

# Awareness and Practice of Guidance Functions by the Teachers in Urdaneta City

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*Abstract – This is a Descriptive research that aimed to determine the level of awareness and practice of guidance functions by the teachers in Urdaneta City during the School Year 2019-2020. The subjects of the study were the 155 guidance designate teachers in private schools in Urdaneta City. Descriptive method was utilized in the interpretation and analysis of level of awareness and practice of the guidance designate teachers. Complete enumeration was also used to administer the survey questionnaire.*

*Based on the findings, the researcher concluded that, Majority of the respondents are in the middle age. Subject taught is Edukasyong Pagpapakatao. The highest educational attainment is Baccalaureate Degree in which they are classified as novice in terms of number of years in teaching and number of relevant trainings attended. The employment status is casual. The respondents have High level of awareness on their guidance functions. The Level of Practice of the Guidance Functions of the teachers is Moderately High. There is a significant relationship in the Level of Awareness and Level of Practice in the Guidance Functions in the profile of the respondents across different services.*

*In the light of the findings and conclusions, the researcher recommended the following: a) Teachers should be developed professionally, be sent to relevant trainings and be exposed in subjects where they can apply the guidance functions; b) Encourage the guidance designates to pursue graduate studies for career advancement to gain more experience to cater the needs of the students; c) School Heads should send guidance teacher / designates to seminars and trainings to further increase their level of awareness to the guidance functions; d) Guidance teacher designates should optimize the implementation of guidance functions along different services such as information service, consultation service, placement service, testing service, referral service and support system service; e) Guidance designates should strengthen the information dissemination in the community about the programs offered regarding the consultation of parents, teachers, and community personnel to enhance their relationship to the students; and d) Enhanced the guidance programs, career guidance, and homeroom guidance programs.*

**Keywords** – Awareness, Practice, Guidance Functions

## INTRODUCTION

The status of Guidance and Counseling in the Philippines has dramatically changed within the last two decades. The importance of and the need for guidance and counseling have become more and more evident in the Philippine

educational landscape because of the changing needs and the psychological, social, physical, and spiritual milieu of the Filipino people. Not only has the status of the profession changed but more importantly, the status of the professional has leveled up such that expectations from the clientele, employers, and significant other have

become more demanding. In the same manner, there is a need to carefully select and retain guidance counselors, based on the provisions of the Guidance Law, not only to uphold the standards of the profession but most importantly to safeguard the welfare of the clients Bustos [1].

Hence, guidance and counseling is important for children, and schools have a huge role in bringing out the best in children. Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through counseling, children are given assistance on how to manage and deal with emotional conflict and personal problems. Proper counseling will help incorporate valuable lessons in their daily life. There are guidance services offered for learners to assist the holistic formation imbued with values such as individual inventory, testing service, information, orientation, counseling, follow up, referral, homeroom guidance, service to administrators, faculty, parents and community Ellis [2].

It is anchored with the Republic Act No. 9258 also known as “Guidance and Counseling Act of 2004” wherein a guidance counselor is defined as 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 Guidance and Counseling and the Professional Regulatory Commission (PRC) (Republic Act No. 9258, Article I, Section 3). It is mandated by the Department of Education that public and private elementary and high school are required to hire one guidance counselor for every 500 students (DO 77, s. 2010). In able to meet the Deped’s requirements, there is a need of 46,959 guidance counselors Valdez, D. [3]. However, the country suffers from a severe shortage of registered guidance counselors (RGCs) for schools to meet the standard. Since the first batch of licensure examinees in 2008, it only has 3,220 RGCs nationwide as of July 2017. That means a shortage of 43, 739 in the basic education sector alone.

The low number of RGCs has been attributed to the high educational attainment RA

9258 sets for licensure. Due to lack of registered guidance counselors, the school heads assign teachers to be the guidance counselor or called as “guidance teacher, teacher counselor or designate counselor”. According to Nugent [4], next to counselors, teachers are the most important components in implementing a successful comprehensive guidance program. Although they may lack the professional training of counselors, school teachers have a long tradition of helping students with personal problems. They also interact with the students daily, and thus are in an excellent position to provide personal direction. In fact, effective teachers share many of the same traits as effective counselors: ability to empathize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences.

As it is stipulated in R.A. 7836, Article 8 which stated that teachers first and foremost concerns is to recognize the interest and welfare of the learners. Moreover, a teacher shall ensure that conditions contribute to the maximum development of learners are adequate and shall extend needed assistance in preventing or solving learner’s problems and difficulties. Likewise, it is also mandated in Article 14 of 1987 Philippine Constitution on the welfare of students. It is stated that the state shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. In section 2, it is stated that the state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

There is also an act providing for the establishment and maintenance of an integrated system of education also known as Batas Pambansa Blg. 232 of Education Act of 1982. The act shall apply to and govern both formal and non-formal systems in public and private schools in all levels of the entire educational system. In Section 9, it is stated about the rights of students in school. All students and pupils

shall have the right to receive primarily through competent instruction, relevant quality education in line with national goals and conducive to their full development as person with human dignity. It is also supported in the DepEd Child Protection Policy (CPP) that aims to protect the child from all forms of violence that may inflicted by adults, persons in authority as well as their fellow students including bullying. It is clearly stated that the Department of Education shall provide special protection to children.

Good teachers also habitually promote and sustain positive group interaction in their classes, and develop a helping relationship with both students and parents. In all these ways, the teacher's role is closely allied to that of the counselor Thomas, Ellis I. [5]. By and large, teachers are the key adult figure in the average pupil's school day. They are the most influential figures, be it positive or negative, to the average student. Without teacher support and involvement, developmental guidance won't work. Teachers represent the first line of defense in identifying special needs. They are the key advisors to the children and represent the best hope of personalization of learning. Teamwork between teachers and counselors is a necessity for guidance programs to thrive. However, some research suggests otherwise.

The role of guidance and counseling in teacher training is critical as the trainees are expected to implement the program in their respective schools. The role of the teacher as counselor is limited. They do the following services such as information services, consultation services, placement services, and referral services, but not the counseling services, and psychological testing which differ from a registered guidance counselor.

Students may differ in their perception about the role of guidance and counseling services. However, this will depend on how they appreciate the role of guidance and counseling and utilize its services. This in turn influences their reaction and attitude towards an object and either facilitates positive attitude and behaviors like seeking out the

guidance and counseling services or negative attitude and behaviors like staying away. Hence, teachers should be aware of the guidance function to provide the needs of the clientele. They are the first hand responders if the students have a problem. This way teachers can guide the students to come up with a decision and remedy towards their problems. Sanders [6] suggests that social comparison information from family and friends has a major influence on the decision to seek help for depressed people. Perceived confidentiality could also influence student help seeking attitude. Confidentiality in educational setting is however, associated with a dilemma that involves the counselor as teacher and mental health provider Lunderthal, Amaranto, Jordan & Wepman [7]. Help seeking attitudes are also influenced by awareness of the provision of guidance and counseling services. The importance of creating awareness of these services has been noted Mwangi [8].

