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An Evaluation of the Guidance Program Services in Selected Public Secondary Schools of the Division of Quezon

Joan Alejaida M. Reyroso

Philippine Normal University

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**AN EVALUATION OF THE GUIDANCE PROGRAM SERVICES IN
SELECTED PUBLIC SECONDARY SCHOOLS OF THE
DIVISION OF QUEZON**

**A Special Project Presented to
The College of Graduate Studies and
Teacher Education Research
Philippine Normal University
Taft Avenue, Manila**

**In Partial Fulfillment
of the Requirements for
Master of Education with Specialization
in Guidance and Counseling**

by

JOAN ALEJAIDA M. REYROSO

March 2014

APPROVAL SHEET

This special project entitled "AN EVALUATION OF GUIDANCE PROGRAM SERVICES IN SELECTED PUBLIC SECONDARY SCHOOLS OF THE DIVISION OF QUEZON" prepared and submitted by JOAN ALEJAIDA M. REYROSO, in partial fulfillment of the requirements for the degree of Master of Education with Specialization in Guidance and Counseling is hereby recommended for approval and acceptance.

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JAMR

DEDICATION

This study is truly dedicated to the significant people in my life who made this possible because of their patience, understanding and support, and unconditional love which have always been my source of inspiration.

my Mama and Papa

and my husband,

Gerald

ABSTRACT

Researcher : JOAN ALEJAIDA M. REYROSO

Title : AN EVALUATION OF GUIDANCE PROGRAM SERVICES
IN SELECTED PUBLIC SECONDARY SCHOOLS OF THE
DIVISION OF QUEZON

Key Concepts : Intents and Actualities, Guidance Program Services,
Action Plan

Degree : Master of Education

Specialization : Guidance and Counseling

Adviser : Jose M. Ocampo, Jr., Ph.D.

The general objective of the study is to evaluate the guidance program in selected public secondary schools in the Division of Quezon with an end view of developing School Guidance Action Plan for the improvement of school guidance program and services. Specifically, this research sought to answer the following questions:

1. What are the intents and actualities of each of the following services of selected schools guidance program:
 - 1.1 Individual Inventory,
 - 1.2 Information,
 - 1.3 Testing and Interpretation,
 - 1.4 Placement,
 - 1.5 Counseling,
 - 1.6 Remedial and Follow-up, and

1.7 Research and Evaluation?

2. What are the consistencies and discrepancies between the intents and actualities of each of the services of the guidance program?
3. What strategies might be articulated to maximize the strengths, minimize weaknesses, and consequently lessen the discrepancies between intents and actualities?
4. How may a school guidance program action plan be developed based on the findings to improve the services of the program?

The descriptive evaluative research design using ABCD model by Ochave (2003) was employed in this study. This made use of questionnaire, unstructured interviews and observations. Among the sources of data used to answer specific problems are the three-part questionnaire that elicited respondents' perceptions regarding actual implementation of guidance program services, the policies and standards of division guidance program, and other informative materials for the development of the school guidance action plan.

The data gathered from the responses were analyzed using descriptive statistical tools such as mean and percentage formulae. In order to come up with a very comprehensive discussion on the way the guidance counselors, teachers and students evaluated the guidance program services in school, the weighted mean of their answers in the questionnaire was computed and interpreted using a five-point rating scale. To determine the discrepancies between the intents and actualities of the guidance services, the intents were given numerical values of 5 and the difference was also computed. To interpret the rating of discrepancies,

numerical equivalent and verbal interpretation of strength and weakness were employed.

Findings

Based on the specific problems of the study, the following findings are:

1. The intents and actualities of each of the guidance program services

- 1.1 Individual inventory service is perceived by majority of the respondents as effectively functioning including all its provisions as indicated by its 4.36 average weighted mean.
- 1.2 Information service is likewise actually functional as observed by most of the respondents particularly in conducting orientation concerning school rules and regulations, mission and vision, school facilities and personnel among students, parents, and community (4.54), and is adequate in all of its services offered as revealed by the average weighted mean of 4.39.
- 1.3 Testing and interpretation service is seen by respondents as implemented but moderately adequate with average weighted mean of 3.24 due to lack of assessment tools and psychological tests, hence is inadequate with respect to assisting and helping students with the use of psychometric tests and other inventories.
- 1.4 Placement service obtained an average mean score of 4.47 amplifying the respondents' belief that classifying the regular and irregular students, repeaters, drop-outs and new students, assisting students transferring in and out, and graduating students in choosing best schools appropriate for

their chosen career, as well as the implementation of Drop-Out Reduction Program (DORP) are provided adequately.

1.5 Counseling service, though still perceived *adequate* with 3.96 average weighted score by the respondents, is still moderately adequate in terms of access in counseling sessions and availability of a room/private quarter for individual students and group counseling due perhaps to the fact that counselors and other teachers assigned in guidance and counseling are given more teaching loads than counseling, and a room for counseling is the least priority of the school head to be provided.

1.6 Remedial and follow-up services are *adequately* provided as revealed by the average mean score of 4.25, but respondents observed that school guidance counselors seldom conduct consultation and meeting with the parents, and had difficulty in maintaining contact with the former students especially those who have changed residency and contact numbers.

1.7 Research and evaluation was observed by the respondents as *adequate* as revealed by 3.98 average weighted mean which does not conform with conduct and utilization of case studies on drop-outs and action research.

2. Discrepancies between the intents and actualities of each of service of the school guidance program

2.1 Individual inventory service is consistent and aligned with the standards of the division guidance program as revealed by the weighted mean of 0.64. The school guidance counselors update, organize and securely file all the records of the students.

- 2.2 Information service (0.61) is a *strength* to school guidance program since it shows consistency between the intents and actualities, thus is aligned with the standards of the division guidance program services.
- 2.3 Testing and interpretation service (1.76) is interpreted as a *weakness* as shown in the difference between its intents and actualities, and all of its provisions are considered discrepancy ranging from 1.51 to 2.54, thus is not aligned with the services of the division guidance program.
- 2.4 Placement service is considered a *strength* (0.53) for it is consistent with the standards of the division guidance program services and is designed to enhance the student development by preparing them for admission in other educational, vocational or work-related programs.
- 2.5 Counseling service, through rated adequate, still indicates discrepancy between its intents and actualities (1.04) suggesting the division guidance program services expectations were not fully realized.
- 2.6 Remedial and follow-up service is consistent with the prescribed division guidance program services (0.75) though consultation with parents needs further attention.
- 2.7 Research and evaluation indicated discrepancy between the intents and actualities of the service (1.02), therefore is not congruent with services mandated by the division guidance program although some indicators are considered *strength*.

3. Strategies to maximize strengths, minimize weaknesses, and lessen the discrepancies between intents and actualities

The school guidance program services primarily needs full support and awareness of school heads concerning its needs and functions as 99% of the respondents affirmed on it. It was followed by improvement of accessibility of guidance office/center and facilities (97%) constantly updating action plan (96%), providing assessment tools and psychological test (93%), trainings (92%) professional advancement of the guidance counselors (86%) and team approach or school staff participation in guidance (81%) to strengthen the program. The need for networking with other professionals like psychologists, doctors, and therapists among others (71%), reinforcing the vocational and career service (67%) and teachers' assistance to guidance program service delivery and evaluation (46%) were likewise suggested by the respondents for secondary school guidance services improvement.

4. Development of a Secondary School Guidance Action Plan based on the Findings to Improve the Services of the Guidance Program

An action plan for guidance and counseling improvement was developed based on the evaluation of the program. The plan included different services concerning testing and interpretation, counseling, remedial and follow-up, and research and evaluation.

Conclusions

Based from the findings, the following conclusions are drawn:

1. Individual inventory, information and placement guidance program services strongly satisfy that of the division set expectancies.
2. Testing and interpretation, counseling, remedial and follow-up, and research and evaluation services are the weak areas in school guidance program.
3. The suggested strategies to improve the school guidance program services mainly focused more on administrative support to prioritize the program, and less on teachers' assistance on the program.
4. A guidance program action plan has been proposed to address the identified weakness and needs of the teachers and students.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. Regular secondary school teachers designated as guidance counselors and full-fledged counselors' teaching loads in classroom must be modified in such a way that their counseling roles are favorably considered.
2. Guidance teachers and counselors should focus more on the conduct and utilization of the results of action research as basis for the design, innovation and implementation of programs and services to address the students' needs.
3. To ensure better coordination between the teachers and parents and update them about the students' needs and development, regular consultation with the parents may be done.

4. Comprehensive in service training program and professional advancement of the teachers and guidance counselors can be conducted to strengthen the school guidance program.
5. Advocacy campaign for school guidance program and regular orientation of school heads can be initiated by the school division guidance coordinator to maximize support and awareness of the school head regarding the program's needs and functions, inasmuch as specific functions of school staff and all the persons involved in the guidance program must be clearly defined.
6. A follow-up or parallel study should be conducted by other researches to try out and further validate the action plan developed in this study.

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APPENDIX C

GUIDANCE AND COUNSELING ACTION PLAN FOR SECONDARY SCHOOLS

GUIDANCE SERVICES	PROGRAM/ PROJECT	OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSONNEL INVOLVED	TARGET CLIENTS	TIME FRAME	EXPECTED OUTCOME
A. Testing and Interpretation	“Testing and Interpretation Services Caravan”	-To assess the students’ individual academic performance, mental ability, level of intelligence, aptitude, interest and personality of students for placement and classification. -To help the students obtain a better self-understanding through the use of and access to psychometric tests and other inventories	Administration of the following: Academic – NCAE, NAT, RSAT, DSAT Mental Ability – IQ test such as Ravens Progressive Matrices, Purdue Interest – Thurstone Scale Personality - Bell Adjustment, 16 PF, etc.	-Division Supervisor for Guidance -Guidance Counselors -Guidance & Testing Coordinator	Students	Year round	100% of the total enrolment have access to testing & interpretation services Psychological/psychometric tests are available in the guidance office
	Counselor-Teacher-Students’ Conference (CTSC)	- To enable the students to be aware of their real competencies as well as their	Conduct Conferences with the students and advisers	-Guidance Counselor -Advisers	Students	March	-Teachers and students are provided with the results of the test as well as students’

		limitations through measurement and it provides the teacher better evaluation of their students.					academic strengths and weaknesses. -Very valuable information are provided to students, teachers- counselors, administrators, and parents for their references
GUIDANCE SERVICES	PROGRAM/ PROJECT	OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSONNEL INVOLVED	TARGET CLIENTS	TIME FRAME	EXPECTED OUTCOME
B. Counseling Service	Guidance Counseling Sessions	-To help students in dealing with different problems in terms of schooling or learning such as those who have learning difficulties, behavioral problems and illness - To give appropriate assistance according to every learner's needed to develop desirable attitudes and values.	Conduct the ff: -individual counseling -group counseling -case study -exit interview and referral -values orientation	-Guidance Counselors -Class advisers -other concerned teachers	Students	Year round	-100% of the student population have access to the counseling and avail the individual and group counseling service. -Decreased cases of truancy, bullying, and problem students - Students who availed the counseling service benefited from it.

	Feedback Giving	To give parents and teacher-advisers appropriate feedback about their counseling session.	-Conference with the parents & advisers through feedback giving -Review of different information of students if there is any progress and maladjustments through interpretation and reading of different guidance forms.	-Department Heads -Guidance Counselors	-Class Advisers -Parents -Students	Year round	-Parents and teacher advisers are well informed of the needs and problems of the students.
GUIDANCE SERVICES	PROGRAM/ PROJECT	OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSONNEL INVOLVED	TARGET CLIENTS	TIME FRAME	EXPECTED OUTCOME
C. Remedial and Follow-up Service	Remediation and Counseling Sessions	-To help students with learning difficulties/under achievers as well as with personality, emotional and moral problems that affect student learning, to meet their needs. -To monitor and follow-up the progression of the students who have given assistance by the guidance office	-academic follow up -behavioral follow up -personal/social follow-ups to students -home visitation - consultation with the parents -consultation with the teachers	-Guidance Counselors -Class Advisers	Students (freshmen & transferees)	Year round	-Increase academic achievements for at least 20% -The data obtained from follow-up aid the school in evaluating the guidance program.

	Reading of Forms	To review different information of all students and monitor quarterly the different guidance forms for any progress and maladjustments.	-Quarterly monitoring of different guidance forms such as Form 1, 2, 137-A, 138, and individual inventory record and student profile. -Interview with the students who have problems	Guidance Counselors	Students (freshmen & transferees)	June September December March	-The guidance office has maintained the records of students for proper evaluation -Students complies the needed forms for further evaluation
	"Keep in Touch" Program	To maintain contact with the currently enrolled students as well as former students.	-Counseling -Remediation -Unstructured interviews -Home coming	-Guidance Counselors -Guidance Coordinator -Advisers	-Students -Former students	Year round	-Students are monitored in their development. -Successful graduates are invited to school's activity
GUIDANCE SERVICES	PROGRAM/ PROJECT	OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSONNEL INVOLVED	TARGET CLIENTS	TIME FRAME	EXPECTED OUTCOME
D. Research and Evaluation Services	Action Research & Case Study	-To investigate the different learning problems/ difficulties of students. - Exploration of some changes to ascertain the needs of the students.	-Conduct case studies e.g. drop outs, truancy -Conduct a survey on study habits of students	Guidance Counselors Teachers	Students	Anytime of the school year	Results of action research are utilized for the design, innovation and implementation of the guidance program and services.
	Evaluation of the Guidance Program	-To regularly evaluate the guidance program	Conduct research studies, surveys, & checklist	-Department Heads -Guidance	Students Teachers Counselors	End of the school year	Results of evaluation served as basis for the

		and services -To find the extent to which the objectives of the school guidance program are being attained	assessment	Counselors -Guidance Coordinator			development and improvement of guidance action plan
	Performance Appraisal	To assess the performance of teachers, department heads and principal	Conduct an evaluation of teachers' performance by the students and teachers' evaluation of the performance of Head Teachers and Principal.	-Guidance Counselors -Students -Teachers	Teachers and School Heads	January to March	The evaluation of teachers' performance by the students and teachers' evaluation of the performance of Head Teachers and Principal are utilized.

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

The quality of education in the Division of Quezon is very alarming as revealed by the National, Regional, and even Division Achievement Test results. It ranked last among the fourteen divisions of Region IV-A CALABARZON based from the last ranking conducted for the school year 2006-2007. Moreover, the division also ranked last in 2007 National Career Assessment Examination for fourth year students with the total MPS of 62.80 and even decreased by 3.46% from 58.19% to 54.73% in 2010-2011.

Based from the result of Regional Achievement Test (RAT) and National Achievement Test (NAT) released by National Education Testing and Research Center, the Division of Quezon ranked low for the past three consecutive school years 2004-2007. In this regard, the division made a comparative analysis in which the declining result of the Regional Achievement Test in the secondary is very evident. It got 48.2 MPS in 2004-2005, 62.47 MPS in 2005-2006, and 38.55 MPS in 2006-2007. As to the NAT Year II 2010-2011, the secondary level MPS decreased by 2.53% from 42.63% to 40.10%.

The issue of the series of low academic performances of Quezon poses more implications as the DepEd – Quezon administrators and officials strive to deal with educational reforms, technological change and survival issues. Their concern and commitment are at stake. For this reason, the division tries to make

significant strides in getting out of the situation. By dealing with the past, the division takes the great challenge and works hard to make a difference.

Education maybe conceptualized as a system consisting of three major sub functions: instruction, service and administration. The instructional element is teaching function, service as helping function and administration as management function. In the school setting, student personnel services mean those activities and areas of school concerned with helping the individual to become an upright resourceful and productive citizen of the country.

Students must be prepared for meaningful and productive participation in the unfolding new world. It should be the school's foremost commitment to help students learn more effectively and meet their needs and problems according to their maximum potentialities. Therefore, education as Tenedero (1998) stressed out, must serve society as an instrument for fostering creation, advancement and dissemination of knowledge; and that the triple goals of equity, relevance and excellence must prevail on policy-making, planning and practice.

Supporting the regional project, *Turning around Performances of Schools*, the DepEd Division of Quezon administrators and officials put their synergy to raise the performance of its schools through programs and projects they have been undertaking since 2008. One of the programs of the division for secondary schools is the enhancement of guidance program and its services for today's young people who are living in an exciting time, with an increasingly diverse and mobile society, new technologies, and expanding opportunities. To help ensure that they are prepared to become next generation workers, leaders, and citizens, every student needs support, guidance, and opportunities during adolescence.

The adolescents face unique and diverse challenges, both developmentally and personally, that impact their academic achievement.

High school is the final transition into adulthood and the world of work as students begin separating from their parents and exploring their independence. They are deciding who they are, what they do well, and what they will do when they graduate. During adolescent years, students are evaluating their strengths, skills and abilities wherein the biggest influence is their peer group. They search for a place to belong and rely on the peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions, and must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Guidance is one of the components of the educational system. It is part of organizational program in school where there are guidance services. Guidance serves as supporting function in educational process by directing and controlling activities to help each individual develop to his fullest potential (Ryan & Zeran, 2000). The welfare of every learner is the foremost concern of guidance. In order to help the clients, a set of planned activities with the desired goals is carefully prepared. This will serve as an action plan for the wise management and proper implementation of the program. In school, guidance consists of a set of services to insure that the learner receives an education that fits him in accordance with

his abilities and interests. Its program consists of basic services concerned with helping the individual develop into the person he is capable of becoming.

Pursuant to DepEd Memorandum No.368, s. 2006 and No. 270, s.2007, the results of National Career Assessment Examination shall be utilized through the implementation of comprehensive Career Guidance Program (CGP) in public secondary schools nationwide. The CGP is an improved output from workshop participated in by Guidance Supervisors and Guidance Counselors from public national high schools, and conducted by the National Education Testing and Research Center (NETRC). The CGP of each division shall be adapted by and implemented in all public secondary schools with the support of the school and division office officials, the community and its stakeholders.

Guidance in the secondary level is based in broad and common interest. The goal toward self-knowledge and self-direction still holds true while emphasis is on the proper choice of future career. A guidance program is a device used as part of the total plan organization. It should be emphasized that the responsibility for building a guidance program rest with the administration and all the members of staff. It must be started in such a way that the entire staff participates in the process. A “sound” program can result if an “of the faculty, by the faculty, and for the welfare of the pupils” attitudes is taken.

