The following hypotheses were formulated based on the foregoing questions of this study.

1. There is no significant influence of the following factors, namely: age, sex, civil status, educational qualification and teaching experience on teacher's competencies toward their role as guidance workers.

2. Age, sex, civil status, educational qualification and teaching experience do not significantly influence the teacher's attitude toward their role as guidance workers.

Theoretical Framework of the Study

A highly significant duty of a teacher is to know his/her pupils as unique individuals. Such duty involves a recognition of the essential dignity and worth of each child. It is for this compelling reason that the education of our youth is the most important aspect of our society.

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

Guidance which is an essential part of education is premised on the recognition and understanding of the child. It embraces those activities which individualized school services for all pupils. This function can only be realized through a system of education which underscores the significant roles of the guidance program in the attainment of educational goals. This idea has its way of realization as pointed out by Dolina (1978) in a lecture, viz:

. . . The total guidance program gets its direction from the two important documents, namely: the Presidential Decree 6-A, known as the Educational Decree of 1972, which amplified the recommendations of the Presidential Commission to Survey Philippine Education in 1971. This commission recommends among other things the

"strengthening of the guidance services", and to allow it to fully contribute to program formulation and more effective resource utilizing management of the schools; and

. . . The Department Memorandum No. 6, s. 1975 of the Regional VIII Office of the Department of Education, Culture and Sports which gave emphasis on the homeroom guidance.

It is proper guidance that makes an individual grow into a useful and successful adult. As Trinidad (1982:544) puts it, "guidance is the food, the right food for every living pupil or student". Hence, guidance is coming to be regarded as that inseparable aspect of the educational process that is perculiarly concerned with helping individual discover their needs, assess thier potentialities, develop their life purposes, formulate plans of action in the services of these purposes and proceed to their realization.

Conceptual Framework of the Study

Guidance which is an essential part of education is premised on the recognition and understanding of the individual. Guidance is based upon the fact that human beings need help. Everyone needs assistance at some time in his life; some need it only at rare intervals in time of great crisis; while others need it constantly and throughout their lives.

In every walk of life, in the ever-changing situations that confront each individual, the need for guidance is imperative as Ordoñez (1985:7) declared. This help may be given by all parts of the social order -- the home, the church, the school, the state, etc.

The paradigm of the conceptual framework of this study is illustrated in page 10. It shows the totality of how the study was conducted. At the base of the paradigm is the research environment which is the District of Catbalogan I and the research population who are the elementary teachers.

The important variables in this study are the age/sex, civil status, educational qualification and teaching experiences. These variables were equated as to how it would influence and affect the attitudes and the competence of the teachers on his/her functions as a guidance worker.

Hopefully, it was envisioned that the result of this study would awaken the teachers on their very important functions as guidance workers and come-up with activities in the classroom and as homeroom advisers which may eventually help the child/pupil to be a well-adjusted individual.

Importance of the Study

The importance of this study may be appraised from six vantage points: pupils, teachers, guidance staff,

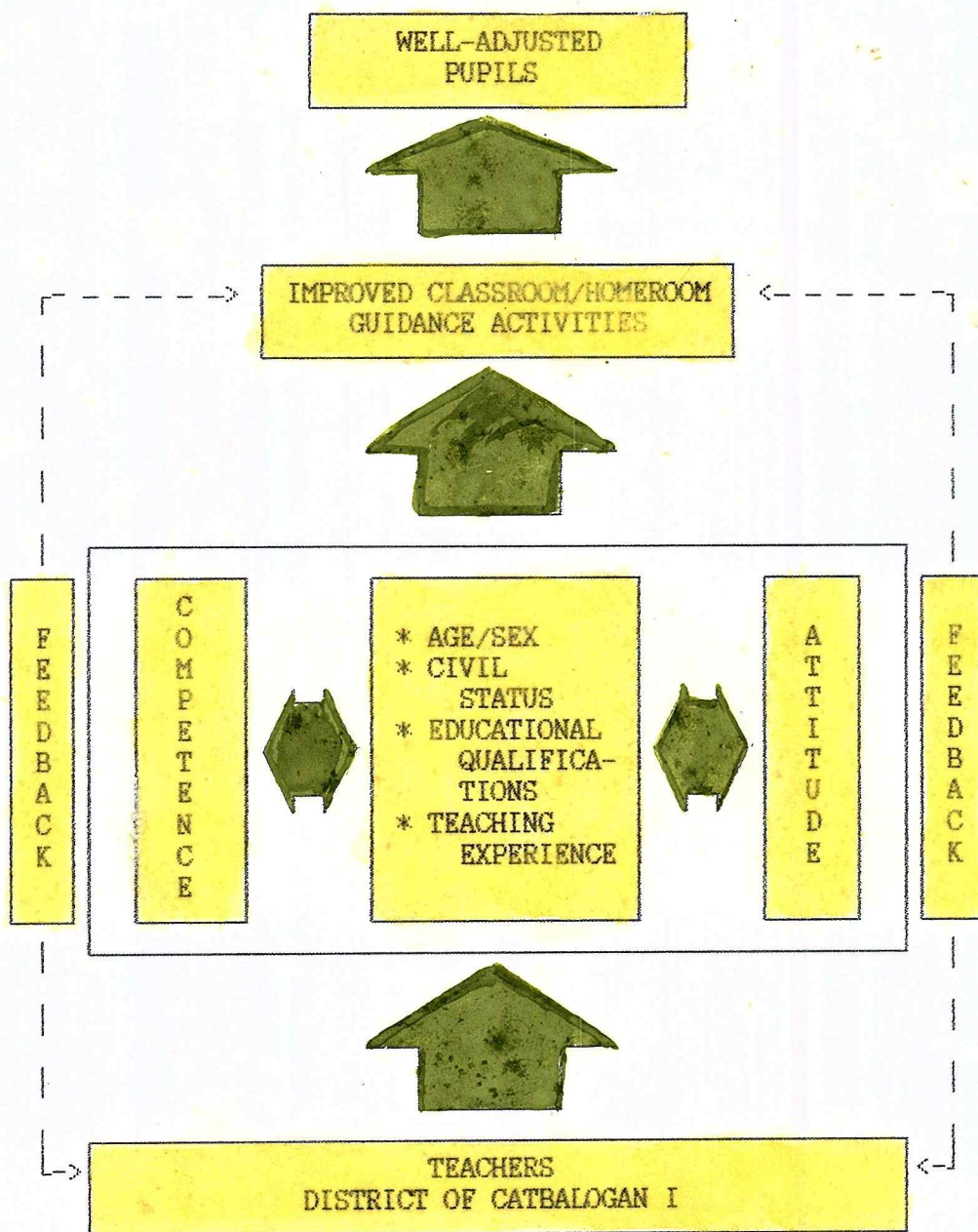


Figure 1. Schema of the study showing the research environment, population and the variables in the study plus its ultimate goal.

administrators, parents and researcher.

This study would greatly benefit the pupils who are the foci of this research. A well-established homeroom or classhome guidance program would hasten the total development of the child. A wholesome and well-balanced personality is required for a stable and progressive development of intellectual capacity of the child, hence the role of the teacher as guidance workers should not be taken for granted.

Since the way a teacher performs his guidance activities depend on how much he knows and undertands his role and/or functions in the guidance program then a study of her competencies and attitudes towards guidance work would be very helpful in giving directions to the administration of an effective guidance program.

The findings of this study would also provide the guidance staff a means of helping teachers to be competent in their role towards guidance and counseling. An effective guidance program needs to have personnel who are interested and have special preparation and adequate training in the work. Guidance workers in the elementary schools need to develop certain competencies if they are to perform their guidance functions according to the expectance set by the

Department of Education, Culture and Sports.

The study would give insights to school administrators on how to give their full support to the homeroom guidance program. Administrators can promote in-service trainings to teachers to upgrade their competencies in implementing the homeroom guidance program.

To the parents who find less and less time to be with their children, the effective implementation of the homeroom/class home guidance would reinforce their parental duties and responsibilities in the up-bringing of the child.

Finally, this study would provide inputs for further research for those who may be interested to study the competencies and attitudes of teachers as guidance workers and the effective implementation of the homeroom guidance program.

Scope and Delimitation of the Study

The focus of this study was to appraise the competencies and attitudes of teachers as guidance workers in the District of Catbalogan I, Division of Samar.

The study involved 113 classroom teachers in Catbalogan I.

This study was conducted during the school year 1998-1999.



FIGURE 2. The map of the District of Catbalogan I
Showing the research environment

Definition of Terms

The following terms are defined in order to help the reader understand the contents of the succeeding presentations:

Appraisal. This term simply means estimating or judging the nature or value of something or someone (Flexner, 1993:103). In this study, it refers to the technique in measuring the performance of the teachers relative to their role and job as guidance workers with the use of an open-ended and close-ended questionnaires.

Attitudes. This term means as a tendency to react and feel towards the situation or value (Good, 1979:49). In this study, this refers to the way teachers react to their role as guidance workers.

Class homes. This is a new term used by the elementary schools for the so-called homeroom or advisory class.

Classroom teachers. In this study, they are the elementary grade teachers who assume an increasingly important role in guidance and development of boys and girls in the school. They are the ones who plan and guide the development of the learning experiences of the pupils in classroom situations and are responsible for the activities and conduct of pupils in the classroom.

Complete elementary schools. This term refers to the elementary schools in the four educational districts of Catbalogan, Division of Samar which offer elementary curricula from Grade I to VI.

Competencies. This refers to the concepts, skills and attitudes which are highly specialized and relate directly to the ability to do a task (Good, 1979:129).

Counseling service. It is a component of the guidance program characterized by interpersonal relationships usually between two individuals, a counselor and a counselee in which the principal objectives are the development of the counselee, the improvement of the welfare and amelioration of problems (Humphrey, 1967:176).

Follow-through. This refers to the series of systematic checks which are made to determine whether guidance services in particular and the educational program in general are meeting the needs of the individual pupils (Roeber, 1955:176).

Guidance. It refers to the process of helping individuals to understand themselves and their world, and gain knowledge of the implications of this understanding for educational progress, career development, and personality fulfillment (Shertzer & Stone, 1981:39).

Guidance workers. In this study, guidance workers is a group of individuals who participate actively in the implementation of guidance services. They include classroom teachers and homeroom or class homes advisers.

Guidance counselors. A guidance counselor is a professionally trained individual in the concepts of the counseling process (Jones, 1970:325).

Guidance program. The term guidance program refers to a set of services which helps a pupil or student analyze and assess his physical, mental, social and emotional assets and liabilities so that he may make wise choices and proper adjustments and live to the best advantage both with himself and with the rest of society in which he lives (Mardali, 1978:146).

Guidance staff. In this particular study, the term refers to the personnel assigned to implement the guidance program as the guidance counselor, counselors' aide and homeroom advisers.

Homeroom activities. As used in this study, these refer to the activities which are categorized into three, namely: (1) personality development; (2) leadership and citizenship training; and (3) career development.

Homeroom guidance. The homeroom is a regular school period where pupils of the same class or grade report at the opening of the school year and meet informally under the guidance of a teacher-adviser, to conduct class business, plan and organize group activities, and discuss individual

In-service trainings. In this study, this refers to the seminars, workshops, and other educational orientations related to guidance activities for up-grading of teachers' competencies as guidance workers.

Incidental-counseling. This refers to accidental or by-chance interaction process which facilitates meaningful understanding of self, environments and results in the establishment and clarification of goals and values for future behavior (Ester, 1955:133).

Individual inventory service. This refers to a process of collecting, recording and utilizing of information or group problems (Pascual, 1978:9).

concerning pupils which are essential to pupil planning of teachers. Counselors and administrators in their effort to provide an environment conducive to optimum pupil growth (Roeber, 1955:133).

