

# Extent of Implementation of the Guidance Program in the Public Schools of Urdaneta City

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*Abstract* — The study delved into the extent of implementation of the Guidance Program in the public schools of Urdaneta City. The study determined the profile of the respondents, the extent of implementation of the Guidance program, and the significant relationship between the profile of the respondents and the extent of implementation of the Guidance program. The descriptive method of research was used in this study. Findings showed that most respondents are female, in the early adulthood stage, married, holding a Teacher III position, experienced guidance counselors/ designates with Masters Units, and equipped with training related to guidance and counseling. The extent of implementation of the respondents in the guidance program is extensive. Likewise, they highly provide the necessary guidance and counseling services the school community needs.

Further, years in service as a guidance counselor/ designate are significantly correlated to the extent of implementation of guidance programs along with individual inventory service and coaching. The study recommended that public school guidance counselors/ designates adapt the program crafted by the researcher to strengthen their implementation of the Guidance Program. They should also recognize problems encountered that may pose an effect on the extent of implementation of the Guidance Program. In addition, a similar study should be conducted, considering other factors that can affect the implementation of the Guidance Program in schools.

*Keywords* — *Guidance Program, Counseling, Guidance Counselor, Guidance Coaching And Mentoring, Guidance Support*

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## I. Introduction

### Background of the Study

In order to assist students in a deal also with the pressures they experience both in and outside of school, a well-organized guidance and counseling program is crucial. According to Melgosa (2018), some of these stresses include physical and psychological changes they face due to adolescence. The challenges of adolescents include adapting to their new image, facing the growing academic demands, establishing vocational goals, learning to control sexuality, and emotional and psychological independence from their parents. Some of the learners in secondary schools are at an adolescence stage, and a functional guidance and counseling program in schools must be active to assist these students.

Every day, students deal with making judgments in a pressured and unpredictable atmosphere. In addition, they are facing cultural, societal, and economic concerns that they cannot address. As a result, Guidance and Counseling play an essential part in the educational system, and teachers must acquire skills in Guidance and Counseling to better understand their learners, even amidst the pandemic.

Guidance and Counseling is an integral program implemented by the Department of Education. The student's needs, issues, and problems will be appropriately handled and eventually solved using this program.

The succeeding pages deal with the general view of the study and relevance for Guidance Counselors and Teacher Designates in Public Elementary and Secondary Schools of Urdaneta City Division, particularly on the extent of implementation amid the pandemic. It presents numerous foreign and local studies that significantly influence the consideration of the essence of this study.

Moreover, Guidance and Counseling shows various related theories that will establish the individuality of human behavior in the teaching and learning process.

When unexpected events occur, individuals have to adapt and make essential changes in their life. It forces one to step outside his comfort zone to discover new methods. As they say, there is a silver lining to every cloud or difficulty in life. The Covid-19 epidemic presented a problem for how things were handled. The use of lockdown, physical separation, and other health regulations affected various processes in both business and education. One of the aspects of society that is most negatively damaged is education.

As Arrieta, Valeria, and Belen (2021) have put it in their journal, Education leaders, teachers, and other stakeholders were in a quandary if classes will open in the school year 2020-2021. In the Philippines, the government decided that classes would resume through online modality and other alternative learning systems. However, the readiness for online classes was a concern raised by students and teachers.

Meanwhile, the Department of Education (DepEd, 2020) issues the enclosed Guidelines on Counseling and Referral System of Learners for S.Y. 2020-2021. It intends to offer DepEd schools the means to fulfill the requirements of students in terms of mental health services, including counseling sessions with mental health specialists. Notwithstanding the provisions of DepEd Memorandum OUCI-2021-055, with the subject "Guidelines on the Counseling and Referral System of Learners for S.Y. 2020-2021",

Section 25 of Republic Act No. 11036's Implementing Rules and Regulations, also referred to as the Mental Health Law, states that "Educational institutions, such as schools, colleges, universities, and technical schools, should implement policies and programs for educators, students, and other staff aimed to promote awareness on mental health concerns, identify and offer support services for those at risk, and enable access, including referral mechanisms of services."

The DepEd, CHED, and TESDA will direct the creation and execution of mental programs and policies at educational institutions in cooperation with other pertinent government agencies and partners. Encourage mental wellness; b. providing those at risk or with a mental health disorder with essential services and support; and c. create effective connections with other organizations and agencies that offer or organize assistance, treatment, and ongoing care."

Moreover, Republic Act No. 11206, otherwise known as the "Secondary School Career Guidance and Counseling Act," stipulates that,

The state is aware of the contribution youngsters make to the development of the country and the quickening of social progress. In this sense, the state is responsible for ensuring their overall development through fostering suitable education that produces labor that is receptive to the demands of the public, private, and economic sectors. For this purpose, the DepED shall, in coordination with the Professional Regulation Commission (PRC), accredited professional organizations on guidance counseling, Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Department of Labor and Employment (DOLE), Development Authority (NEDA), Department of Trade and Industry (DTI), and Parent-Teacher Associations (PTAs) formulate, develop and review a Career Guidance and Counseling Instructional Module (CGCIM). Based on their abilities and skills, the accessibility of public tertiary education institutions, the labor market, and the needs and expectations of the government, industry, and economy, these shall serve as the primary instructional materials to guide secondary students in their pursuit of meaningful and rewarding tertiary education. In addition, the Act pursues the following objectives:

1. To institutionalize career guidance and Counseling programs for students in all public and private secondary schools nationwide to provide them with proper direction in pursuing subsequent tertiary education.
2. To equip secondary education students with the capability to make educated career decisions and expose them to relevant labor markets.
3. To ensure tertiary education graduates meet government, industry, and financial requirements.

The COVID-19 pandemic outbreak caused several challenges, issues, and concerns that served as the basis for creating the learning continuity plan for the 2020–2021 academic year. The LCP included online rules, synchronous and asynchronous instruction, games, and other online services. Guidance and Counseling is one of the most effective online services essential in teaching and learning. School counselors assist instructors by being an integral component of the whole team that handles their students' educational goals and needs. In addition, they can assist with planning classroom and group activities that match the requirements of the students, even in the New Normal (Arrieta, Valeria & Belen 2021).