Reyes (1999) in her article in the Philippine Science Encyclopedia Vol. 1 stated that the 2-2 Plan in the Revised Philippine Educational Program approved by the Board of National Education is a definite period for homeroom guidance once a week under a trained guidance counselor. This in part implemented the

objective of secondary education which “shall seek to discover varying abilities, interests, and aptitudes of the youth”. Through this program, the students are properly guided and geared up to select and choose the course they were best equipped to pursue. Students with academic ability to profit from the rigorous university education could be easily identified and selected. Thus, co-curricular redirection of students, teachers and other people would be enhanced.

In 1997, former DepEd Secretary Ricardo Gloria issued DECS Order No. 7, s.1997, instructing the teachers, administrators and guidance counselors to implement and revitalize homeroom guidance program. The order describes the homeroom as a 40-minute per week subject, anon-credit graded activity used as a requisite for promotion and graduation and required all high school students. The Revitalized Homeroom Guidance Program seeks to develop the student’s personality to prepare them for their roles in the family, world of work and the community. Generally, homeroom guidance program aims to develop wholesome personality among students, for them to become more effective and participative citizens of the country.

Mendoza (1998) pointed out the importance of the homeroom guidance stating/emphasizing that homeroom guidance program is an organizational part of high school guidance program that aims to create desirable teachers-student association, which cannot be established during the regular classroom meetings. Its primary intention is to forge deeper teacher-student relationship which is sadly almost impossible during regular class hours. Secondly, the homeroom session provides students guidance for learning good manners, proper conduct, genuine

ideas and worthwhile attitude, their responsibilities and privileges to come up with wise decision and intelligent action. Likewise, personality development enables students to understand oneself better, the environment, the people and the social system; leadership and the citizen-building affords of society as they get actively involved to carry out their ideals; career development enhances learning about vocation and profession and finally making plans for future, thus preparing the students for the world of work.

DECS Memorandum No. 164, s. 1997 noted that there is a need to assess the status of the Revitalized Guidance Program to enhance the effectiveness of the implementation and institutionalization of the Revitalized Guidance Program (RGP) in high schools to pave the way for its nationwide adoption.

Based on the research of Utah Comprehensive Counseling and Guidance Program (UCCGP, 2008), it was revealed that students find greater success in school if they can set goals, if they have the best schedule for their abilities and needs and if their parents are involved in the process. Students who are enrolled in schools with the highly implemented comprehensive counseling and guidance programs take more high-level math and science classes and perform better in every area of the American College Testing (ACT) exam. Career and Technical Education students who receive effective guidance and advisement services are much more likely to complete rigorous curriculum of English, Science, and Math and have higher test scores than those students who have not received such guidance. Over 99% of 276 secondary schools offer Comprehensive Counseling and Guidance program to their students.

The guidance programs' effectiveness in its delivery is the degree of its efficiency and effectiveness. Thus, a comprehensive guidance program is very necessary in every school, be it elementary, secondary or tertiary levels. To carry out the well-planned structure of activities there must be a coordinated line of guidance services to assist the individual in meeting his needs. These services may refer to methods, procedures or devices used to obtain needed information in organizing effective training, in providing assistance to enhance the skills and knowledge, thereby making efficient and effective learners (Mendoza, 2003).

A program of guidance services is designed for each school since no two schools have exactly the same social settings. There are particular needs and characteristics that must be met to satisfy learners. However, certain constraints in the school setting are inevitable that affect the effectiveness of the guidance program and services in the school. These include human resources, facilities and equipment and the program itself.

The psychological counseling and guidance services are psychological aid services aiming for the personal, social, educational and vocational development and self-actualization of the individuals who have normal mental health (ASCA, 2007). The school counselor, who serves at the educational institutions, offers counseling and guidance services aid for the students to know and accept their personality which is constantly developing; to make decisions and choices about the upper stage; to deal with the problems they encountered; to make the best use of his potential and thus reach self-actualization.

The evaluation of guidance and counseling programs and their activities and services was part of professional dialogue in 1920s (Gysbers,2004). Today, however, the issue of evaluation is receiving even more attention. Counselors

increasingly are asked to demonstrate that work contributes to student success, particularly student academic achievement, as a result of passage of No Child Left Behind Act (PL 107-110) in 2001 (McGannon, Carey, & Dimmitt, 2005).

It is at this point that the researcher decided to conduct a study on the current guidance program and services of some public secondary schools in the Division of Quezon. It includes four large secondary schools which pioneered the guidance program of the division. The researcher felt that there is a necessity to evaluate the program which served as basis for the development of a guidance action plan to improve the current guidance program and services in the division.

Conceptual Framework

It was stated in Bureau of Secondary Education that by third millennium, Filipino youth shall enjoy better quality of life due to access to quality secondary education, good spiritual and moral life, relevant cultural values, comprehensive workskills, economic stability, strong national identity and successful adjustment to rapidly changing environment. Thus, DepEd organized program to realize the objective and a program being implemented is Revitalized Guidance Program. It is a curriculum addressing or guiding learners' need in making sound decisions that match their aptitude and interests. Presently, program is institutionalized in high schools after a week of implementers' training in division and school levels.

School guidance and counseling program is an integral part of students' daily educational environments. Its purpose is to provide and support the delivery of specific skills and information in a proactive, preventive manner to ensure that all students have the opportunity to achieve school success. It also serves to

provide intervention and referral services for students experiencing difficulties in their lives which interfere with their academic achievement. The school counselor on the other hand, serves as the program leader, and collaborates with other student's services personnel and other school staff in the delivery of services (Comprehensive School Counseling Programs: 2006).

The student's high school years are some of the most challenging and important in his educational career. While the exact services offered vary from school to school, most guidance counselors offer students in secondary school a number of similar guidance services, including individual counseling and career/college planning, test preparation, and program planning to help make secondary school years as pain-free as possible.

Based on the ASCA National Model: a framework for school counseling programs (American School Counseling Association, 2003), assumptions which form the foundation upon which school counseling programs rest are: reaches every student, is comprehensive in scope, is an integral part of total educational program for students success, selects measurable student competencies based on local need in the areas of academic, career and personal/social domains, has a delivery system that includes school guidance curriculum, individual planning, responsive services and system support, monitors student progress, measures both process and outcome results and analyze critical data elements.

On the other hand, comprehensive program of guidance in the Philippine public schools has the following aspects: Health Guidance, Personal Guidance, Educational Guidance and Vocational Guidance. Every school should strive to

acquire varied sources of information for students' growth and development in the various aspects and youth guidance.

Demonstrating accountability through the measured effectiveness of the delivery of guidance program and the performance of the guidance staff helps ensure that students, parents, teachers, administrators, and general public will continue to benefit from quality comprehensive guidance programs (Gysbers & Henderson, 1994, p. 362). To achieve accountability, evaluation is needed for the nature, structure, organization and implementation of the school district guidance programs; the school counselors and other personnel who are implementing the programs; and the impact programs are having on students, the schools where they learn, and the communities in which they live (Gysbers & Henderson, 1994).

Evaluation is not new in human experience. Evaluation is used to mean appraisal or measurement. As applied to education, it is a process by which we find the extent to which the objectives of the school policies and school program are being attained. According to Wright (1998), evaluation includes integrating various indices of behavior changes into an individual's pattern. Evaluation can therefore be a synonym of appraisal, in finding the values of a method, a device, technique, or institution for the accomplishment of set-up objectives. Instruments of appraisal include tests and norms, judgment scales, interviews, observation, questionnaires, anecdotal records, biographical sketches, stenographic reports, and school records. Guidance itself is not evaluated, but its objectives and the instruments and method used in guiding individuals. Evaluation is not the end but the means of attaining the end in this case, which is the self-development of the

individual. Without evaluation, progress or improvement is impossible. Evaluation is a difficult task, a complex one, because of lack of set standards. In evaluating a guidance program, these factors are to be considered: the location of school, which means there are as many guidance programs as there are provinces with different attitudes, needs, and assets; the number and quality of the students enrolled and who are in need of guidance with their different attitudes, abilities, needs, and interests; and the time of evaluation.

It is also the same with Tyler (2000, p.43), who stated that the purposes of educational evaluation are as follows: to provide periodic check of effectiveness of a guidance program, and thus indicate the points in which the program may be improved; to determine correctness or incorrectness of the hypothesis on which guidance program operates; to provide information basic to individual guidance which includes pupil's accomplishments, abilities, and personality; to provide a sound basis for public relations; and to provide a certain psychological security to school staff, to pupils, and to parents.

Decal-Mendoza (2003) identified commonly six guidance services offered in the Philippines. To wit:

- A. Orientation Services. It aims to give due assistance to students, the primary beneficiaries of the program, in their adjustment to a new phase of life. There should be an orientation program for parents, teachers and students. Among others its objectives are clearly defined and orientation is an on-going process.
- B. Individual Inventory Service. The primary objective of this service is to have the necessary information about the individual client. This is a requisite for the

- individual to know himself better to gain new insight along social and moral values of the institution.
- C. Testing Services and Interpretation. It aims to assess the students' individual academic performance for their proper placement and classification.
 - D. Counseling Services. There should be provisions for the individual and group counseling. A competent counselor is expected to conduct counseling to meet pressing needs of clients. Provisions are made to evaluate its effectiveness.
 - E. Remedial and Enrichment Services. This program is intended not only for students but also for teachers during their development session and parents during their parents' enrichment grouping.
 - F. Vocation and Career Service. This service should provide the opportunities to create awareness and appreciation of different stages of life and professional careers; and cultivate proper attitude towards work decision and choice.

The aforementioned are some of the concepts from which the researcher based her study that there is really a need to evaluate the guidance program and services of each school to gain complex information of what the guidance and counseling programs and services are being implemented and offered in various learning institutions and how the guidance counselors, teachers and students are involved in the program. The division recognizes the complex capabilities and phases of schools to function well. Other schools follow, afford and implement the designed ideal services and yet other schools cannot do the task. It is the utmost hope of the Division to know the present status of the programs and its personnel for a better improvement of the services. So the Division Memorandum No.13, s.1986 or "Evaluation of Guidance Program" was issued to encourage

every school to undertake evaluation of their respective guidance programs. The said memorandum stressed the need for evaluation. MEC memorandum No.7 series 1978 also contained the same idea and purpose. The fact that the future of the guidance program depends on the assessment which is the process of determining the value of the said program is emphasized in these memoranda.

To summarize, it is theorized that evaluation of the guidance program is an integral part and imperative of every school. Profiling of teachers, counselors and students, measuring their performances and evaluating guidance services such as on-going orientation for students and teachers, testing and interpretation, individual inventory, remedial and enrichment sessions, vocation and career, evaluation and follow-up and counseling services provide the organization with data that indicate its overall strengths and weaknesses to make use of the opportunities and handle the threats and consequently lessen the discrepancies between intents and actualities of the program.

Conceptual Model

The basic model for this evaluation is Ochave's ABCD model (2003). This model was selected because its dimensions of intents and actualities are very useful in determining gaps which explain the nature of effects and impact of the guidance program which was evaluated in this study.

As evident in the diagram on the next page, component A comprises of students, teachers, school heads and community, the beneficiaries of guidance program services, drawn within the circle to indicate that they are malleable and could be potentially shaped by the foresaid services offered. They are held the

composition of the first element since they are the foremost consideration in determining the context and needs to conduct the study.

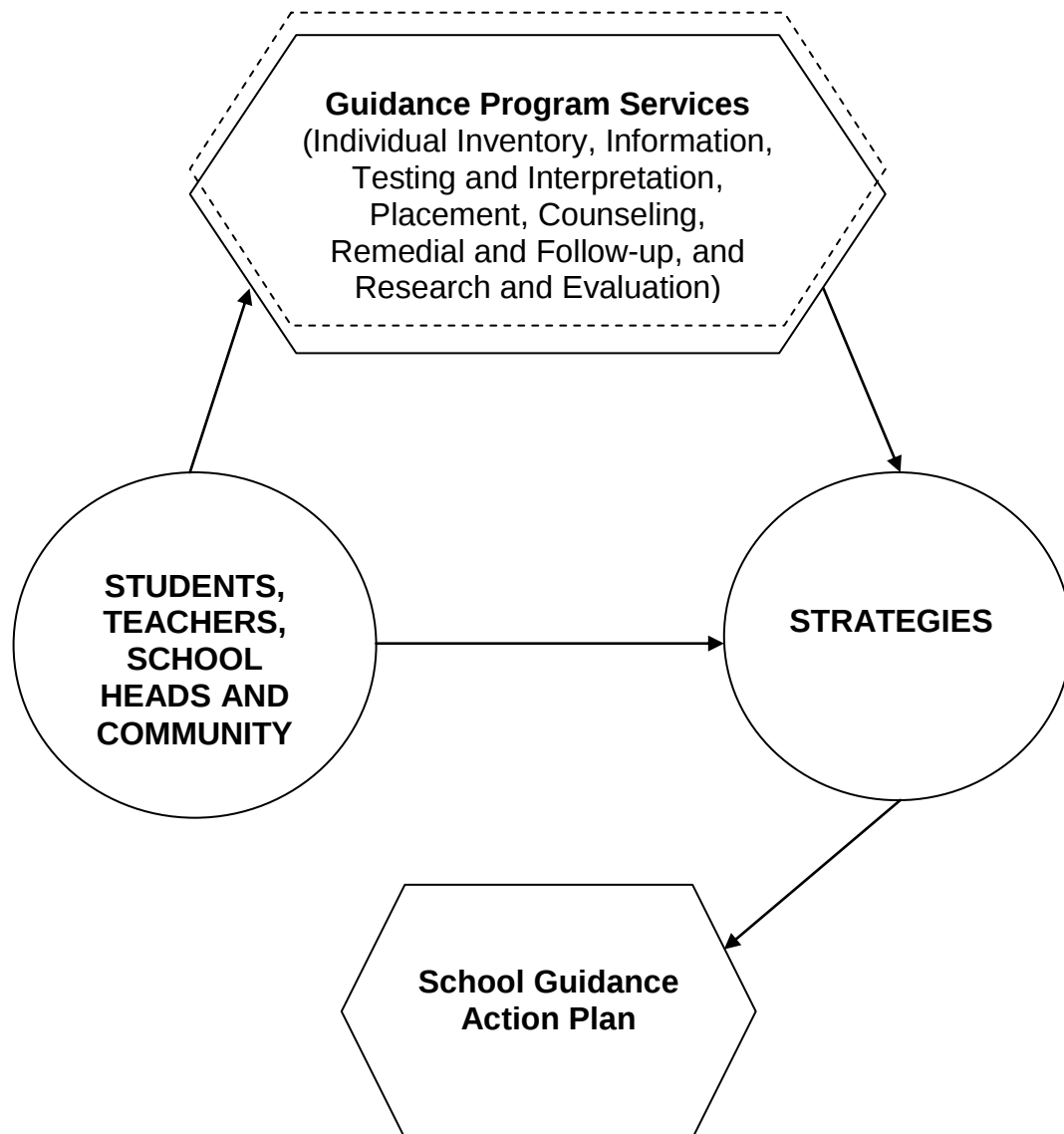


Figure 1. The Modified ABCD Model on Evaluation of Guidance Program Services Intents and Actualities

Component B comprises the guidance program services as to individual inventory, information, testing and interpretation, placement, remedial and follow-up, counseling, and research and evaluation. This is enclosed in a hexagonal diamond to indicate that certain decision points are created and made thereat by

the implementers of the program which are the guidance counselors. Likewise, there is where intents and actualities of the program are clearly viewed.

The model includes observations and actual happenings considered part of the descriptive dimension which is called actualities. In the current study, these are expressed as authentic status of the school guidance program and the real extent by which services are offered. On the other hand, intents are objectives or purposes, which however, in the study are the division guidance program's set standards, expectancies and out-to-be's.

Intents and actualities are the dimensions that interfere with one another, graphically shown by solid lines and broken lines respectively. The data on the gaps between the intents and actualities represents the discrepancy so when the broken lines completely overlap the solid lines, this means consistency, or the actualities meet the set intents. However, there is a narrow gap between the two lines which shows less discrepancy. This serves as basis in making decisions on whether the quality of the program is assured to be effective or will be improved.

Strategies in Component C, again in round object to connote changeability, justifies the modification in the framework by Ochave (2003). While the original proponent included effects of Component B, the present paradigm instead made use of strategies that may be articulated to maximize the strengths, minimize the weaknesses, and lessen the discrepancies between intents and actualities, as it is more demanded by the nature of the present research.

Component D is another modified element from Ochave's social impact to the very output of the study which is a school action plan to improve the services in the guidance program. Similarly, it is in the shape of hexagonal diamond as it

is proposed based on the outcomes of the study and the presupposed decisions of the implementers of the program.

The schematic diagram is sequential as indicated by arrows as it begins with identifying the needs of foreseen beneficiaries (Component A), followed by the evaluation of the program where needs arise (B) and the possible strategies to address the said needs (C). However, the beneficiaries still play pivotal role in determining or in the context of the present study, suggesting C. The terminal phase is materializing C through proposing implementation plan (D).

Statement of the Problem

This study aimed to evaluate the guidance program in selected public secondary schools in the Division of Quezon as basis for the development of the school guidance action plan for the improvement of the school guidance program and services. Specifically, this study sought to answer the following questions:

1. What are the intents and actualities of each of the following services of selected schools guidance program?
 - 1.1 Individual Inventory,
 - 1.2 Information,
 - 1.3 Testing and Interpretation,
 - 1.4 Placement,
 - 1.5 Counseling,
 - 1.6 Remedial and Follow-up, and
 - 1.7 Research and Evaluation.

2. What are the consistencies and discrepancies between the intents and the actualities of each of the services of the guidance program?
3. What strategies may be articulated to maximize the strengths, minimize weaknesses, and lessen discrepancies between intents and actualities?
4. How may a school guidance action plan be developed based on findings to improve the services of the guidance program?

Significance of the Study

The goal of secondary schools' guidance program is student learning. It is designed to produce positive changes in the student behavior and learning. Its outcomes include increased academic achievement, improved attendance, the individual planning, family and community involvement, and social-behavioral skill development. Thus, guidance program is integral to educational experience.

Results of this study are hoped to serve as guide for school administrators in managing the secondary school guidance program to make it more functional. It will also serve as basis for the development of a guidance action plan for the improvement of the school guidance program and services in the division.