Information service. This means a service designed to provide students with greater knowledge of educational, vocational and personal-social opportunities so they can make better choices and decisions in an increasingly complex society (Stertzer and Stone, 1966:32).

Placement service. A placement service is a group of activities in a "follow-through" to pupil's realistic planning. Placement activities should exist at all grade levels and serve the unique needs of all pupils or assist the student in situating himself in the proper "niches" or scholastic track. It helps all pupils, the normal, the intellectually gifted, the emotionally disturbed, the mentally retarded, the artistically talented to find their appropriate places in the school and in vocational setting (Jones, 1970:148).

Teaching experiences. In this study, it refers to the teachers number of years as a guidance worker.

Training. This refers to instruction derived by a teacher from either a formal course in guidance or in-service training which improve his performance, capability and competence as guidance worker.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In order to have a better foundation of the research problems, some books, magazines, articles and studies which undersocres the important role that the teachers play in guidance were analyzed and interpreted to give more valuable insights, meaning and substance to the present study.

Review of Related Literature

Various literature read and reviewed by the research have some way or another enriched this research.

The youth according to the greatest national hero, Dr. Jose P. Rizal is the "hope of the fatherland". This implies that the strength of the nation depends upon the quality of its children. But this quality is achieved only when the children's education is geared to a clear understanding of their needs, capacities, values, aspirations and mode of living interpreted in the light of their cultural and environmental set-ups. This is one way of saying that the teacher's preparation should constitute an understanding of the changes that occur in the child both physically and emotionally.

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

Madali (1967:2) in his introductory statements in his book, "Guidance in the Elementary School", said:

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

This statement is a good reminder for teachers and other school personnel who in one way or another are considered as guidance workers so they may realize that the future of society lies on the kind of individuals reared by our social institutions.

One of the basic principles of the guidance program as stated by Ryan and Zeran (1981:18), is the involvement of the school staff in the guidance program of the school. This means that the entire staff consciously and unconsciously play a role in the development of the program. The success of the school guidance program will be determine by the cooperation of the entire school staff.

The teacher plays a vital role both in the teaching-learning process and in the implementation of the guidance program. Gordon (1976:6) declared that no other member of the school staff plays a vital role in the guidance program than the classroom teacher. The guidance counselor or specialist is very essential for counseling but the teacher is the basis and the foundation of any good and well-implemented guidance program. By training and position, the teacher is qualified to study and understand her pupils not only as a member of a class but as an individual who have needs and need to be understood. Education is not merely delivering what is to be taught but also helping and assisting the child to understand himself so she/he can adopt measures to reach his goal.

Traxler and North (1966:324) claimed that homeroom organization makes an effective contribution to the desirable relationship between pupils and teachers. They further emphasized the value of the homeroom program in personality and maintained that the homeroom program can be an effective procedure if it is used mainly for guidance rather than purposes of administration. Homeroom is considered the principal venue of group guidance whereby guidance for every individual can be assured. Homeroom

guidance provides opportunities to observe pupils at regular intervals, thus facilitating the use of preventive problem-solving approach. They enable pupil to study and learn from others, and encourages pupils to become acquainted with their counselor.

DECS Bulletin No. 2, S. 1978 emphasized that indeed the homeroom deserves merit as the venue for guiding the youth in all areas of development. The teacher, therefore, has an important role in the homeroom guidance which is vital to the development of the total personality of the child. Teachers' immediate contact with the child allows the free flow of communication. They are familiar with home conditions, psycho-social problems of the child, academic and conduct failures. Because they can have the opportunity to observe pupils more frequently in the homeroom under varied conditions, they can spot minor mal-adjustments before they become chronic and serious. In this category, the teacher is also a guidance worker.

Aquino and Alviar (1980:532) commented that group guidance in homerooms can have high developmental and preventive value because it can help young people learn to think intelligently about their problems of living everyday, to deal with them constructively, and to take problems in stride and not be bowled over by them.

Mura and Dinkneyer (1977:7) disclosed that the importance of the classroom teacher as supplier of unique ingredients for the guidance program is because she spends more time daily with the pupils than what any other professional does. Thus, guidance becomes an essential part of the learning process, occurring in the classroom setting and not only in the counselor's professional office. They further asserted that guidance counselors must recognize that an effective guidance and counseling program considers teachers involvement as crucial to its effectiveness.

In the elementary grades, the classroom teacher is in closest touch with the pupils on a daily basis and can play a particularly important role in the guidance program. The teacher can observe the interplay of the individual pupil's personality. In as much as the aim of education is for the total development of the child, then the teacher has to function not only as an instructor but also as a guidance worker or adviser.

Lee and Pallone (1966:132) expressed that there are two reasons why every teacher is a guidance worker. Teaching is "causing" the student to learn and it utilizes guidance in affecting this causality. It is not surprising therefore, that one's philosophy of education or more precisely one's

philosophy of teaching has considerable impact on the amount and degree of interpretation of the guidance function in the teaching encounter.

The second reason why every teacher is a guidance worker is more concretely rooted. Every teacher whether he wishes to or not, does guidance of some sort in both his classroom and his classroom activities. The teacher deals with students, with human beings. This existential situation thrusts the guidance function on him. Many teachers however, are not aware of this guidance role.

It must be understood that teachers are vested with the vital role and a very significant duty and responsibilities towards the total development of their wards - the pupils. To most pupils, the teacher is a living model with whom they can identify to some degree. According to Norberg (1970:149) a teacher is a child developer, not a child keeper. His role in the classroom is to facilitate growth and development. The alert teacher provides as many exploratory experiences as possible. A guidance-aware teacher in the classroom fulfills his function as a guidance worker in a variety of ways.

Wilson and Chapman (1955:93-95) asserted that much has been written about the past decade listing the role of the teacher in the guidance program. List of activities and

checklist of responsibilities have been distributed to guidance workers and teachers. There seems to be growing acceptance among all school personnel of the role of the classroom teacher. The contention that has existed through the past decade -- that guidance is the same as good teaching -- is no longer an issue. It is recognized that good teaching can only result from an effective program of guidance services and that a program of guidance services will only come about as the teaching staff provides a healthy emotional climate that may contribute to an effective guidance services and understands the significance of information that is disseminated by the specialists.

There are various reasons why teachers developed a negative attitude toward guidance work. Negative attitude may result from the ignorance of the guidance concepts, plans, functions and unsatisfactory experience generalized to include all similar experiences in the guidance program. Or the teacher is too loaded with teaching assignment that to give an extra time is unfavorable to her. Gammons (1969:177) propounded that teachers are sometimes indifferent to guidance activities because they are too engrossed with the academic achievement of their pupils.

Though the teachers sometimes lack interest, enthusiasm, time and preparation, they could be motivated to

be active participants in guidance activities if they are aware of their specific functions and the relationships of their duties to the total effectiveness of the guidance program.

Related Studies

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

In her study on the status of the implementation of the guidance program of Zapotera, Cebu City, Cabigon (1980) found some positive results particularly in the full cooperation of teachers in the guidance program of the school as homeroom advisers and in their "motherly role" to their pupils.

Her study also revealed some negative results regarding the implementation of the guidance program. These are as follows: 1) lack of facilities in the guidance office, 2) limited funding, 3) insufficient technical or in-service training of teachers in guidance activities, specifically as homeroom guidance worker, 4) lack of teacher's interest in guidance, and 5) lack of teacher's time in administering guidance services.

In the study of Radam (1980) on the "Guidance Services in the Elementary Schools of Burawen, South District,

Division of Leyte", it was revealed that the teachers had unfavorable and cool attitudes toward the guidance program. Their indifference as seen by the guidance counselor was due to each of orientation on their role in the guidance program. It was further revealed that very few teachers attended seminar-workshop in guidance. Most teachers prevailed in their opinion that only guidance counselors should be involved with guidance activities.

The present study is related to the study of Cabigon and Radam in the sense that the research conducted by the two researchers focused on the teacher's participation and involvement in the guidance program of the school. However, the present study puts more emphasis on the role of elementary teachers as guidance workers, whereas the studies reviewed emphasized on the evaluation of guidance services.

Gutierrez (1981) in her study revealed that the teachers in Tacloban City were aware of their functions as guidance workers as their attitude towards guidance work was positive or favorable. The study further revealed that age, educational qualification and teaching experience had no significant influence on the guidance competencies of teachers in the performance of their job as guidance workers.

In the light of the findings and conclusions of her study, Gutierrez gave the following recommendations: 1) the

teachers should be deeply aware of their guidance duties, responsibilities and functions in order to have better working relationships with the staff, since it is only when he knows, understand, appreciates and value his role in guidance that he becomes an effective guidance worker; 2) there is a need to conduct in-service trainings on guidance services and functions to all elementary school teachers for them to appreciate their role as guidance workers; and 3) there should be a periodic evaluation of the guidance program, including the competencies of the teachers as guidance workers for a more effective guidance program.

The study of Gutierrez is very related to the present study as both are concerned with the teachers' competence as a guidance worker, her/his attitude towards his responsibilities and role, in research environment, population and time frame.

Rojano (1983) in her study of the guidance program of Tabacco Elementary School in the Division of Camarines Sur, concluded that there was no time allotted to the class program or homeroom program, hence teachers found difficulty in performing their guidance function. It was rather difficult to conduct guidance activities while teaching. The guidance program had no community relations. She further discovered that the counselors had been unable to

provide guidance services to all pupils in the school and so she recommended that in-service trainings should be conducted to cover the aspects of the guidance program. The teachers were interested to participate in guidance activities and in their role as guidance workers but they lack sufficient knowledge of guidance responsibilities to insure a desirable level of participation.

Buenaventura (1987) studied the guidance program of eight elementary schools in Tacloban City. Through her questionnaire, the researcher asked the counselors to identify the problems which they encountered in the course of their work in relation to guidance. Of the eight schools studied, six signified meeting the following problems: (a) lack of cooperation and absence of solid support of the teachers making the guidance program unfunctional; (b) teachers expect much from the guidance counselors because they have little knowledge about guidance work; and (c) poor or lukewarm attitude of some teachers toward the guidance program.

When requested to prepare solutions to the problems state, the counselors recommended that school administrators should encourage teachers to take up guidance courses or conduct in-service trainings to teachers on the concepts, principles and functions of the various guidance services.

The study of Rojano and Buenaventura had some way or other contributed to this study. The two studies were similar to the present study as their studies were on the status of guidance as implemented in the elementary school. The present study however is into the competencies and attitudes of teachers as guidance workers.

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

Maneja (1984) conducted an evaluation of the guidance program of Marikina Institute of Science and Technology. Some salient findings of the study were: (1) There was a significant difference on the perception of the

implementation of guidance services between the secondary and college students. The secondary students were more aware and benefitted of the guidance services than the college students; (2) The guidance personnel were qualified but need improvement to the competency to coordinate and implement the guidance services, (3) Physical facilities were not adequate especially the counseling articles, testing rooms and record rooms, (4) While the guidance program was effective and strong in student selection and admission, disseminating information on career/vocational guidance and group guidance, needed to be improve in the administration of psychological test, education and career counseling, research and follow-up services.

Nuñez (1986) evaluated the guidance program of three Dominican schools in the Philippines. She studied the status of the program with respect to objectives, organizational structure, staff functions, human and material resource allocation and guidance services.

In general, the findings of Nuñez's study indicated that guidance services, though highly desired by all constituents, was moderately implemented. an over-all perception of low attainment of objectives led to a low satisfaction level of the guidance program. Furthermore, the conflicting perceptions of the roles of guidance

personnel gave an indication that they were not fully aware of their roles and functions. It was also pointed out, that there was a felt need to improve the facilities and services of the guidance program of the the three schools.

The study of Abellar, Maneja and Nuñez have similarities to the present study as all studies looked into the effective implementation of the guidance program. However, the three previous studies were into the status of the guidance program per se while the present study was specifically on the involvement of the teachers as guidance workers.