Moreover, being physically present when counseling students with anxiety or sadness is beneficial. Other kinds of communication, such as cell phones and the internet, are used as a complement to maintain track of the student's whereabouts and reinforced by research that found that providing online therapy in addition to face-to-face counseling might be an effective strategy for many university and school counseling centers to boost service use and better serve their communities (Wong et al., 2018).

However, with no face-to-face classes, providing counseling services to students became challenging with no data yet stating that Counseling can be effective through an online modality is effective for Counseling. Online counseling programs are not practical due to the lack of face-to-face interaction (Villarreal-Davis, Sartor, & McLean, 2020).

The availability of time and resources for professional school counselors to conduct one of the essential services for which they are educated and competent is critical to successfully implementing these essential services. Professional school counselor roles are increasingly being re-directed away from the vital mission of recognizing and addressing students' mental health needs as the modern school environment becomes more complex due to high-stakes testing, State and federal standards, and district report cards and evaluations (Neyland-Brown, Francis & Burns, 2019).

The Schools Division of Urdaneta City (SDOUC) has started some measures like the Know-the-Kids and strengthening the functions of the schools' guidance services to address the increasing needs for proper assessment and evaluation of learners' information to facilitate testing, placement, intervention, career orientation, referrals, and follow-up.

This study will determine the extent of implementation of the Guidance Program in the Urdaneta City Division for School Year 2021-2022.

### **Theoretical Framework**

Miller's views serve as the basis for this investigation (2017), Clemens, Carey, and Harrington (2019), Department of Education (2021), Missouri School Counselors and Counselor Educators (2015), University of Central Florida (2020), and University of the Philippines (2018) as school counselors play a crucial role in ensuring that students undergo positive educational experiences. In addition, they are members of a school support team that provides social-emotional and academic Guidance.

School guidance counselors and designates offer essential mental health and educational support services to aid kids throughout their academic careers, as Chron (2021) highlighted. In addition, they offer Guidance on future educational and professional opportunities, support parents and school employees in comprehending and resolving student issues and assist kids with personal concerns. If one got the right personality and skills for the job, a career as a school guidance counselor is an enjoyable and rewarding choice.

Meanwhile, professional counselors and designates apply various clinical approaches in their work, and there are hundreds of clinical counseling approaches to choose from. As McAdams (2021) stated, one theory is humanistic counseling theories maintain that individuals have all the assets they need to live healthy and prosperous lives inside themselves and that issues arise as a consequence of a lack of or an inability to access problem-solving resources. Humanistic counselors view their responsibility as assisting clients in discovering and accessing the limited resources they need to solve difficulties independently, rather than providing advice about handling problems. Person-centered, existentialist, aversive, Gestalt, and psychological wellbeing are some of the most popular humanistic counseling modalities today.

Another viewpoint is the cognitive counseling hypothesis, which claims that when a person's thinking is out of step with reality, they have psychological and emotional problems. Therefore, it makes sense that flawed solutions are produced when "faulty" thinking is used to solve problems. As a result, cognitive counselors' challenge their clients' flawed thought processes to help them come up with solutions that truly solve the issues they are facing. Currently preferred cognitive theory-based therapies include cognitive behavior therapy, reality therapy, motivational interviewing, and acceptance and commitment therapy (McAdams, 2021).

Moreover, according to behavioral therapy ideas, behavioral counseling theory is when people engage in problematic thought and behavior when their environment fosters it. These issues will continue to develop if the environment promotes or encourages them. Behavioral counselors assist clients in identifying the reinforcements that promote harmful habits of thinking and doing and replacing them with more desired rewards. Behavior therapy, dialectical behavior therapy, multimodal treatment, and conjoint sex therapy are currently recommended behavior theory-based therapies.

Numerous theories are attached to guidance and counseling programs, but some theories will be a particularly excellent fit for most counselors and designates, while others may not be a good fit. People are therefore more inclined to employ models that correspond to their area of competence in counseling practice and to avoid those that do not.

As Dhimi (2020) has discussed, Guidance and Counseling in the modern age have escalated needs because of multiple problems that the individual faces in essential domains of life. Guidance and Counseling assist in establishing an awareness of one's strengths and aptitudes, an optimistic viewpoint for removing negative tendencies, and the resourcefulness and self-discipline needed to adjust to social changes. Guidance and Counseling are acknowledged for their contributions to improving human happiness by helping people become healthier and more productive, learn priceless lessons, and solve difficulties before they become more significant issues. Supporting students' intellectual, social, emotional, and personal growth is the primary goal of guidance and counseling services. As a result, they are also a crucial part of education.

Even in times of the pandemic, even though schools have been closed for years, Guidance and Counseling still play a vital role. However, as Meyers (2021) published on her website, guidance counselor and designate are deceptively simple titles. In practice, school counselors serve various purposes, such as social and emotional education, academic Counseling, conflict resolution, wellness coaching, mental health therapy, student advocacy, educational collaboration, and family liaison.

Additionally, many families found it difficult to concentrate on anything other than survival as the economy collapsed as the coronavirus spread. However, even well-off families struggled to create the optimal learning environment because, in many cases, parents who worked from home with numerous kids had to find a physical location and a time for each individual to be online. As a result, students missed engaging in extracurricular activities and seeing their pals. Seasons in sports were postponed. School plays never had their curtains raised. Rituals of passage like proms and commencement exercise virtually disappeared.

All communities require Guidance and Counseling to control people's conduct, and even the most primitive societies developed due to the need to direct people's behavior patterns in the group's best interests. Without the application of discipline, society as a whole could not operate. If individuals cooperate to accomplish a shared goal, Guidance and Counseling must be regularly used to improve discipline. It was also stressed that teachers and school administrators are responsible for ensuring that students mature steadily along their lines. Students are priceless assets and essential to education (Salgong, 2016).