Moreover, studies have also shown that awareness of such programs determines students' attitudes and whether they are utilized. Nyingi [9] found students from public schools to be more aware of guidance and counseling services than their counterparts in private schools. Additionally, though most students were not informed of the importance of guidance and counseling, they rated it highly. Gitonga [10] also found out that majority of the sample were aware of the existence of guidance and counseling services.

According to Dr. Shiela Marie Hocson, President of Philippine Guidance and Counseling Association (PGCA) 2017 [11], the road is sure to be challenging because we are living in the age of disruption, yet guidance and counseling as a profession continues to be inspiring, for it allows an individual to help and to touch other people's lives. She also pointed out that to be a guidance counselor, one must have a heart, the empathy and the passion to help others.

While the number of RGC's are still limited, teachers are assigned to do the guidance work. Hence, this present study aims to determine

the level of awareness and practice of guidance functions by the teachers in Urdaneta City.

### **THEORETICAL FRAMEWORK**

This study was guided by the Carl Roger's Client-Centered Theory which focuses on the belief that clients control their own destinies. He was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow but added that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with an unconditional positive regard), empathy (being listened to and understood). It signifies that what all therapists need to do is show their genuine care and interest. The study also took roots at James Adler's Adlerian Theory. Adler developed the first holistic approach to therapy that focuses on the goals and purposes of human behavior. Holism suggests that a person is working toward the same goal on all levels of his or her experience. He states that when a person feel encourages, he feels capable and appreciated and will generally act in a connected and cooperative way. When he is discouraged, he may act in unhealthy ways by competing, with drawing, or giving up. It is in finding ways of expressing and accepting encouragement, respect, social interest that help us feel fulfilled and optimistic.

Moreover, the present study was also anchored in the cognitive school in psychology. According to this perspective, people become what they are through their thoughts and awareness.

Behavior and emotions originate from thoughts, which are influenced by positive or negative perceptions based on past, present or future events Hough [12]. When individuals have negative thoughts, they fear to make initiatives and generally lack motivation to attempt or engage in any activity. Consequently, the Rational-Emotive Behavior Therapy(Ellis [2] borrowing from behavioral and cognitive approaches to counseling

provided the theoretical framework for the study. It was hypothesized that teacher's awareness about guidance and counseling programs would predict their attitudes and consequently whether or not they valued the services.

Finally, it is also on the basis of the Person-Centered Therapy Theory, this study suggested that guidance and counseling services be determined by the perception teachers and students have about these services, resources available in schools and the talents possessed by both the teachers and students. Rogers believed that most people were provided conditional acceptance as children, which lead them to behave in ways that would assure their acceptance.

However, in their need for acceptance, the individual often behaved in ways that were incongruent with the real self. Thus, the greater this incongruence between the real self and the ideal self, the greater isolated and maladjusted the person became.

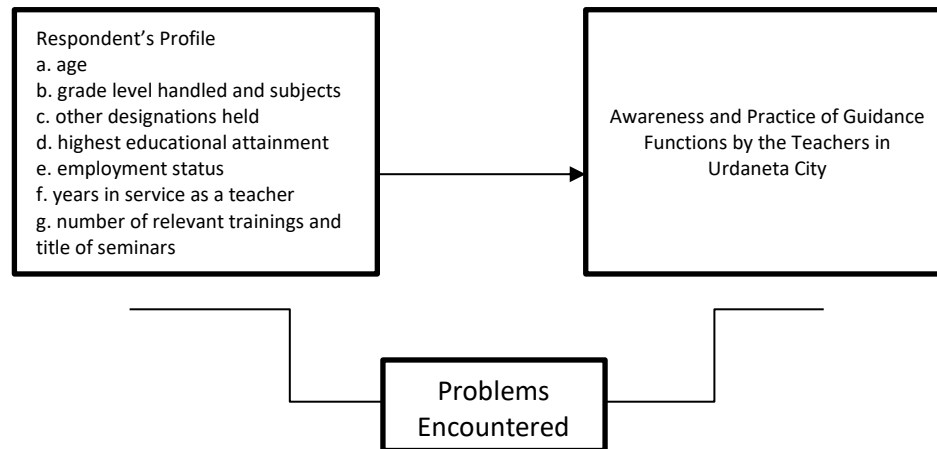
### **CONCEPTUAL FRAMEWORK**

With the limited number of registered guidance counselors in the country, teachers are assigned to do guidance work. This is the main reason why the researcher focuses on determining the level of awareness and practice of the guidance functions by the teachers in Urdaneta City.

Figure 1 shows the conceptual framework paradigm of the study. As can be gleaned in the figure, the box on the left most portion represents the respondent's related variables profile. These respondent's related variables are the age, grade level handled and subjects, other designations held, highest educational attainment, employment status, years in service as teacher and number of relevant trainings and title of seminars. This box is related to the second box by means of a line which shows that they are hypothesized as factors that may possible affect respondent's awareness and practice of guidance functions. The level of awareness and practice of guidance functions of teachers is to be assessed by the questionnaire on awareness and practice of guidance functions and

also the degree of seriousness of problems encountered by the teachers in the discharge of their functions is to be assessed by the questionnaire on the degree of seriousness of problems encountered by the teachers.

The following paradigm figures out the conceptual framework on how the study will be conducted.



**OBJECTIVES OF THE STUDY**

This study aims to determine the Level of Awareness and Practice of Guidance Functions by the Teachers in Urdaneta City during the School Year 2018-2019. Specifically, it aims to answer the following questions: (a) What is the profile of the teacher in terms of: age, grade level handled and subjects, other designations held, highest educational attainment, employment status, years in service as a teacher, and number of relevant trainings and title of seminars? (b) What is the respondent's level of awareness and practice of the guidance functions along the different services: information services, consultation services, placement services, testing services, referral services, and support system? (c) Is there a significant relationship of the level of awareness and practice of guidance functions by the teachers across their profile variable? (d) What is the degree of seriousness of problems encountered by the teachers in the discharge of their functions?

*Research Design*

This study will use the descriptive method of research to describe the awareness and practice of guidance functions by the teachers in Urdaneta City. Descriptive is a fact-finding methodology with adequate interpretation of profiles, attitudes, opinions, views, and contrast characteristics of communities, people, processes and events (Guevarra and Lambinico) [13]. Descriptive research will be utilized in the interpretation, analysis, classification, and tabulation of the respondent's level of awareness and practice of guidance functions to be conducted in the study. This research design will help the researcher to describe the profile of the respondents, the level of awareness and practice through the data gathered.

*Samples of the Study*

The respondents of the study will be lifted from the population of the private school teachers

**MATERIALS AND METHODS**

in Urdaneta City, which is the research locale. The researcher will use complete enumeration in choosing the respondents to obtain the research population. The result statistical computation will be tabulated in the final outline of the research.

**Data Gathering Instrument and Procedures**

The researcher will seek the approval of the authorities from the Urdaneta City Division, particularly, the Schools Division Superintendent (SDS), school heads and concerned faculty members to be able to conduct the present study, distribute questionnaire and gather data freely and righteously. Then, generate the final list of respondents.

Afterwards, the researcher will administer the Profile, Questionnaire on Awareness and Practice of Guidance Functions and Questionnaire on the degree of seriousness of problems encountered by the teachers. Right after the administration, the researcher will tally and compute the data. The researcher will tabulate, analyze the results statistically then, interpret the data based from the tables.