The guidance program of Seong Jun University of Korea was evaluated by Fu (1989). The findings revealed that the guidance services of the university were not adequately meeting the needs of the students. It was also pointed out by the study that the existing guidance objectives were congruent with students needs but actually did not address some strong needs of students.

In the study conducted by Pablo (1992) on the status of the guidance program of Samar State Polytechnic College with the end in view of proposing a model guidance program, Pablo came up with the following conclusions: (1) That the success of the program depends considerably on the wholehearted support of the guidance personnel and the full cooperation

of the entire staff; (2) That the active participation of the teachers, both in the secondary and college is very much wanting. In this line, she recommended that the homeroom program of the secondary level be revived; and (3) there were only two (2) guidance services that were well implemented - - these are the student inventory service and the information service. It was therefore, recommended that the guidance counselors gave more emphasis on the counseling service, placement and follow-up service and research and evaluation service.

Another study on guidance was that of Davantes (1993) where she evaluated the guidance program of Sacred Heart College. Some of the prominent conclusions of the study were:

- 1) The college students of Sacred Heart College need closer attention from school administrators, faculty and personnel staff in order that their problems and demands be heard and properly attended to.

- 2) That the college support and subscribe to sound and democratic policies and regulations and that the policies, rules and practices of the college (SHC) should be fully understood by students. It should also be relevant to the growth and development with the mission statement of the school.

3) That the christian philosophy and educational objectives of SHC needed to be reinforced through a fully functional guidance program of the school that cater to all students need.

Another study for a proposed guidance program was that conducted by Cabangañan (1994). This particular study was on the appraisal of the guidance program of state colleges and universities in Region VIII with the particular focus on the career service of the SUCs. Cabangañan came up with the following recommendations:

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

2) Periodic evaluation of the guidance program be conducted to have insight into the implementation of the program so as to come-up with measures in improving its effectiveness and make it beneficial to the students.

3) A psychometrecian be hired for a well-implemented testing program. Likewise, a clerk be assigned to do the clerical work so as to enable the guidance counselor to dedicate her time to more guidance and counseling activities.

The study of Pablo, Davantes and Cabangañan were similar to the present study as they were all involved in

the evaluation of the guidance program. Their studies mentioned differ from the present study as the present study is only on the involvement of the teachers as guidance worker while the previous studies aimed to proposed model guidance program.

Chapter 3

METHODOLOGY

This chapter deals with the methodology employed in this study which include the detailed description of the research design, research instruments, sources of data and the statistical treatment of data in that order.

Research Design

The normative-descriptive survey method was used in this study as a working approach to determine the performance and attitudes of the teacher toward their role as guidance worker. The questionnaire and attitudinal scale were the instrument used in gathering data for this particular study.

Instrumentation

Only two types of instruments were utilized in this study. These are the questionnaire and the interview. The questionnaire was of two types: the open-ended type, a rating scale and an attitudinal type scale.

Questionnaire. The questionnaire was used as the principal instrument in this research work. There were three types of questionnaire used in gathering the necessary

data for the study. The questionnaire was composed of four distinct parts.

To look into the personal data of the respondent, problems meet by the teachers in their tasks as guidance workers as well as the suggested solutions to the problems, an open-ended questionnaire was used.

To determine the work competencies of the teachers as guidance workers, a rating scale was utilized where each respondents rated himself. The rating scale was based on a checklist of work competencies patterned after that of Smith (1951:23). The five point scale with "always" (5 points), "frequently" (4 points), "occassionally" (3 points), "seldom" (2 points) and "never" (1 point). These were interpreted as very highly competent, highly competent, satisfactorily competent, moderately competent and incompetent, respectively.

To determine the attitudes of the teachers towards their role as guidance workers, an attitudinal Likert type scale patterned after that of Greene (1963:624) was used. This attitudinal scale was composed of twenty-five (25) items. The selected items represented the total daily behavior of the teachers with regards to the guidance services. The five point scale of 5, 4, 3, 2 and 1 with the

corresponding descriptive ratings of strongly agree, agree, undecided, disagree and strongly disagree, respectively, was utilized.

Interview. An unstructured interview was used also in this study. This was resorted to check vague answers of the respondents. If there were items or answer which the researcher could not understand or would like to verify then the unstructured interview was conducted.

Validation of Instrument

The instrument was patterned after that of Smith and Greene (1951:26). Various items on the guidance services of selected authors were looked into and incorporated in the survey instrument. The items were selected to suit local needs and condition of the research environment and population. The instrument was first submitted to selected guidance counselors for expert validation and was submitted to the adviser for comments and suggestions.

After the first revision of the questionnaire it was pre-tested or submitted into a dry-run among teachers in the district of Catbalogan II. Comments, suggestions and recommendations during the dry-run was considered and incorporated in the questionnaire. Final revision of the

questionnaire was made after getting the suggestions and comments from the adviser.

The items in the questionnaire were made simple, concise, and direct to the point in order to make them easy for the respondents to comprehend and answer with ease.

Sampling Procedure

The total enumeration procedure was used in this study. This was considered in order to get a viable and reliable data into the implementation of the guidance program and the role of the teachers as guidance workers. Of the 115

Table 1

Number of Respondents

S c h o o l	Number of Teachers		Number of Respondents	
	Number	Percent	Number	Percent
Catbalogan I Central School	78	68.83	76	67.26
Salug Elementary School	25	21.74	25	22.13
San Andres Elementary School	12	10.43	12	10.61
T o t a l	115	100.00	113	100.00

teachers in the three complete elementary schools of the district of Catbalogan I, only 113 responded to this study which indicated 98 percent of retrieval.

Data Gathering

The researcher requested permission from the District Supervisor of Catbalogan I and the Division School Superintendent of Samar to conduct and administer the survey instruments to the respondents of this study. The questionnaire and check-list were personally fielded by the researcher to the classroom teachers and homeroom advisers to be able to get a one-hundred percent response from the respondents.

After the retrieval, the responses were tallied, scored and tabulated.

Statistical Treatment of Data

To present the profile of the respondents in terms of age and sex, civil status, educational qualification, number of years of teaching experiences, frequency distribution, ranking and percentage were used. The formula to find the percentage is as:

$$P = \frac{f}{n} \times 100$$

where: P = the percentage
 f = the frequency
 n = the number of cases

The frequency count was also utilized to present the problems that the teachers meet in their tasks as guidance workers and suggested solutions to the problems.

Weighted mean. The Likert five point scale was used to present the perception of the teachers on their competencies as guidance workers and their attitude towards guidance work.

For the presentation of the teacher's perception on work competence the descriptive ratings used is given as:

Legend

5 - always	- very highly competent	- 4.51 - 5.00
4 - frequently	- highly competent	- 3.51 - 4.50
3 - occasionally	- satisfactorily competent	- 2.51 - 3.50
2 - seldom	- moderately competent	- 1.51 - 2.50
1 - never	- incompetent	- 1.00 - 1.50

For the presentation of the teacher's attitude towards guidance works, the descriptive rating used was as follows:

Legend

5 - strongly agree	- 4.51 - 5.00
4 - agree	- 3.51 - 4.50
3 - undecided	- 2.51 - 3.50

2 - disagree - 1.51 - 2.50

1 - strongly disagree - 1.00 - 1.50

Chi-square. To answer the fourth and fifth questions, the chi-square test was used as statistical measure to find out whether age, educational qualification and teaching experience significantly influence work competencies and attitudes toward teachers' role as guidance workers. The computed chi-square was compared with the chi-square table set at .05 level of significance. The formula that was used is as follows (Garret, 1973:253):

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

where: X^2 = chi-square value

O = observed frequencies

E = expected frequencies

Percentage was used to convert scores into percentage.

Degree of Freedom. The degree of freedom, (df) is determined by the following rule (Garret, 1973:253).

$$Df = (r - 1) (c - 1)$$

where: df = the degree of freedom

r = the number of rows

c = the number of columns

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered with the use of the questionnaire and other instruments.

Profile of the Teacher- Respondents

To be able to determine the effectiveness of the homeroom guidance in the district of Catbalogan I, it is important that the profile of the teacher be taken into consideration. In this study, the characteristics of the teacher such as age, sex, civil status, educational qualification, teaching experience and in-service trainings in line with guidance activities were given consideration.

Sex of respondents. Generally, there were more female than male teacher respondents in this study as reflected in Table 2. Of the 113 teachers, 97 or 85.84 percent were female and only 16 or 14.16 percent were males. The data clearly illustrates that the teaching profession is predominantly occupied by female. The data also signifies that guidance activities may be effectively implemented in the classroom as lady teachers or mothers can easily relate to children.

Table 2

Age/Sex Profile of the Teacher-Respondents

Age Range (in years)	M a l e		F e m a l e		T o t a l	
	F	%	F	%	F	%
57 - 62	1	6.25	7	7.22	8	7.08
51 - 56	5	31.25	19	19.59	24	21.24
45 - 50	2	12.50	25	25.77	27	23.89
39 - 44	2	12.50	13	13.40	15	13.27
33 - 38	3	18.75	11	11.34	14	12.39
27 - 32	1	6.25	17	17.53	18	15.93
21 - 26	2	12.50	5	5.15	7	6.20
T o t a l	18	100	97	100	113	100.00
Average Age	43		42.98		42.99	---

Age of respondents. Table 2 shows the age profile of the teacher-respondents. The average age of the 113 teachers was 42.99 years with the male having an average age of 43 while the female had an average age of 42.98 years. The data showed that teachers from the district of Catbalogan I belonged to the middle age bracket. There were 27 or 23.89 percent who fell on the 45-50 years of age and 24 or 21.24 percent who had ages from 51-56 years. There

were only eight or 7.08 percent of the teachers who were about to retire with an age bracket of 57-62 years. On the other hand, there were 18 or 15.93 percent who belonged to the late twenties and early thirties bracket with ages from 27-32 years and 14 or 12.39 percent in the late thirties with age bracket of 33-38 years.

The data above signified that these teachers were already mature to be able to understand the plight and problems of their pupils. They were also in the category to take full responsibilities of the pupils' full development.

Civil Status of Teachers. The profile of the teacher-respondents according to civil status is presented in table

Table 3

Profile of the Teacher-Respondents as to their Civil Status

Civil Status	M a l e		F e m a l e		T o t a l	
	F	%	F	%	F	%
Single	2	12.50	14	14.43	16	14.16
Married	14	87.50	79	81.44	93	82.30
Widow/Widower			4	4.13	4	3.54
T o t a l	16	100	97	100	113	100

3. Majority of them were married comprising 82.30 percent of the total samples which was 93 out of 113. Only 16 or 14.16 percent of them were single and a mere 3.54 percent or four out 113 were widow/widower. The data signified that as married women and as mothers they already had the experience of dealing with children.

Educational Qualification of Teachers. It can be noted from table 4 that most of the teacher-respondents had earned

Table 4

Profile of the Teacher-Respondents as to their
Educational Qualifications

Educational Qualification	M a l e		F e m a l e		T o t a l	
	F	%	F	%	F	%
MA Holder			1	1.03	1	0.88
MA CAR			20	20.62	20	17.70
MA (16-30 units)	1	6.25	22	22.68	23	20.35
MA (3-15 units)	12	75.00	46	47.42	58	51.33
Educ. Graduate	3	18.75	6	6.20	9	7.96
Other Courses w/ Educ. Units			2	2.06	2	1.78
T o t a l	16	100	97	100	113	100

three to 15 masteral units comprising 51.33 percent of the total samples, that is, 58 out of 113. Next in number were those with 16 to 30 masteral units followed by MA CAR holders with 20.35 percent or 23 out of 113 and 17.70 percent or 20 out of 113, respectively. The least in number was the MA degree holder with 0.88 percent or only one out of 113.

The data presented manifested that majority of the teachers were educationally qualified to handle the guidance work in their respective classes.