A school counselor is vital during a global pandemic, even with a pandemic outbreak. It entails listening to pupils, assisting them in turning their aspirations into reality, and supporting their mental health during trying moments. Due to COVID-19, some schools may decide to adopt a hybrid, an online, or an in-person version, all of which pose difficulties for guidance counselors. Classes have shifted online as a result of the anticipated countrywide shutdown. The worldwide epidemic may make chronic absenteeism a common issue, and guidance counselors are moving up to address it. A guidance counselor may boost students' confidence by remaining in touch with them online, supporting their academic objectives, and working with them to co-create a better future (St. Bonaventure University, 2020).

At Mindanao State University (2020), there are six (6) basic programs and services offered by guidance and counseling centers: individual inventory services, Counseling, testing, information, placement, and follow-up. According to the University of Central Florida (2020), a referral for Counseling should be considered when you think a student's problems go beyond your own experience and expertise or when you are uneasy assisting a student with some problems, making it an essential service for Guidance and Counseling. Similarly, Clemens, Carey, and Harrington (2019) indicated that coaching should be a pivotal service as they offered a few indicators related to this service in a questionnaire.

Regarding implementing these services in the new normal, Arrieta, Valeria, and Belen (2021) noted in their paper that schools must adapt, and learning must continue in many modalities without face-to-face sessions until a vaccine is available. With many private institutions embracing it, online learning is becoming the predominant way of delivery in the Philippines. Counseling and committed welfare care are required to address the many issues of the pupils. However, guidance counselors have several difficulties when providing Counseling to students online. They have doubts about being truly present with the students.

Additionally, it attempted to discover the problems and challenges that students ran into when learning online and the solutions offered by the guidance counselors to address them. The worries of the students were discovered to include mental health difficulties, a sense of isolation, extensive prerequisites, and inconsistent internet connections. In addressing them, they provided individual and group counseling, communicated with the parents, collaborated more closely with the class advisers, teachers, and academic heads, strengthened the homeroom and guidance period, and held mental health activities. From the experiences, their realizations and newly gained insights will be used as bases for enhancing the guidance and counseling program for the school year 2021-2022.

Yuniarti, Asrowi, and Yusuf (2021) understood the need for counseling services for vocational high school students. The uncontrolled distribution of Coronavirus (Covid-19) causes various problems for students, both inside and outside, who use gadgets (digitalized) for every activity. For that, we need accurate information about the needs of students, expectations, and obstacles during the distance learning process and providing counseling services. The study methodology was a survey using the Harry King population sampling method. The questionnaire was chosen as a data collection tool because the data needed was factual, both behavior and feelings that were being felt. The study results found students' needs about the barriers to new average era counseling services. Students need counseling services during distance learning. The problems that appear to students in distance learning are the limited use of quota ownership, less stable internet networks, laziness, and difficulty concentrating on understanding the material. Students need accessible counseling services in terms of use, regulation, and simplicity.

Gipalen and Madrigal (2020) also conducted a study on The Province of Antique's The Deployment of Basic Guidance and Counseling in Selected Diocese Catholic Schools that discussed Guidance and Counseling as Aiding students' educational, career, and psychological potential is essential today for maximum performance and sufficient adjustment in a variety of life scenarios. The main goal of a school's Guidance and counseling department is to offer a wide range of services to students, including student evaluation, information service, placement, follow-up, and counseling support. Consequently, this study's objective was to ascertain how counseling services were implemented in Catholic schools at a few Diocesan Catholic Schools in Antique during 2019–2020. Likewise, it identified the challenges encountered by school personnel and students in implementing school guidance services. The study's findings were used as a baseline

to develop a proposed program to enhance the implementation of essential guidance services in Diocesan Catholic schools.

Even before the onset of the COVID-10 pandemic, researchers and teachers have already studied the services offered by guidance and counseling programs in the country and overseas.

Rahmwati (2019) discussed in her study that Guidance and Counseling are inseparable parts of the education system. Likewise, Kaliwungu Elementary School has implemented the Guidance and Counseling program. This study aimed to ascertain how Kaliwungu Elementary School implemented its guidance and counseling services. Using interview and observation methodologies, this research approach is a qualitative descriptive study. According to the study's findings, the class teacher at Kaliwungu Elementary School is in charge of carrying out the guidance and counseling program. Guidance is offered in both individual and group formats. Individual Counseling is a form of elective Counseling in which teachers' advice and guide students on issues—group counseling in the form of a homeroom program and remedial instruction.

Similarly, Hossain (2013) also piloted research related to guidance and counseling services that intended to provide a summary of the guidance and counseling services offered in Bangladeshi schools. The study was qualitative. The primary goal of the study's authors was to understand the present state of counseling services in schools in Bangladesh. Therefore they collected data from all varieties of schools found there. There were chosen ten different kinds of schools. According to the ability and willingness of the administrator, instructors, and students for thorough interviews, two schools from each category were explicitly chosen. Data from school administrators, instructors, and students were gathered using a semi-structured interview schedule. School records, including student profiles, curriculum, syllabus, event records, and administrative and academic service records, were also inspected to grasp the counseling services offered at reputable institutions thoroughly. It has been discovered that there is no structured guidance and counseling program. Students receive certain services but are not well thought out, coordinated, or comprehensive. Further, those are not readily intended for counseling purposes. Moreover, schools had no trained personnel solely responsible for such services.