**Statistical Analysis of Data**

The sets of data will be gathered to organize, analyze and interpret in accordance to the order of the specific research problem.

In determining the level of awareness and practice of guidance functions of the guidance teacher and answering all the problems stated in Chapter 1, the researcher will use the results of Profile, Questionnaire on Awareness and Practice of Guidance Functions and Questionnaire on the degree of seriousness of problems encountered by the teachers in the discharge of their functions as the primary source of data.

For the question in no.1, the researcher will use the Profile. It will determine the respondent’s profile about age, grade level handled and subjects, other designation held, highest educational attainment, employment status, years in service as teacher and number of relevant trainings and title of seminars and level. The use of frequency counts, percentage, and rank distribution for the said variables.

For the research question no.2, researcher will develop an instrument. It consists of 30 items to get the level of awareness and practice of guidance functions. The weighted mean will be interpreted and the result and determine the level of awareness and practice as indicated below.

<b>Percentage Rating</b>	<b>Descriptive Rating</b>	<b>Level of Awareness and Practice</b>
4.21 – 5:00	Always	Very High
3.41 – 4.20	Sometimes	High
2.61 – 3.40	Often	Moderately
1.81 – 2.60	Rarely	Low
1.00 – 1.80	Never	Very Low

For the research problem no.3, the Chi-square and Pearson Correlation will be used to determine the relationship across the profile variables of the respondents and their level of awareness and practice of guidance functions.

Lastly to answer question no. 4, the research will develop a questionnaire on the degree of seriousness of problems encountered by the teachers in the discharge of their functions. It consist of 10 items. The weighted mean, frequency and percentage will be interpreted and the result

and determine the level of seriousness as indicated below:

<b>Percentage Rating</b>	<b>Degree of Seriousness</b>
4.21 – 5.00	Very Highly Serious
3.41 – 4.20	Highly Serious
2.61 – 3.40	Moderately Serious
1.81 – 2.60	Fairly Serious
1.00 – 1.80	Least Serious

The statistical tools from the different factors in the present study will help the researchers to determine if these will affect the level of awareness and practice of teachers' guidance functions.

## RESULTS AND DISCUSSION

### Profile of the Respondents

The profile of the respondents with respect to their age, subject taught, highest educational attainment, number of years in teaching, number of relevant trainings, employment status, and other designation is presented in Table 1. It was described statistically using frequency and percentage.

**Table 1: Profile of the Respondents**

<b>Profile</b>	<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Age	20 - 32 Years Old	123	78.85
	33 - 45 Years Old	27	17.31
	46 - 58 Years Old	6	3.85
Subject Taught	Edukasyon sa Pagpapakatao	24	15.38
	English	17	10.90
	Science	22	14.10
	TLE	14	8.97
	MAPEH	12	7.69
	Filipino	14	8.97
	Araling Panlipunan	12	7.69
	Computer	9	5.77
	Math	17	10.90
	Christian Living Education	6	3.85
	Others	9	5.80
Highest Educational Attainment	Master's Degree	25	16.03
	Post Graduate Degree	38	24.36
	Others	93	59.62
Number of Years in Teaching	0-5 years	111	71.15
	6-10 years	18	11.54
	11-15 years	13	8.33

	16-20 years	5	3.21
	21 and up	9	5.77
Number of Relevant Trainings	0-5 trainings	111	71.15
	5-10 trainings	26	16.67
	11-15 trainings	9	5.77
	16-20 trainings	5	3.21
	21 and up	5	3.21
Employment Status	Permanent	47	30.13
	Casual	78	50.00
	Temporary	24	15.38
	Provisional/Probationary	7	4.49
Other Designation	Registrar	2	1.27
	Elementary Department	2	1.27
	Activity Coordinator	2	1.27
	SSC Adviser	2	1.27
	BSP School Coordinator	1	0.64
	MAPEH Adviser	1	0.64
	GAS	1	0.64
	Department Head	3	1.91
	Librarian	1	0.64
	None	142	90.40

**Age.** The table shows that preponderance of the respondents (123 or 78.85%) were 20-32 years old and 6 or 3.85% of the respondents were 46-58 years old. These imply that most of the respondents are under the category of young adults. It can be affirmed that the guidance teachers are in their achievement period and only few are reaching the retirement age.

**Subject Taught.** The table also reveals that the profile of the respondents in terms of their subject taught. Most of the respondents (24 or 15.38%) teaches the subject Edukasyon sa Pagpapakatao and Christian Living Education garnered the least with (6 or 5.80%) respectively. The findings show that many of the respondents are handling the subject, Edukasyon sa Pagpapakatao which in line with the designation as guidance teachers. This aligns with the guidance programs implemented to hone the character and personality of the learners. This result is supported by the Guidance and Counseling Act of 2004 in which it involves the use of integrated approach to develop well-functioning individual primary by helping students to utilize their full potential according to their abilities, interest and needs.

**Highest Educational Attainment.** As can be gleaned on Table 1, majority of the respondents earned Baccalaureate Degree with (93 or 59.62%) and (25 or 16.03%) Master's Degree. This reveals that many of them finished Baccalaureate Degree and few continued their professional growth and finished Masters and Doctorate Degree. As it dictates the hierarchy of mental health providers on the study of Kabiling [14] in which a doctorate-level counselor has the highest rank and followed by the master-level counselor.

**Number of Years in Teaching.** The table also reveals that majority of the respondents (111 or 71.15%) has 0-5 years teaching experience and (5 or 3.21%) of the respondents has been teaching for 16-20 years. It can be noted that many of them are in the "budding" stage in their teaching career. This means that the respondents are not fully equipped and experienced in terms of teaching strategies. This finding corroborates with the idea presented by State University Encyclopedia [15] which stated that school counselors help to make learning a positive experience for every student. This way the students can adapt to the school's environment in the best interest of each individual. Moreover, it is also supported in the study of Kini



and Podolsky [16] which stated that as teachers gain experience, their students not only learn more as measured by standardized tests, they are also more likely to do better on other measures of success. It was found out that teacher's effectiveness increases at a greater rate when they teach in supportive and collegial environment and when they accumulate experience.

**Number of Relevant Trainings.** As can be gleaned on the table that preponderance of the respondents (111 or 71.15%) attended 0-5 relevant trainings and (5 or 3.21%) has acquired 16 and more trainings. It shows that many of the respondents attended little relevant trainings. As mentioned in the study of (Okech and Ngumba) [16] on the importance of guidance counseling in which counselors should be professionally trained to help the client resolve a problem.

Furthermore, relevant training of teachers is of great help. As stated Kini and Podolsky [17], teachers who are mentored and rigorously evaluated will ensure who enter the professional tier of teaching have met a competency standard from which they can continue to expand their expertise throughout their careers.

**Employment Status.** It shows in the table that half of the respondents (78 or 50%) were casual employees and (7 or 4.49%) of the respondents are probationary. It implies that half of the respondents are casual employees. This shows that there is no permanent guidance counselor item position in all the private schools in Urdaneta City. It has been a prevalent problems of all schools in the county as stated by the Leonor Briones, Education Secretary. Likewise, Senator Sherwin Gatchalian called the attention of Department of Education to prioritize the hiring of guidance counselors in both elementary and secondary level. This is due to alarming cases needed to be addressed by guidance counselors in schools as cited in Torregoza [18].