Length of Service of the Teachers. The profile of the teacher-respondents in terms of their length of service in the teaching profession is summarized in table 5. As presented, most of them had been in the service for quite a number of years as there were 27 or 23.89 percent who have been in the service from 13 to 19 years; 22 or 19.47 percent from 34 - 40 years; 19 or 16.81 percent from 13 to 19 years; 15 or 13.27 percent from one to six years; 12 or 10.62 percent from 20 - 26 years and 11 or 9.74 percent from 27-33 years.

There were four or 3.54 percent for the teacher-respondents who were still very new in the service with teaching experience of less than one year, three teachers

Table 5

Profile of the Teacher-Respondents by
Length of Service

Lenght of Service (in years)	M a l e		F e m a l e		T o t a l	
	F	%	F	%	F	%
41 - 47	1	6.25	2	2.06	3	2.66
34 - 40	6	37.50	16	16.50	22	19.47
27 - 33			11	11.34	11	9.74
20 - 26	5	31.25	7	7.22	12	10.62
13 - 19	2	12.50	17	17.53	19	16.81
7 - 12	1	6.25	26	26.80	27	23.89
1 - 6			15	15.46	15	13.27
less than 1 year	1	6.25	3	3.10	4	3.54
T o t a l	16	100	97	100	113	100
M e a n	26.44		17.98		17.23	

were about to retire with 41-47 years of experience.

In summary, majority of the teacher-respondents had been in the service for more than 10 years of teaching. The data in Table 5 signified that the teachers had the length of service that was enough to give them competence as guidance workers in their respective schools.

Competencies of the Teachers as Guidance Workers

The teacher is directly and intimately involved in all guidance activities. He plays a key role in the total guidance program. The guidance counselor or a specialist is necessary but the teacher is the basis of any effective guidance program. It has always been emphasized that every teacher is a guidance worker. Through this concept, it is therefore, very essential to delve into the competencies of the teachers in Catbalogan I as guidance workers.

The teachers were made to react to some activities in the five services offered by the guidance program as the individual inventory, information service, counseling service, placement service and the follow-through service. The five point scale was utilized with 5, 4, 3, 2 and 1 with the descriptive ratings of always, frequently, occasionally, seldom and never but interpreted as very highly competent, highly competent, satisfactorily competent, moderately competent and incompetent, respectively. The grand mean for this investigation was 4.13 which signified that the teachers in the district of Catbalogan I were highly competent as guidance workers.

Competencies of teachers in the individual inventory.

In any program of guidance services, the individual

Table 8

Work Competencies of the Teachers in relation to their
Function as Guidance Workers:
Individual Inventory

Component	No. of Respondents						Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)	Total		
1. Uses pupil's inventories to learn about pupils in their classes.	(59) 295	(20) 80	(23) 69	(10) 20	(1) 1	(113) 465	4.12	HC
2. Provides regularly data for pupil's inventories.	(68) 340	(28) 112	(7) 21	(10) 20		(113) 493	4.36	HC
3. Provides anecdotal records for the inventories.	(41) 205	(30) 120	(25) 75	(14) 28	(3) 3	(113) 431	3.81	HC
4. Attempts to discover hobby of the pupils.	(57) 285	(33) 132	(17) 51	(3) 6	(3) 3	(113) 477	4.22	HC
5. Uses the results of test and inventories.	(70) 350	(23) 92	(10) 30	(7) 14		(110) 486	4.42	HC
6. Exerts effort to study pupils in order to learn and record pertinent aptitude, behavioral patterns, goals, values and the socio-economic status of family.	(65) 325	(30) 120	(11) 33	(3) 6		(109) 487	4.47	HC
TOTAL FREQUENCY	360	164	93	47	7	671		
TOTAL SCORES	1800	656	279	94	7	2836		
TOTAL WEIGHTED MEAN							4.23	HC

Legend:

5 - always	- very highly competent	- 4.51 - 5.00
4 - frequently	- highly competent	- 3.51 - 4.50
3 - occasionally	- satisfactorily competent	- 2.51 - 3.50
2 - seldom	- moderately competent	- 1.51 - 2.50
1 - never	- incompetent	- 1.00 - 1.51

inventory service is a key element in the program. Individual analysis (Ryan and Zeran, 1970:148) is the developmental and longitudinal process of collecting, recording and utilizing information for the purpose of helping individual understand themselves and grow 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 and support healthy growth and development. It was along this concept that the teachers were made to rate how they fare as members of the guidance team in collecting and analyzed individual information.

Table 8 reflects the perception of the teachers on how they make use of the individual inventory service. There were six items that they reacted to and all six items obtained a descripting rating of highly competent with a total mean of 4.23 which means also as highly competent. The data on individual inventory, therefore, suggested that the teachers from the district of Catbalogan I were highly competent to function as guidance workers.

Competencies of teachers in the information service.

The assessment of the individual calls for the teacher and

Table 9

Work Competencies of the Teachers in relation to their
Function as Guidance Workers:
Information Services

Component	No. of Respondents						Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)	Total		
1. Emphasizes the occupational and vocational training implications.	(25) 125	(46) 184	(24) 72	(7) 14	(11) 11	(113) 406	3.59	HC
2. Gives slow pupils to work with which they can succeed.	(53) 265	(45) 180	(8) 24	(5) 10	(2) 2	(113) 481	4.26	HC
3. Encourages pupils with special interest in classes to do extra work in the field of their interest.	(68) 340	(40) 160	(3) 9	(2) 4		(113) 513	4.54	VHC
4. Individualizes classroom work and attempts to meet the need of pupils.	(16) 80	(72) 288	(24) 72	(1) 2		(113) 442	3.91	HC
5. Provides activities that will develop self-direction.	(50) 250	(36) 144	(4) 12	(21) 42	(2) 2	113 460	3.98	HC
6. Spends Time to promote club work.	(8) 40	(80) 320	(10) 30	(14) 28	(1) 1	(113) 419	3.71	HC
7. Provides opportunities for the development of proper attitudes, values, character traits and leadership skills.	(68) 340	(30) 120	(10) 30		(3) 3	(111) 493	4.44	HC
8. Provides psychological climate conducive to the fullest development of each pupil at appropriate developmental task.	(61) 305	(30) 120	(21) 63	(1) 2		(113) 490	4.34	HC

Table 9 Continued

Component	No. of Respondents						Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)	Total		
9. Encourages pupils to utilize their potentials.	(71) 355	(24) 96	(14) 42	(4) 8		(113) 501	4.43	HC
TOTAL FREQUENCY	420	403	118	55	19	1015		
TOTAL SCORES	2100	1612	354	110	19	4195		
TOTAL WEIGHTED MEAN							4.13	HC

Legend:

5 - always	- very highly competent	- 4.51 - 5.00
4 - frequently	- highly competent	- 3.51 - 4.50
3 - occasionally	- satisfactorily competent	- 2.51 - 3.50
2 - seldom	- moderately competent	- 1.51 - 2.50
1 - never	- incompetent	- 1.00 - 1.51

the counselor to have full knowledge of the extent of these experiences and the validity of the various kinds of information. Information available to the pupil in a program of guidance services can be classified as occupational, educational and personal-social (Norris, Zeran and Hatch, 1966:23-25).

The perception of teachers as to their competencies on the information service is reflected in Table 9. There were nine items where the teachers were made to rate themselves. The total weighted mean was 4.13 which carries a descriptive rating of highly competent. Of this nine items, eight received a descriptive rating of highly competent while item number three on "encourages pupils with special interest in classes to do extra work in the field of their interest" which obtained a mean of 4.54 or very highly competent.

The data in Table 9 signifies that the teachers are aware of their role in assessing the guidance counselor in implementing the objectives of this information service.

Competencies of teachers in the counseling service.

The counseling service must implement the principle of organization, which states that any system must be designed for and implemented in the environment in which it is to function (Coldwell, 1970:49). Every teacher is not a

Table 10

Work Competencies of the Teachers in relation to their
Function as Guidance Workers:
Counseling Service

Component	No. of Respondents					Total	Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)			
1. Spends time in counseling outside school hours	(14) 376	(40) 70	(35) 105	(17) 34	(7) 7	(113) 376	3.33	SC
2. Exerts effort to look for indications of mal-adjustment	(24) 120	(44) 176	(27) 81	(15) 30	(3) 3	(113) 410	3.63	HC
3. Counsels individual pupils within the scope of the teacher's professional competencies	(49) 245	(34) 116	(15) 45	(11) 22	(9) 9	(113) 437	3.87	HC
4. Conducts homeroom guidance activities once a week	(49) 245	(34) 136	(25) 75	(3) 6		(111) 462	4.16	HC
5. Provides opportunities to express themselves, encouraged by the informal and personal atmosphere that prevails an atmosphere that hardly exists in classroom where formal instruction is taking place	(44) 220	(44) 176	(17) 51	(8) 16		(113) 463	4.10	HC
6. Consults counselors about individual student who needs help or specialized attention	(65) 325	(36) 114	(7) 21	(3) 6	(2) 2	(113) 498	4.41	HC
7. Refers to others, pupils whose problems are beyond the scope of the teachers	(34) 170	(34) 136	(30) 90	(5) 10	(10) 10	(113) 416	3.68	HC

Table 10 Continued

Component	No. of Respondents					Total	Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)			
8. Refers pupils to the counseling teacher or counselor or guidance coordinator for additional assistance	(39) 195	(37) 148	(17) 51	(10) 20	(10) 10	(113) 424	3.75	HC
TOTAL FREQUENCY	318	298	173	72	41	902		
TOTAL SCORES	1590	1192	519	144	41	3486	3.86	HC
TOTAL WEIGHTED MEAN							3.86	HC

Legend:

5 - always	- very highly competent	- 4.51 - 5.00
4 - frequently	- highly competent	- 3.51 - 4.50
3 - occasionally	- satisfactorily competent	- 2.51 - 3.50
2 - seldom	- moderately competent	- 1.51 - 2.50
1 - never	- incompetent	- 1.00 - 1.51

counselor, but every teacher is a member of a guidance team. In the elementary school, the classroom teacher more often than not finds that, since there is seldom a counselor available at the elementary level, if a child is to receive any assistance it is up to the teacher to provide it.

The competencies of the teachers as to counseling activities are reflected in Table 10. The total weighted mean for the eight criteria is 3.86 with the descriptive rating of highly competent. Seven of the eight criteria were rated highly competent and only one obtained a weighted mean of 3.33 which means slightly competent. This is the criteria on "spends time in counseling outside school hours". The data signify that teachers do the best they can to help pupils as long as it is within the vicinity of the school.

Competencies of teachers in the placement service.

Since the guidance process is developmental in nature, placement becomes the satisfactory adjustment of the pupil to the next situation whether in school or on the job (Smith, 1951:102).

The competencies of the teachers as to the placement services in the guidance program can be gleaned in Table 11. The total weighted mean for this category is 4.22 or highly

Table 11

Work Competencies of the Teachers in relation to their
Function as Guidance Workers:
Placement Service

Component	No. of Respondents						Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)	Total		
1. Exchanges information with guidance counselor and other teachers	(52) 260	(33) 132	(14) 42	(7) 14	(7) 7	(113) 455	4.03	HC
2. Attempts to motivate pupils to maximum individual achievement	(65) 325	(45) 180		(3) 6		(113) 511	4.52	VHC
3. Confers with principals and counselors about pupils who need special attention	(50) 250	(35) 140	(20) 60	(7) 14	(1) 1	(113) 470	4.12	HC
4. Extends time to learn special interest of pupils	(55) 275	(27) 108	(25) 75	(6) 12		(113) 470	4.16	HC
5. Attempts to discover the special talents of pupils	(68) 340	(25) 100	(13) 39	(7) 14		(113) 493	4.36	HC
6. Uses personality test to help a pupil get along better with others and attain better adjustment by giving him more insight into his emotional and social behavior	(56) 280	(35) 140	(5) 15	(15) 30	(2) 2	(113) 462	4.13	HC
TOTAL FREQUENCY	346	200	77	45	10	678		
TOTAL SCORES	1739	800	231	90	10	2861		
TOTAL WEIGHTED MEAN							4.22	HC

Legend:

5 - always	- very highly competent	- 4.51 - 5.00
4 - frequently	- highly competent	- 3.51 - 4.50
3 - occasionally	- satisfactorily competent	- 2.51 - 3.50
2 - seldom	- moderately competent	- 1.51 - 2.50
1 - never	- incompetent	- 1.00 - 1.51

competent. Five of the criteria obtained the descriptive rating of highly competent while criteria number two on "attempts to motivate pupils to maximum individual achievement" obtained a weighted mean of 4.52 which meant very highly competent. The data on Table 11 suggest that teachers in the district of Catbalogan I are highly motivated in giving assistance to their pupils.