### Conceptual Framework

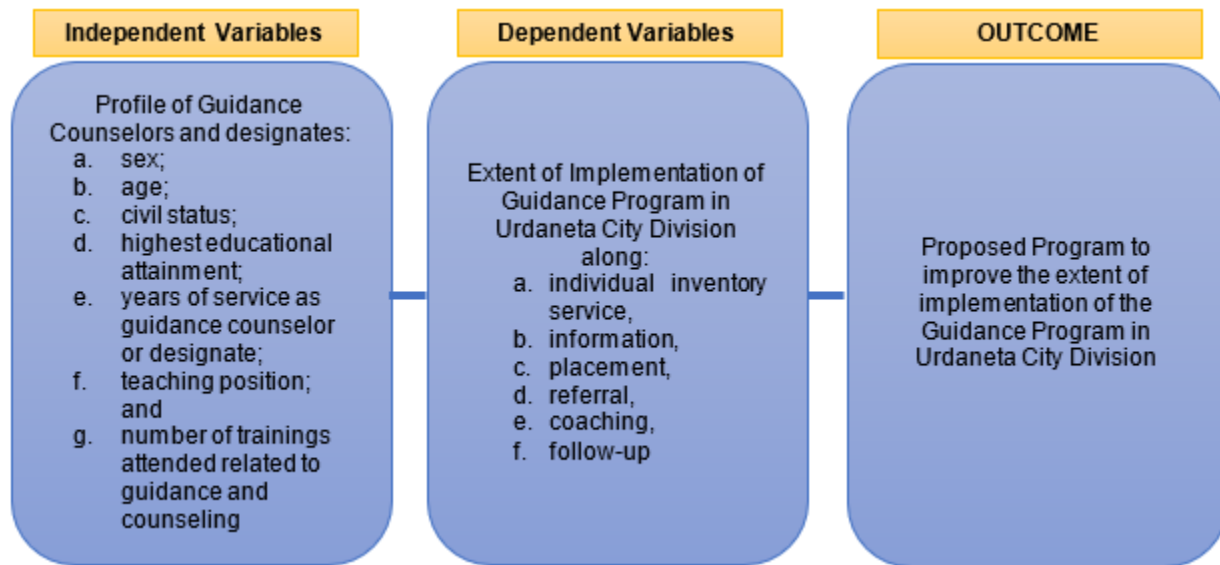


Figure 1 represents the study's conceptual framework schematic diagram using the Independent Variable-Dependent Variable-Outcome Model. Considered as the input of this study is the profile of the respondents such as sex, age, civil status, highest educational attainment, years in service as a guidance counselor and designate, teaching Position, and the number of training attended related to Guidance and Counseling. Also apparent in the figure is the process of this study which includes the indicators for the implementation of the guidance program along with individual inventory service, information, placement, referral, coaching, and follow-up. Relationships and differences of the profile variables to the extent of implementation of the guidance program will be determined in this study. They will serve as the baseline of the Proposed Strategic Plan to improve the extent of implementation of the Guidance Program in the Urdaneta City Division.

This mechanism was conducted to evaluate if the profile of the respondents is significant to the resulting dependent variables.

**Statement of the Problem**

This study focused on the extent of implementation of the Guidance Program in the Urdaneta City Division for School Year 2021-2022.

The study specifically looked for solutions to the following issues:

1. What is the profile of the guidance counselors and designates along the following:
  - a. sex;
  - b. age;
  - c. civil status;
  - d. highest educational attainment;
  - e. years in service as a guidance counselor and designate;
  - f. teaching position; and
  - g. number of training conducted related to Guidance and Counseling?
2. What is the extent of implementation of the guidance program in the Urdaneta City Division alongside:
  - a. Individual inventory service;
  - b. information;
  - c. placement;
  - d. referral;
  - e. coaching; and
  - f. follow-up?
3. Is there a connection between the respondents' demographics and how far the advice program has been implemented?
4. What program can be proposed to enhance the extent of implementation of the Guidance Program in the Urdaneta City Division?

**Hypothesis:**

The following research hypothesis was tested in its null form at an alpha 0.05 level of significance:

1. The characteristics of the respondents and the degree of the Guidance Program's execution are not significantly correlated.

## **II. Methodology**

### **Research Design**

The researcher conducted, gathered, and evaluated the findings of the modified instruments used by the respondents as part of the descriptive and correlational research methodologies used in this study. Through this research method, the researcher will gather the needed information or data to identify and improve the extent of implementation of the Guidance Program in the Urdaneta City Division.

According to McCombes (2020), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon by describing, recording, analyzing and interpreting the present nature, composition, and processes. Correlational research, on the other hand, investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and direction of the relationship between two or more variables. The direction of a correlation can be either positive or negative (Bhandari, 2021)

In this study, descriptive research holistically represents the assessment and interpretation of data through a survey questionnaire to determine the actual scenario of the guidance counselors and designates in implementation of the guidance program.

### **Population and Locale of the Study**

There were sixty-seven (67) guidance counselors/ designates in elementary and secondary schools in Urdaneta City.

Total enumeration was used as a sampling technique for this study as all elementary, secondary, and integrated schools were included as respondents. For integrated schools, one guidance counselor or designate was asked from the elementary and another from the secondary level.

### **Research Instruments**

The researcher utilized a questionnaire checklist to gather the data needed in this study based on pertinent information and facts from the related literature and studies. Further, this was checked by the researcher's adviser, wherein suggestions were considered for the improvement and finalization of the instrument.

Part 1 of the questionnaire focused on the profile of the respondents, namely: sex, age, civil status, highest educational attainment, years in service as a guidance counselor or designate, teaching Position, and the number of training attended related to Guidance and Counseling.

Part 2 of the questionnaire focused on the degree to which the guiding program's services, which include the following, would be implemented: individual inventory service, information,

placement, referral, coaching, and follow-up. The indicators for guidance services are culled from various literature and studies, namely: Miller (2017), Clemens, Carey, and Harrington (2019), Department of Education (2021), Missouri School Counselors and Counselor Educators (2015), University of Central Florida (2020), and University of the Philippines (2018).

In addition, the adapted instruments were utilized because these indicate standardization in implementing the guidance program.

### **Data Gathering Procedure**

The mode of the gathering was through the survey questionnaire method. In administering the data, the researcher followed the procedures.

After getting permission from the Schools Division Superintendent, the researcher personally distributed parts 1 and 2 of the survey questionnaires to the guidance counselors and designates. The respondents' responses determined the extent of implementation of the Guidance Program in the Urdaneta City Division for School Year 2021-2022. The researcher kept the responses and the data that were gathered confidential and secure. Clear instructions were given to the respondents both orally and in writing. All the gathered data were analyzed and interpreted using appropriate statistical tools.