It is also cited in the study of Githunguri and Wambui [19] that there is unequal

representation among teacher-counselors with most students. Teachers indicated that the time allotted for guidance and counseling sessions was too short and inappropriate as sessions were scheduled during lunch break or at the end of the lesson after school at 4:00 pm. Moreover, the guidance and counseling sessions were not frequent since in most schools, the sessions were held when need arose.

**Other Designation.** It can be seen on the table that aside from being a guidance counselor (3 or 1.91%) were designated as department head and (1 or 0.64%) of the respondents were assigned as BSP School Coordinator, Mapeh adviser, librarian and GAS. It implies that aside from being designate as guidance counselor of the school, the respondents were given other designations which means additional work. This happens when there is exigency of service. As stated in the study of (Valdez) [3], where due to lack of registered guidance counselors many principals assigned teachers to be the guidance designate or guidance teacher.

### **Level of Awareness of the Guidance Functions**

The level of awareness of the guidance functions with respect to information service, consultation service, placement service, testing service, referrals, and support system services is presented in Table 2. It was described statistically using frequency and average weighted mean.

It can be gleaned in the next table about the data on the respondent's level of awareness of the guidance functions along different services. It gathered "High" as indicated by the overall weighted mean of 3.88.

**Table 2**  
**Level of Awareness of the Guidance Functions**  
**Along the Different Services**

n=155

Level of Awareness							
As Guidance Teacher, I...	Frequency					Mean	DE
	5	4	3	2	1		
<b>A. Information Services</b>							
1. hold classroom orientation for the pupils/students	92	44	13	3	4	4.39	<b>VH</b>
2. maintain appropriate documentation and records as needed	86	42	22	2	4	4.31	<b>VH</b>
3. conduct meetings for parents and pupils/students about guidance resources and services	82	37	27	6	4	4.20	<b>H</b>
4. send school information, timely updates, and general correspondence to parents	67	57	25	3	4	4.15	<b>H</b>
5. provide Guidance Inventory Form and Routine Interview to the pupils and students for their profile	57	64	28	3	4	4.07	<b>H</b>
<b>Average Weighted Mean</b>					<b>4.22 (Very High)</b>		
<b>B. Consultation Services</b>							
1. ask updates to the subject teachers about the academic performance of the pupils/students	57	64	21	10	4	4.03	<b>H</b>
2. ask the parents about the behavior of their child at home	56	64	25	6	5	4.03	<b>H</b>
3. consult the right authority/guidance counselor about the different counseling services (individual, group, and peer)	61	48	39	3	5	4.01	<b>H</b>
4. seek advice from the guidance counselor about the guidance program	53	60	28	9	6	3.39	<b>H</b>
5. consult the different agencies (DOLE, TESDA, etc.) for the job available in the market that suitable to the chosen track of the students	56	64	25	6	5	3.38	<b>MH</b>
<b>Average Weighted Mean</b>					<b>3.77 (High)</b>		
<b>C. Placement Services</b>							
1. assist with course selection for students entering high school/and parent orientation	53	65	30	4	4	4.02	<b>H</b>
2. help students in their transfer from one grade to another or from one school to another	61	53	26	11	5	3.99	<b>H</b>
3. help students in locating and securing permanent employment	47	63	23	17	5	3.82	<b>H</b>
4. conduct classroom guidance sessions on educational and career exploration	52	51	30	17	5	3.81	<b>H</b>
5. consult with those responsible for providing other career and educational information	44	55	38	14	5	3.76	<b>H</b>
<b>Average Weighted Mean</b>					<b>3.88 (High)</b>		
<b>D. Testing Services</b>							
1. review score reports to the students	64	49	36	7	5	4.01	<b>H</b>
2. attend orientations on testing procedures and skills to focus or for test preparation	66	45	34	8	6	4.01	<b>H</b>
3. securing accurate and meaningful interpretation of tests and other appraisal results	52	59	22	12	5	3.90	<b>H</b>
4. conduct classroom guidance sessions on test taking skills	44	71	30	13	7	3.85	<b>H</b>
5. collaborate with teachers in the development of Individual Planning System activities and procedures such as pre-registration and testing	46	61	22	14	4	3.84	<b>H</b>
<b>Average Weighted Mean</b>					<b>3.92 (High)</b>		
<b>E. Referral Services</b>							

1. consult and coordinate with teachers in guidance and counselling curriculum delivery	43	57	22	25	8	3.66	<b>H</b>
2. use an effective referral process for assisting students and others to use special programs and services	43	47	36	20	9	3.61	<b>H</b>
3. provide procedures whereby teachers can make referrals to counseling office.	35	64	22	24	10	3.58	<b>H</b>
4. consult with those responsible for providing other career and educational information	40	47	34	22	12	3.52	<b>H</b>
5. collaboratively work with mental health specialist as needed	36	30	25	14		3.45	<b>H</b>
<b>Average Weighted Mean</b>						<b>3.56 (High)</b>	
<b>F. Support System Services</b>							
1. consult with teachers to enhance their work with students	70	54	17	9	5	4.13	<b>H</b>
2. consult with parents to enhance their relationship with their children	64	57	18	12	4	4.06	<b>H</b>
3. maintain ongoing efforts for better integration of guidance program goals with DepEd goals	52	59	25	14	5	3.90	<b>H</b>
4. help in informing school community of the program mission, purposes, and services available	47	58	31	13	6	3.82	<b>H</b>
5. coordinate with the community personnel to bring together resources for students	33	64	30	21	7	3.61	<b>H</b>
<b>Average Weighted Mean</b>						<b>3.90 (High)</b>	
<b>Overall Weighted Mean</b>						<b>3.88 (High)</b>	

Highest frequencies are in boldface; DE=Descriptive Equivalent

**Legend DE:** 1.00 – 1.80 VL – Very Low; 1.81 – 2.60 L – Low; 2.61 – 3.40 M – Moderately; 3.41 – 4.20 H – High; 4.21 – 5.00 VH – Very High

Numerical Value	Level of Awareness
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderately High
1.81-2.60	Low
1.00-1.80	Very Low

To highlight the details

on the level of awareness of the respondents along different services along the guidance functions, the following discussions are presented.

**Information Services.** It can be gleaned in the table that the respondents have “Very High” level of awareness in holding classroom orientation for the pupils/students and in maintaining appropriate documentation and records as needed with the WM 4.39. Moreover, the respondents rated “High” level of awareness in the other aspects such as filling up Guidance Inventory Form and Routine Interview to the pupils and students for their profile, sending school information, timely updates, and general correspondence to parents, and conducting meetings for parents and pupils/students about

guidance resources and services with the WM 4.07.

The findings show that the respondents have “Very High” awareness on the information services offered to the clients in their respective schools as indicated with the average WM 4.22. This indicates that the respondents have deeper understanding and knowledge on the information services needed by the the pupils/students.