The guidance counselors involved in the study will profit from the teachers and students' evaluation. Useful information in this research would create among the teachers and students a feeling of concern for the problems and needs of the school guidance counselors. As a result, teachers will grow in unity and strength and cooperation with the guidance counselors and willingness to accomplish also the task assigned to them, thus creating in the school a favorable climate and ultimately a better guidance service. The instruments used in this study could be

utilized by guidance counselors of secondary schools to evaluate their guidance program as well as by other researchers for future studies.

Moreover, results of this study can be of assistance to higher authorities of the Department of Education specifically in the Division of Quezon, Region IV- A CALABARZON in making decisions regarding guidance program and services to be followed in the field.

Scope and Limitations

This study was bounded with certain limitations such as the respondents of the study as they are limited to guidance counselors, teachers and students of the four big national high schools in the Division of Quezon, Region IV-A for the school year 2011-2012. Meanwhile, the evaluation focused only on the guidance program services as to individual inventory, information, testing and interpretation, placement, counseling, remedial and follow-up, and research and evaluation with an end view of proposing an action plan for the school guidance program.

Additionally, the process of evaluating was limited to determination of the intents and actualities to see the consistencies and discrepancies in the program wherein the more consistent the service's actualities to the intents, the more it becomes a strength of program, otherwise if discrepancies prevail it is reflected as weakness. The reliability of reported services of guidance program is gauged mainly through the questionnaire and checklist as rated by guidance counselors, teachers and students involved in the study.

Since this research delved with the status of the school guidance services as assessed by guidance counselors, teachers and students, conclusions drawn from it would be applicable only to the population under study.

Definition of Terms

The important terms are defined for the purpose of providing a point of reference for issues that may arise in the study and to clarify certain points for its better understanding. The researcher defines the following terms in her study:

Actualities. This refers to what is actually happening in services offered by the school's guidance program such as on-going orientation for students and teachers' individual inventory, testing and interpretation, remedial and enrichment sessions, vocation and career, evaluation and follow-up and counseling services.

Career. It is one the services of guidance program from which students are properly guided and geared up to select and choose the course and job they were best equipped with.

Counseling. It is a kind of guidance service that should be done regularly not only with the problem students but also with the regular students as the needs arise. This is a collaborative process wherein the teacher counselor takes a passive position of listening, as the student is encouraged to articulate himself until he clarifies his thinking to consider various steps in solving his own problem.

Discrepancy. This is the measurement of how consistent or congruent are actualities with the intents of each of the services of the guidance program.

Evaluation. The process of making judgment that is to be used as basis for planning and development of action plan. It is also a process in finding out to what extent the objectives of the school guidance program is attained.

Guidance. It is integral part of education offering assistance to teachers and students for them to make intelligent decisions and adjustments in life.

Guidance Program. In the present study, it is a set of planned activities with desired goals carefully prepared which is reflective of the school's vision and mission as well as its philosophy and objectives. It is based mainly on different services and areas of concern given to all the members of the school which is directed toward effective implementation of the school's guidance program

Intents. This refers to the targets and goals of the services offered by the selected schools guidance program including the program's mission and vision. These also include accepted guidance program policies and standards of DepEd.

Interpretation. It is an explanation that substitutes a broader meaning for the true one.

Inventory. This is an itemized list of students' records with the number and value of each.

Orientation. This is the determination or adjustment of one's position with reference to circumstances or ideals. It is the awareness of one's own temporal, spatial and personal relationships. In the study, it refers to on-going orientation for students and teachers.

Remedial. It is defined as the nature of or adapted to be used as remedy. In this study, it refers to activities given to students to improve their achievements or performance in the different subject areas.

Testing. It means subjecting to conditions that disclose the true character or performance of a person in relation to particular assessment and evaluation.

Vocation. It is stated or regular occupation or calling, work or profession for which one has a sense of special fitness.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher conducted a survey of the related studies and literature in several libraries as well as the internet. Numerous printed and electronic sources and unpublished theses were examined but there had not been any study which is exactly similar with the present research. However, there are related studies undertaken in other schools in different regions of the country and abroad.

This chapter aims to gain insight into the aspects which have been studied and not yet probed. It also supports the justification for investigation to present the relationships among the variables of the study. Lastly, it provides findings and conclusions of past researches which may relate and strengthen current findings.

Among the related readings gathered, guidance and counseling program, its services, functions of school guidance counselor, and evaluation of guidance and counseling program are perused. Having bearings to the study, these are presented below and on succeeding sections of this chapter.

Guidance and Counseling Program

Marked physical, emotional and physiological changes are evident in the behavioral patterns of adolescents. The common goals, interest, and desire bear an effect on the behavior and attitude of learners. Thus, adolescence is the time when adjustments have to be made by the youth for them to be able to cope with physical, emotional, intellectual and social developmental changes. Moreover,

the most potent construct to influence many of the adolescent students' condition is graded performance in classes since it is a determinant if they are going to a more rigorous curriculum or not (Dornbusch, Glasgow & Lin, 1996). In addition to this, athletic and other extracurricular activities (Crosnoe, 2002) and parent-child relationships (Raja, McGee & Stanton, 1992) have great impact to the adolescent development. The challenge for the schools is therefore to provide guidance and counseling services to help ameliorate the foresaid conditions.

Historically, guidance and counseling was introduced at the turn of 20th century during the compulsory education movement. Since vocational education was strongly supported at the time, as high schools became institutions for the masses that required training for their future industrial roles, early guidance and counseling only aimed at assisting learners who are about to enter the workforce. As cited by Phillips and Pazienza (1988, p.2), the father of vocational guidance movement, Frank Parsons, became known for applying a more scientific model to career guidance than had been done previously. His systematic method of vocational assessment premised on the wise choice of a vocation, was grounded on: 1) clear understanding of oneself, one's limitations, resources, aptitudes, and interests; 2) knowledge of requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; and 3) true reasoning on the relations of these two groups of facts.

Lazerson and Grubb (1974) pointed out that the vocational education movement began the trend toward student "differentiation" tracking and early guidance professionals and the testing instruments used by them served to

administer this system. Individual psychological assessments were refined and became prevalent during and after World War I. The tests were first used to assess draftees, and later seen as tools for the educational system. Thus career guidance at this point meant the assessment of individual differences by the “experts” who would determine the person’s best occupational direction.

Early guidance programs dealt with the immediate problem of vocational placement. The complexities of the industrial economy and unrealistic ambitions of many young people made it essential that machinery for bringing together jobs and workers be set up; vocational guidance became that machinery. At the same time, counseling organizations were established to help people understand their potentialities and make intelligent personal and vocational decisions (Phillips & Pazienza, 1988, p.5).

Several years later, the guidance program became an ancillary student service but remained isolated from the instructional program and was designed mainly to encourage students to attend college. Furthermore, the counselor’s work was reactionary and crisis-oriented in assisting students with everyday life occurrences (Walz & Ellis, 1992).

However, Schertzer and Stone (1980) stated that modern high school guidance programs already included academic counseling for those students planning to attend college. In recent years, school guidance counselors have also been recognized as the primary source for psychological counseling for high school students. This sometimes includes counseling in such areas as drug abuse and teenage pregnancy and referrals to other professionals.

As Evangelista (2001, p.23-24) recalled in the Philippines, Congress in 1951, proposed the establishment of a functional guidance and counseling program to aid students to select their courses, activities, occupations, friends, and future mates, guide them in their work both at home and in school, and help them solve their personality problems. The year 1951 also marked the birth of guidance as an important phase of the school curriculum. Furthermore BPS Bulletin no.17, series of 1951 was issued by then Director Venancio Trinidad, thus formally launching the guidance movement in the country. Included in the bulletin are underlying philosophy, principles, goals and meaning of guidance. It also defined the roles of principal, classroom teachers, guidance personnel and the ways of promoting school, parents, and community cooperation.

The Guidance and Counseling Act of 2004 clarified the policy of the State to promote the improvement, advancement, and protection of the guidance and counseling profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient, and effective guidance and counseling services for the development and enrichment of individuals and group lives. In its tenet, guidance and counseling involves the use of an integrated approach to the development of well-functioning individual primarily by helping him/her to utilize his /her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs. It serves multifaceted functions such as counseling, psychological testing, (personality, career interest, study orientation, aptitude, mental and ability), research, placement, group process, teaching and practicing of guidance and counseling subjects, particularly subjects given in the licensure examinations, and other human development services.

For Herron (1984), guidance and counseling in schools should promote efficient and happy lives of individuals by helping them adjust to social realities. The disruption of community and family life by the industrial civilization convinced guidance experts should be trained to handle problems of individual adjustment. Though the need for attention to the whole individual had been recognized by educators since Socrates' time, it was only during 20th century that researchers actually began to study and accumulate information about guidance.

American School Counselor Association (ASCA, 1997) clearly supports a comprehensive guidance and counseling orientation through its policy statement, the publication of National Standards for School Counseling Programs (Campbell & Dahir, 1997), and the ASCA National Model (ASCA, 2003). Variations of the comprehensive guidance and counseling program model (CGCP) have been adopted throughout United States (Sink & MacDonald, 1998). Given widespread acceptance, this approach is likely to serve as foundation for delivering guidance and counseling services to schools for many years to come.

One of the most used programmatic orientations has been the Missouri Model (Gysbers & Henderson, 2000, 2005; Sink & MacDonald, 1998). This model has four major components: guidance curriculum, individual planning, responsive services, and system support. Although each element of the model is important, perhaps the guidance curriculum component is the most innovative. It helps transform and focus school counseling from a collection of practices to an educational program, integrating the CGCP into academic mission of a school district (e.g. ASCA, 2003; Borders & Drury, 1992; Gysbers & Henderson, 2000, 2001; Lapan, 2001, 2005; Watkins, 1994).

The Wisconsin Developmental Guidance Model (WDGM) presents an organized and systematic approach to the delivery of an effective developmental guidance program. The model is based on student needs and the developmental stages they pass through; competencies are matched for age and grade-level groups. Like ASCA, the WDGM focuses on three major areas of development: learning, personal/social, and career/vocational. Counselor functions are drawn from such developmental areas (Wilson, 1992). Model emphasizes importance of coordination from a variety of people for guidance program to be successful. Counselors, along with teachers, work together with administrators and school support staff to provide the students a quality, comprehensive guidance program. There is close relationship between all resource people with the school counselor at the core of the system.

Attesting to the role of guidance and counseling program was the findings in Melanab's (1985) dissertation which had proven guidance and counseling to be the most adequate and flexible means, as far as providing education with the referring support and services that it needs, is concerned. Often, it has been the most effective means of guiding the students for it provides the right path in education and conserves time and effort in important areas of instructions.

Another study done by Robles (1970) on the guidance program and the curricular choices of students under the 2-2 plan, revealed that all the schools included in the study have guidance programs which provide vocational guidance to the students. Several instruments and techniques were used by the guidance personnel in assisting the students select their curricular choices. In general,

many teachers and students have favorable attitudes toward guidance program. However, there is a need to improve the current set-up of the guidance program in coordinating the efforts of all personnel involved in the implementation of the 2-2 Plan as well as the administration of the different kinds of test to identify the abilities, aptitudes and interests of the students.

The version of Delphi's (1994) recommendations instead looked forward to training classroom teachers on implementing guidance program, evaluating the cultural and value orientation and skills in handling adolescent concerns and problems, and assigning a definite schedule with a minimum of 45 minutes per week for a functional guidance program. In addition, continuous upgrading of guidance resource manual and curriculum and skills and knowledge of the core teacher trainer, and validating the acceptability of the Guidance Program to the majority are all a necessity.

Rondaris (2003) on the study of revitalized homeroom guidance program among public secondary schools revealed that the homeroom advisers, head teachers and guidance counselors agreed to Revitalized Homeroom Guidance Program philosophy. Likewise, the respondents agreed to the implementation of RHGP Philosophy to develop students' personality through understanding of self and environment, and discover/ enhance aptitude/interest of students to prepare them for the world of work and higher academic and non-academic studies.

The following studies were found to have had impact to implementing comprehensive guidance program: two examining the impact of comprehensive guidance programs on students statewide in Missouri (Lapan, Gysbers & Sun,

1997; Lapan, Gysbers & Petroski, 2001); and one analyzing the implementation of comprehensive guidance programs in Utah (Nelson, Gardner & Fox, 1998). While each study has limitations, they do show positive relationships between guidance programs principles and students' grades and career development.

Lapan, Gysbers and Sun (1997) used data from 236 Missouri high schools to explore the relationships between counselors' ratings of the implementation of comprehensive guidance programs in their schools and students' ratings of their academic achievement, career development, liking for school and school climate. Controlling for the school-level differences in socioeconomic status, percentage of minority students, and size, the researchers found that students in schools with more fully-implemented guidance programs reported having higher grades; more career information; and believing their school has positive climate.

The succeeding study by Lapan, Gysbers and Petroski (2001) used data from seventh-graders and teachers in 184 Missouri middle schools to examine the relationships between teachers' ratings of guidance activities in their schools and students' perceptions of safety and success, and again controlled for school-level differences. The students with more fully-implemented guidance programs have a safer feeling in school, better relationships with teachers; believe their education was relevant; are more satisfied with quality of their education, have fewer problems related to their school environment; and earn higher grades.

On the study of Nelson, Gardner and Fox (1998), data from 14 Utah high schools were used to examine relationships between the level of implementation of comprehensive guidance programs in the schools and a number of variables

reported by the students. Comparing the data from high and low-implementation schools, the researchers found that students in high-implementation schools were statistically significantly more likely to be completely satisfied with guidance services than students in low-implementation schools.

On the local context, Santos (2002) in her study assessed the revitalized homeroom guidance program of private schools in San Pedro, Laguna. It was concluded that a functional guidance program can be proposed to address the identified weaknesses and needs of both the teachers and the students, such as strategies, group processes, time constraint and the like. An action program was prepared based from the most encountered problems revealed in the study such as absence of group activities and techniques, time constraint, and uninterested students in the activity. Homeroom modules are not sufficient to meet the needs of students and the most suggested problems such as increasing the time or number of days allotted for RHGP, providing more reference materials in RHGP, interesting topics that concerns the youth, activities outside school settings, and teachers' different group processes and techniques.

In the study of Sannad (1995), she recommended that the administration, teachers and student should meet together for the attainment of the objectives of guidance program, thus the guidance services should be handled by qualified, full time and adequate number of counselors.

The aforementioned citations underscored the common factors constantly pressing many adolescent learners (Dornbusch, Glasgow & Lin, 1996; Crosnoe, 2002; Raja, McGee & Stanton, 1992) which pave way for the advent of guidance and counseling program. Initially, it was solely concerned with career orientation

and placement (Phillips & Pazienza, 1988; Lazerson & Grubb, 1974). However, its gradual development made it possible to be embraced in the academe (Walz & Ellis, 1992; Schertzer & Stone, 1980; Evangelista, 2001) and soon its functions were clearly defined even in the Philippines as per Guidance and Counseling Act of 2004. Guidance and counseling also became the prevalent interest of many educators (Melanab, 1985; Robles, 1970) in the field of research. Consequently, comprehensive guidance and counseling orientation or program models (ASCA, 1997, 2003; Borders & Drury, 1992; Campbell & Dahir, 1997; Sink & MacDonald, 1998; Gysbers & Henderson, 2000; Lapan, 2001, 2005; Wilson, 1992; Watkins, 1994) have been proposed. Moreover, several studies (Delphi, 1994; Rondaris, 2003; Santos, 2002; Lapan, Gysbers & Sun, 1997; Lapan, Gysbers & Petroski, 2001; Nelson, Gardner & Fox, 1998) have proven that a comprehensive, fully or highly-implemented guidance program in schools have favorable effects on the students' academic performance, educational expectations and career prospects that carrying out guidance services entailed "qualified, full time and adequate number of counselors" (Sannad, 1995). This is in similar vein, the anticipation of the researcher in the present study.

Guidance Program Services

Part of determining the functions of guidance and counseling in general in the educational institutions is demarcating it into various areas of service. In this study, the commonly offered guidance and counseling services were identified in the conceptual framework of the previous chapter. Nevertheless, it is still of the essence to peruse the significance of each guidance and counseling service and point out which among such would likely address learners' specific needs.

According to Axelsor (2007), helping the youth during the impressionable years to form perceptual and rational alertness is important in overcoming the tendency toward prejudicial attitudes and thinking. School as a social institution shares in the socialization process along with family, church, neighborhood and peer groups. It must adequately identify the children with different potentials and characteristics and prepared them differentially to be able to enter society with full use of their distinctive qualities.

At the beginning of the century, Parsons emphasized the importance of helping the young people transition from school to work. After more than eight decades, half of the nation's student population is still beset with circumstances that limit their prospects for a good life (Grant, 1988, p. 53). Calls to do more on their behalf mount. To a great extent, career guidance and counseling is seen as an important component in preparing students for the world of work. Hence, there is no part of life where the need for guidance is more emphatic than the transition from school to work—choice of a vocation, adequate preparation for it, and the attainment of efficiency and success. The building of a career is quite difficult, yet few ever sit down with expert information and counsel, to plan a working career and deal with the life problem scientifically (Cunanan & Maddy-Bernstein, 1995).

Gysbers and Henderson (2000) mentioned that as changes are taking place in the society, many of organizations and groups of interested and involved individuals are providing the programs and services at national, state, and local levels to help students deal effectively with the complex challenges. Within the education community, school counselors have been and continue to be in the forefront of efforts to assist the students to respond to these complex challenges through the work within the comprehensive guidance and counseling programs.

According to Canel (2007), as the needs and developmental features of preschool education, elementary education, secondary education, and university students differ from each other, counseling and guidance services offered vary accordingly. The elementary school stage is an important step for acquiring the desired positive personality features, getting ready for the secondary school and vocational orientation. The children at the first grade of the elementary school experience secondary childhood features until the fifth grade. From this year on the child enters an adolescent and has to deal with bodily, sexual, cognitive, emotional, and social problems (Baysal, 2004). Therefore, students' educational, vocational, emotional, social and personal development and harmony should be attended to considering their age and developmental tasks (Ersever, 1992).