### **Statistical Treatment**

Various modes of data treatment were employed to analyze all the data needed in this study.

For question number 1, which refers to the profile of the respondents, frequency and percentages were used.

For question number 2, a weighted mean was used, focusing on the extent of implementation of the guidance program.

For question number 3, which pertains to the significant relationship between the profile of the respondents and the extent of implementation of the guidance program, the Chi-Square test for relationship was used.

For question number 4, salient findings of the study served as bases in crafting the proposed program that will enhance the extent of implementation of the Guidance Program in Urdaneta City.

### III. Results and Discussion

The profile of the responders is shown in Table 2 along with sex, age, civil status, highest educational attainment, and years in service as a guidance counselor or designate, teaching Position, and several training attended related to Guidance and Counseling.

#### Profile of the Respondents

**Table 2: Profile of the Respondents**

Variables		Frequency	Percentage
		<i>N=67</i>	
Sex	Male	11	16.4
	Female	56	83.6
Age	20-30 years old	7	10.4
	31-40 years old	33	49.3
	41-50 years old	17	25.4
	51 years old and above	10	14.9
Civil Status	Single	17	25.4
	Married	48	71.6
	Widowed	2	3.0
	Separated	0	0.0
Highest Educational Attainment	Doctor's Degree	1	1.5
	With Doctor's Units	5	7.5
	Master's Degree	26	38.8
	With Master's Units	32	47.8
	Bachelor's Degree	3	4.5
Years in Service as a guidance counselor or designate	1-3 years	17	25.4
	4-6 years	22	32.8
	7-10 years	17	25.4
	11 years and above	11	16.4
Teaching Position	Master Teacher II	1	1.5
	Master Teacher I	3	4.5
	Teacher III	52	77.6
	Teacher II	8	11.9
	Teacher I	3	4.5
No. of Trainings Attended Related to Guidance and Counseling	1-2	11	16.4
	3-4	30	
		2626	44.8
	5 and above	26	38.8

**Sex.** Findings show that a large percentage of respondents are female (83.6%) compared to males (16.4%). However, only a few literature references (Duslak & Geier, 2016; Cisler & Bruce, 2017; Chata & Loesch, 2018) have examined the effect of gender on counseling activities, with the consensus being that gender has an impact on gender-related issues but not necessarily on their relationship with their colleagues. This implies that solid relationships within organizations could help implement guidance programs more effectively and lessen gender bias.

**Age.** The respondents in this study vary across ten (10) age brackets. However, data shows that most respondents are within the 31-40 age range (49.3%) and the minority in the 20-30 age range (10.4%). Some publications have been published online that show the breakdown of staff ages for school guidance counselors. Interestingly, school guidance counselors make up 55% of the population and have an average age of 40 (School Guidance Counselor Demographics and Statistics) (2022). This cues as an exciting subject of exploration for future research.

**Civil Status.** According to survey results, most of the study's participating guidance counselors are married. The aggregate of these accounts constitutes (71.6%) of the research population, and the rest are single (25.4%) and widowed (3.0%). Kumento et al. (2018) analyzed the conditions of single and married school guidance counselors concerning their level of job satisfaction. The findings conclusively showed that married professionals have significantly higher levels of satisfaction over their counterparts and are thus, likely to account for higher achievement, including promotions.

**Highest Educational Attainment.** While these factors affect the respondents' personal experience, it is essential to distinguish them from their years of professional experience. A massive proportion of the respondents have attained a Master's degree (38.8%) or Master's unit (47.8%), which means that the data is broadly representative of people with both knowledge and experience in relevant subject matters. Scarborough and Culbreth (2018) note that those years of experience may dictate recommended practices on counseling duties, depending on their level of expertise.

**Years in Service as a Guidance Counselor or designate.** The years in service as a guidance counselor or designate are pretty distributed, with 32.8% having at least four years of experience, 25.4% have at least a year, and 25.4% having at least seven years. As mentioned earlier, this could cause variance in their respective methods and practices. Senator Sherwin Gatchalian, the head of the Senate Committee on Basic Education, Arts, and Culture, held out in December 2020 that the government should assist teachers to become more productive by providing all the necessities to stay long in the service performed their tasks effectively including their designations.

**Teaching Positions.** Most respondents are in the Teacher III positions (77.6%), and only a few are within the Master Teacher positions (4.5% on me, 1.5% on II). These positions may affect their performance as school guidance designates but for simplification purposes. In the Philippines,

teachers' ability to advance in their careers depends on several factors, including their level of education, experience, and training, as stipulated in DepEd Order No.66 s 2007.

Number of training attended related to Guidance and Counseling. Significantly, data shows that most respondents have attended 3-4 (44.8%) training related to Guidance and Counseling. The rest of the responses have indicated that they have attended five and above (38.8%) and 1-2 (16.4%) training, which means they are updated with current issues and intricacies within the field. Interestingly, the Department of Education offers many training and seminars to help all teachers and guidance counselors grow professionally. Likewise, last 2019, the National Educators Academy of the Philippines opened varied training and seminars for professional development programs to all educational communities, including school guidance counselors and designates.

### Extent of Implementation of the Guidance Program

Table 3 presents the extent of implementation of Guidance Program along individual inventory service.