These findings corroborate with the idea of Priyansh Takur [20] that the purpose of information service should assist students to take suitable decision in case of educational planning and vocational career for them to adjust well in different social and occupational situation. This is a good indication that guidance teachers in Urdaneta City are well-aware of this guidance

function. Moreover, Sima [21] stated that this guidance service help individual to grow self-understanding and consequently in making wise decision for better adjustments.

Likewise, this result supports the study of Nayan [22] which revealed that teacher-student perception, resource availability, and talent availability were positively related with counseling services in the secondary schools. Once concerned individuals are well-informed about this service, there is a greater possibility that it will become successful of the programs implemented.

**Consultation Services.** As shown in the table the respondents have “High” level of awareness regarding the consultation service on consulting the right authority/guidance counselor about the different counseling services, seeking pieces of advice from the guidance counselor about the guidance program, asking updates to the subject teachers about the academic performance of the pupils/students, consulting the different agencies such as DOLE and TESDA for the job availability in the market suitable to the chosen track of the students, and asking parents about the behavior of their child at home with the WM 4.03.

The results indicate that the level of awareness of the respondents is “High” with average WM 3.77. This reveals that the respondents are aware that they need to coordinate with teachers, parents, stakeholders and other agencies to provide the services needed for the development of the students. It is supported with the idea of Jho Luzong [23] that consultation service is of great help to the students for the process of dialogue that they learn the sequence of the problem-solving steps which leads to the decision of the consultees. Retrieved from <https://www.slideshare.com/Rhosehale/consultation-for-guidance-counselor>. It is also cited by Thungu et. al., [24] that developing a child does not only focus on the learner’s academic achievement but also in different aspects such as social and physical aspects.

Moreover, it was also discussed in the idea of Collins 2002 in Mikaye 2012 [25] which indicated that through guidance and counseling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social, and physical environment.

**Placement Services.** The table reveals that the respondents have “High” level of awareness with regards to the placement services that the guidance counselors should offer such as assisting with course selection for students entering high school and parent orientation, conducting classroom guidance sessions on educational and career exploration, consulting with those responsible for providing other career and educational information, helping students in their transfer from one grade to another, and helping students in locating and securing permanent employment with WM 4.02 and 3.76.

It shows that the respondent’s level of awareness on placement services is “High” with the AWM 3.88. This indicates that the respondents are aware on guiding the students with course selection and career exploration.

This awareness of the guidance counselor will be of great help to the students’ development in their chosen career. This result supports the idea of Priyanch Takur [20] on the importance of placement service in assisting students to find out his own place in the educational setting on occupational world considering his abilities, interests, aptitudes and attitudes. This provide maximum satisfaction of student’s placement. This is also stated in Public Schools Programs 2000-2001 that achieving these educational goals will provide students to make connections between what they learn and how they live with their profession.

These findings also corroborate with the study of Eliamani, et al. [26] which revealed that guidance services offered proved to be moderately effective in influencing students’ study life; and

effective in shaping students' attitude towards studies and career choice.

**Testing Services.** It can be gleaned in the table that the respondents' level of awareness on testing services is "High" on collaborating with teachers in the development of Individual Planning System activities and procedures such as pre-registration and testing; securing accurate and meaningful interpretation of tests and other appraisal results; reviewing score reports to the students; conducting classroom guidance sessions on test taking skills; and attending orientations on testing procedures and skills to focus on for test preparation with the WM 3.84 and 4.01.

This finding supports the idea of Priyanch Takur [20] on the significance of testing service in diagnosing behavioral and emotional problems that affect school performance of the students. With this result, it shows that guidance teachers in Urdaneta City have high level of awareness on this guidance function.

Moreover, it is also connected with the study of Sundin [27] which confirmed that both students and staff believe that their guidance program should have career preparation, individual and group counseling on personal and academic issues, and assistance in scholarship searches, credit checks and class selection.

**Referral Services.** The table presents that the respondents' level of awareness regarding referral services is "High". They consulting and coordinating with teachers in guidance and counselling curriculum delivery; providing procedures whereby teachers can make referrals to counseling office; using an effective referral process for assisting students and others to use special programs and services; collaboratively work with mental health specialist as needed; and consulting with those responsible for providing other career and educational information with the WM 3.66 and 3.45.

The results show that the level of awareness of the respondents along with the referral service is "High" as indicated with the AWM 3.56. This implies that respondents are aware on the guidance functions in which the guidance designates coordinate and consult other teachers and mental health specialist to provide effective referral process for career and educational information to all the students. This result has commonalities with the idea of Priyanch Takur [20] on referral service that teacher and guidance worker should refer students to go for better guidance service through specialized person or agency taking their development and follow-up on the child's progress and prosperity of referring concern.

**Support System Services.** The table reveals that the level of awareness of respondents regarding support system is "High" along with the following functions such as maintaining ongoing efforts for better integration of guidance program goals with DepEd goals; helping in informing school community of the program mission, purposes, and services available; consulting with parents to enhance their relationship with their children; consulting with teachers to enhance their work with students; and coordinating with the community personnel to bring together resources for students with WM 4.06 and 3.61.

This data indicates that the respondents have "High" level of awareness regarding the support system service as reflected with the AWM 3.90.

These findings imply that teachers in Urdaneta City are aware of their guidance functions. This means that the respondents know the different functions of a guidance teacher designate along with information services, consultation services, placement services, referral services, and support system services. This is supported with the study of Eddy et.al [28] which stated that guidance and counseling to be comprehensive so it should be relevant and it must be purposeful to meet the needs of the clients. Likewise in Scotia [29] which stated that

collaborative efforts among educators, students, parents, and community members is required in order to develop and provide the most effective personal and career development for students.

Moreover, if the guidance designates are aware on their guidance functions, it is a great help that would cater the needs of the students. As cited in State University Encyclopedia [15] that school counselors help to make learning a positive experience for every student. They facilitate communications amongst teachers, parents, administrators and students to adapt to the school's environment in the best interests of each individual student that prepares them for the future. It also cited in Scotia [29] that through collaborative effort among educators, students, parents, and community members is requires in order to

develop and provide the most effective personal and career development for students. Notably, the study of Ellis [2] ]that hypothesized that teacher's awareness about guidance and counseling programs would predict learner's attitude and consequently whether or not they valued the services.

The next table shows the Respondent's Level of Practice of the Guidance Functions along the Different Services. The data will give us an idea about how the respondents frequently implement the guidance programs to the students.

It is shown in Table 3 the Level of Practice of the respondents on the guidance functions along various services is "Moderately High" as indicated by the overall weighted mean of 3.27.