Competencies of teachers in the follow-through service.

The end in the counseling service, the teachers' and the counselors' job is not when the individual leaves the confine of the school premises. More and more must the guidance workers make their services available to the pupils when he becomes a part of the workaday society (Bernard and Fullner, 1977: 282).

Table 12 shows the six criteria which an elementary teachers must perform in the follow-through service in elementary guidance. The total weighted mean for this category is 4.19 with the descriptive rating of highly competent. The criteria on "spends time to look over records available about pupils", "makes efforts to learn of the home and family background of pupils", "cooperates with the school administrators and counselors in carrying out school guidance policies which are considered essential to

Table 12

Work Competencies of the Teachers in relation to their
Function as Guidance Workers:
Follow-Through

Component	No. of Respondents						Mean	Inter- preta- tion
	5 (A)	4 (F)	3 (O)	2 (S)	1 (N)	Total		
1. Spends time to look over records available about their pupils	(70) 350	(23) 92	(15) 45	(5) 10		(113) 497	4.40	HC
2. Observes pupils for health needs and physical defects	(73) 365	(36) 144	(4) 12			(113) 521	4.61	VHC
3. Makes efforts to learn of the home and family background of pupils	(60) 300	(35) 140	(10) 30	(8) 16		(113) 486	4.30	HC
4. Visits number of home of pupils each year and confer with parents regarding the standing of the pupils in class	(12) 60	(32) 128	(50) 150	(15) 30	(4) 4	(113) 372	3.29	SC
5. Makes occasional studies and participates in conferences with the counseling teacher about whom they have pertinent information	(15) 75	(30) 120	(48) 144	(15) 30	(5) 5	(113) 374	3.30	SC
6. Cooperates with the school administrators and counselors in carrying out school guidance policies which are considered essential to the development of guidance services	(65) 325	(36) 144	(9) 27	(3) 6		(113) 502	4.44	HC
TOTAL FREQUENCY	295	192	136	46	9	678		
TOTAL SCORES	1475	768	408	92	9	2752		
TOTAL WEIGHTED MEAN							4.19	HC

Legend:

5 - always	- very highly competent	- 4.51 - 5.00
4 - frequently	- highly competent	- 3.51 - 4.50
3 - occasionally	- satisfactorily competent	- 2.51 - 3.50
2 - seldom	- moderately competent	- 1.51 - 2.50
1 - never	- incompetent	- 1.00 - 1.51

the development of the guidance services" with a weighted mean of 4.40, 4.30 and 4.44, respectively.

The competency on "observes pupils for health needs and physical defects" obtained a weighted mean of 4.61 with a descriptive rating of very highly competent while criteria on "visits member of home of pupils each year and confer with parents regarding the studying of the pupils in class" and "makes occasional studies and participates in conference with the counseling teacher about when they have pertinent information with weighted mean of 3.29 and 3.30, respectively which meant slightly competent.

The data on Table 12 signify that the teachers are competent and can be of big help to the guidance counselor in the effective implementation of the guidance program.

Summary of Competencies. Table 13 shows the summary of the competencies of teachers. From the table, it can be gleaned that the competencies of the teachers of Catbalogan I in all factors of guidance counseling program were rated to be highly competent being manifested by the grand mean of 4.10.

Attitudes of Teachers Towards Their Guidance Work

Branbeck (1971: 475) had repeatedly expressed that the

Table 13

Summary of Competencies

Factor	Total Frequency	Weighted Mean	Interpretation
Individual Inventory	2,836	4.23	HC
Information Service	4,195	4.13	HC
Counseling Service	3,486	3.86	HC
Placement Service	2,861	4.22	HC
Follow-through	2,752	4.06	HC
Total	16,130	20.50	
Grand Mean		4.10	HC

attitudes refer to how teachers think, feel and act towards fellow beings, and how they think, feel and act towards their work. In short, teachers have attitudes about people and about the difficult aspects of their work. The teachers' attitudes and success in their role as guidance workers depend especially on their working relationship with others.

Table 14 shows the attitudes of teachers towards their role as guidance workers. The total weighted mean for the

Table 14

Attitude of the Teachers Toward Their Role
as Guidance Workers

Component	No. of Respondents					Total	Mean	Interpretation
	5 (S A)	4 (A)	3 (U)	2 (D)	1 (S D)			
1. Recognizes the fact that teachers has an important role to play in the guidance program.	(92) 460	(21) 84				(113) 544	4.81	SA
2. Shows interest, willingness in the success of the guidance program.	(74) 370	(39) 156				(113) 526	4.65	SA
3. Exerts effort in minimizing the occurrence of behavioral problems, failures and dropouts in class.	(71) 355	(35) 140	(7) 21			(113) 516	4.57	SA
4. Accepts the guidance services to make the teaching process effective.	(88) 440	(25) 100				(113) 540	4.78	SA
5. Accepts her guidance responsibility.	(80) 400	(33) 132				(113) 532	4.71	SA
6. Participates actively in carrying out the guidance activities of the school.	(73) 365	(40) 160				(113) 525	4.65	SA
7. Cooperates wholeheartedly with other guidance personnel in making guidance program in success.	(65) 325	(45) 180	(3) 9			(113) 514	4.55	SA
8. Has time for guidance function inspite of her heavy load.	(65) 325	(35) 140	(12) 36			(112) 501	4.47	A
9. Shows willingness to know her exact duties and responsibilities in the guidance program.	(70) 350	(40) 160	(3) 9			(113) 519	4.59	SA
10. Has taken or enthusiastic to take course in guidance.	(50) 250	(53) 212	(10) 30			(113) 492	4.35	A

Table 14 Continued

Component	No. of Respondents						Mean	Interpretation
	5 (S A)	4 (A)	3 (U)	2 (D)	1 (S D)	Total		
11. Considers guidance as something which should be done by entire staff and not by the guidance counselors alone.	(76) 380	(28) 112	(9) 27			(113) 519	4.59	SA
12. Extends her guidance services to all pupils who need them and not only to "problem" children.	(80) 400	(33) 132				(113) 532	4.71	SA
13. Consults with and seeks assistance of the counselor in relation to the performance of guidance duties.	(83) 415	(30) 120				(113) 535	4.73	SA
14. Tries to discover the outcomes of the guidance services she has to the pupils.	(53) 265	(55) 220	(5) 15			(113) 500	4.42	A
15. Acquaints her pupils with the different guidance services and encourages the right attitudes towards them.	(65) 328	(35) 140	(8) 24	(5) 10		(113) 499	4.42	A
16. Accomplishes guidance forms promptly and willingly.	(63) 315	(45) 180	(5) 15			(113) 510	4.51	SA
17. Helps the guidance counselor in gathering pertinent data about her pupils.	(73) 365	(30) 120	(5) 15			(113) 510	4.51	SA
18. Refers pupils with disciplinary problems to the principal and other serious cases to the counselor.	(72) 360	(38) 152			(3) 3	(113) 515	4.56	SA
19. Counsels pupils with very simple problems	(75) 375	(35) 140			(3) 3	(113) 518	4.58	SA
20. Finds Satisfaction in helping her pupils their needs and problems.	(75) 375	(33) 132				(108) 507	4.69	SA

Table 14 Continued

Component	No. of Respondents						Mean	Interpretation
	5 (S A)	4 (A)	3 (U)	2 (D)	1 (S D)	Total		
21. Shows interest to the pupil's progress and problems with their parents.	(75) 375	(25) 39	(13) 33			(113) 514	4.55	SA
22. Makes provisions for her pupils to plan their classroom activities.	(76) 380	(32) 128	(5) 15			(113) 523	4.63	SA
23. If given an opportunity, express her opinions, needs, and complaints relative to her.	(84) 420	(26) 104	(3) 9			(113) 533	4.72	SA
24. Exerts willingness to help develop desirable study habits.	(75) 375	(36) 144				(111) 519	4.68	SA
25. Tries to extend her services to dropouts.	(56) 280	(50) 200	(7) 21			(113) 501	4.43	A
TOTAL FREQUENCY								
GRAND SCORES	9045	3588	285	20	6	12944		
TOTAL WEIGHTED MEAN							4.59	SA

Legend:

5	- strongly agree	-	4.51 - 5.00
4	- agree	-	3.51 - 4.50
3	- undecided	-	2.51 - 3.50
2	- disagree	-	1.51 - 2.50
1	- strongly disagree	-	1.00 - 1.50

25 component is 4.59 or strongly agree. This signifies that the teachers have a favorable attitude towards their tasks and responsibilities as guidance workers.

As revealed in Table 14, 20 of the 25 components on teacher's attitude towards guidance were rated as strongly agree. These components were on "has time for guidance function in spite of her heavy load", "has taken or enthusiastic to take course in guidance", "tries to discover the outcomes of the guidance services she has to the pupils", acquaints her pupils with the different guidance services and encourages the right attitudes towards them", "tries to extend her services to dropouts" with weighted means of 4.47, 4.33, 4.42, 4.42 and 4.43, respectively.

Factors that Influence the Guidance Work Competencies of Teachers

The fourth question in this study sought to establish which of the five factors, namely (1) age, (2) sex, (3) civil status, (4) educational qualification and (5) teaching experience significantly influence the competence of teachers as guidance workers.

Age and Competence. The findings in this study showed that age did not influence the competence of the teachers being manifested by the computed X^2 value, which was equal

Table 15

Summary of the Chi-square Computations for the Factors
that Influence the Competence of Teachers
Towards their Guidance Work

Factors	χ^2 Value		df	Significance
	Computed	Critical		
Age	8.35	36.42	24	not significant
Sex	2.25	9.49	4	not significant
Civil Status	2.95	15.51	8	not significant
Educational Qualification	10.32	31.41	20	not significant
Teaching Experience	9.15	41.34	28	not significant

to 8.35 at .05 level of significance and a degree of freedom equal to 24 that was lesser than the critical χ^2 value, which is equal to 36.42.

This meant that age of the teachers did not influence their competence in their guidance work. Teachers, old and young alike put forth similar efforts into their work in guidance. Therefore, the null hypothesis stating that "there is no significant influence of age on the teacher's competence toward their role as guidance workers" was accepted.

Sex and competence. The findings in this study showed that sex did not significantly influence the competence of the teachers toward their guidance work since the computed χ^2 value, which is 2.25 is lesser than the critical χ^2 value of 9.49 at .05 level of significance and at degree of freedom equals to four. This meant that whether the teacher is male or female, it did not matter as long as he was fully aware regarding his guidance work role, he could be competent. Therefore, the null hypothesis stating the no significant influence of the factors on the teacher's competence was accepted.

Civil status and competence. The findings of this study showed that civil status did not significantly influence the competence of the teachers toward their role as guidance worker being manifested by the computed χ^2 value of 2.95 that is lesser than critical χ^2 value of 15.51 at .05 level of significance and at degree of freedom eight. This data showed that all teachers whether single, married or widow could be competent as long as they believed that guidance work was a part of their teaching job. The null hypothesis stating no significant influence of the factors on the competence of the teachers toward their guidance role was accepted.