**Table 3:**  
*Extent of Implementation of Guidance Program along Individual Inventory Service*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<i>As a guidance counselor or designate, I...</i>		
1. strive that individual inventory services are organized so that all students are well-served and have access to them	4.22	Implemented
2. identify the various abilities of students by administration of various tests	4.48	Implemented
3. maintain various records concerned with each student and update them periodically	4.37	Implemented
4. create an awareness of the necessary occupational and educational information	4.44	Implemented
5. develop a broad and realistic view of the various educational trainings and occupational opportunities	4.32	Implemented
6. help the student obtain and interpret the information he/she needs in making specific plans for his/her future career	4.39	Implemented
7. provide an opportunity to every student to reflect on their personal growth and development	4.27	Implemented
8. help students in planning and monitoring their progress	4.28	Implemented
9. gather information about students using various tests to better understand them	4.27	Implemented
10. keep an updated profile of every student to give information that will aid them toward self-knowledge and self-realization	4.36	Implemented
<b>Overall Weighted Mean</b>	<b>4.34</b>	<b>Implemented</b>

<b>Legend:</b>	2.50-3.49 Moderately Implemented (MI)
4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)

It can be noted in Table 3 that the respondents obtained an overall weighted mean of 4.34, denoting a descriptive equivalent of "Implemented." The identification of student abilities by administration of various tests has the highest weighted mean of 4.48, denoting a descriptive equivalent of "Implemented." This implies that the respondents engage themselves in identifying the strengths and weaknesses of a student through various assessment tests, which may serve as a basis for crafting action plans and interventions. Srihamaraj (2020) correlates the identification of students' abilities and performance. He also pointed out that guiding students according to their ability is essential to increasing their chances of academic success.

On the other hand, striving that individual inventory services are organized so that all students are well-served and have access to them obtained the lowest weighted mean of 4.22, denoting a descriptive equivalent of "Implemented." This means that the respondents keep orderly and systematic records of students' personal information, which are stored in a secured place for profiling, monitoring, and evaluation regarding their academic and personal-social development. Scarborough and Culbreth (2018) mention the importance of profiling students' records for easier access to the counselors when needed.

Table 4 presents the extent of implementation of the Guidance Program along with information. The respondents obtained an overall weighted mean of 4.40, denoting a descriptive equivalent of "Implemented." Among the indicators, arranging conferences and talks with the parents obtained the highest weighted mean of 4.62. This means that the respondents conduct meetings with parents to update them about the status of their children about guidance and counseling concerns. This is parallel to the study by Ruttoh (2019), which highlighted that communications with parents are vital to ensure the efficiency and effectiveness of guidance programs.



**Table 4:**  
*Extent of Implementation of Guidance Program along Information*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<i>As a guidance counselor or designate, I...</i>		
1. analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps	4.18	Implemented
2. counseling program includes interventions designed to improve the school's ability to educate all students to high standards	4.44	Implemented
3. understand that school counseling priorities are represented on the curriculum and education committee	4.29	Implemented
4. use student performance data to decide how to meet student needs	4.31	Implemented
5. create an annual review is conducted to get information for improving next year's programs	4.55	Highly Implemented
6. develop awareness regarding the rules and regulations, functioning patterns, and available infrastructural and physical facilities in the school or institution or work place	4.51	Highly Implemented
7. acquaint the students with the concerned staff and the student body	4.34	Highly Implemented
8. provide opportunities for the staff members and student body to interact Guidance Program with the newcomers	4.51	Highly Implemented
9. develop favorable attitudes among the students both toward the school and the staff	4.24	Highly Implemented
10. arrange conferences and talks with the parents	4.62	Highly Implemented
<b>Overall Weighted Mean</b>	<b>4.40</b>	<b>Implemented</b>

**Legend:**

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

Meanwhile, analysis of student data by gender and socioeconomic level to identify interventions to close achievement gaps had a relatively low weighted mean of 4.18, denoting a descriptive equivalent of "Implemented." This denotes that the respondents utilize data results to develop plans and interventions to deal with problems encountered in Guidance and Counseling among students.

Table 5 presents the extent of implementation of the Guidance Program along placement.

**Table 5:**  
*Extent of Implementation of Guidance Program along Placement*

<b>Indicators</b> <i>As a guidance counselor or designate, I...</i>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
1. ensures that all students have academic plans that include testing, individual advisement, long-term planning, and placement	3.81	Implemented
2. understand that the program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development	4.03	Implemented
3. practice that all students receive classroom guidance lessons designed to promote academic, social/personal, and career development	4.22	Implemented
4. provides certain facilities through which the employment needs of the students are met either through special placement personnel	4.11	Implemented
5. help students to find a suitable place in the post-school environment	4.16	Implemented
6. aid in situating students in the right scholastic track in the proper course	3.89	Implemented
7. assist students to fit the choice of co-curricular activities available in the school	3.87	Implemented
8. support students to develop interest towards community services	4.03	Implemented
9. encourage students in locating and securing employment when they leave their schools	3.98	Implemented
10. help the students to enter into vocational schools of training, different training institutions and colleges	3.79	Implemented
<b>Overall Weighted Mean</b>	<b>3.99</b>	<b>Implemented</b>

**Legend:**

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

It is reflected in Table 5 that the respondents obtained an overall weighted mean of 3.99, denoting a descriptive equivalent of "Implemented" along placement. This implies that the respondents support students developing an interest in community services. Compared to other indicators, practicing that all students receive classroom guidance lessons designed to promote academic, social/personal, and career development obtained the highest weighted mean of 4.22, denoting a transmuted rating of "Implemented." Dack (2019) said that classroom-level guidance

lessons and discussions help students familiarize themselves with the services available and encourage them to utilize them when necessary.

Among the indicators, helping the students to enter into vocational schools of training and different training institutions and colleges obtained the lowest weighted mean of 3.79, denoting a transmuted rating of "Implemented." This means that the respondents assist the students in entering different vocational schools and training institutions by helping students avail scholarship programs offered by various groups, stakeholders, or private individuals. According to Knoblich (2019), the task of guidance counselor does not end after the graduation of students, and it is also in exigency of service that they help students find an institution suitable to their career paths and needs, whether vocational, middle skills, or higher education.

Table 6 gives an overview of the extent of implementation of the guidance program along with the referral. The chart indicates that the respondents' weighted average overall was 4.30, which is the descriptive equivalent of "Implemented." This implies that the respondents ensure the program has an effective referral for handling student crises. Among the indicators, the provision of confidentiality to the limits provided by the law obtained the highest weighted mean of 4.63, denoting a descriptive equivalent of "Highly Implemented." In the article by Lee (2022), he introduces confidentiality as a foundation of trust, which is essential in guidance counseling, given the amount of private information involved. It also ensures the credibility of counselors and the service they provide.