**Table 3**  
**Level of Practice of the Guidance Functions**  
**Along the Different Services**  
n=155

Level of Practice	Frequency					Mean	DE
	5	4	3	2	1		
<b>As Guidance Teacher, I...</b>							
<b>A. Information Services</b>							
1. maintain appropriate documentation and records as needed	51	46	39	13	6	3.79	H
2. hold classroom orientation for the pupils/students	47	44	51	9	4	3.78	H
3. send school information, timely updates, and general correspondence to parents	43	35	48	23	6	3.55	H
4. conduct meetings for parents and pupils/students about guidance resources and services	33	42	53	19	8	3.47	H
5. provide Guidance Inventory Form and Routine Interview to the pupils and students for their profile	19	46	61	24	5	3.32	MH
<b>Average Weighted Mean</b>					<b>3.58 (High)</b>		
<b>B. Consultation Services</b>							
1. ask updates to the subject teachers about the academic performance of the pupils/students	37	35	47	30	6	3.43	H
2. ask the parents about the behavior of their child at home	39	31	37	36	12	3.32	MH
3. consult the right authority/guidance counselor about the different counseling services (individual, group, and peer)	34	25	53	36	7	3.28	MH
4. seek advice from the guidance counselor about the guidance program	29	30	57	26	13	3.23	MH
5. consult the different agencies (DOLE, TESDA, etc.) for the job available in the market that suitable to the chosen track of the students	10	22	63	46	14	2.79	MH
<b>Average Weighted Mean</b>					<b>3.21 (Moderately High)</b>		
<b>C. Placement Services</b>							
1. help students in their transfer from one grade to another or from one school to another	23	48	49	29	6	3.34	MH

2. assist with course selection for students entering high school/and parent orientation	25	32	57	26	15	3.17	<b>MH</b>
3. conduct classroom guidance sessions on educational and career exploration	30	31	44	33	17	3.15	<b>MH</b>
4. consult with those responsible for providing other career and educational information	23	33	55	28	16	3.12	<b>MH</b>
5. help students in locating and securing permanent employment	22	29	46	33	25	2.94	<b>MH</b>
<b>Average Weighted Mean</b>						<b>3.14 (Moderately High)</b>	
<b>D. Testing Services</b>							
1. review score reports to the students	52	27	44	26	6	3.60	<b>H</b>
2. securing accurate and meaningful interpretation of tests and other appraisal results	38	39	41	30	7	3.46	<b>H</b>
3. attend orientations on testing procedures and skills to focus or for test preparation	41	32	43	35	4	3.46	<b>H</b>
4. conduct classroom guidance sessions on test taking skills	30	42	43	33	7	3.35	<b>MH</b>
5. collaborate with teachers in the development of Individual Planning System activities and procedures such as pre-registration and testing	26	33	58	26	12	3.23	<b>MH</b>
<b>Average Weighted Mean</b>						<b>3.42 (High)</b>	
<b>E. Referral Services</b>							
1. consult and coordinate with teachers in guidance and counselling curriculum delivery	30	24	49	45	7	3.16	<b>MH</b>
2. use an effective referral process for assisting students and others to use special programs and services	27	28	49	38	13	3.12	<b>MH</b>
3. provide procedures whereby teachers can make referrals to counseling office.	24	23	58	31	19	3.01	<b>MH</b>
4. consult with those responsible for providing other career and educational information	25	25	50	36	19	3.01	<b>MH</b>
5. collaboratively work with mental health specialist as needed	18	26	56	36	19	2.92	<b>MH</b>
<b>Average Weighted Mean</b>						<b>3.04 (Moderately High)</b>	
<b>F. Support System Services</b>							
1. consult with parents to enhance their relationship with their children	42	26	49	29	9	3.41	<b>H</b>
2. consult with teachers to enhance their work with students	36	41	35	27	16	3.35	<b>MH</b>
3. maintain ongoing efforts for better integration of guidance program goals with DepEd goals	27	28	54	39	6	3.20	<b>MH</b>
4. help in informing school community of the program mission, purposes, and services available	33	23	47	38	14	3.15	<b>MH</b>
5. coordinate with the community personnel to bring together resources for students	27	36	35	30	27	3.04	<b>MH</b>
<b>Average Weighted Mean</b>						<b>3.23 (Moderately High)</b>	
<b>Overall Weighted Mean</b>						<b>3.27 (Moderately High)</b>	

Highest frequencies are in boldface; DE=Descriptive Equivalent

**Legend DE:** 1.00 – 1.80 VL – Very Low; 1.81 – 2.60 L – Low; 2.61 – 3.40 M – Moderately; 3.41 – 4.20 H – High; 4.21 – 5.00 VH – Very High

High lightening the details on the level of practice of the respondents along the different services, the following discussions are presented.

**Information Services.** As can be gleaned in the table the respondents level of practice is “High” with regards in holding classroom orientation for the pupils/students; maintaining appropriate documentation and records as needed; sending school information, timely updates, and general

correspondence to parents; and conducting meetings for parents and pupils/students about guidance resources and services. Whereas, one item rated “Moderately High” on providing Guidance Inventory Form and Routine Interview to the pupils and students for their profile.

It can be seen in the table that the level of practice of information services to the students is “High” as indicated in the AWM 3.58. The findings show that the respondents administer the different information services in their respective schools.

**Consultation Services.** The table shows that the level of practice of the various consultation services such as consulting the right authority/guidance counselor about the different counseling services; seeking advice from the guidance counselor about the guidance program; consulting the different agencies (DOLE, TESDA, etc.) for the job available in the market that suitable to the chosen track of the students; and asking the parents about the behavior of their child at home is “Moderately High” with the WM 3.32. While asking updates to the subject teachers about the academic performance of the pupils/students is rated “High” with the WM 3.43.

This indicates that the respondents’ level of practice along consultation service is “Moderately High” with the AWM 3.21. This implies that the respondents moderately practice the consultation services about the guidance program.

**Placement Services.** The table shows that the respondents’ level of practice along placement service such as assisting with course selection for students entering high school/and parent orientation; conducting classroom guidance sessions on educational and career exploration; consulting with those responsible for providing other career and educational information; helping students in their transfer from one grade to another or from one school to another; and helping students in locating and securing permanent employment is “Moderately High” as indicated WM 3.17.

The results show that the respondents’ level of practice along the placement services is

“Moderately High” as indicated with the AWM 3.14. It can be noted that the respondents moderately practice this service such as helping students to locate permanent employment and career exploration which is highly significant help to the learners for career development if it is fully practiced.

**Testing Services.** The table shows that three of the testing services is highly practiced such as securing accurate and meaningful interpretation of tests and other appraisal results; reviewing score reports to the students; and attending orientations on testing procedures and skills to focus or for test preparation with rating as “High” and WM 3.60. Whereas, two items are rated “Moderately High” such as collaborate with teachers in the development of Individual Planning System activities and procedures such as pre-registration and testing; and conduct classroom guidance sessions on test taking skills with the WM 3.23.

The findings show that along the testing service offered by the guidance counselor the level of practice is “High” as indicated in the AWM 3.42. This reveals that the respondents review the students’ score and secure appropriate test interpretations for the development of Individual Planning System Activities.

**Referral Services.** As can be gleaned in the table, the respondents’ level of practice along the consultation and coordination with teachers in guidance and counselling curriculum delivery; provide procedures whereby teachers can make referrals to counseling office; use an effective referral process for assisting students and others to use special programs and services; collaboratively work with mental health specialist as needed; and consult with those responsible for providing other career and educational information is “Moderately High” as indicated in the WM of 3.16.

This implies that the respondents moderately practiced the referral services on counseling curriculum delivery, using effective referral process, collaborating with mental health specialist, and providing career and educational information.