Counseling and guidance services help individuals know and understand themselves, accept their superior and limited features and develop themselves, trust themselves, develop the effective interpersonal relationships, and become personally and socially-balanced and harmonious individuals. Thus they enable continuously developing individuals to manage developmental tasks at various developmental stages. It aims to prevent, adjust, and make better adaptation, development, and other personal problems of individuals in the educational environments. Guidance services offered concern the individuals' developmental needs in the personal and social areas such as developing awareness about interpersonal relationships beginning from the early ages; working on life, social, communication, problem-solving, decision-making skills, working on their anger management, dealing with peer pressure and developing healthy relationships with opposite sex (Canel, 2007).

Giving young people the tools and knowledge to realistically plan for their futures is a primary goal of education. Career development is vitally important for today's youth, who are more than ever "motivated but directionless" (Schneider & Stevenson, 1999). Generally, young people have high ambitions, expecting to be highly educated and professional careers, yet research has found that many do not help coherent plans for achieving their goals. Almost two-thirds of the high school graduates enter the post-secondary education immediately after high school: yet more than a third of those who leave within the two years without earning any degree. Career guidance and academic counseling provide students with needed tools to set career goals, and give them understanding of education and skills they need to meet their goals.

Furthermore, Gross (1997) stated that classroom or group guidance and information services are typically offered in school. The content of the session varies greatly from one level of schooling to the next, but in almost all educational settings, counselors have an instructional role to impart information to students. Information giving varies greatly for the counselors working in various different of schools. He further stated that counselor can assist in identification of individual potential through applying their knowledge of pattern of human potential and their sensitivity toward uniqueness of each person. Second, they can help determine the blocks that might prevent students from making full use of their individual resources. Third, they can enhance the mutual collaboration between individual students and school personnel through their training in human dynamics and communication skills. And fourth, they can facilitate intercultural understanding and awareness using their ability to lead student group.

Counseling service is a process by which a counselor or a teacher assists pupils on face-to-face encounter to address his/her concerns. It is an enlightened process through which counselors or teachers help pupils by facilitating positive change through the exercise of growth, development and self-understanding (Makinde, 1983). The primary mission of the school's guidance and counseling program is to provide a broad spectrum of personnel services to students. These services include student assessment, information service, placement and follow-up, and counseling assistance. These four areas should constitute the core of any guidance program and be organized to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011).

The school counselor should offer sufficient the level of services in the educational, vocational, personal and social areas; services affecting individual directly such as appraisal, psychological counseling, information gathering and outreach, orientation and placement, follow-up, and services affecting individual indirectly such as consultation, research and evaluation and public and family relations (Kepceoglu, 1994).

Appraisal service, among the counseling and guidance services, is the prerequisite for all the others. As students get to know themselves and acquire the required knowledge, it becomes possible for them to choose, for instance, an educational institution or a social activity. In this process, to get information about the students' interest and abilities, appraisal service is provided, for the students to have information about the programs and schools, information gathering and outreach service is used, if the students do not have the realistic perceptions or

expectations, the psychological counseling service is offered and if the family's expectations and values affect the student's decision making, placement service together with consultation service is presented. It is also needed to offer follow-up services in order to receive information about the student's adaptation and development who has received orientation and placement service together with psychological counseling service. Another important benefit of follow-up service is that they provide information on the efficacy of the counseling and guidance service that has been given to students. Moreover, it is extremely important that research concerning futures needs expectations and problems of the students, teachers, the directors and parents is carried out and research and evaluation service regarding the evaluation of these results is provided (Kepceoglu, 1994).

In the Philippine context, Villar (1997, p.67) noted that the formal guidance programs and counseling services were established in the Philippines in the late 50's. This developed, following the return of the first Filipino counselors who had by then completed their training in guidance and counseling. However, Kapin (1991) stated that guidance and counseling was practiced and accepted in the country during the year 1932 upon the start of operation of Dr. Sinforoso Padilla's Psychological Clinic. The clinic's main concern was to deal with the cases of students with disciplinary problems as well as emotional, academic and evaluation. The clinic was in operation until 1941. During those years, counseling tests were administered to the convicts in Bilibid Prison and to the inmates of Welfareville. Private schools also started using psychological tests.

Since the first Guidance Institute was opened in 1945, the Bureau of Public Schools sent teachers abroad for observation and study about guidance services. In 1952, the establishment of guidance services in every public school materialized through Division Superintendents' recommendation. An association for guidance counselors was organized in 1953 to study the potentialities and needs of the young people and to establish a testing bureau (Villar, 1997, p.70).

By then, some researches had started budding regarding guidance and counseling services. One of which was conducted by Rey (1988) which shown that while most of the guidance services, especially services like individual and group counseling, individual inventory, information, conferring with the parents and teachers are perceived to be adequate, still many areas are not adequately provided for. This is particularly true in test administration and interpretation area.

The recommendations in Gener's study (1999) focused on the cooperation of the guidance counselors, teachers, and parents to carry out and support the activities to remedy the personality difficulties and adjustment problems of the economically-disadvantaged but mentally superior pupils. Continuous seminar and education for parents and teachers should be undertaken for them to assist pupils in their emotional, social, intellectual and vocational problems, and the implementation of guidance program be actualized.

To reiterate the previous citations which support guidance and counseling services as one of the areas of investigation in the present study, most of these are developmental and are offered to all or most of the students at a particular grade level (Canel, 2007; Baysal, 2004; Ersever, 1992; Makinde, 1983; Erford,

2010; Erford, 2011; Neukrug, 2011). Some classroom guidance may relate to the problem situations and be crisis-oriented (Axelson, 2007; Grant, 1988; Cunanan & Maddy-Bernstein, 1995; Gysbers & Henderson, 2000; Schneider & Stevenson, 1999). The educational and career counseling (Gross, 1997; Kepceoglu, 1994) are important aspects of counselors' job in order to promote efficient and happy lives of individuals by helping them adjust to social realities (Herron, 1984). Even in the Philippines, the practice of guidance and counseling (Villar, 1997; Kapin, 1991) had long been introduced. In case of related studies, four out of seven services involved in the current research were highlighted in Rey's (1988) study, to wit – individual and group counseling, individual inventory, information, and test administration and interpretation. Similarly, Gener's (1999) recommendations in her study about guidance and counseling stressed out the synergy of guidance counselors, teachers, and parents which is likely envisioned in the present study.

Functions of School Guidance Counselor

After determining the definite roles of guidance and counseling program and the diverse services it offers, the key person's pivotal functions must also be outlined. Since a variety of barriers has acted to limit the common ideals with respect to students' education, a school guidance counselor needs to have an understanding of how to recognize discrimination and other barriers to equal educational opportunity before s/he can take the appropriate steps to address these barriers enabling all students to develop to their fullest (U.S. Department of Education Office for Civil Rights, 1991).

Traditionally, educational research has focused on risk factors from the academic domain, such as cognitive functioning and effort/engagement behavior (Dornbusch et al. 1996; Holden & Danseco 1996), but more attention is being paid nowadays to risk factors from outside the academic realm, such as self-esteem, student-teacher relationships, and peer dynamics (Call & Mortimer 2001; Sanders & Jordan, 2000). The latter set of factors being addressed are in similar vein, the concern of school guidance counselors.

Gibson and Basile (1993) mentioned that despite the importance of the classroom teachers in school counseling program at any level evidence indicates that, in far too many settings, the classroom teacher is only incidentally involved in the program. Many classroom teachers may feel uncertain about the goals of their school program and may lack the communication and involvement in the counseling program. In such situation, the student is the real loser and both the counselor and the teacher must share the blame.

In the Guidance and Counseling Act of 2004, the State recognizes the important role of guidance counselors in nation-building and promotes sustained development of reservoir of guidance counselors whose competence have been determined by honest and credible licensure examinations and whose standards of professional practice are world-class and recognized internationally globally competitive through the preventive programs, activities, and regulatory measures that foster their continuing professional development.

Additionally, a guidance counselor is a natural person who has been registered and issued a valid Certificate of Registration and a valid Professional Identification Card by the Professional Regulatory Board of the Guidance and

Counseling and the Professional Regulation Commission (PRC) in accordance with this Act and by virtue of specialized training performs for a fee, salary or other forms of compensation, the functions of guidance and counseling.

The counselor at the secondary school level assumes a number of roles, all important and potentially critical in affecting a student's future. These roles relate in a major way to academic preparation and planning but they also extend to mental health, interpersonal relations, social adjustment, career planning, and work adjustment. In performing these varied roles, the professional commitment of counselor is directed at promoting the fullest development of each individual. However, Whiston (1996) pointed out that school counselors were encountering increased pressure to be accountable, and hence, needed to be more active in outcome research. Thus, she outlined a number of approaches to research that could be used in many settings including school settings. Then in 1998, Whiston and Sexton (1998) presented a review of school counseling outcome research published between 1988 and 1995. In "their opening sentence they stated that "In this era of accountability, school counselors increasingly are asked to provide information to parents, administrators, and legislators on the effectiveness of school counseling activities" (p. 412).

Oyaziwo and Imonikhe (2002) investigated how teachers view the role of school counselor at the secondary level. The researchers found that teachers believe school counselors should coordinate guidance services in the school, provide career information to students and assist them in their choice of career. Teachers also felt that the counselors should act as advisors to the students on

disciplinary matters, deal with common juvenile problems such as truancy and stealing, and assist with administrative duties other than those of the guidance program. It was felt that counselors should also provide individual and group counseling to students, help students develop appropriate social skills, and refer students to outside sources for additional assistance. The sampled teachers indicated that the school counselors should not be responsible for collecting information about opportunities open to the students, for keeping the students' cumulative records, or administering the psychological tests. Finally, the study showed that teachers believed secondary school counselors should deal with the following types of situations, listed in order of importance: educational, personal-social, career or vocational, and psychological problems.

In the study of Pabiton (2005), she found out that in terms of assessment skills, administrators considered interpreting and reporting assessment results to students, parents, teachers, and administrators as very necessary and was also frequently demonstrated by the school counselors. The competencies needed in establishing collaboration and coordination with clients, the following were very necessary and at the same time frequently demonstrated: a) working with other student services, b) providing prevention strategies for addressing current needs, c) assisting teachers in identifying students who would benefit from counseling, d) providing information to parents and students in understanding educational goals and e) providing feedback to teachers on referred students. Same also with her findings in terms of research and evaluation, the competency in conducting research to document students' characteristics, concerns and development, to

assess the efficacy of specific intervention on students' progress and to support decisions made these competencies were frequently shown.

As Yuksel-Sahin (2009) concluded, it is necessary that school counselors have positive characteristics and sufficient training. It is of great importance for an effective implementation of counseling and guidance services to have positive characteristics, have received qualified training and be willing and ready to offer counseling and guidance services aid.

Another study conducted by Badua (1983) determined the perceptions of the parents, teachers, and students of Filipinas National High School regarding counselor functions and investigated the relationships of these perceptions to certain demographic characteristics. It was then deduced that the respondents' perceptions of counselor functions indicated that guidance program was an accepted one but counselor functions were not defined and counselors roles was not delineated. The study also showed the existence of various concepts about the functions of the school guidance counselor. Direct contact with professional guidance counselor and direct and/or indirect involvement with the guidance services under his/her direction, coordination, or supervision were necessary in order that the guidance counselor's function could better be understood in the context of professionalism.

On the other hand, the study of Stelzer (2003) on critical analysis of the function of guidance counselors revealed that teachers were main providers of guidance which focused solely on career guidance. The experts in the field of guidance counseling have acknowledged the disparity between the teacher and counselors regarding counselors' function. They have reiterated the importance

of communication between all the school staff members, including teachers and counselors. He concluded that the concept of school guidance has changed and grown into comprehensive, developmental program designed to assist students. While the profession of school counseling has been in existence for quite some time, it is evident that the school counselors' function is poorly understood by those outside of the field.

While the prominence of this study is placed at guidance and counseling program and services, guidance counselors' functions are deemed necessary to gauge the discrepancies between what should be carried out in guidance and counseling (intents) and what the counselors can actually perform (actualities). This is expressed as one of the second objective of the present research and the supporting statements with regards to counselors' functions were substantiated on the previously cited works of various authorities. Accordingly, school guidance counselors assess learners' needs ranging from academic domains (Dornbusch et al. 1996; Holden & Danseco, 1996) to psycho-sociological (Call & Mortimer 2001; Sanders & Jordan, 2000) before properly addressing it (U.S. Department of Education Office for Civil Rights, 1991). Also included in the roster of roles of school counselor as surveyed by some researchers (Badua, 1983; Oyaziwo & Imonikhe, 2002; Whiston, 1996; Whiston & Sexton, 1998) are interpreting and reporting the assessment results (Pabiton, 2005) and career guidance (Stelzer, 2003) with which classroom teacher is just incidentally involved (Gibson & Basile, 1993). Nevertheless, Yuksel-Sahin (2009) emphasized that school counselors have positive characteristics and sufficient training.

Evaluation of Guidance and Counseling Program

It has been mentioned that the guidance and counseling program and services are the core of the present study, but the primacy is put on evaluating it. Evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards. Taken into the context of the subject matter, evaluating guidance and counseling services is an attempt to determine to what extent the objectives of the service are attained. The major objectives of guidance are to assist individuals to develop the ability to understand themselves, to solve their own problems, and to make appropriate adjustments to their environment as situation dictates (Gibson, 2008). Evaluation is the means by which school personnel can better judge the extent to which these objectives are being met (Popham, 2010).

Writing in new imperatives for guidance, Campbell (1978), Herr (1978), and Mitchell (1978) all stressed the need for and importance of accountability for guidance. For Campbell, simply demonstrating that guidance program is needed is not enough, decision-makers want documentation of the results. Herr reviewed definitions of the terms research, evaluation, and accountability and focused his attention mainly on the issue of research examining the need for research and how it forms that basis for accountability. Mitchell emphasized the importance of prioritizing student needs and being accountable for student outcomes based on those needs. In her discussion of evaluation of guidance she made an interesting observation concerning the nature of such studies:

“Evaluation studies need not be too exhaustive, scientifically-oriented, statistically embellished. On the other hand, they should be something more than

"warm puppy studies." Warm puppy studies focus on how happy everyone is with the program, how much they like it. Such studies, although helpful for the ego-deficient program leaders, do little to identify the strengths and weaknesses of the program, or to suggest direction for change in order to enhance the likelihood of effectiveness (p. 127)."

In 1981, California State Department of Education published guidelines for developing comprehensive guidance programs in California public schools from kindergarten through adult school. In this document, formative and summative evaluations were described using product data, process data, and context data. It was stated that formative evaluation answers the question "How are we doing" while summative evaluation answers the question "How did we do?"

Ways of proceeding with school guidance program evaluation were also described in the 1990s. Johnson and Whitfield (1991) presented an overall plan to evaluate school guidance programs. The opening sentence of the introduction to their edited monograph stated that "evaluation is integral to every program and when considered during the program development state, assures measurable and clear goals" (p.1).

Gysbers, Hughey, Starr and Lapan (1992) described the overall evaluation framework that guided Missouri's efforts to evaluate the comprehensive school guidance programs. Two of the five questions that guided the evaluation process focused on the measurement of students' mastery of guidance competencies and the possible impact of the program on the climate and goals of the school. On the same period, Borders and Drury (1992) described program evaluation which "should focus on program results rather than services" (p. 493). They suggested

an evaluation plan that would focus on results as well as a variety of evaluation methods that could be used to accomplish this task.

Trevisan and Hubert (2001) reiterated statements made over the past 20 years concerning the importance of evaluation and of obtaining accountability data regarding student results. Foster, Watson, Meeks and Young (2002) also reiterated the need for accountability for school counselors and offered single-subject research design as a way to demonstrate effectiveness. Lapan (2001) stressed the importance of comprehensive programs of guidance and counseling "conceptualized as results-based systems" (p. 289). In his article, he described a framework for guidance program planning and evaluation. Hughes and James (2001) noted using accountability data with site-based management teams and other school personnel. In addition, articles by Myrick (2003), Johnson and Johnson (2003), and Dahir and Stone (2003) in the February 2003 issue of the *Professional School Counseling* all emphasized the need for accountability.

In spite, however of the numerous insights that attribute to guidance along different aspects of its implementation, still it is found wanting in certain aspects especially on the evaluation of the total guidance program. In consonance with this aspect, Division Memorandum No.13 series 1986 entitled "Evaluation of the Guidance Program" was issued in order to encourage every school to undertake evaluation of their respective guidance programs. The said mandate stressed the need and importance of evaluation. MEC memorandum No.7, series 1978 also contained the same idea and purpose. The fact that the future of the guidance program depends on assessment which is the process of determining the value of the said program is expressly emphasized in these memoranda.

This statement together with varied ideas of noted researchers centers on the fact that evaluation of the guidance program is an integral and imperative function of every school. Present day status of the guidance movement and its service in the Philippines show that it is on the developing stage. The national organization of guidance counselors is being established. Annual conventions, seminars and workshops are likewise conducted. Special training for guidance workers and counselors are held. More and more educational and industrial establishments are realizing the need for guidance counselors.

The development of National Standards for school counseling programs would be of great help to provide the mechanism for school counseling to be accepted as a legitimate component of the education system; to establish similar goals, expectations, support systems, and experiences for all students as a result of participation in school counseling programs; and to define the vision and goals for the school counseling for the 21st century. But the research to ascertain the results of these efforts still remains to be seen (Dahir, 2004).

Loveres (1993) in her study evaluated the management and effectiveness of the guidance program of some schools in Albay for S.Y. 1990-1991. The study revealed that planning was adequately achieved in terms of the formulation of plans for referrals, reduction of problems, plans for carrying out the activities of the guidance program and the administrator's point of view on how to support the aims and programs of guidance.

An evaluation of the guidance program of five elementary schools in Iloilo City conducted by Tremucha (1981) made use of normative survey method with

the use of questionnaires and checklist. The findings of the study are as follows:

1) Principals, guidance counselors and classroom teachers have the proper education and qualification for the said role. There is satisfactory planning and implementation of the guidance program in the school of Iloilo City. Necessary requirements for an appropriate guidance room are adequately provided for; 2) The individual service on proper use of accumulative records and achievement test is satisfactorily implemented; 3) The scheduled counseling sessions are conducted by teachers and guidance counselors; and 4) Programs for guidance and counseling are viewed satisfactory by teachers, school personnel and pupils.