Educational qualification and competence. The computed χ^2 value of 10.32 was lesser than the critical χ^2 value of 31.41 at .05 level of significance and at degree of freedom 20. This meant that educational qualification did not significantly influence the competence of teachers toward their guidance role. Therefore, the null hypothesis stating no significant influence of the factors on the competence of teachers toward their guidance role, was accepted.

Teaching experience and competence. The findings of this study showed that the teaching experience did not significantly influence the competence of the teachers toward their role as guidance worker. This was shown by the computed χ^2 value of 9.15 that was lesser than the critical χ^2 value of 41.34 at .05 level of significance and at degree of freedom 28.

Factors That Influence the Attitudes of Teachers Towards Guidance Work

To determine the answer to the fifth question: "How do the following factors significantly influence the attitudes of the teachers toward their role as guidance workers?" The following answers are hereby presented.

Age and attitudes. The computed χ value at .05 level of significance and at degree of freedom equals to 24, was

Table 16

Summary of the Chi-square Computations for the Factors
that Influence the Attitudes of Teachers Towards
their Role as Guidance Worker

Factors	χ^2 Value		df	Significance
	Computed	Critical		
Age	24.91	36.42	24	not significant
Sex	16.54	9.49	4	significant
Civil Status	17.16	15.51	8	significant
Educational Qualification	53.39	31.41	20	significant
Teaching Experience	38.20	41.34	28	not significant

χ^2 24.91, which was lesser than the critical χ^2 value of 36.42. This showed that age did not significantly influence the attitudes of the teachers toward their role as guidance workers. The data signified that at any age level, the teacher was aware of her role as guidance worker that led her to be competent in the job. Therefore, the null hypothesis which stated that "age does not significantly influence the teacher's attitude towards their role as guidance workers" was accepted.

Sex and attitudes. The computed X^2 value of 16.54 was greater than the critical X^2 value of 9.49 at .05 level of significance and at degree of freedom equals to four. This signified that sex significantly influenced the attitude of teachers toward their role as guidance worker. Obviously, female teachers tend to be more inclined to do the guidance job as they have the "maternal attitude" towards their pupils. Therefore, the null hypothesis stating that "sex significantly influence the teacher's attitude towards their role as guidance workers" was rejected.

Civil status and attitudes. The computed X^2 value of 17.16 was greater than the critical X^2 value of 15.51 at .05 level of significance and at degree of freedom equals to eight. This manifested that civil status of the teachers significantly influenced the attitudes of teachers toward their guidance role. Married and widow teachers tend to be more inclined to act the role of a guidance worker for the reason that they had the experience of child-rearing rather than the happy-go-lucky single teachers. Therefore, the null hypothesis that stated that "civil status significantly influence the attitude of the teachers towards their role as guidance workers" was rejected.

Educational qualification and attitude. The computed χ^2 value of 53.39 was greater than the critical χ^2 value of 31.41 at .05 level of significance and at degree of freedom of 20. This meant that educational qualification of teachers significantly influenced the attitude of teachers toward their role as guidance worker. The data shown manifested that as the teacher gained advance education or specialization he became more inclined do the task of a guidance worker. The null hypothesis stating no significant influence of educational qualification on the attitudes of teachers toward their role as guidance worker was rejected.

Teaching Experience and attitudes. The findings of this study proved that the teaching experience had a significant influence on the attitudes of teacher toward their role as guidance worker as manifested by the computed χ^2 value of 38.20 which was lesser than the critical χ^2 value of 41.34 at .05 level of significance and at degree of freedom equals to 28.

Teaching experience was not a significant factor that influenced the attitudes of the teachers toward their role as guidance workers. Since the very start of their service as teachers, they were fully aware of their guidance function hence, they were convinced that it was a part of

their teaching job. Therefore, the null hypothesis stating the significant influence of the teaching experience on the attitudes of teachers toward their role as guidance worker was accepted.

Problems Met by the Teachers
in the Performance of Their
Task as Guidance Workers or
as Homeroom Advisers

Based on the responses of the teachers on the survey questionnaire (Table 17), the following problems were commonly met by the teachers relative to the performance of their task as guidance worker and were ranked according to the frequency of their responses, to wit: 1) Absence of homeroom kits; 2) Inadequate guidance facilities; 3) Inadequate guidance materials; 4) Lack of financial support for guidance; 5) Over-loading of teachers; 6) Lack of understanding on the implementation of guidance services; 7) Lack of knowledge on the concepts and principles of guidance; 8) No supervision on homeroom guidance by the guidance counselor; 9) Poor dissemination of guidance counselor on homeroom guidance; 10) Poor attitude of administrator towards the guidance program; 11) Apathy of teachers towards guidance work; and 12) Lack of knowledge on the part of the parents as to the real character of their children outside their homes.

Table 17

Problems Met in the Guidance Program

Problems Encountered	No. of Responses	%age	Rank
Absence of homeroom kits	94	11.10	1.5
Poor attitude of community towards guidance program	94	11.10	1.5
Adequate guidance facilities	91	10.74	3
Inadequate guidance materials	87	10.27	4
Lack of financial support for guidance	84	9.92	5
Over-loading of teachers	63	7.44	6
Lack of understanding on the implemen- tation of guidance services	58	6.85	7
Lack of knowledge on the concepts and principle of guidance	55	6.49	8
No supervision on homeroom guidance by the guidance counselor	52	6.14	9
No time allotment for homeroom guidance	45	5.31	10.5
Poor dissimulation of guidance counselor on homeroom guidance	45	5.31	10.5
Poor attitude of administrator towards the guidance program	42	4.96	12
Apathy of teachers towards guidance work	35	4.13	13
Parents should know the real character of their children outside their homes	2	0.24	14
T o t a l	847	100	—

Suggested Solutions by the Teachers
to the Problems Met in the Performance
of Their Task as Guidance Workers or
Homeroom Advisers

From the problems commonly met by the teachers relative to the performance of their job as guidance workers, the following are their suggested solutions, viz:

1. Provide homeroom kits for teacher-advisers;
2. Conduct in-service training for teachers on: (a) the concept and principle of guidance; (b) duties and responsibilities of guidance workers; and (c) implementation of guidance services;
3. Periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselor;
4. School should hire a professionally trained guidance counselor;
5. The teacher should be deeply aware of his/her guidance duties and responsibilities;
6. provide a periodic homeroom guidance;
7. guidance activities should be a part of the teaching load; and
8. teacher should be permitted to administer slight corporal punishment on unruly pupils to discipline them and eventually make them an upright citizen of our country.

Table 18

Suggested Solutions to the Problems Encountered
in the Guidance Program

Suggested Solutions	No. of Responses	%age	Rank
Provide homeroom kits for teacher-advisers	104	17.84	1
Conduct of in-service training for teachers on: concept and prin. of guidance; duties and responsibilities of guidance workers; and implementation of guidance services	94	16.12	2
Periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselor	87	14.92	4.5
School should hire a professionally trained guidance counselor	87	14.92	4.5
The teacher should be deeply aware of his/her guidance duties and responsibilities	77	13.21	6
Provide a period for homeroom guidance	73	12.52	7
Guidance activities should be part of the teaching load	59	10.12	8
Teacher should be tolerated with slight corporal punishment on unruly pupils to discipline them and make them upright citizen of our country	2	0.35	9
T o t a l	583	100	-----

Implications of this Study
Towards the Effective Implementation
of the Guidance Program

The following are the implications of this study towards the effective implementation of the guidance program, to wit:

1. So that proper information dissimulation regarding the implementation of the guidance program be made first to the teachers to convince them more its importance, second to the parents and to the pupils.

2. This would give more insights to the teachers and administrators that the implemented guidance program can help in the teaching by understanding first the pupils thus, encourage them to create more homeroom activities.

3. This would help them understand that guidance work is not a burden but a vehicle towards an effective teaching-learning process.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

Summary of Findings

On the basis of the data collected, organized and analyzed, the following were the salient findings of this study:

1. The average age of the teachers was 42.99, which signified to belong to the middle age bracket. Based on this, the teachers were already mature to take full responsibility of the pupils full development and mature enough to understand their plight and problems. Moreover, majority of the teachers in Catbalogan I district were dominated by the female teachers.

2. Most of the teachers in Catbalogan I district were married, a civil status that is assumed to be experienced in parenting and child-rearing.

3. Most of the teachers in Catbalogan I had earned masteral units - the least were three to 15 units, an act to update their educational qualification. This signified that they were highly qualified to handle the teaching positions

they were in, including allied functions related to their present positions.

4. Majority of the teachers in Catbalogan I district had been in the service for more than 10 years of teaching, enough to give them competence as guidance workers in their respective schools.

5. Generally, the teachers in Catbalogan I district based on their own perceptions were rated "highly competent" as manifested by their responses.

6. The general perception of the teachers on their attitudes toward their role as guidance workers, were rated to be "strongly agree". This signified that based on their own perception viz-a-viz to their responses, they were fully aware of their role and fully convinced that the same was a part of their teaching profession thus, they strongly agreed to all attitude statements as necessary in moulding the pupils toward the development of their full potentials.

7. Age, sex, civil status, educational qualification and teaching experience did not significantly influence the competence of the teachers in Catbalogan I district with regards to their role as guidance workers.

8. Age and teaching experience did not significantly influence the attitudes of the teachers toward their role as guidance worker while sex, civil status and educational

qualifications significantly influenced the attitudes of the teachers in Catbalogan I district with regards to their role as guidance workers.

Conclusions

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

1. A majority of the teachers were females with an average age of 42.99, were married and assumed to be experienced in parenting and child-rearing.

2. Most of the teachers had earned masteral units and had been in the teaching profession for at least 10 years.

3. The teachers of Catbalogan I perceived themselves to be highly competent in the performance of their job as guidance workers.

4. The competence of the teachers in Catbalogan I with regards to their work as guidance workers were not influenced by the any factors such as: age, sex, civil status, educational qualifications and teaching experience.

5. Age and teaching experience do not influence the attitude of the teachers toward their role as guidance worker. It is presumed therefore, that at any age level and experience from entrance to the service to retirement, the teachers were fully aware of their function as a guidance worker being a part of their teaching job.

6. Attitudes of the teachers toward their role as guidance workers were greatly influenced by the factors such as sex, civil status and educational qualifications.

7. The great influence of the abovementioned factors were centered on the teachers' maternal attitude, expertise in parenting and child-rearing and specialization. With the aforementioned, the teachers were assumed to be more inclined to guidance work thus, competently performed the different activities it involved.

Recommendations

In the light of the conclusions drawn in this study, the researcher recommends the following:

1. A creation of an in-service training regarding the guidance work to update the teachers regarding thereto and to encourage them to create varied guidance activities.

2. A regular assessment by the administrators on the extent of the implementation of the program is strongly recommended.

3. A professionally trained guidance counselor be hired in every elementary schools to supervise the implementation of the guidance program in the school.

4. A conduct of a sequel study looking into another area of implementation of the guidance program is recommended.

5. A parallel study is also recommended looking into the perception of the teachers as to their role as guidance worker in other districts divisionwide.

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APPENDICES

APPENDIX A

Samar State Polytechnic College
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar

May 6, 1998

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

M a d a m :

In my desire to start writing my Thesis Proposal, I have the honor to submit for approval one of the following problems hereto mentioned:

1. The Elementary Grade Teachers of Catbalogan I as Guidance Workers: An Appraisal.
2. A Proposed Homeroom Guidance for the District of Catbalogan I.
3. A Guidance Program for Catbalogan I: A Model.

Hoping for your favorable approval of any of these problems.