**Support System Services.** The data reveals that the respondents' level of practice along support system services such as maintaining ongoing efforts for better integration of guidance program goals with DepEd goals; helping in informing school community of the program mission, purposes, and services available; consulting with teachers to enhance their work with students; and coordinating with the community personnel to bring together resources for students is "Moderately High" as indicated in the weighted mean of 3.35, and 3.04. While in consulting with parents to enhance their relationship with their children, it is rated as "High" with 3.41 (WM).

The results show that the level of practice along support system service is "Moderately High" as indicated in the AWM 3.23. This implies that respondents moderately practice coordinating with teachers and community personnel for the guidance program.

These findings indicate that the respondents apply the functions of guidance in their respective schools moderately high. This further implies that various services of guidance programs are moderately practiced to cater the needs of the learners. Counselors have a big part in guiding the learners in a right career path. This supports the idea of Sima [21] which stated that guidance and counselling services help an individual to grow in self-understanding and consequently in making decision. This means that if guidance teachers practice their guidance functions it would be a great help to all the learners. This assists students in making wise choices, plans and adjustments as the learner faces many crises hold. As cited in State University Encyclopedia [15] that school counselors help to make learning a positive experience for every student. It is also cited in Adler theory that when a person feel encourages, he feels capable and appreciated and will generally act in a connected and cooperative way. When he is discouraged, he may act in unhealthy ways by competing.

#### **Level of Awareness across Profile Variables**

The relationship of the Level of Awareness across the profile variables such as age, subject taught, highest educational attainment, number of years in teaching, number of relevant trainings, and employment status was determined using Spearman Rank Correlation and Chi-square as shown in Table 4.

Table 4 indicates that there is a significant relationship in the Level of Awareness of the Guidance Functions along different services such as information services, consultation services, placement services, and support system services across their profile on highest educational attainment since the significance value computed is 0.015, 0.000, 0.000, and 0.016 respectively which is lower than the set level of significance which is 0.05.

It can be noted that educational attainment of the counselor is a factor in guiding and helping individuals for them to make a wise and informed decision. As cited in Public School Programs 2000-2001 that students need to be able to communicate clearly, competently, and confidently from a broad knowledge based in order to make thoughtful and responsible decisions. Achieving these educational goals will provide students with the means to make connections between what they learn and how they live.

Furthermore, the aforementioned findings corroborate with the study of Nova Scotia [29] that co-ordination involves the qualified guidance counselor as a key figure in arranging case conferences regarding individual student needs and how these needs can be met by various partners.

Likewise, it was also cited in the study of Nayan [22] which concluded that teacher-students perception, resource availability, and talent availability were positively related with counseling services in secondary schools. It should ensure that teachers are delegated counseling responsibilities, allowed to make decisions about students' talents and should be fully empowered to enable them perform effectively.

**Table 4**  
**Respondent's Profile and their Level of Awareness of the**  
**Guidance Functions along the Different Services**  
 n=155

Profile	Guidance Functions along Different Services (Awareness)																	
	Information Services			Consultation Services			Placement Services			Testing Services			Referral Services			Support System Services		
	r	sig.	D	r	sig.	D	R	sig.	D	r	sig.	D	r	sig.	D	r	sig.	D
Age <sup>a</sup>	0.15	0.53	S	-0.039	0.631	S	-0.048	0.554	S	0.137	0.089	S	0.027	0.735	S	-0.063	0.437	S
Subject Taught <sup>b</sup>	0.29	0.591	W	0.264	0.892	W	0.277	0.768	W	0.281	0.721	W	0.284	0.705	W	0.272	0.833	W
Highest Educational Attainment <sup>b</sup>	0.24	0.015	W	0.299	0.000	W	0.303	0.000	M	0.177	0.282	W	0.109	0.886	W	0.246	0.016	W
Number of Years in Teaching <sup>a</sup>	0.38	0.318	S	-0.019	0.817	S	-0.069	0.390	S	0.125	0.121	S	0.029	0.722	S	-0.082	0.310	S
Number of Relevant Trainings <sup>a</sup>	0.36	0.398	S	-0.002	0.977	S	-0.073	0.363	S	0.051	0.524	S	0.015	0.854	S	-0.022	0.790	S
Employment Status <sup>b</sup>	0.18	0.159	W	0.186	0.183	W	0.173	0.299	W	0.159	0.454	W	0.178	0.253	W	0.181	0.231	W

**Note:** Superscript (a) indicates that the test used was Spearman Rank Correlation, and superscript (b) indicates that the test used was Chi-square test of independence.

**Legend:** \*Significant at 5% level, and \*\*Significant at 1% level.

For (a), 0.00-0.20 indicates **S** – Slight/Almost Negligible. For (b), 0.10 – 0.29 **W** – **Weak** Association between nominal variables, 0.30 – 0.49 **M** – **Moderate** Association between nominal variables, 0.50 – Above **S** – **Strong** Association between nominal variables.

**Level of Practice across Profile Variables**

The relationship of the Level of Practice across the profile variables such as age, subject taught, highest educational attainment, number of

years in teaching, number of relevant trainings, and employment status was determined using Spearman Rank Correlation and Chi-square as shown in Table 5.

**Table 5**

**Respondent’s Profile and their Level of Practice of the Guidance Functions along the Different Services**

n=155

Profile	Guidance Functions along Different Services (Practice)																	
	Information Services			Consultation Services			Placement Services			Testing Services			Referral Services			Support System Services		
	r	sig	D	R	sig	D	R	sig	D	r	sig	D	r	sig	D	r	sig	D
Age <sup>a</sup>	-	0.24	0.0	-	0.21	0.0	-	0.26	0.0	-	0.26	0.0	-	0.15	0.0	-	0.31	0.0
	0**	03	L	0**	09	L	7**	01	L	0**	01	L	0	62	S	3**	00	L
Subject Taught <sup>b</sup>	0.33	0.1	M	0.33	0.0	M	0.35	0.0	M	0.32	0.1	M	0.37	0.0	M	0.32	0.1	M
	3	16	M	7	92	M	0*	38	M	9	45	M	4**	05	M	7	67	M
Highest Educational Attainment <sup>b</sup>	0.28	0.0	W	0.22	0.0	W	0.27	0.0	W	0.26	0.0	W	0.21	0.0	W	0.26	0.0	W
	3**	02	W	7*	43	W	4**	03	W	1**	07	W	6	70	W	4**	06	W
Number of Years in Teaching <sup>a</sup>	-	0.31	0.0	-	0.30	0.0	-	0.30	0.0	-	0.32	0.0	-	0.20	0.0	-	0.31	0.0
	0.31	00	L	0.30	00	L	0.30	00	L	0.32	00	L	0.20	10	L	0.31	00	L
	1**	00	L	0**	00	L	1**	00	L	6**	00	L	7**	10	L	6**	00	L
Number of Relevant Trainings <sup>a</sup>	-	0.30	0.0	-	0.27	0.0	-	0.25	0.0	-	0.23	0.0	-	0.20	0.0	-	0.24	0.0
	0.30	00	L	0.27	01	L	0.25	01	L	0.23	03	L	0.20	13	L	0.24	02	L
	1**	00	L	0**	01	L	5**	01	L	7**	03	L	0*	13	L	8**	02	L
Employment Status <sup>b</sup>	0.20	0.0	W	0.25	0.0	W	0.19	0.1	W	0.25	0.0	W	0.17	0.2	W	0.19	0.1	W
	8	66	W	6**	02	W	2	47	W	6**	02	W	4	96	W	4	32	W

**Note:** Superscript (a) indicates that the test used was Spearman Rank Correlation, and superscript (b) indicates that the test used was Chi-square test of independence.