She-Ying (1987) made a comprehensive evaluation of guidance program of Ta Ren Gals High School, Taipei, Taiwan using CIPP model of Stufflebeam. Starting with context evaluation she conducted needs assessment of the high school girls. The results of the study revealed that the students' needs focus on personal growth and development. Furthermore, out of 11 services only 6 were identified as congruent. For the input evaluation, the researcher looked into the physical facilities and resources of the program, the qualifications and adequacy of the staff and the extent of involvement of the administration. For the process evaluation, she isolated problem of the counselors in meeting the objective of the programs. She also identified the strengths and weaknesses of the program. Lastly, for product evaluation, she measured the extent to which the objectives have been met as well as the extent to which the needs of the students were being satisfied. The findings revealed that the objectives of the guidance program are being attained although some services like placement and follow-up need much improvement.

Yuksel-Sahin (2009) evaluated a psychological counseling and guidance services based on the elementary and secondary education teachers' views. The results showed that teachers listed the guidance services from the most utilized to least as follows: consultation, counseling, information gathering and outreach, appraisal, orientation, placement, research and evaluation, public and family relations, and follow-up services. Results of this study showed that overall, 46% of all counseling and guidance services were offered, counseling and guidance services offered are more sufficient compared to the elementary school teachers, and school counselors of secondary schools provide more sufficient counseling and guidance services than that of the elementary schools.

The study of Burgos (2001) on the evaluation of Values Education and Revitalized Homeroom Guidance Program in secondary schools of Antipolo City in the Division of Rizal for the school year 2000-2002, revealed that the teacher and student respondents expressed that the implementation of Values Education in the secondary education system is very important as it deals with life science, influences and inculcates values in them while the implementation of Revitalized Homeroom Guidance Program gave confusions on them.

The significant recommendations of Matthew (1999) foresee an orientation program on the proper implementation of the proposed guidance and counseling program be conducted for the administrators, teachers, parents and students at the beginning of the school year to identify and understand responsibilities in the program, evaluation to determine the effectiveness of guidance and counseling program, subsequent researches on student's developmental needs at various level of growth, and various guidance services to be offered.

The foresaid citations put primacy on the importance of evaluation which centers on the attainment of set objectives (Popham, 2010). In the present study, guidance and counseling program and services have been evaluated which were already addressed on some of the previous works of different experts (Gibson, 2008; Campbell, 1978; Herr, 1978; Mitchell, 1978; Johnson & Whitfield, 1991; Gysbers, et al., 1992; Borders & Drury, 1992; Trevisan & Hubert, 2001; Lapan, 2001; Hughes & James, 2001; Foster, et al., 2002; Dahir & Stone, 2003; Myrick, 2003; Johnson & Johnson, 2003; Dahir, 2004). Meanwhile, the studies cited are quite similar or related to the current investigation by virtue of evaluation of the guidance program management and effectiveness (Loveres, 1993), planning and implementation (Tremucha, 1981; Matthew, 1999; Burgos, 2001), its tendency to respond to students' needs (She-Ying, 1987), and range of guidance services (Yuksel-Sahin, 2009). These studies all served as impetus for the researcher to unravel the status and extent of implementation of the guidance and counseling program services.

Relevance to the Present Study

The related literature and studies presented in this chapter were selected on the basis of their significance in promoting direction for this present study. The different concepts on evaluation of guidance program (Herron, 1984; Melanab, 1985; Robles, 1970; Delphi, 1994; Rondaris, 2003; Lapan, Gysbers & Sun, 1997; Lapan, Gysbers & Petroski, 2001; Nelson, Gardner & Fox, 1998; Sannad, 1995) and services (Rey, 1988; Kepceoglu, 1994; Gener, 1999) reflected in revealed some insights to the researcher for they are related to the present study.

The foreign and local studies reviewed have in some way dealt with the importance of the homeroom guidance and counseling (Burgos, 2001; Santos, 2002), its components and comprehensive implementation (Tremucha, 1981; She-Ying, 1987; Loveres, 1993; Matthew, 1999; Yuksel-Sahin, 2009) which gave valuable insights to the researcher to pursue the proposed study. The different research studies used the findings as bases in developing a guidance program, which helped the proponent organize and develop its own school implementation plan in guidance and counseling.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methods and procedures of the investigative design. It includes the research design, instruments and processes that are used to gather data, select the subjects of the study, and the statistical treatment. The research design enabled the researcher to achieve the objectives of the study.

Research Design

To evaluate the guidance program services of selected secondary schools in the division of Quezon, the descriptive evaluative type of research design was utilized following Ochave's ABCD model. Employing questionnaire, interview and observations made it possible to appraise analytically the worthiness of current study. Descriptive evaluative research concerns assessing the present conditions that exist, practices that prevail, perception, beliefs, point-of-views, and attitudes that are felt in the implementation and evaluation of guidance program services which could be serve as basis for the development of an action plan to improve the school guidance program.

The data on intents were gathered and analyzed through the policies and standards of the division guidance program obtained from DepEd and division memoranda, interviews, observations, and other informative materials. Intents of the guidance program and services were given the numerical value of five (5). Actualities refer to what the school actually does in its program and capabilities and level of compliance to meet accepted educational standards and services.

The data on the consistencies and discrepancies between the intents and actualities of the guidance program of the selected secondary schools of Quezon revealed the strengths and weaknesses. They served as the basis of developing a strategic action plan to enhance the quality of the program and services.

The Subjects of the Study

The respondents of this study came from four (4) secondary schools of the Division of Quezon namely: Gumaca National Comprehensive High School, Luis Palad National High School, Lutucan National High School, and Lopez National Comprehensive High School, comprising 16 guidance counselors, 80 teachers, and 120 students with a total of 216 respondents in the division. The researcher decided to use the said respondents from four schools considering that these are pioneer schools actively implementing guidance program in division of Quezon.

Table 1. Number of Counselors, Teachers and Student-Respondents per School

Name of the Participating Schools	Number of Guidance Counselors			Number of Teachers			Number of Students			TOTAL
	M	F	T	M	F	T	M	F	T	
1. Luis Palad NHS	1	3	4	8	12	20	15	15	30	54
2. Lopez NCHS	0	4	4	7	13	20	15	15	30	54
3. Gumaca NCHS	0	4	4	6	14	20	15	15	30	54
4. Lutucan NHS	0	4	4	7	13	20	15	15	30	54
TOTAL										216

**M = male, F = female*

Table 1 shows that there are four (4) guidance counselors in each school. They were purposively chosen due to the fact that there are only few full-fledged guidance counselors in the schools, whereas in each school, 20 teachers and 30 students with total of 54 were selected randomly using fish bowl technique.

Research Instruments

Research instrumentation in this study was primarily satisfied through the process of constructing the questionnaire and validation of the instruments. Each process is discussed on the succeeding subsections.

Constructing the Questionnaire

A three-part questionnaire was constructed to elicit the perceptions of the guidance counselors, teachers and students regarding the intents and actualities in the school guidance program and services implementation. The first part of the questionnaire is composed of factual questions such as name, school, age, sex, year level, designation and length of service. The second part contains items/indicators on the following services: individual inventory, information, testing and interpretation, placement, counseling, remedial and follow-up, and research and evaluation. Meanwhile, the third part is a form of checklist wherein respondents are instructed to give suggestions on strategies that may maximize the strengths and minimize the weaknesses of the program.

The related literature, research studies, books and other printed materials, and online sources on guidance and counseling program and services helped the researcher in the preparation of the questionnaire. Licensed guidance counselors and teachers were interviewed and their answers and suggestions contributed in the development of questionnaire. The draft of the questionnaire was presented to the adviser for further comments and suggestions. Two language teachers and experts were also consulted to improve the instrument's statement structures.

Validation of the Instruments

The initial draft of the questionnaire was presented to five evaluators, to wit – the administrators and professionals in the field of study and the experts in line with test construction and Guidance and Counseling: Mr. Tito Baclagan, a professor from College of Behavioral Sciences in Philippine Normal University, Taftave., Manila, Mrs. Luz A. Abusmas, Division of Quezon Education Program Supervisor in Guidance and Counseling, Dr. Celestina M. Alba, DepEd Quezon Education Program Supervisor in Mathematics and test construction expert, Mrs. Carla Marie D. Carandang, Principal of Bristol Integrated School in Lucena City and currently working on her doctoral degree at M.S. Enverga University, and Mrs. Rosemarie M. Nolasco, Guidance Counselor III of TalipanNational High School in the Division of Quezon. They were requested to check the research instrument via content validation and item inspection. The criteria for validation on which to base their judgment such as appropriateness or suitability of the items were also provided. The researcher used the table below which served as a summary of evaluations made by the aforementioned people.

Item	Suitable	Not Suitable	Needs Revision	Suggestions

The last four columns above were placed beside the items right on the draft of the test wherein the evaluators were asked to place a check mark on appropriate column if it is suitable, not suitable, needs revision. Evaluators were also encouraged to write their suggestions to improve the instrument.

As a result, 50 out of 55 items across indicated parameters in the checklist questionnaire were found suitable and valid in terms of content and relevance.

The retained provisions were the ones found by the pool of evaluators to focus more on the counselor or personnel in-charge currently implemented services. Four out of the five evaluators agreed to modify and adjust the language used for the items as well as the instructions to the students' level of understanding. In addition, the expertise of a language editor was sought to reconstruct statements for parallelism and grammatical consistency. Slight changes in the questionnaire based upon the suggestion of the evaluators and the grammar expert were made prior to the distribution of questionnaires among the respondents. With experts' suggestions and corrections, the researcher was able to come up with a research instrument that is valid and reliable.

Data Gathering Procedure

A letter of permit to conduct the study in the four public secondary schools was sought from the Schools Division Superintendent. After the approval from the superintendent, letters of permission addressed to school principals involved were given together with the copy of the letter approved by the Superintendent (see Appendix A). Upon permission, the researcher proceeded to actual conduct of the study among the guidance counselors, teachers and student-respondents. Moreover, data collection methods primarily involved administering questionnaire and conducting unstructured interviews and observation.

Administering the Questionnaire

The research instrument was personally administered by the researcher to the respondents from January to March 2012. Prior to fielding of the instrument,

the rationale of the study and the directions were explained to the respondents. As for each item, respondents were asked to check the appropriate options that correspond to their perceptions and experiences on the implementation of the school guidance program services. On the first part of the questionnaire, the options have the following numerical values and verbal interpretation, 5 means *very adequate*, 4 is *adequate*, 3 is *moderately adequate*, 2 is *inadequate*, and 1 is *very inadequate*. It was also clearly explained to the respondents that on the third part of the questionnaire is a form of checklist wherein the respondents are given choices as to what best strategies and suggestions may be articulated to maximize the strengths and minimize the weaknesses of program and services. To ensure 100% response to and retrieval of questionnaire, respondents were given ample time to finish answering the questionnaire and the researcher waited to collect them personally thereafter.

Conducting Unstructured Interviews and Observation

After the questionnaire had been answered, unstructured interviews to the respondents were conducted to verify the consistency of their answers in the questionnaire. On-the-spot observations on how the guidance program is being implemented in each school were also conducted to compare the actualities and the intents of the program. However, not all respondents were interviewed and observed because of time constraint but with the enough information and data gathered, the researcher analyzed, synthesized, and identified the consistencies and discrepancies of the program as well as the probable contents and strategies of the action/implementation plan to be developed in secondary schools.

Statistical Treatment

The data gathered from the responses to the questionnaire were analyzed using descriptive statistical tools such as the mean and rank.

To analyze and determine the way the guidance counselors, teachers and students perceive the guidance program services in school, the weighted mean of their answers in the questionnaire was computed with the following formula:

$$WM = \frac{f_5 + f_4 + f_3 + f_2 + f_1}{N}$$

Where:

WM = weighted mean

f = frequency

N = total number of cases

In determining the actualities of the guidance program services, an altitude scale was used. Five (5) levels/degrees of agreement/disagreement ranging from *very adequate*, *adequate*, *moderately adequate*, *inadequate* and *very inadequate* were used for each statement. Weights were assigned to each level for scoring analysis. For interpretation, the rating scale below was considered:

Scale	Equivalent
1.00 – 1.50	Very Inadequate (VIn)
1.51 – 2.50	Inadequate (In)
2.51 – 3.50	Moderately Adequate (MA)
3.51 – 4.50	Adequate (Ad)
4.51 – 5.00	Very Adequate (VA)

The discrepancies were determined by getting the difference between the numerical values of intents and actualities. Intents specified by the Department of Education and division memoranda were given numerical values of 5 based on the suggestion of the adviser. The formula is:

$$\text{Discrepancy} = \text{Intents} - \text{Actualities}$$

The consistency and discrepancy of intents and actualities of Guidance Program Services were determined based on the following scale:

For the areas of concern, differences in the rating that ranged from 0 – 0.99 were considered to be consistencies and interpreted as strengths (S) while differences from 1-4 were considered discrepancies and interpreted as weakness (W). The numerical value was patterned on the dissertation of Jaminal (1999).

To determine the percentage of respondents' answers on the suggested strategies to lessen the discrepancies, the formula below was used:

$$\text{Percentage (\%)} = \frac{\text{number of responses}}{\text{total number of respondents}} \times 100$$

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered through the instruments used in the study. Presented according to specific problems, the results study are useful for the continuous upgrading of the quality of guidance program and services.

Data show that there is consistency between the intents and actualities in terms of different services of guidance program, viz: individual inventory service, information service, placement service, counseling service, remedial and follow-up services, testing services and interpretations, and research and evaluation. The intents of the components of the guidance program and services were given the numerical value of five (5). The consistency and discrepancy of the intents and actualities of the guidance program were determined based on the following scale: for areas of concern, a difference ranging from 0 to 0.99 is interpreted as strength (S) and that from 1 to 4 is considered a discrepancy and interpreted as weakness (W). This serves as the basis for developing a strategic action plan to enhance the quality of the program and services.

The data gathered are hereby presented, analyzed and interpreted. The abbreviations used are the following:

I = Intents	A = Actualities	D= Discrepancy (I-A)
VI = Verbal Interpretation	S = Strengths	W = Weakness

Problem 1: What are the intents and actualities of each of the services of selected schools guidance program?

1.1 Individual Inventory

Table 2. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Individual Inventory Service

INDICATORS			
<i>Our school guidance program contains the following services:</i>	I	A	VI
1. Gathering all the necessary information about students	5	4.42	Ad
2. Understanding and maintaining the confidentiality of information	5	4.41	Ad
3. Keeping records of the student regarding his home and family background, medical, dental and physical status, test results and interpretations	5	4.38	Ad
4. Helping the student to know himself better to gain new insight along the social and moral values of the school	5	4.34	Ad
5. Updating and organizing each individual record	5	4.27	Ad
x	5	4.36	Ad

Table 2 presents the mean scores of the actualities of the school guidance program services in terms of the Individual Inventory Service with the numerical value of the intents. The table shows that all of the five (5) items were answered by the respondents as *adequate* as they affirmed that school guidance program is gathering all the necessary information about students (4.42), understanding and maintaining the confidentiality of information (4.41), and keeping records of the student regarding his/her home and family background, medical, dental and physical status, test results and interpretations. Among these documents, as one guidance counselor enumerated are scholastic performance, interview reports, records of parental interviews, homeroom teacher's evaluation, extra-curricular activities, and anecdotal records/ counseling reports. These individual records are updated and organized adequately as stated in item 5 rated 4.27. The table also shows that the student is adequately aided to know him/herself better to

gain new insight along school's social and moral values (4.34). This supports the Guidance and Counseling Act of 2004 which promotes guidance as a profession that involves using integrated approach to the development of well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her future according to his/her abilities, interests and needs.

In general, the school guidance individual inventory service is actually provided adequately with an average mean score of 4.36. Gross (1997) stated that counselors can assist in the identification of individual potential through applying their knowledge of patterns of human potential and their sensitivity toward the uniqueness of each person. They can help determine the blocks that might prevent students from making full use of their individual resources and they can also enhance the mutual collaboration between individual students and school personnel through their training in human dynamics and communication skills. The same goes with the findings of Tremucha (1981) in her study which revealed that the individual service is satisfactorily implemented especially in the proper use of accumulative records.

1.2 Information Service

With regards to information service, table 3 on the next page shows that the participants are satisfied enough in the adequacy of the school information service. Out of the seven (7) items, there is one item which most respondents evaluated as *very adequate*, which is orienting students, parents, and community with the school rules and regulations, mission and vision, school facilities and personnel as revealed by the weighted mean of 4.54.

Table 3. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Information Service

INDICATORS	I	A	VI
<i>Our school guidance program contains the following services:</i>			
1. Orienting the students, parents, and community with the school rules and regulations, mission and vision, school facilities and personnel	5	4.54	VA
2. Informing the teachers on the importance of the different guidance forms and evaluation of students' performance	5	4.42	Ad
3. Facilitating student's development through personal/social or educational/vocational/occupational information programs involving teachers, parents and students.	5	4.41	Ad
4. Providing students with the objectives and factual data on education.	5	4.37	Ad
5. Familiarizing students, parents, teachers and community with the guidance services accessible in school	5	4.35	Ad
6. Giving information to adjustment to school, college, academic life, understanding and dealing with life and career issues	5	4.32	Ad
7. Exposing the students to such information and engage them in better planning in and out of the school setting.	5	4.30	Ad
x	5	4.39	Ad

This may be due to the fact that at the beginning of every school year, orientation is the first and foremost given to students. The primary objective of this service is to give due assistance to the students, the primary beneficiaries of the program, in their adjustment to a new phase of life. Additionally, one teacher-respondent attested that during the orientation program, the guidance counselor is the one responsible in discussing the contents of the Student Handbook. Thus, there should really be an orientation program for parents, teachers and students. Among others its objectives must be clearly defined and that orientation is an on-going process (Decal-Mendoza, 2003).

This corresponds to the recommendation of Matthew (1999) in his study, that orientation program on the proper implementation of the proposed guidance and counseling program be conducted for the administrators, teachers, parents

and students at the beginning of the school year so they will be able to identify and understand this roles responsibilities in the program.

The rest of the items were answered *adequate* which revealed that most of the respondents believed that the guidance information service sufficiently provides students with the objectives and factual data on education; facilitates student's development by giving information relevant to adjustment to school, college, academic life, understanding and dealing with life and career issues; familiarizes and exposes students, parents, teachers and the community with the guidance services accessible in school and engages them in better planning in and out of the school setting. The same goes with the investigation of Oyaziwo and Imonikhe (2002) on how teachers view the role of school counselor at the secondary level. They found that teachers believe that school counselors should coordinate guidance services in school, provide career information to students and assist them in their choice of career.