**Table 6:**  
*Extent of Implementation of Guidance Program along Referral*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<i>As a guidance counselor or designate, I...</i>		
1. make sure that the program has an effective referral for handling student crises	4.55	Highly Implemented
2. provide confidentiality, to the limits provided by the law	4.63	Highly Implemented
3. make sure that student's information cannot be released with their or their parents' permission	4.33	Implemented
4. assesses concern by collecting/reviewing data	4.29	Implemented
5. use data to develop intervention plan	4.38	Implemented
6. share intervention plan with those involved in the referral process	4.28	Implemented
7. monitor selected intervention for specified time period	4.09	Implemented
8. analyze data to determine effectiveness	4.11	Implemented
9. continue monitoring student progress if intervention was successful	4.13	Implemented
10. develop a new plan and implement for a specified period if intervention was not successful	4.18	Implemented
<b>Overall Weighted Mean</b>	<b>4.30</b>	<b>Implemented</b>

**Legend:**

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

On the other hand, monitoring selected intervention for a specified period obtained the lowest weighted mean of 4.09, denoting a descriptive equivalent of "Implemented." This aligns with Srihamaj's (2020) study, which found that monitoring interventions in Guidance and Counseling are essential. He also stipulated that monitoring intervention requires a tremendous amount of information and time, so its practice highly depends on the assigned counselor or designate. Accuracy is of utmost importance, implying that discrepancies may occur if they are not focused.

Table 7 presents the extent of implementation of the Guidance Program along with counseling.

**Table 7:**  
*Extent of Implementation of Guidance Program along Coaching*

<b>Indicators</b> <i>As a guidance counselor or designate, I...</i>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
1. adapt a coaching model that is most appropriate for my role as a school counselor	3.56	Implemented
2. partner with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential	3.77	Implemented
3. think and act differently than before to respond to the changes in and around schools today	3.68	Implemented
4. prepare for the paradigm shift in supervisory roles or instructional practices needed to transform schools through structured coaching protocols	3.44	Moderately Implemented
5. require specific and focused training to ensure the application of globally accepted best practices	3.53	Implemented
6. encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships	4.02	Implemented
7. apply psychological first aid and assistance coping with grief and loss at one end of the spectrum to planning career goals at the other end of the spectrum	3.98	Implemented
8. call for support of a client in emotional distress	3.77	Implemented
9. apply the school's resources to the pursuit of the goals, actions and outcomes they have identified	3.92	Implemented
10. facilitate client development of decision-making skills	3.86	Implemented
<b>Overall Weighted Mean</b>	<b>3.75</b>	<b>Implemented</b>

**Legend:**

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

It is reflected in Table 7 that the respondents obtained an overall weighted mean of 3.75, denoting a descriptive equivalent of "Implemented" along with coaching. This implies that the respondents collaborate with the clients in a stimulating and innovative process that motivates them to reach their full potential personally and professionally and use the school's resources to accomplish the objectives, activities, and results they have set.

Among the indicators, encouraging client growth and development in ways that foster clients' interest and welfare and promote healthy relationships obtained the highest weighted mean of 4.02, denoting a descriptive equivalent of "Implemented." The study of Walkes (2018) discusses the roles of principals and school counselors and how they work cooperatively to accomplish the

best results for regular clientele through encouragement and the development of healthy relationships. Well-maintained relationships often result in well-maintained programs.

Conversely, the lowest weighted mean is on preparation for possible paradigm shifts in supervisory roles or instructional practices needed to transform schools through structured coaching protocols, which garnered a weighted mean of 3.44, denoting a descriptive equivalent of "Moderately Implemented." Most of these paradigm shifts are explained thoroughly through seminars and training. Although the profile of respondents shows that they have attended training in the past, consistency is the key to being up to date with significant practice changes.

Table 8 presents the extent of implementation of the Guidance Program and follow-up.

It can be gleaned in Table 8 that the respondents obtained an overall weighted mean of 4.33, denoting a descriptive equivalent of "Implemented" along follow-up. This implies that the respondents conduct follow-ups among students counseled and referred by faculty and administrators to ensure that the program has a solid follow-up strategy for dealing with student crises.

**Table 8:**  
*Extent of Implementation of Guidance Program along Follow-Up*

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<i>As a guidance counselor or designate, I...</i>		
1. ensure that the program has a solid follow-up strategy in place for dealing with student crises	4.22	Implemented
2. ascertain the progress and status of students within the various classrooms, courses, and curricular areas	4.14	Implemented
3. gain data that may identify weaknesses in the various phases of the school progress	4.50	Highly Implemented
4. learn how former graduates are processing	4.34	Implemented
5. evaluate the effectiveness of the school's placement activity	4.24	Implemented
6. learn why pupils leave before graduation	4.48	Implemented
7. discover grade levels at which most dropouts occur	4.57	Highly Implemented
8. obtain opinions concerning needed modification of the curriculum in the light of the experiences of former pupils	3.98	Implemented
9. conduct follow-ups among students who are counseled, referred by faculty, administrators, and other university staff	4.52	Highly Implemented
10. ensure that the student has learned appropriate behaviors and decisions regarding his/her problem or need	4.33	Implemented
<b>Overall Weighted Mean</b>	<b>4.33</b>	<b>Implemented</b>

<b>Legend:</b>	2.50-3.49 Moderately Implemented (MI)
4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)

Among the indicators, discovering grade levels at which most dropouts occur obtained the highest weighted mean of 4.57 denoting a descriptive equivalent of “Highly Implemented”. This denotes that the respondents are tracing grade levels with most dropouts to provide technical assistance to teachers and counseling to the students. It is in consensus with the study of Ruttoh (2018) which revealed that in monitoring the implementation process of most programs; follow-ups and tracing of classes that need the most attention are effective ways of ensuring the viability of programs in the long-term. The lowest weighted mean among the indicators is 3.98 denoting a descriptive equivalent of “Implemented” on obtaining opinions concerning needed modification of the curriculum in the light of the experiences of former pupils. This implies that the experiences of former pupils are vital in modifying the interventions and programs in guidance and counseling.