**Legend:** \*Significant at 5% level, and \*\*Significant at 1% level.

For (a), 0.00-0.20 indicates **S** – Slight/Almost Negligible; 0.21-0.70 indicates **L** – Low Correlation. For (b), 0.10 – 0.29 **W** – **Weak** Association between nominal variables, 0.30 – 0.49 **M** – **Moderate** Association between nominal variables, 0.50 – Above **S** – **Strong** Association between nominal variables.

As can be gleaned on Table 5 that there is a significant relationship in the Level of Practice of the Guidance Functions across their profile variables. Along information services across age, highest educational attainment, number of years in teaching, and number of relevant trainings since the significance value computed is 0.003, 0.002, 0.000, and 0.000 respectively. Likewise, in consultation services across age, number of years in teaching, number of relevant teaching, and employment status with computed value of 0.009, 0.000, 0.001 and 0.002 respectively.

It is also significant with the placement services across age, highest educational attainment, number of years in teaching, and number of relevant trainings with significance value of 0.001, 0.003, 0.000, and 0.001 respectively. Another significant relationship is noticed in testing services across age, highest educational attainment, number of years in teaching, number of relevant trainings and employment status since the significance value computed is 0.001, 0.007, 0.000, 0.0003, and 0.002 respectively. Furthermore, in referral services across subject taught, number of years in teaching, and number of relevant trainings with the computed value of 0.005, 0.010, and 0.013 respectively. Lastly, the support system services have shown significant relationship across age, highest educational attainment, number of years in teaching, and number of relevant trainings since the significance value computed is 0.000, 0.006, 0.000, and 0.002 respectively.

It is interpreted that the profile of the respondents are factors in practicing their guidance functions along the different services offered in guidance and counseling program.

The aforementioned findings corroborate with the study of Nova Scotia [29] mentioned that school counselor should assess the severity of the

problem in order to provide appropriate support. Likewise, it is also cited in Kenya Institute of Education which recommends the training of the school heads, senior teachers, and guidance counselors to supervise the guidance and counseling programs that had been established.

Furthermore, in the study of Nova Scotia [29] which emphasized that co-ordination involves the qualified guidance counselor as a key figure in arranging case conferences regarding individual student needs and how these needs can be met by various partners.

It was also cited in the study of Eliamani, et al [26] that guidance services offered proved to be moderately effective in influencing students' study life; and effectively in shaping students' attitude towards studies and career choice.

### **Problems Encountered by the Teachers**

The degree of seriousness of the problems encountered by the teachers was determined using the frequency distribution and average weighted mean as indicated in Table 6.

Table 6 presents the problems encountered by the respondents along with the degree of seriousness. It is shown in Table 6 that the degree of seriousness encountered by the teachers is "High" as indicated by the AWM 3.24.

To highlight the details on the problems encountered by the teachers, the respondents encountered problems such as dual role, time factor, heavy teaching load, lack of adequate facilities, and lack of professional preparedness and classified it as "High" degree of seriousness with the WM 3.67. Moreover, the respondents categorized the following problems on the degree

of seriousness as “Moderately High” along informed consent, not capable in administering the psychological test and counseling service, lack of knowledge about various guidance services, lack of support from colleagues and management, and cannot manage the guidance program, competently and appropriately with the computed WM 3.17.

The findings of the study have commonalities with the study of Hough [12] which stated that people become what they are through their thoughts and awareness. Behavior and emotions originate from thoughts. When individuals have negative thoughts, they fear to make initiatives and generally lack motivation to attempt or engage in any activity. It is also cited in

the study of Ellis [2] which hypothesized that teacher’s awareness about guidance and counseling programs would predict their attitudes.

Furthermore, the findings of this study corroborates with the study of Githunguri and Wambui [19] which showed that there is an unequal representation among teacher-counselors with a greater majority of students.

Teachers indicated that the time allotted for guidance and counseling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the lesson after school at 4:00 pm. The guidance and counseling sessions were not frequent since schools, the sessions were held when need arose

**Table 6**  
**Degree of Seriousness of the Problems Encountered by the Teachers**  
n=155

Problems Encountered by the Teachers	Degree of Seriousness of Problems Encountered					Mean	DE
	5	4	3	2	1		
1. Time factor	34	54	56	3	8	3.67	H
2. Dual role	40	46	51	10	8	3.65	H
3. Heavy teaching load	37	47	51	13	7	3.60	H
4. Lack of adequate facilities	43	29	53	17	13	3.46	H
5. Lack of professional preparedness	47	32	35	22	19	3.42	H
6. Cannot manage the guidance program competently and appropriately.	29	55	38	13	20	3.39	MH
7. Lack of support from colleagues and management	16	64	38	21	16	3.28	MH
8. Informed consent (where students at all levels have the right to refuse or discontinue counselling sessions when referred)	17	45	65	18	10	3.27	MH
9. Not capable in administering the Psychological and test and counseling service.	33	28	54	23	17	3.24	MH
10. Lack of knowledge about the different guidance services.	24	33	60	21	17	3.17	MH
<b>Average Weighted Mean</b>						<b>3.42 (High)</b>	

*Highest frequencies are in boldface; DE=Descriptive Equivalent*

**Legend DE:** 1.00 – 1.80 L – Least Serious; 1.81 – 2.60 F – Fairly Serious; 2.61 – 3.40 M – Moderately Serious; 3.41 – 4.20 H – Highly Serious; 4.21 – 5.00 VH – Very Highly Serious

## CONCLUSIONS

Based from the findings of this study, the following conclusions are drawn: (1) Majority of the respondents are in the middle age. Subject taught is Edukasyong Pagpapakatao. The highest educational attainment is Baccalaureate Degree in which they are classified as novice in terms of number of years in teaching and number of relevant trainings attended. The employment status is casual. (2) The respondents have high level of awareness on their guidance functions. (3) The Level of Practice of the Guidance Functions of the teachers is Moderately High. (4) There is a significant relationship in the Level of Awareness and Level of Practice in the Guidance Functions in the profile of the respondents across different services.

## RECOMMENDATIONS

The findings in this study necessitate the following recommendations.

1. Teachers should be developed professionally, be sent to relevant trainings and be exposed in subjects where they can apply the guidance functions.
2. Encourage the guidance designates to pursue graduate studies for career advancement to gain more experience to cater the needs of the students.
3. School Heads should send guidance teacher designates to seminars and trainings to further increase their level of awareness to the guidance functions.
4. Guidance teacher designates should optimize the implementation of guidance functions along different services such as information service, consultation service, placement service, testing service, referral service and support system service.
5. Guidance teachers should strengthen the information dissemination in the community about the programs offered regarding the consultation of parents,

teachers, and community personnel to enhance their relationship to the students.

6. Enhanced the guidance programs, career guidance, and homeroom guidance programs.

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