Based on the unstructured interview with the guidance counselors, this service means to reach out to the students and other clients or members of the community through information dissemination that would benefit them. It is done through bulletin boards, Student Manual/ Handbook and other means to reach out to students. This service also extends to parents, teachers, administrators, alumni, other school personnel and the outside community. It also includes room to room campaign, homeroom guidance class, symposia, seminars, conferences and orientation. As guidance counselors they believe that information service provides students with information that are necessary for a successful scholastic performance, that can help them prepare for career-pathing, and on achieving wholesome personality with proper values and right attitude.

Data in table 3 also show that the overall evaluation of the respondents on Information Service is *adequate* with a mean score of 4.39. This also responds to Whiston and Sexton's (1998) call addressed to the school counselors in their review of school counseling outcome research, "...to provide information to the parents, administrators, and legislators on the effectiveness of school counseling activities" (p. 412).

1.3 Testing and Interpretation

Table 4. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Testing and Interpretation Services

INDICATORS			
<i>Our school guidance program contains the following services:</i>	I	A	VI
1. Showing valuable result of information to students, teachers-counselors, administrators, and parents for their references	5	3.49	MA
2. Measuring the mental ability, level of intelligence, aptitude, interest and personality of students	5	3.43	MA
3. Assessing the students' individual academic performance for their proper placement and classification	5	3.42	MA
4. Enabling students to be aware of their real competencies as well as their limitations through measurement and to provide teacher the better evaluation of their students	5	3.42	MA
5. Helping the students to obtain a better self-understanding through psychometric tests and other inventories	5	2.46	In
x	5	3.24	MA

In terms of testing and interpretation, table 4 indicates that the services referring to showing valuable information to the students, teachers-counselors, administrators, and parents for their own references (3.49), measuring students' mental ability, level of intelligence, aptitude, interest and personality of students (3.43), assessing the students' individual academic performance for their proper placement and classification and enabling students to be aware of their own real

competencies as well as their limitations through measurement and to provide teacher the better evaluation of their students (3.42) are *moderately adequate*. This means that the respondents observed that each student's performance and achievement is not always assessed and not properly utilized for placement. This result contradicts the schools mission that testing services are provided for the students to enable them to diagnose their academic strengths and weaknesses.

It implies that the teacher and counselor quite enable the students to be aware of their real competencies and their limitations through measurement. As can cited in Dornbusch, Glasgow and Lin (1996), marked physical, emotional and physiological changes are evident in behavioral pattern of adolescents. Common goals, interest, and desire bear an effect on the learners' behavior and attitude. Thus, each student requires characteristics pattern of personality traits, abilities, aptitude, and values, so psychological tests are administered and interpreted. The results serve as very valuable information that would lead to counseling and provision of interventions, either academic or personal, if necessary.

This moderately supports the study of Pabiton (2005) who found out that as to assessment skills, the administrators considered interpreting and reporting assessment results to the students, parents, teachers, and administrators as very necessary and was also frequently demonstrated by the school counselors.

However, an item pertaining to assisting and helping the students with the use of psychometric tests and other inventories were answered *inadequate* by most respondents. This might be the cause of the moderately adequate result of the rating for testing and interpretation services with 3.24 average mean score.

For the teachers and guidance counselors there are tests available in the guidance office but more on achievement tests. Some new edition of personality tests, mental ability tests, aptitude tests, assessment of values and habits and emotional adjustment are still on the process of requisition. However, due to the expensive price of these testing materials, its procurement is always the least to be given allotment on schools regular MOOE (Maintenance and other Operating Expenses). This deprived the students' privilege to avail testing and interpretation services and so with the teachers because they gather inadequate results of the students' ability and performance. For this reason, they look for other resources as much as they want to have in hand needed materials because they believed that test results provide basis for research and information and case studies.

The same finding goes with Rey's (1988) which revealed that while most guidance services, especially the individual inventory, information, individual and group counseling, conferring with the parents and teachers are perceived to be adequate, still many areas were not adequately provided for. This is specifically true in the area of test administration and interpretation.

1.4 Placement Service

Table 5 shows the intents and actualities of the school guidance program in terms of the placement service. Most respondents strongly believed that items referring to classifying regular, irregular and new students such as the first year students and transferees, repeaters, and drop-outs to their respective sections (4.57), and assisting students who transferred in or out in the process of entering or leaving the school and guiding the graduating students in choosing the best schools suitable for their selected course (4.56) are very adequate.

Table 5. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Placement Service

INDICATORS	I	A	VI
<i>Our school guidance program contains the following services:</i>			
1. Classifying regular, irregular and new students such as first year students and transferees, repeaters, and drop-outs to their respective sections.	5	4.57	VA
2. Assisting students who transferred in or out in the process of entering or leaving the school.	5	4.56	VA
3. Guiding graduating students in choosing the best schools appropriate for their chosen course	5	4.56	VA
4. Facilitating students to college admission.	5	4.47	Ad
5. Implementing the Drop-Out Reduction Program (DORP)	5	4.36	Ad
6. Considering students' ability, personality and preparation	5	4.30	Ad
x	5	4.47	Ad

The table further revealed that the respondents believed in the adequacy of facilitating students to college admission (4.47), implementing the Drop-Out Reduction Program (4.36), and considering the students' ability, personality and preparation (4.30). Overall, the evaluation of respondents on placement service is adequate with a mean score of 4.47. This is in contrast with the finding of She-Ying (1987) who measured the extent to which the objectives of the guidance program and services have been met as well as the extent to which the needs of the students were being satisfied. The findings revealed that the objectives of the guidance program are being attained although some services like placement and follow-up need improvement.

According to American Council on Education (2001), the consequences of academic failure also extend beyond adolescence. Academic failure can result in truncated educational attainment which has implications for a status attainment and well-being in adulthood as well as larger patterns of social inequality. Low-

performing students are less likely to graduate from high school and less likely to go to college than other students, which is important because high school dropouts earn substantially less money as adults than high school or, especially, college graduates. Since academic failure can destabilize individual life course, changes in the rates of academic failure could have serious ramifications for the stability of the society. For these reasons, academic failure in secondary school can be viewed as a social problem, one that merits further attention.

1.5 Counseling Service

Table 6. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Counseling Service

INDICATORS			
<i>Our school guidance program contains the following services:</i>	I	A	VI
1. Demonstrating respectable character with good professional attitude by keeping confidential matter to him/herself	5	4.53	VA
2. Providing appropriate assistance according to every learner's need to develop desirable attitudes and values.	5	4.34	Ad
3. Giving appropriate feedback to teachers about counseling session	5	4.27	Ad
4. Showing benefits to students availing the counseling service	5	4.24	Ad
5. Reviewing different information of all students especially the newly entered ones if there is any progress and maladjustments through reading different guidance forms	5	4.17	Ad
6. Doing exit interview and referral	5	4.01	Ad
7. Demonstrating teacher counselor proficiency in the use of different counseling techniques to gain counselee's/ student's trust and help them in all aspects.	5	3.63	Ad
8. Making room/private quarter available for counseling	5	3.50	MA
9. Providing individual and group counseling to students	5	3.48	MA
10. Facilitating access of all students in counseling service	5	3.47	MA
x	5	3.96	Ad

Counseling service is a process by which a counselor or a teacher assists students on face-to-face encounter to address their concerns. It is an enlightened

process through which counselors help the pupils by facilitating positive change through growth, self-understanding, and development exercise (Makinde, 1983).

With regards to the counseling service, table 6 shows that respondents strongly believed in guidance counselors adequately demonstrate a respectable character with good professional attitude by keeping the confidentiality of a case to themselves (4.53). In adherence to the Guidance and Counseling Act of 2004, guidance and counseling is a profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her future according to his/her abilities, interests and needs. It includes functions such as counseling, psychological testing (as to personality, career interest, study orientation, mental ability), group process, placement, research, teaching and practicing of guidance and counseling subjects, particularly subjects given in licensure examinations, and other human development services.

The table also revealed that there were six items which the respondents answered *adequate* such as providing appropriate assistance according to every learner's need to develop their own desirable attitudes and values (4.34), giving appropriate feedback to teachers on counseling session (4.27), showing benefits to students availing the counseling service (4.24), reviewing different information of all students especially the newly entered ones if there is any progress and maladjustments through reading various guidance forms (4.17), doing the exit interview and referral (4.01), demonstrating teacher counselor proficiency in the use of different counseling techniques to gain counselee's/ student's trust and help them in all aspects (3.63). Kepceoglu (1994) stated that if the student does

not have realistic perceptions or expectations, psychological counseling service is offered. Teachers/counselors were proficient in the use of different counseling techniques to gain student's/counselee's trust and help students in all aspects. They gave teachers sufficient and appropriate feedback on counseling session. The respondents also believed that students who availed the counseling service have adequately benefited from it.

Oyaziwo and Imonikhe (2002) investigated how teachers view the role of school counselor at the secondary level. The researchers found out that teachers believe school counselors should coordinate guidance services in school, provide career information to students and assist them in their choice of career. Teachers also felt that counselors should act as advisors to the students on disciplinary matters, deal with common juvenile problems such as truancy and stealing, and assist with administrative duties other than those of the guidance program. It was felt that counselors should also provide the individual and group counseling to students, help the students develop appropriate social skills, and refer students to outside sources for additional assistance.

However, the table revealed that making room/private quarter available for counseling (3.50), providing individual and group counseling to students (3.48), and facilitating access of all students in the counseling service (3.47) are rated *moderately adequate*. This perception may be due to the fact that counselors and other teachers designated in guidance and counseling are given more teaching loads than counseling. Other than that, a room for counseling is the least priority to be given in the public school and in consequence they are just given room which is not used by the regular classes.

In general, the overall interpretation of actualities as to counseling service is provided adequately as shown by the obtained mean of 3.96. This implies that there are some aspects of the counseling service which needed to be improved for the betterment of the service.

1.6 Remedial and Follow-up Services

Table 7. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Remedial and Follow-up Services

INDICATORS	I	A	VI
<i>Our school guidance program contains the following services:</i>			
1. Quarterly monitoring the different guidance forms such as Form 1, 2, 137-A, 138, and individual inventory record and student profile	5	4.50	Ad
2. Obtaining data from follow-up which aid the school in evaluating the guidance program	5	4.50	Ad
3. Conducting the following:			
3.1 behavioral follow up,	5	4.39	Ad
3.2 consultation with the teachers,	5	4.38	Ad
3.3 academic follow up,	5	4.36	Ad
3.4 personal/social follow-ups to students,	5	4.30	Ad
3.5 home visitation, and	5	4.16	Ad
3.6 consultation with the parents	5	3.48	MA
4. Helping students with learning difficulties and personality, moral, and emotional problems that affect their learning	5	4.35	Ad
5. Assisting counselors in developing techniques for following up counselee/student on their progress with respect to the counseling goals.	5	4.25	Ad
6. Assisting over- and under-achievers to meet their needs	5	4.20	Ad
7. Maintaining contact with the currently enrolled students as well as former students.	5	4.14	Ad
x	5	4.25	Ad

With regards to remedial and follow-up services, table 7 shows that eleven out of 12 indicators were answered *adequate*. These comprise of items referring to quarterly monitoring the different guidance forms such as Form 1, 2, 137-A, 138, and individual inventory record and student profile and obtaining data from

follow-up which aid the school in evaluating guidance program (4.50), conducting behavioral follow-up (4.39), consultation with teachers (4.38), academic follow-up (4.36), personal/social follow-ups to students (4.30), and home visitation (4.16), helping students with learning difficulties and personality, moral and emotional problems that affect their own learning (4.35), assisting counselors in developing techniques for following up counselee/student on their progress with respect to the counseling goals (4.25), assisting the over- and under-achievers to meet their needs (4.20), and maintaining contact with the currently enrolled students as well as former students (4.14).

Students with reading, speech and any form of learning difficulties as well as physical, personality, emotional and moral problems need the assistance of people from different fields of expertise. In fact, based from the unstructured interviews with the respondents that some of the teachers report or refer students who are having special learning difficulties to schools guidance department, and then work with them on the programs designed to help the students solve their educational problems.

However, consultation with the parents showed a low assessment by the respondents with mean actuality of 3.48 and interpreted as *moderately adequate*. This may be due to the fact that respondents observed that the school guidance counselors seldom conduct consultation and meeting with parents. Loop (1997) stated that consultation is best described as a collaborative effort on the part of school counselor and consultee (parent, teacher, administrator, or specialist) to help consultee improve interactions with the student. In her study, it was found

out that one effective elementary school guidance program practice utilized with teachers in urban setting was the school counselor's participation in conferences held with parents and teachers. Similar with that, Kepceoglu (1994) believed that if the student does not have realistic perceptions or expectations, psychological counseling service is offered and if the family's expectations and values affect student's decision-making, placement service together with consultation service is presented. For these reasons, it is clear that consultation with the parents is an important factor for a better follow-up service that would have a great effect on the students' life and development.

One of the responsibilities of effective guidance counselors is to follow-up drop-outs and graduates especially from the point of view of job success and job satisfaction. As also shown in the table, another low assessment is given to item 7 with the obtained mean of 4.14, though it is still rated *adequate*. It is because the counselor encountered difficulty in maintaining contact with former students especially those who have changed residency and contact numbers.

The overall actuality and evaluation of the respondents on remedial and follow-up services is *adequate* with the mean score of 4.25. This supports the suggestions of Kepceoglu (1994) that it is necessary to offer follow-up services in order to receive information about the student's adaptation and development who has received orientation and placement service together with the psychological counseling service. Another important benefit of follow-up service is that they provide information on the efficacy of the counseling and guidance service that has been given to students.

1.7 Research and Evaluation Services

Table 8. Mean Scores of Actualities vis-à-vis Intents in Guidance Program Services in terms of Research and Evaluation Services

INDICATORS	I	A	VI
<i>Our school guidance program contains the following services:</i>			
1. Utilizing students' evaluation of teachers' performance and teachers' evaluation of the Head Teachers' and Principal's performance	5	4.24	Ad
2. Investigating different learning problems/difficulties of the students	5	4.13	Ad
3. Exploring some changes to ascertain the students' needs	5	4.10	Ad
4. Conducting case studies on drop outs.	5	3.96	Ad
5. Conducting and utilizing the results of action research as bases for the design, innovation and implementation of the programs and services for the students.	5	3.47	MA
x	5	3.98	Ad

Table 8 presents the mean scores of the actualities and consistencies of school guidance program services in terms of research and evaluation services. The table shows that out of the five (5) items, there were four items which most respondents answered *adequate*. These are utilizing the students' evaluation of teachers' performance and teachers' evaluation of head teachers' and principal's performance (4.24), investigating students' different learning problems/difficulties (4.13), exploring the changes to ascertain students' needs (4.10), and conducting case studies on drop-outs (3.96). Item 4 is still rated *adequate* though it got a quite low mean actuality of 3.96. This means that conduct of case studies on drop-outs has never been that priority. Some teachers and counselors were interviewed and it was found out that more teachers still prefer to conduct home visitation rather than case studies due to lack of time in doing so.

This finding opposes Pabiton (2005) who found out in her study that the competency of the counselors in conducting research is to document students'

characteristics, concerns and development, to assess the efficacy of the specific intervention on students' progress and support decisions made for competencies to be frequently shown.

However, conducting and utilizing the results of action research as bases for the design, innovation and implementation of the programs and services for the students (3.47) is rated *moderately adequate*. This means that respondents perceived that the conduct and utilization of action research results as part of the research and evaluation services is carried out insufficiently by counselors which differs from that of the study of Tremucha (1981) which revealed that the action researches and guidance and counseling program are implemented satisfactorily by teachers, school personnel and pupils.

As to overall evaluation of the actualities of the service, data revealed that research and evaluation service works adequately with 3.98 average weighted mean score. Counselors should focus more on the conduct and utilization of results of action research as bases for the design, innovation and implementation of the programs and services for the students. It is through action research that counselors or guidance teachers can upgrade their programs, to ensure that they address the needs of the students.

Problem 2: What are the discrepancies between the intents and actualities of each of the services of the guidance program?

Table 9 on the next page presents the discrepancies between intents and actualities of individual inventory service. It also reveals that there is consistency in the difference between the mean scores of intents and actualities because it ranges from 0.58 to 0.73 and interpreted as strength.

Table 9. Discrepancies between the Intents and Actualities of the Individual Inventory Service

INDICATORS	D	VI
<i>Our school guidance program contains the following services:</i>		
1. Updating and organizing each individual record	0.73	S
2. Helping the student to know himself better to gain new insight along the social and moral values of the school	0.66	S
3. Keeping records of the student regarding his home and family background, medical, dental and physical status, test results and interpretations	0.62	S
4. Understanding and maintaining the confidentiality of information	0.59	S
5. Gathering all the necessary information about students	0.58	S
x	0.64	S

According to Decal-Mendoza 2003, the primary objective of the individual inventory service is to gather necessary information about the individual client. This is a requisite for the individual to know himself better, to gain new insights along the social and moral values of the institution. Overall, the school guidance program individual inventory services are aligned with the standards set in the division guidance program. This implies that the school guidance program offers individual inventory service which covers all the records of the students and each individual record is updated, organized and securely filed.

The foresaid guidance service, as one of the guidance counselors related, even became stronger when Record Section was introduced, thus paved way for another school staff designated as the record officer. From a bulk of works and papers made accessible to the requesting students, teachers, administrators and other concerned people, the documents they issue became limited to scholarship endorsement, certification, and certificate of good moral. Student ID and/or any school record is required to avoid discrepancy in forms and files requested.