Very truly yours,

(SGD.) CATALINA B. BOLLEDO
Researcher

APPROVED:

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

APPENDIX B

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

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: BOLLEDO CATALINA BAYLON
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts

AREA OF SPECIALIZATION: Guidance and Counseling

TITLE OF PROPOSED THESIS/DISSERTATION: The Elementary Grade
Teachers of Cathalogan I as Guidance Workers: An Appraisal

(SGD.) CATALINA B. BOLLEDO
Applicant

Prof. RIZALINA M. URBISTONDO, Ed. D.
Name of Designated Adviser

APPROVED:

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

CONFORME:

(SGD.) RIZALINA M. URBISTONDO, Ed. D.
Adviser

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

APPENDIX C

Republic of the Philippines
CATBALOGAN I DISTRICT
Catbalogan, Samar

July 25, 1998

The Principal
Catbalogan II Central School
Catbalogan, Samar

M a d a m :

I have the honor to request permission from your office to conduct a dry-run of my questionnaire to your teachers.

I would be very grateful for your kind consideration on this matter.

Thank you very much.

Very truly yours,

(SGD.) CATALINA B. BOLLEDO
Researcher

APPENDIX D

Samar State Polytechnic College
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar

August 4, 1998

The District Supervisor
District of Catbalogan I
Catbalogan, Samar

M a d a m :

I have the honor to request permission to launch my questionnaires to all the teachers in the district of Catbalogan I.

I would be very grateful for your generous consideration on this matter.

Thank you.

Very truly yours,

(SGD.) CATALINA B. BOLLEDO
Researcher

Recommending Approval:

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

APPENDIX E

Republic of the Philippines
District of Catbalogan I
Catbalogan, Samar

August 4, 1998

The Superintendent
Division of Samar
Catbalogan, Samar

M a d a m :

I have the honor to inform your office that presently I am conducting a study on "The Elementary Grade Teachers of Catbalogan I as Guidance Workers: An Appraisal". This study is made in connection with my masteral studies in the College of Graduate Studies of Samar State Polytechnic College.

In view thereof, I am humbly requesting permission to distribute questionnaires to the classroom teachers in the district of Catbalogan I.

I would be very grateful for your generous consideration of this matter.

Thank you.

Very truly yours,

(SGD.) CATALINA B. BOLLEDO
Researcher

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

QUESTIONNAIRE

July 15, 1998

Dear Co-Teachers,

I am presently conducting a research study regarding your role and work competencies toward guidance. In this connection, may I request you to be a participant in this study by sharing your honest general observations and the performance of your role as a guidance worker. Results of this study will facilitate the implementation of effective guidance services. All responses will be kept highly confidential.

Thank you for your invaluable help.

Very truly yours,

(SGD.) CATALINA B. BOLLEDO
Researcher

=====
Part I - Personal Information

Directions: Please provide the researcher the following information by filling up the space provided for each item.

Names: _____

Age: _____ Sex: _____ Civil Status: _____

Position/Designation: _____

Highest Educational Attainment: _____

Number of M.A. Units Earned: _____

Number of In-service Training Attended: Local : _____

Regional : _____

National : _____

Total Number of Teaching Experience: _____

Part II - Work Competencies

5 - (Always) When often is felt that it is your duty and responsibility to give assistance to the child in his needs, interests, and problems and when you know the value and you appreciate your role as a guidance worker. (A)

4 - (Frequently) When seventy-five percent of the time or six out of eight of your duties and responsibilities in a week is performed. (F)

3 - (Occasionally) When you have time to do your role or function, half of the time or at least fifty percent of the time is done. Unless there is an urgent need to perform the guidance work. (O)

2 - (Seldom) When you feel you like to do your role or function, as a guidance worker for in a week at least two out of eight guidance work is done. (S)

1 - (Never) When no guidance work is performed at all. (N)

Direction: Please check (✓) items on the extent of performance.

Work Competencies	N 1	S 2	O 3	F 4	A 5
A. Individual Inventory					
1. Uses pupil's inventories to learn about pupils in their classes					

Work Competencies	N 1	S 2	O 3	E 4	A 5
2. Provides regularly data for pupil's inventories					
3. Provides anecdotal records for the inventories					
4. Attempts to discover hobby of pupils					
5. Uses the results of test and inventories					
6. Exerts effort to study pupils in order to learn and record pertinent aptitude, behavioral patterns, goals, values and the socio-economic status of family					
B. Information Service					
1. Emphasizes the occupational and vocational training implications					
2. Gives slow pupils to work with which they can succeed					
3. Encourages pupils with special interest in classes to do extra work in the field of their interest					
4. Individualizes classroom work and attempts to meet the need of pupils					
5. Provides activities that will develop self-direction					
6. Spends time to promote clubwork					
7. Provides opportunities for the development of proper attitudes, values, character traits and leadership skills					
8. Provides psychological climate conducive to the fullest development of each pupil at appropriate developmental task					
9. Encourages pupils to utilize their potentials					

Work Competencies	N 1	S 2	O 3	T 4	A 5
C. Counseling Service					
1. Spends time in counseling outside school hours					
2. Exerts effort to look for indications of mal-adjustment					
3. Counsels individual pupils within the scope of the teacher's professional competencies					
4. Conducts homeroom guidance activities once a week					
5. Provides opportunities to express themselves, encouraged by the informal and personal atmosphere that prevails an atmosphere that hardly exists in classroom where formal instruction is taking place					
6. Consults counselors about individual student who needs help or specialized attention					
7. Refers to others, pupils whose problems are beyond the scope of the teachers.					
8. Refers pupils to the counseling teacher or counselor or guidance coordinator for additional assistance					
D. Placement Service					
1. Exchanges information with guidance counselor and other teachers					
2. Attempts to motivate pupils to maximum individual achievement					
3. Confers with principals and counselors about pupils who need special attention					
4. Extends time to learn special interest of pupils					

Work Competencies	N 1	S 2	O 3	F 4	A 5
5. Attempts to discover the special talents of pupils					
4. Uses personality test to help a pupil get along better with others and attain better adjustment by giving him more insight into his emotional and social behavior					
E. Follow- Through					
1. Spends time to look over records available about their pupils					
2. Observes pupils for health needs and physical defects					
3. Makes efforts to learn of the home and family background of pupils					
4. Visits number of homes of pupils each year and confer with parents regarding the standing of the pupils in class					
5. Makes occasional studies and participates in conferences with the counseling teacher about whom they have pertinent information					
6. Cooperates with the school administrators and counselors in carrying out school guidance policies which are considered essential to the development of guidance services					

Part III - Attitudinal Scale

5 - Strongly Agree (SA)

4 - Agree (A)

3 - Undecided (U)

2 - Disagree (DA)

1 - Strongly Disagree (SD)

Directions: Here are some kinds of statements. They will help you see how you personally feel about guidance work. For each statement check (/) the space which best describes your answer.

Attitudes Towards Guidance	SD 1	D 2	U 3	A 4	SA 5
1. Recognizes the fact that teachers has an important role to play in the guidance program					
2. Shows interest, willingness in the success of the guidance program					
3. Exerts effort in minimizing the occurrence of behavioral problems, failures and dropouts in class					
4. Accepts the guidance services to make the teaching process effective					
5. Accepts her guidance responsibility					
6. Participates actively in carrying out the guidance activities of the school					
7. Cooperates wholeheartedly with other guidance personnel in making guidance program in success					
8. Has time for guidance function inspite of her heavy load					
9. Shows willingness to know her exact duties and responsibilities in the guidance program					
10. Has taken or enthusiastic to take course in guidance					
11. Considers guidance as something which should be done by entire staff and not by the guidance counselors alone					
12. Extends her guidance services to all pupils who need them and not only to "problem" children					

Attitudes Towards Guidance	SD 1	D 2	U 3	A 4	SA 5
13. Consults with and seeks assistance of the counselor in relation to the performance of guidance duties					
14. Tries to discover the outcomes of the guidance services she has to the pupils					
15. Acquaints her pupils with the different guidance services and encourages the right attitudes towards them					
16. Accomplishes guidance forms promptly and willingly					
17. Helps the guidance counselor in gathering pertinent data about her pupils					
18. Refers pupils with disciplinary problems to the principal and other serious cases to the counselor					
19. Counsels pupils with very simple problems					
20. Finds satisfaction in helping her pupils with their needs and problems					
21. Shows interest to the pupil's progress and problems with their parents					
22. Makes provisions for her pupils to plan their classroom activities					
23. If given an opportunity, express her opinions, needs, and complaints relative to her					
24. Exerts willingness to help develop desirable study habits					
25. Tries to extend her services to dropouts					

Part IV - Problems in the Guidance Program

Direction: Below are some problems that are felt in the implementation of the Guidance Program. Please put a check (/) mark on those which you feel are also met by you.

P r o b l e m s

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

Part V - Suggested Solutions to Problems

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

Suggested Solutions

- _____ 1. Conduct in-service training for teachers on
 - 1.1 concept and principle of guidance.
 - 1.2 duties and responsibilities of guidance workers.
 - 1.3 implementation of guidance services.
- _____ 2. Provide homeroom kits for teacher-advisers.
- _____ 3. The teacher should be deeply aware of his/her guidance duties and responsibilities.

- _____ 4. Provide a period for homeroom guidance.
- _____ 5. Periodic supervision of the homeroom guidance activities of an educationally and professionally trained guidance counselor.
- _____ 6. School should hire a professionally trained guidance counselor.
- _____ 7. Guidance activities should be part of teaching load.
- _____ 8. Others: (pls. specify) _____

APPENDIX G-1

Computation of the Chi-Square on the Competence of Teachers

Factor: Age

Age Range (in yrs.)	Observed Frequency (O)						Expected Frequency (E)					
	VHC	HC	SC	MC	IC	Total	VHC	HC	SC	MC	IC	Total
57 - 62	3	3	1	1	0	8	3.54	2.55	1.20	0.57	0.14	8
51 - 56	11	8	4	1	0	24	10.62	7.65	3.61	1.70	0.42	24
45 - 50	12	8	4	3	0	27	11.95	8.60	4.06	1.91	0.48	27
39 - 44	7	5	2	1	0	15	6.64	4.78	2.26	1.06	0.26	15
33 - 38	6	4	2	1	1	14	6.19	4.46	2.11	0.99	0.25	14
27 - 32	8	6	2	1	1	18	7.96	5.73	2.71	1.27	0.33	18
21 - 26	3	2	2	0	0	7	3.10	2.23	1.05	0.50	0.12	7
Total	50	36	17	8	2	113	50	36	17	8	2	113

$$\chi^2 = \frac{\sum E \left(\frac{O - E}{E} \right)^2}{E}$$

$$= 8.35$$

====

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

$$= 24$$

==

APPENDIX 6-2

Computation of the Chi-Square on the Competence of Teachers

Factor: Sex

Sex	Observed Frequency (O)						Expected Frequency (E)					
	VHC	HC	SC	MC	IC	Total	VHC	HC	SC	MC	IC	Total
Male	7	5	2	1	1	16	7.08	5.10	2.41	1.13	0.28	16
Female	43	31	15	7	1	97	42.92	30.90	14.59	6.87	1.72	97
Total	50	36	17	8	2	113	50	36	17	8	2	113

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

$$= \frac{(7-7.08)^2}{7.08} + \frac{(43-42.92)^2}{42.92} + \frac{(5-5.10)^2}{5.10} + \frac{(31-30.90)^2}{30.90} + \frac{(2-2.41)^2}{2.41} + \frac{(15-14.59)^2}{14.59} + \frac{(1-1.13)^2}{1.13} + \frac{(7-6.87)^2}{6.87} + \frac{(1-0.28)^2}{0.28} + \frac{(1-1.72)^2}{1.72}$$

$$\chi^2 = 2.25$$

====

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

$$= (2-1)(5-1)$$

$$= 1 \times 4$$

$$= 4$$

=

APPENDIX G-3

Computation of the Chi-Square on the Competence of Teachers

Factor: Civil Status

Civil Status	Observed Frequency (O)						Expected Frequency (E)					
	VHC	HC	SC	MC	IC	Total	VHC	HC	SC	MC	IC	Total
Single	7	5	2	1	1	8	7.08	5.10	2.41	1.13	0.28	8
Married	41	30	14	7	1	24	41.15	29.63	13.99	6.58	1.65	24
Widow	2	1	1	0	0	27	1.77	1.27	0.60	0.29	0.07	27
Total	50	36	17	8	2	113	50	36	17	8	2	113