Table 9 presents the summary table of the extent of implementation of the guidance program.

**Table 9:**  
*Summary Table Extent of Implementation of Guidance Program*

<b>Indicators</b>	<b>Overall Weighted Mean</b>	<b>Descriptive Equivalent</b>
Individual Inventory Service	4.34	Implemented
Information	4.40	Implemented
Replacement	3.99	Implemented
Referral	4.30	Implemented
Coaching	3.75	Implemented
Follow-up	4.33	Implemented
<b>Grand Weighted Mean</b>	<b>4.19</b>	<b>Implemented</b>

<b>Legend:</b>	1.50-2.49 Slightly Implemented (SI)
4.50-5.00 Highly Implemented (HI)	1.00-1.49 Not Implemented (NI)
3.50-4.49 Implemented (I)	
2.50-3.49 Moderately Implemented (MI)	

Table 9 presents the summary table of the extent of implementation of the guidance program. It can be noted that the respondents obtained a grand weighted mean of 4.19, denoting a descriptive equivalent of "Implemented." It can also be noted that all indicators are in the same category, which means that the extent of implementation of guidance programs is already good performance; improving this would result in a more excellent student experience. The highest

overall weighted mean is on the information. Srihamaj (2020) emphasizes the role of information exchange, especially considering student cognitive performance. Coaching has the lowest overall weighted mean of 3.75. Continuous attendance to training and additional years of experience could help bridge this gap.

### Significant Relationship between the Profile of the Respondents and the Extent of Implementation of the Guidance Program

Table 10 shows the significant relationship between the profile of the respondents and the extent of implementation of the guidance program.

Table 10:

*Significant Relationship between the Profile of the Respondents and the Extent of Implementation of Guidance Program*

Profile	Implementation of Guidance Program					
	Individual Inventory Service	Information	Placement	Referral	Coaching	Follow-up
Sex	.425	.324	.274	.357	.453	.533
Age	.153	.674	.544	.224	.852	.247
Civil Status	.634	.654	.633	.364	.732	.537
Highest Educational Attainment	.554	.641	.244	.334	.337	.664
Years in Service as Guidance Counselor/ Teaching Positions	<b>.000*</b>	.566	.332	.422	<b>.000*</b>	.543
No. of Trainings Attended Related to GC	.638	.596	.643	.211	.435	.744
	.114	.233	.285	.293	.335	.347

*Note: \*significant at .05 level alpha*

Table 10 revealed that there is a significant relationship between the years in service as a guidance counselor/ designate and the extent of implementation of the guidance program along with individual inventory service and coaching as indicated by significance values of .000 and .000, respectively, which is less than the set level of significance which is .05. This means that the null hypothesis is rejected. The outcomes of this investigation concur with Gipalen (2020), who found out that experience as a guidance counselor highly influence the implementation of guidance program in terms of inventory service and student coaching. His study also revealed that a school



guidance counselor/ designate who served for more years in service is more organized in keeping inventory files of the students rather than those who are new in the service as guidance counselor/ designate. Further, his study also pointed out that experienced guidance counselors possess coaching skills that benefit their roles as school guidance counselors/ designates.

### Proposed Program to Enhance the Implementation of Guidance Program

A guidance program is essential in assisting students to cope with the stresses they face while in and out of school. Hence, a robust implementation of guidance programs in school is significant to learners. Some of the objectives of guidance programs in schools are to increase students' vital role and services of Guidance, to develop students' performance through proper Guidance, and to conduct coaching/mentoring and training both for teachers and learners. Based on the salient findings of the study, the following program was crafted to enhance the implementation of the Guidance Program in schools. The proposed program is shown below.

OBJECTIVES	STRATEGIES	PEOPLE INVOLVED	TIME FRAME	BUDGET (Php)
To increase students' awareness about the important role and services of the Guidance Office in developing their potentials	Posting of activities in Group FB page, Messenger, Google classrooms related to guidance and counseling  Create online Guidance services aside from the services available in school  Conduct of per classroom orientation about the role of Guidance Office in schools and the services they offer	Advisers, School Personnel, Guidance Designate, School Head	Year-round	2,000
To develop pupils performance through proper guidance	Determine pupils with adjustment problems and apply a root cause analysis in order to layout procedures in dealing with the specific condition	Advisers, Guidance Designate, School Head	Year-round	500
To conduct coaching/mentoring and training both for teachers and learners	Accomplish the Electronic Self-Assessment Tool (e-SAT) for teachers to determine necessary trainings  Conduct diagnostic test, pre-test in reading and numeracy for learners to determine particular areas that need remediation	Advisers, Guidance Designate, School Head	Year-round	500

#### IV. Conclusion

1. The majority of responders are female, in their early 20s, married, employed as Teachers III, experienced guidance counselors or designees with Masters Units, and educated in Guidance and Counseling.
2. The extent of implementation of the respondents in the guidance program is implemented. Likewise, they highly provide the necessary guidance and counseling services the school community needs.
3. Years in service as guidance counselor/designate is significantly correlated to the extent of implementation of guidance program and individual inventory service and coaching.
4. A proposed enhancement program was crafted based on the salient findings of the study to enhance the implementation of the Guidance Program.

#### V. Recommendations

1. Public school guidance counselors/ designates can adapt the program crafted by the researcher to strengthen their implementation of the Guidance Program.
2. Public secondary school administrators and guidance counselors/ designates should recognize problems that may affect their implementation of the Guidance Program.
3. A similar study should be conducted considering other factors that can affect the implementation of Guidance programs in schools.
4. This study recommended the proposed program for review and implementation.
5. Future researchers could utilize the result of this study for their future references.

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