Table 10. Discrepancies between the Intents and Actualities of Information Service

INDICATORS	D	VI
<i>Our school guidance program contains the following services:</i>		
1. Exposing the students to such information and engage them in better planning in and out of the school setting	0.70	S
2. Giving information to adjustment to school, college, academic life, understanding and dealing with life and career issues	0.68	S
3. Familiarizing students, parents, teachers and community with the guidance services accessible in school	0.65	S
4. Providing students with the objectives and factual data on education.	0.63	S
5. Facilitating student's development through personal/social or educational/vocational/occupational information programs involving teachers, parents and students.	0.59	S
6. Informing the teachers on the importance of the different guidance forms and evaluation of students' performance	0.58	S
7. Orienting the students, parents, and community with the school rules and regulations, mission and vision, school facilities and personnel	0.46	S
x	0.61	S

Table 9 presents the discrepancies between intents and actualities of the information service. The mean difference is 0.61 which is considered *strength* which means that there is consistency between the intents and actualities of the school guidance information service with respect to providing the students with objectives and factual data on education, facilitating the student's development thru social/personal or educational/vocational/occupational information program involving teachers, parents and students, relevance of information to adjustment to school, college, academic life, understanding and dealing with life and career issues, orienting the students, parents, and community with the school rules and regulations, mission and vision, school facilities and personnel, familiarizing the students, parents, teachers and the community with guidance program services accessible in school, informing the teachers on the importance of the different

guidance forms and evaluation of students' performance, and exposing students to such information and engage them in better planning in and out of the school.

This supports the presumption of Gross (1997) that in many educational settings, counselors have instructional role to impart information to student. Most of these programs are developmental and are offered to all or most students at a particular level. The information giving varies greatly for the counselors working in different kinds of schools. Therefore, it could be inferred that school guidance information service works satisfactorily which follows guidelines and standards of the services of the division guidance program.

Table 11. Discrepancies between the Intents and Actualities of the Testing and Interpretation Services

INDICATORS	D	VI
<i>Our school guidance program contains the following services:</i>		
1. Helping the students to obtain a better self-understanding through psychometric tests and other inventories	2.54	W
2. Assessing the students' individual academic performance for their proper placement and classification	1.58	W
3. Enabling students to be aware of their real competencies as well as their limitations through measurement and to provide teacher the better evaluation of their students	1.58	W
4. Measuring the mental ability, level of intelligence, aptitude, interest and personality of students	1.57	W
5. Showing valuable result of information to students, teachers-counselors, administrators, and parents for their references	1.51	W
x	1.76	W

Testing and interpretation services are provided for the students so that they will be able to diagnose their academic strengths and weaknesses and help students build a realistic picture of themselves through an estimate of his mental ability, interest, aptitude, personality, attitude, habits and achievement.

However, as to the difference between the intents and actualities of the testing and interpretation service, results show that all items are considered as discrepancy because the mean scores range from 1.51 to 2.54 and interpreted as *weakness* with an average weighted mean of 1.76. This implies that there is a need to improve and align the service to the division guidance program services.

The study of Robles (1970) revealed that all schools included in the study have guidance programs which provide vocational guidance to students. Several instruments and techniques were used by the guidance personnel in assisting students select their curricular choices. In general, many teachers and students have favorable attitudes toward the guidance program. However, there is a need to improve the current set up of the guidance program in coordinating the efforts of all personnel involved in 2-2 Plan implementation as well as administration of different kinds of test to identify students' abilities, aptitudes and interests.

Such finding is similar with that of Pabiton (2005) that the results of tests serve as valuable information to students, teachers-counselors, administrators, and parents for their references. The results also provide basis for research and information on other needs of the student.

Testing services and interpretation is designed to collect, analyze and use variety of objective and subjective personal, psychological, and social data about each student. The appropriate results of this service help the students to better understand himself, and the teachers for their reference in terms of classification, proper placement and intervention. Thus, it should be realized that for every guidance program, this service must not be taken for granted.

Table 12. Discrepancies between the Intents and Actualities of Placement Service

INDICATORS	D	VI
<i>Our school guidance program contains the following services:</i>		
1. Considering students' ability, personality and preparation	0.70	S
2. Implementing the Drop-Out Reduction Program (DORP)	0.64	S
3. Facilitating students to college admission.	0.53	S
4. Assisting students who transferred in or out in the process of entering or leaving the school	0.44	S
5. Guiding graduating students in choosing the best schools appropriate for their chosen course	0.44	S
6. Classifying regular, irregular and new students such as first year students and transferees, repeaters, and drop-outs to their respective sections.	0.43	S
x	0.53	S

As to the placement service, table 12 shows the mean difference between the intents and actualities which is 0.53 described as *strength*. This means that there is consistency between intents and actualities of school guidance program as to classification of the regular and irregular students, repeaters, drop-outs and new students such as first year students and the transferees to their respective sections, assistance given to students who transferred in and transferred out in the process of entering and leaving the school, implementation of the Drop-Out Reduction Program (DORP), assistance given to graduating students in choosing the best schools appropriate for their chosen course and facilitating students to college admission. Placement service means more than seeing that a student gets job to college or gets a job. It should mean that the students gets the proper college for the thing that he wants to do or gets the position for which he is best fitted and where he can become a happy and useful citizen

On the other hand, guidance placement service is one of the key player in Drop-Out Reduction Program (DORP) of Bureau of Secondary Education (BSE)

under the Department of Education(DepEd) Central Office. It aims to curb the high dropout rates in public schools by offering alternative modes of education for students at the risk of dropping out.

The response of guidance counselors to unstructured interviews stressed that school guidance plays an important role in the drop-out reduction program because common problems of dropping out are family-related, individual-related, community-related and school-related. That is the reason why it is adequately implemented and considered as *strength* because it is consistent with guidance program expectancies of the division. According to Axelsor (2007), helping the youth during the impressionable years to form perceptual and rational alertness is important in overcoming the tendency toward the prejudicial attitudes and thinking. The school as the social institution must adequately identify the children with the different potentials and characteristics and prepare them differentially so that they are able to enter the society with full use of their distinctive qualities.

Therefore, the school guidance placement service, being consistent with the standards of the division guidance program services is designed to enhance student development by assisting them to select and use of opportunities inside and outside the school. It is oriented to the preparation of students for admission to other educational, vocational or work-related programs.

As to the difference between intents and actualities of counseling service, table 13 on the next page shows that the items 1, 3, 6 and 8 were considered *weakness* with means ranging from 1.37 to 1.53. This means that there is a need to focus on the improvement of the service in terms of accessibility of counseling

Table 13. Discrepancies between the Intents and Actualities of Counseling Service

INDICATORS	D	VI
<i>Our school guidance program contains the following services:</i>		
1. Facilitating access of all students in the counseling service	1.53	W
2. Providing individual and group counseling to students	1.52	W
3. Making room/private quarter available for counseling	1.50	W
4. Demonstrating teacher counselor proficiency in the use of different counseling techniques to gain counselee's/ student's trust and help them in all aspects	1.37	W
5. Doing exit interview and referral	0.99	S
6. Reviewing different information of all students especially the newly entered ones if there is any progress and maladjustments through reading different guidance forms	0.83	S
7. Showing benefits to students availing the counseling service	0.76	S
8. Giving appropriate feedback to teachers about counseling session	0.73	S
9. Providing appropriate assistance according to every learner's need to develop desirable attitudes and values.	0.66	S
10. Demonstrating respectable character with good professional attitude by keeping confidential matter to him/herself	0.47	S
x	1.04	W

service, availability of rooms for guidance and counseling, proficiency of teacher counselor in using different counseling techniques, and availability of individual and group counseling to students.

The weakness in the counseling service as guidance counselors proved it is the willingness of some students to subject themselves in the service of the guidance and counseling program due to negative stereotype attached to it. Also, the inadequacy of the room for counseling is due to less prioritization given to the program while the proficiency of the guidance counselors can be traced from lack of training, seminars, and advanced education plus the fact that most of them are just designated by the principal, hence educational qualification relevant to the program is overshadowed by the school need for a guidance counselor per se.

Meanwhile, the weakness on the availability of individual or group counseling is not actually a weakness, but instead a manifestation of the school community's conformity to school regulations. Most students-respondents admitted that they only visit the guidance office when they need information about college entrance examination and the like, but not necessarily when they have problems. However in some observation, the guidance counselors' teaching loads also affect the said provision. The more teaching loads they have, the less they are likely to attend to the students' guidance and counseling needs.

Teachers believed that counselors must be available to the students with all the academic, personal, family, interpersonal, emotional and career concerns. For most of them, the school's counseling objectives are to provide the students with information on matters important to their adjustment and success, to assist students in empowering themselves by providing alternatives, clarification and leads for the resolution of their conflicts and worries, and to provide assistance to students with special cases such as the emotionally or psychologically disturbed.

As Gibson and Basile (1993) articulated, despite the importance of the classroom teachers in any school counseling program at any level, an evidence indicates that the classroom teacher is only incidentally involved in the program. Many classroom teachers may feel uncertain about goals of their school program and may lack communication and involvement in the counseling program.

On the other hand, the rest of the items were considered consistency and interpreted as *strength* as shown by the means ranging from 0.47 to 0.99. In general, the counseling service, which is the heart of the guidance services, was

adequate, however, there is a discrepancy between the intents and actualities of the service as revealed by the average weighted mean of 1.04. This implies that there is a need to improve counseling service of secondary schools and should provide more functional services as prescribed by division guidance program.

Table 14. Discrepancies between the Intents and Actualities of Remedial and Follow-up Services

INDICATORS		
<i>Our school guidance program contains the following services:</i>	D	VI
1. Conducting the following:		
1.1 consultation with the parents,	1.52	W
1.2 home visitation,	0.84	S
1.3 personal/social follow-ups to students,	0.70	S
1.4 academic follow up,	0.64	S
1.5 consultation with the teachers, and	0.62	S
1.6 behavioral follow up	0.61	S
4. Maintaining contact with the currently enrolled students as well as former students	0.86	S
5. Assisting over- and under-achievers to meet their needs	0.80	S
6. Assisting counselors in developing techniques for following up counselee/student on their progress with respect to the counseling goals.	0.75	S
7. Helping students with learning difficulties and personality, moral, and emotional problems that affect their learning	0.65	S
8. Quarterly monitoring the different guidance forms such as Form 1, 2, 137-A, 138, and individual inventory record and student profile	0.50	S
9. Obtaining data from follow-up which aid the school in evaluating the guidance program	0.50	S
x	0.75	S

Table 14 presents the discrepancies between the intents and actualities of remedial and follow-up service which obtains a mean difference of 0.75 which is considered *strength* and is consistent. Stelzer (2003) underscored that the early function of guidance in a school setting was the vocational educational training. Teachers are main providers of guidance which focused on career guidance. He

reiterated the importance of communication between all school staff members, including teachers and counselors. Despite misconceptions, the ultimate goal of comprehensive developmental guidance programs is to assist students in their education and learning throughout life.

Another study exploring academic measures (Fouad, 1995) revealed that participants in a career course did improve academically. However, there is little evidence that gains – either academic or career-related are maintained overtime. The few studies on academic counseling or advising showed positive findings. It is interesting that this very common but rather low profile intervention, helping students to plan secondary school program, appears to be valuable according to certain academic measures. These studies clearly explained the importance of the remedial and follow-up service in students' development.

However, there is discrepancy between the intents and actualities in terms of consultation with parents which according to some teachers and the guidance counselors are due to unresponsiveness of parents when they are summoned upon by the guidance counselors. This implies that they should consider parents not only as stakeholders but partners in educational and personal development of the students.

In the study of Gener (1999), she recommended that the school through the guidance counselors and teachers with cooperation of parents can carry out and support the activities to remedy the personality difficulties and adjustment problems of the economically disadvantage mentally superior pupils. Continuous seminar education for parents and teachers should be undertaken so they can

assist pupils in their emotional, social, intellectual and vocational problems and the implementation of the guidance program developed the full support and cooperation of guidance personnel, teaching staff, parents and administration.

Another study conducted by Badua (1983) suggested that direct contact with the professional guidance counselor and direct and/or indirect involvement with the guidance services under his/her direction, coordination, or supervision are necessary in order that the guidance counselor's function could better be understood in the context of professionalism. As a whole, the school remedial and follow-up services were aligned with the guidance services prescribed by the division guidance program although there is an indicator which needs attention.

Table 15. Discrepancies between the Intents and Actualities of Research and Evaluation Services

INDICATORS	A	VI
<i>Our school guidance program contains the following services:</i>		
1. Conducting and utilizing the results of action research as bases for the design, innovation and implementation of the programs and services for the students	1.53	W
2. Conducting case studies on drop-outs	1.04	W
3. Exploring some changes to ascertain the students' needs	0.90	S
4. Investigating different learning problems/difficulties of the students	0.87	S
5. Utilizing students' evaluation of teachers' performance and teachers' evaluation of the Head Teachers' and Principal's performance	0.76	S
x	1.02	W

Research and evaluation are designed to determine the effectiveness of a guidance program. Furthermore, they provide the students, teachers and school personnel with the opportunity to be resourceful and independent. It encourages program leaders to continue to find solutions to students' problems.

The table presents the discrepancy between the intents and actualities of research and evaluation service. It shows that conducting and utilizing the results of action research as bases for the design, innovation and implementation of the programs and services for students (1.53) and case studies on drop-outs (1.04) are considered *discrepancy* and interpreted as *weakness* with the obtained mean 1.53 and 1.04. However, the rest of the items are considered *strength* as shown by the obtained mean ranging from 0.76 to 0.90.

Campbell (1978), Herr (1978) and Mitchell (1978) all stressed the need for and the importance of accountability for guidance. Simply demonstrating that a guidance program needed is not enough; decision-makers want documentation of the results. Terms like research, evaluation, and accountability were defined and focusing his attention mainly on the issue of research examining the need for research and how research forms that basis for the accountability. Prioritizing student needs and being accountable for student outcomes based on needs is made important. In her discussion of the evaluation of guidance she made an interesting observation concerning the nature of such studies. This testimonial discloses an effective implementation and utilization of research and evaluation.

The table reveals that quantitatively, the difference between the intents and actualities is 1.02 considered discrepancy and interpreted as *weakness*. In general, school guidance program research and evaluation service is not aligned with the standards prescribed by the division guidance program. Some guidance counselors mentioned that financial constraints restrain them from doing their case studies and action researches. Likewise, when the results of this study are

in conflict with the interest and the credibility of the teachers being inadvertently involved in the study, they are compelled not to continue their researches. More often as well, administrators are not consistent with their decisions concerning these, that is, “they may approve the proposal to conduct the study, but decline on it during the actual implementation.”

3. What strategies may be articulated to maximize the strengths, minimize the weaknesses, and lessen the discrepancies between the intents and actualities?

Table 16. Percentage of Responses on Strategies to Improve the Guidance Program Services

Suggestions	N	%
1. Full support and awareness of the school head regarding the needs and functions of guidance	214	99
2. Improve accessibility of the guidance office/center and facilities	210	97
3. Update Action/Implementation Plan	208	96
4. Provision of assessment tools and psychological test	201	93
5. Conduct comprehensive in service training program for the guidance counselor	198	92
6. Professional upgrading of guidance counselors	185	86
7. Team approach in guidance (participation of all school staff)	176	81
8. Network with other professionals such as psychologists, doctors, therapists, etc.	153	71
9. Provision of vocation and career service	144	67
10. Teachers assistance to the counselors in the delivery and evaluation of the program	99	46

Table 9 presents the percentage of responses on the strategies that may be articulated to maximize the strengths, minimize the weaknesses, make use of opportunities and handle the threats and consequently lessen the discrepancies between the intents and actualities to improve guidance services. It can be noted that 214 or 99% of the respondents suggested that there should be full support

and awareness of school heads regarding the needs and functions of guidance. From then, accessibility of the guidance office/center and facilities will be made possible, which 97% of the respondents suggested

Tremucha (1981) revealed in her study that there is satisfactory planning and implementation of guidance program in the schools of Iloilo City because principals, guidance counselors and classroom teachers have proper education and qualification for the said role. The necessary requirements for an appropriate guidance room are adequately provided for. Thus, the roles and responsibilities of administrators and other school personnel must be clear within themselves.

This finding was supported by Rey (1988) in her study, that principal or school head is expected to give full support to the program from articulating the guidance point of view to the staff and community, to provision of resources both materials and human, to facilitate the smooth implementation of the services.

The table shows that respondents commonly suggested that action plan/ implementation plan should always be updated (96%) followed by the provision of assessment tools and psychological test which was suggested by 201 or 93% of the respondents. It was also believed that comprehensive in- service training program and professional upgrading of guidance counselors are really necessary to strengthen the program as well as team approach in guidance or participation of all the school staff. It is also noticeable that there is a need for networking with other professionals like psychologists, doctors, therapists, among others because most public schools cannot afford to pay for the services and professional fees of these experts. Provision of vocation and career service is also suggested but the

least percentage of respondents, suggested that there is a need for teachers assistance to the counselors in the delivery and evaluation of the program.

In general, the following strategies would maximize strengths, minimize the weaknesses and lessen the discrepancies between intents and actualities for the improvement of the guidance services in the secondary level.

4. How may a secondary school guidance action plan be developed based on the findings to improve the services of the guidance program?

Based on the evaluation, an action plan in guidance and counseling was prepared and submitted to the experts for face validation. It included only the different areas of concern under four services such as testing and interpretation, counseling, remedial and follow-up, and research and evaluation services which show weaknesses when the actualities (what practices were actually perceived by the chosen respondents) were matched with the intents (standards, objectives and expectations of the division guidance program). These areas are as follows:

A. Testing and interpretation Service

- Helping students to obtain better self-understanding through psychometric tests and other inventories;
- Assessing the students' individual academic performance for their proper placement and classification;
- Enabling students to be aware of their real competencies as well as their limitations through measurement and to provide teacher better evaluation of their students;
- Measuring the mental ability, level of intelligence, aptitude, interest and personality of students; and

- Showing valuable result of information to students, teachers-counselors, administrators, and parents for their references

B. Counseling Service

- Facilitating access of all students in the counseling service;
- Providing individual and group counseling to students;
- Making room/private quarter available for counseling; and
- Demonstrating teacher counselor proficiency in using different counseling techniques to gain counselee's/ student's trust and help in all aspects

C. Remedial and Follow-up Service

- Conducting the consultation with the parents

D. Research and Evaluation Service

- Conducting and utilizing results of action research as bases for the design, innovation and implementation of programs and services for students; and
- Conducting case studies on drop-outs

The following areas serve as bases for the proposing an action plan which is hoped to improve the services of the school guidance program. In similar vein, it is an anticipation of the present study that through the aforementioned output, the practices of guidance and counseling in school scale meet the standards set by the Division of Quezon regarding the said program.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions drawn and the corresponding recommendations offered thereafter.