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

$$= 2.95$$

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

$$= 8$$

$$=$$

APPENDIX G-4

Computation of the Chi-Square on the Competence of Teachers

Factor: Educational Qualification

Educ'l Qualifi- cations	Observed Frequency (O)						Expected Frequency (E)					
	VHC	HC	SC	MC	IC	Total	VHC	HC	SC	MC	IC	Total
MA Degree	1	0	0	0	0	8	0.44	0.32	0.15	0.07	0.02	8
MA CAR	9	6	3	1	1	24	8.85	6.37	3.01	1.42	0.35	24
MA(16-30)	10	7	3	2	1	27	10.18	7.33	3.46	1.63	0.40	27
MA(3-15)	26	18	9	5	0	15	25.66	18.47	8.73	4.10	1.04	15
Education	4	3	2	0	0	14	3.98	2.87	1.35	0.64	0.16	14
Others	0	2	0	0	0	18	0.89	0.64	0.30	0.14	0.03	18
Total	50	36	17	8	2	113	50	36	17	8	2	113

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

$$= 10.32$$

=====

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

$$= 20$$

==

APPENDIX G-5

Computation of the Chi-Square on the Competence of Teachers

Factor: Teaching Experience

Length of Service (in yrs.)	Observed Frequency (O)						Expected Frequency (E)					
	VHC	HC	SC	MC	IC	Total	VHC	HC	SC	MC	IC	Total
41 - 47	2	1	0	0	0	3	1.33	0.96	0.45	0.21	0.05	3
34 - 40	9	7	4	2	0	22	9.73	7.01	3.31	1.56	0.39	22
27 - 33	5	4	2	0	0	11	4.87	3.50	1.65	0.78	0.20	11
20 - 26	5	4	2	1	0	12	5.31	3.82	1.81	0.85	0.21	12
13 - 19	8	6	3	1	1	19	8.41	6.05	2.86	1.34	0.34	19
7 - 12	12	9	3	2	1	27	11.95	8.60	4.06	1.91	0.48	27
1 - 6	7	5	2	1	0	15	6.64	4.78	2.26	1.06	0.26	15
> 1	2	0	1	1	0	4	1.76	1.28	0.60	0.29	0.07	4
Total	50	36	17	8	2	113	50	36	17	8	2	113

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

$$= 9.15$$

====

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

$$= 28$$

==

APPENDIX H-1

Computation of the Chi-Square on the Attitude of Teachers

Factor: Age

Age Range (in yrs.)	Observed Frequency (O)						Expected Frequency (E)					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total
57 - 62	5	3	0	0	0	8	5.10	2.48	0.28	0.07	0.07	8
51 - 56	15	5	2	1	1	24	15.30	7.43	0.85	0.21	0.21	24
45 - 50	19	6	2	0	0	27	17.20	8.36	0.96	0.24	0.24	27
39 - 44	10	5	0	0	0	15	9.56	4.65	0.53	0.13	0.13	15
33 - 38	9	5	0	0	0	14	8.92	4.34	0.50	0.12	0.12	14
27 - 32	11	7	0	0	0	18	11.46	5.58	0.64	0.16	0.16	18
21 - 26	3	4	0	0	0	7	4.46	2.16	0.24	0.07	0.07	7
Total	72	35	4	1	1	113	72	35	4	1	1	113

$$\chi^2 = \frac{\sum E \left(\frac{O - E}{E} \right)^2}{E}$$

$$= 24.91$$

=====

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

$$= 24$$

==

APPENDIX H-2

Computation of the Chi-Square on the Attitude of Teachers

Factor: Sex

Sex	Observed Frequency (O)						Expected Frequency (E)					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total
Male	11	4	1	0	0	16	10.19	4.96	0.57	0.14	0.14	16
Female	61	30	2	1	1	97	61.81	30.04	3.53	0.86	0.86	97
Total	72	35	4	1	1	113	72	35	4	1	1	113

$$\begin{aligned}
 \chi^2 &= \frac{\sum \frac{E(O - E)^2}{E}}{E} \\
 &= \frac{(11-10.19)^2}{10.19} + \frac{(4-4.96)^2}{4.96} + \frac{(1-0.57)^2}{0.57} + \frac{(0-0.14)^2}{0.14} + \frac{(61-61.81)^2}{61.81} + \frac{(30-30.04)^2}{30.04} + \frac{(2-3.53)^2}{3.53} + \frac{(1-0.86)^2}{0.86} + \frac{(0-0.14)^2}{0.14} + \frac{(1-0.86)^2}{0.86} \\
 \chi^2 &= 16.54 \\
 &=====
 \end{aligned}$$

$$\begin{aligned}
 df &= (r-1)(c-1) \\
 &= (2-1)(5-1) \\
 &= 1 \times 4 \\
 &= 4 \\
 &=
 \end{aligned}$$

APPENDIX H-3

Computation of the Chi-Square on the Attitude of Teachers

Factor: Civil Status

Civil Status	Observed Frequency (O)						Expected Frequency (E)					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total
Single	8	5	2	1	0	16	10.19	4.96	0.57	0.14	0.14	16
Married	61	29	2	0	1	93	59.26	28.81	3.29	0.82	0.82	93
Widow	3	1	0	0	0	4	2.55	1.23	0.14	0.04	0.04	4
Total	72	35	4	1	1	113	72	35	4	1	1	113

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

$$= 17.16$$

=====

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

$$= 8$$

=====

APPENDIX H-4

Computation of the Chi-Square on the Attitude of Teachers

Factor: Educational Qualification

Educ'l Qualifi- cations	Observed Frequency (O)						Expected Frequency (E)					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total
MA Degree	1	0	0	0	0	1	0.64	0.31	0.03	0.01	0.01	1
MA CAR	13	6	1	0	0	20	12.74	6.19	0.71	0.18	0.18	20
MA(16-30)	15	7	1	0	0	23	14.65	7.12	0.81	0.21	0.21	23
MA(3-15)	37	18	2	1	0	58	36.97	17.97	2.06	0.50	0.50	58
Education	6	3	0	0	0	9	5.73	2.79	0.32	0.08	0.08	9
Others	0	1	0	0	1	2	1.27	0.62	0.07	0.02	0.02	2
Total	72	35	4	1	1	113	72	35	4	1	1	113

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

$$= 53.39$$

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

$$= 20$$

APPENDIX H-5

Computation of the Chi-Square on the Attitude of Teachers

Factor: Teaching Experience

Length of Service (in yrs.)	Observed Frequency (O)						Expected Frequency (E)					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total
41 - 47	2	1	0	0	0	3	1.91	0.93	0.10	0.03	0.03	3
34 - 40	14	7	1	0	0	22	14.02	6.82	0.78	1.19	0.19	22
27 - 33	7	3	1	0	0	11	7.00	3.41	0.39	0.10	0.10	11
20 - 26	8	4	0	0	0	12	7.64	3.72	0.42	0.11	0.11	12
13 - 19	12	6	1	0	0	19	12.11	5.88	0.67	0.17	0.17	19
7 - 12	17	8	1	1	0	27	17.20	8.36	0.96	0.24	0.24	27
1 - 6	10	5	0	0	0	15	9.56	4.65	0.53	0.13	0.13	15
> 1	2	1	0	0	1	4	2.55	1.23	0.15	0.03	0.03	4
Total	72	35	4	1	1	113	72	35	4	1	1	113

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

$$= 38.20$$

====

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

$$= 28$$

==

CURRICULUM VITAE

CURRICULUM VITAE

NAME : CATALINA BAYLON BOLLEDO
 ADDRESS : Brgy. Canlapwas, Catbalogan
Samar
 PLACE OF BIRTH : Tigbawon - Paranas, Samar
 DATE OF BIRTH : December 1, 1939
 PRESENT POSITION : Elem. Grade Teacher III
 NAME OF AGENCY : DECS - Catbalogan I District
Division of Samar
 STATION : San Andres Elementary School

EDUCATIONAL BACKGROUND

Elementary Catbalogan I Central Elementary
School, 1950 - 1956
 Secondary Samar National Agricultural
School (SNAS), 1960-1964
 College Bachelor of Science in Elem.
Education, Samar College,
Catbalogan, Samar,
1964 - 1968
 Graduate Samar State Polytechnic College,
Catbalogan, Samar, 1988 - present
 Curriculum Pursued . . . Master of Arts
 Major Guidance and Counseling

CIVIL SERVICE ELIGIBILITY/GOVERNMENT EXAMINATION PASSED

Teacher's Examination 71.88%, Catbalogan, Samar
August 24, 1969

CO-CURRICULAR ACTIVITIES

Star Scout Co-Leader Lagundi Brgy. School
1985 - 1987

Kawan Leader Lagundi Brgy. School
1988 - 1989

Girl Scout Leader Lagundi Brgy. School
1989 - 1990

Kawan Leader Boy Scout of the Phils.
San Andres Elem. Sch.
1992 - present

Girl Scout Leader Girl Scout of the Phils.
San Andres Elem. Sch.
1992 - present

TRAININGS SEMINARS AND CONVENTIONS ATTENDED

Continuous Progression, Catbalogan, Samar, August 25-27,
1971.

Family Planning, Catbalogan, Samar, March 23, 1972.

New Social, Health, Population Education, Filipino,
Elementary Math, P.E., Language Testing and Music,
Catbalogan, Samar, August 10-12, 1972.

Strengthening and Developing Moral Values Through Education,
Catbalogan, Samar, July 25-26, 1974.

Forest Conservation, Catbalogan, Samar, February 28 - March
1, 1974.

Determining Pupils Reading Level, Catbalogan, Samar, September 13-14, 1976.

DECS, District Mini-Jet Institute, Catbalogan, Samar, June 7-8, 1976.

Workshop on Non-Formal Education, Catbalogan, Samar, September 7-8, 1976.

DLRC, Teacher Development Program, Catbalogan, Samar, July 15-30, 1976.

Level 3 Mass Training Program, Catbalogan I Central Elementary School, Catbalogan, Samar, April 25 - May 6, 1977.

Forest Conservation, Catbalogan, Samar, December 6, 1978.

Youth Volunter Management, Catbalogan, Samar, January 1-2, 1979.

School Health Guardians, Catbalogan, Samar, July 14-21, 1979.

Workshop in Social Studies, Catbalogan, Samar, March 27-28, 1980.

Bilinggwalismo, Catbalogan, Samar, March 24-25, 1980.

Training Workshop on Beginning Reading, Catbalogan, Samar, November 7-8, 1980.

Organization and Management SEP "Science Fair and Quizzes", Catbalogan, Samar, September 3-4, 1981.

Reading for Grade III and IV, Catbalogan, Samar, March 9-10, 1981.

Filipino Sa Mabisang Pagpapahayag, Catbalogan, Samar, March 9-10, 1981.

Strategies and Techniques in Teaching P.E., Catbalogan, Samar, April 4-6, 1982.

KKK, Catbalogan, Samar, June 25, 1982.

Formal Training Phase of the PRODED Teachers ERP Formation,
San Jose, Tacloban City, March 20-27, 1984.

Council-wide Unit Leaders Training Conference, Girl Scout of
the Philippines Headquarter, Catbalogan, Samar, September
22-26, 1986.

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