This study aimed to evaluate the guidance program in the selected public secondary schools in the Division of Quezon which serves as basis for the development of action plan to improve school guidance program and services. Specifically, this study sought to answer the following questions:

1. What are the intents and actualities of each of the following services of selected schools guidance program:
 - 1.1 Individual Inventory Service,
 - 1.2 Information Service,
 - 1.3 Testing and Interpretation Service,
 - 1.4 Placement Service,
 - 1.5 Counseling Service,
 - 1.6 Remedial and Follow-up Service, and
 - 1.7 Research and Evaluation Service?
2. What are the consistencies and discrepancies between the intents and actualities of each of the services of the guidance program?
3. What strategies may be articulated to maximize the strengths, minimize the weaknesses, and consequently lessen the discrepancies between the intents and actualities?

4. How may a school guidance action plan be developed based on findings to improve the services of the guidance program?

Summary of Findings

The researcher came up with the following findings based on the analysis of the data gathered:

1. The intents and actualities of each of the guidance program services

- 1.1 Most of the respondents affirmed that school guidance individual inventory service is actually working effectively in all indicators as revealed by the obtained average weighted mean of 4.36;
- 1.2. With regards to school information service, respondents observed that this service is working very effectively in conducting orientation about school rules and regulations, mission and vision, school facilities and personnel to students, parents, and community (4.54), and believed in the adequacy of all its specific services as shown in the average weighted mean of 4.39;
- 1.3. For school testing and interpretation service, the respondents perceived that it is implemented but just moderately adequate as revealed by the average weighted mean of 3.24, with assessment services insufficiently provided to them due to lack of assessment tools and psychological tests leading to inadequate assistance extended to the students with the use of psychometric tests and other inventories;
- 1.4. As for the placement service, the respondents believed that classification of regular and irregular students, repeaters, drop-outs and new students, and assistance in transferring in and out and choosing the best schools

appropriate for the graduating students' in chosen course, as well as the implementation of Drop-Out Reduction Program (DORP), is adequately given as revealed by its average mean score of 4.47;

1.5. In terms of counseling service, respondents affirmed that access in the counseling sessions and availability of a room/private quarter for individual and group counseling are moderately adequate because counselors and other teachers assigned in guidance and counseling are given teaching more than counseling loads. Moreover, a room for counseling is the least priority of the school heads to be provided and consequently is just given when there is a room not used by regular class. It is believed that there are some aspects of counseling service needed to be improved for the betterment of the service;

1.6. Remedial and follow-up services are perceived by the respondents as implemented and adequately provided as revealed by the average mean score of 4.25 which is in contrary to the observation that the guidance counselors seldom conduct consultation and meeting with the parents. It was also found out that school guidance counselors encounter difficulty in maintaining contact with the former students especially those who have changed residency and contact numbers; and

1.7. As to the actualities of the research and evaluation, respondents affirmed that school guidance program provides adequate research and evaluation services as revealed by the average weighted mean of 3.98. However, the conduct of case studies on drop-outs has never been the priority because as observed, more teachers still prefer to conduct home visitation instead

rather than case studies due to lack of time in doing so, as well as conduct and utilization of action research results as shown by 3.47 mean actuality;

Though most of the services were rated adequate, this does not assure that all students actually avail all the services such as counseling and testing and interpretation. Even research and evaluation.

2. Discrepancies between intents and actualities of each of the services of the guidance program

- 2.1 The respondents affirmed that the school guidance program individual inventory service is consistent and aligned with the standards of division guidance program as revealed by the obtained weighted mean of 0.64. The school guidance program offers individual inventory service keeping all the records of students and each individual record updated, organized and securely filed.
- 2.2 There is consistency between the intents and actualities of the school guidance information service which falls under *strength* scale description. This means that information service is carried out satisfactorily and is aligned with the guidelines and standards of the services of the division guidance program as revealed by the obtained average mean of 0.61.
- 1.3. As to the difference between the intents and actualities of the testing and interpretation service, all indicators are considered discrepancies ranging from 1.51 to 2.54 and interpreted as *weakness* with an average weighted

mean of 1.76. Therefore, school testing and interpretation service is not aligned with services in accordance with the division guidance program.

- 1.4. Placement service, being designed to enhance student development, is considered *strength* as it is consistent and aligned with the standards of the division guidance program services and as revealed by 0.53 mean difference, it gears towards preparation of students for admission to other educational, vocational or work-related programs.
- 1.5. As to the counseling service, which is the heart of the guidance services, it was rated adequate however, there is a discrepancy between the intents and actualities of the service and considered *weakness* as revealed by the average weighted mean of 1.04. Hence, there is an imbalance between the intents and actualities of this service because the standards were not fully realized and materialized.
- 1.6. The school remedial and follow-up services are consistent with guidance services prescribed by the division guidance program as revealed by 0.75 mean difference, but consultation with parents needs further attention.
- 1.7. As to research and evaluation, the discrepancy between the intents and actualities of the service is considered *weakness* though some indicators are considered *strength* as revealed by the average mean of 1.02. Thus, school guidance research and evaluation service is not congruent with the services prescribed by the division guidance program.

2. Strategies to maximize strengths, minimize weaknesses, and lessen the discrepancies between intents and actualities

Full support and awareness of the school head regarding the needs and functions of guidance is considered the primary need as attested by 99% of the respondents, to maximize the strengths, minimize the weaknesses and lessen school guidance program services discrepancies between intents and actualities. From then, improvement of accessibility of guidance office/center and facilities which is also suggested by 97% of the respondents, will be made possible. It is also a common suggestions of the respondents that action/ implementation plan (96%), provision of assessment tools and psychological test (93%), and trainings (92%) be always updated as well as professional advancement of the guidance counselors (86%) and team approach in guidance or the participation of all the school staff (81%) to strengthen the program.

It is also advanced the need for networking with other professionals such as psychologists, doctors, and therapists among others (71%) since most public schools cannot afford to pay for the service and professional fees of the said experts. Likewise, there is a call to reinforce vocational and career service (67%) and teachers' assistance to guidance program service delivery and evaluation (46%). These were suggested by the respondents for the improvement of the guidance services in the secondary level.

4. Development of a Secondary School Guidance Action Plan based on the Findings to Improve the Services of the Guidance Program

Based on the foregoing evaluation, an improved action plan in guidance and counseling was developed. It included the different services and specific areas of concern for testing and interpretation services with which all provisions are considered weakness, counseling services with considerable discrepancies, and few for remedial and follow-up, and research and evaluation services.

Conclusions

In the light of these findings, the following conclusions were drawn:

1. Among the seven school guidance services, individual inventory, information and placement services strongly satisfy all the division guidance program set expectancies.
2. Testing and interpretation, counseling, remedial and follow-up, and research and evaluation services are the weak areas in school guidance program.
3. The suggested strategies to improve the school guidance program services and meet the division guidance program standards mainly focused more on all-out administrative support to prioritize the program, and less on teachers' assistance on the program since they also have demanding teaching tasks.
4. A guidance program action plan has been proposed to address the identified weakness and needs of the teachers and students.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

1. Regular secondary school teachers designated as guidance counselors and full-fledged counselors' teaching loads in classroom must be modified in such a way that their counseling roles are favorably considered.
2. Guidance teachers and counselors should focus more on the conduct and utilization of the results of action research as basis for the design, innovation and implementation of programs and services to address the students' needs.
3. To ensure better coordination between the teachers and parents and update them about the students' needs and development, regular consultation with the parents may be done.
4. Comprehensive in service training program and professional advancement of the teachers and guidance counselors can be conducted to strengthen the school guidance program.
5. Advocacy campaign for school guidance program and regular orientation of school heads can be initiated by the school division guidance coordinator to maximize support and awareness of the school head regarding the program's needs and functions, inasmuch as specific functions of school staff and all the persons involved in the guidance program must be clearly defined.
6. A follow-up or parallel study should be conducted by other researches to try out and further validate the action plan developed in this study.

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Appendix A -1

Letter to the Expert for the Validation of the Instrument



PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila

March 15, 2012

Madam:

The undersigned is conducting a study on the "Evaluation of the Guidance Program and Services in Selected Public Secondary Schools in the Division of Quezon".

This study seeks to evaluate the actual implementation of the guidance program and its services that will be the basis for the development of action plan in guidance and counseling and improvement of the school guidance program.

In line with this, I would like to ask your assistance by answering this validation assessment of the questionnaire to be used as the instrument of the study. I believe that with your experience and honest response, I will be able to gather the needed data to come up with a meaningful research that is valid and reliable.

Thank you very much in anticipation of your favorable action and continued support.

Very truly yours,

(Sgd.) Joan Alejaida M. Reyroso
Researcher

Appendix A -2

Letter of Permission



PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila

March 21, 2012

The Schools Division Superintendent
Division of Quezon
Talipan, Pagbilao, Quezon

Madam:

The undersigned is conducting a study on the "Evaluation of the Guidance Program and Services in Selected Public Secondary Schools in the Division of Quezon."

Knowing your utmost interest in the value of research as a tool for development, I would like to request that I be allowed to distribute questionnaires to the four big secondary schools of your division.

I hope that this request will merit approval from your very good office. I assure you that any information and data gathered will be kept highly confidential.

Thank you very much in anticipation of your favorable action and continued support.

Very truly yours,

(SGD.) Joan Alejaida M. Reyroso
Researcher

Approved:

(SGD.) Gloria P. Potes, CESO VI
Schools Division Superintendent

Appendix A -3

Letter of Request



PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila

March 21, 2012

The Principal

Sir:

The undersigned is conducting a study on the "Evaluation of the Guidance Program and Services in Selected Public Secondary Schools in the Division of Quezon".

Knowing your utmost interest in the value of research as a tool for development, I would like to request that I be allowed to distribute questionnaires to your faculty and students. I believe that with their experiences and honest response, I will be able to gather the needed data to come up with a meaningful research that is beneficial to the school. Rest assured that the information gathered will be held in strict confidence.

Thank you very much in anticipation of your favorable action and continued support.

Very truly yours,

(Sgd.) Joan Alejaida M. Reyroso
Researcher

Noted:

(SGD.) Gloria P. Potes, CESO VI
Schools Division Superintendent

Appendix B

Questionnaire

TO THE RESPONDENTS

This questionnaire aims to evaluate the effectiveness of the actual implementation of the guidance program services. Please answer each question and do not leave any question unanswered. Rest assured that any information gathered in this study will be treated in strict confidentiality.

Thank you very much.

The Researcher

SECTION I: Please give the necessary information about yourself.

1. Name: (Optional) _____
2. School: _____
3. Year Level/Designation: _____
4. Age: _____
5. Sex: _____

(For Counselors & Teachers only)

6. Highest Educational Attainment: _____
7. Length of Service: _____

SECTION II: The following are the standard components (intents) of guidance program services. Rate each item to describe your perception on the actual implementation of the Guidance Program in your school. If you believe that the items are functioning fully and adequately or not, put a check (/) on the column that represents your responses. Please use the following scale.

- 5 - Very Adequate (VA)
- 4 - Adequate (A)
- 3 - Moderately Adequate (MA)
- 2 - Inadequate (I)
- 1 - Very Inadequate (VI)

ITEM		VA	A	MA	I	VI
Our school guidance program contains the following services which are functional and working effectively:		5	4	3	2	1
A.	Individual Inventory Service					
	1. Gathering of all necessary information about the students					
	2. Helping the student to know himself better to gain new insight along the social and moral values of the school					

	3. Keeping records about the student regarding his home and family background, medical, dental and physical status, test results and interpretations					
	4. Updating and organizing each individual record.					
	5. Understood and maintained confidentiality of information.					
B. Information Service						
	1. Providing the students with objectives and factual data on education.					
	2. Facilitating the student's development through social/personal or educational/vocational/occupational information programs involving teachers, parents and students.					
	3. Relevant information to adjustment to school, college, academic life, understanding and dealing with life and career issues.					
	4. Orienting the students, parents, and community with the school rules and regulations, mission and vision, school facilities and personnel.					
	5. Familiarizing the students, parents, teachers and the community with the Guidance services accessible in school.					
	6. Informing the teachers on the importance of the different guidance forms and evaluation of students' performance					
	7. Exposing the students to such information and engage them in better planning in and out of the school setting.					
C. Testing Services and Interpretations						
	1. Assessing the students' individual academic performance for their proper placement and classification.					
	2. Measuring the mental ability, level of intelligence, aptitude, interest and personality of students					
	3. Enabling the students to be aware of their real competencies as well as their limitations through measurement and it provides teacher the better evaluation of their students.					
	4. Helping the students to obtain a better self-understanding through the use of psychometric tests and other inventories					
	5. Valuable result of information to students, teachers-counselors, administrators, and parents for their references.					

D.	Placement Service					
	1. Classification of regular students, irregular students, repeaters, drop-outs and new students such as first year students and transferees to their respective sections.					
	2. Assistance given to students who transferred in and transferred out in the process of entering and leaving the school.					
	3. Consideration of the ability, personality and preparation of students.					
	4. Implementation the Drop-Out Reduction Program (DORP)					
	5. Assistance given to the graduating students in choosing the best schools appropriate for their chosen course.					
	6. Facilitating students to college admission.					
E.	Counseling Service					
	1. Access of all students in the counseling service.					
	2. Benefits of the students from availing the counseling service					
	3. Room/private quarter available for counseling					
	4. Appropriate assistance according to every learner's need to develop desirable attitudes and values.					
	5. Respectable character with good professional attitude of guidance counselor by keeping confidential matter to himself.					
	6. Proficiency of the counselor in the use of different counseling techniques to gain the student's/counselee's trust and help the students in all aspects.					
	7. Counselors do exit interview and referral					
	8. Availability of the individual and group counseling to students					
	9. Counselors appropriate feedback given to teachers about the counseling session					
	10. Review of different information of all students especially the newly entered students if there is any progress and maladjustments through reading of different guidance forms.					
F.	Remedial and Follow-Up Services					
	1. Helping the students with learning difficulties as well as personality, emotional and moral problems that affect student learning.					
	2. Assistance to over-achievers and under-achievers meet their needs.					
	3. Assistance to counselors developing techniques					

	for following up counselee/student on their progress with respect to the counseling goals.					
Conducts the following:						
	4. academic follow up,					
	5. behavioral follow up, and					
	6. personal/social follow-ups to students					
	7. home visitation					
	8. consultation with the parents					
	9. consultation with the teachers					
	10. Maintaining contact with the currently enrolled students as well as former students.					
	11. Quarterly monitoring of the different guidance forms such as Form 1, 2, 137-A, 138, and individual inventory record and student profile.					
	12. Obtained data from follow-up which aid the school in evaluating the guidance program.					
G. Research and Evaluation						
	1. Conduct and utilization of results of action research as bases for the design, innovation and implementation of the programs and services for the students.					
	2. Investigation the different learning problems/difficulties of students.					
	3. Conducts of case studies on drop outs.					
	4. Exploration some changes to ascertain the needs of the students.					
	5. Utilization of the evaluation of teachers' performance by the students and teachers' evaluation of the performance of Head Teachers and Principal.					

SECTION III: What strategies you may suggest to lessen discrepancies between the intents and actualities of the program? Kindly put a check (/) on the blank if you think it will improve your Guidance Program and Services.

- _____ Improve accessibility of the guidance office/center and facilities
- _____ Provision of vocation and career service
- _____ Provision of assessment tool and psychological tests
- _____ Teachers assistance to the counselors in the delivery and evaluation of the program
- _____ Conduct comprehensive in service training program for guidance counselor
- _____ Team approach in guidance (participation of all school staff)
- _____ Full support and awareness of the school head regarding the needs and functions of guidance
- _____ Professional upgrading of guidance counselors
- _____ Updated Action/Implementation Plan
- _____ Network with other professionals such as psychologists, doctors, therapists, etc.
- _____ Others, please specify: _____

Guidance and Counseling Action Plan for Secondary Schools

Rationale

The primacy of the present study lies on evaluating the guidance program services in some selected public secondary schools in the Division of Quezon. The substantial evidences and findings gained from this investigation would likely serve as foundation to reinforce the practices of guidance and counseling in the school level. This would likewise bridge the gap between the expectancies of the division and the school's authentic execution of specified functions with respect to the program being appraised.

Several works of experts (Trevisan & Hubert, 2001; Foster, et al., 2002, Hughes & James, 2001) were made bedrock to strengthen the constant need to evaluate the guidance and counseling services. While most of the citations aimed at promoting accountability, Lapan (2001) on the other hand, provided framework for guidance program planning and evaluation. This in a way is assumed to be similar to the action plan projected in the current investigation.

Moreover, the concept of intents and actualities are deemed necessary to see the lapses between "reality" in guidance and counseling services and mere "idealism." As Ochave (2003) reiterated in his proposed blueprint where tenets of intents and actualities were held significant, there is a glimmering impossibility to adjusting the actual happenings (actualities) to meet exactly what is demanded by the established standards. But at least, this is definiteness to narrow the gap between the two constructs. This is the very goal of proposing the action plan based on the weaknesses of the program. Had the program unraveled absolute absence of discrepancy, it would be difficult to plan for steps of implementation.

Based on the evaluation done, the following specific areas are revealed as the weak areas of the guidance and counseling program, to wit: 1) Testing and Interpretation Service (helping students obtain better self-understanding through psychometric tests and other inventories; assessing the students' individual academic performance for their proper placement and classification; enabling students to be aware of their real competencies and their limitations through measurement and to provide teacher better evaluation of students; measuring mental ability, level of intelligence, aptitude, interest and personality of students; and; showing valuable result of information to students, teachers-counselors, administrators, and parents for references); 2) Counseling Service (facilitating access of all students in the counseling service; providing individual and group counseling to students; making room/private quarter available for counseling; and demonstrating teacher counselor proficiency in the use of different counseling techniques to gain counselee's trust and help in all aspects); 3) Remedial and Follow-up Service (conducting the consultation with parents); and 4) Research and Evaluation Service (conducting and utilizing results of action research as bases for the design, innovation and implementation of programs and services for students; and case studies on drop-outs)

The following areas serve as bases for the proposing an action plan which identifies guidance services to be improved with its appropriate program/project title; objectives to be met; strategies/activities towards the achievement of the aims; the personnel involved and the corresponding target clients; time frame to actualize the proposed actions; and expected outcomes within the duration set.