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Junior High School (JHS) Guidance Services: Basis for an Improved Guidance Program

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Abstract

Aim: The present study determined the status of the implementation of the Junior High School (JHS) Guidance Services in Bai Saripinang National High School of Bagumbayan District, Bagumbayan, Sultan Kudarat during the School Year 2018-2019 as basis of the Guidance Program.

Methodology: This is a descriptive survey method of research, particularly the descriptive evaluative which involved the entire population of the teaching and monitoring personnel numbering to 25 with 207 students from Grade 7 to Grade 10 curriculum level who composed of 33 percent of the 628-population chosen at random. This study availed the use a questionnaire and utilized weighted mean and rank to treat the data gathered. From the results, those items found less implemented serve as the baseline data of the prepared guidance program of the school.

Results: Findings revealed that the evaluation was all high and varied regarding the implementation of the JHS guidance services of the school guidance program where the least implemented where the services related to placement and follow-up services. The appraisal of Junior High school students about the services of the school guidance program were all fair but needs improvement.

Conclusion: Based on the data gathered a proposed guidance program was instituted in the indicators found moderately and fair. It was recommended that this proposed guidance program be reviewed, validated, and implemented so that modifications or revisions of the activities included could be continuously done for further improvement.

Keywords: Guidance Services, Guidance Programs, Junior High School

INTRODUCTION

People cannot give what they do not have. There is a necessity to be equipped with something, like a skill, or a mastery of that skill, in order to equip others (Amihan, 2022; Buntalilio, 2022; Dizon & Sanchez, 2020; Salendab & Akmad, 2023; Salendab & Dapitan, 2020; Sanchez, 2023a). Otherwise, people do not actually receive anything in the process. For one to be able to share something, there is a necessity for that person have something to give to begin with (Suryo, et al., 2020). This is true even for programs and services like the subject of the present study – on guidance programs and services. For these programs and services to be able to perform properly and achieve their goals, there is a need for them to start properly, be planned carefully and be implemented judiciously (Sanchez & Sarmiento, 2020; Buntalilio & Lombrio, 2022; Salendab, 2021).

The concept of Guidance counseling started in the early 20th century. From its inception through the 1950s the focal point of Guidance in the school setting was vocational education and training. Heavily influenced by the industrial revolution and world war, the concern of the counselors and teachers alike was to prepare students for life after high school (Murro & Kottman, 1995). After all, education exists for the guidance of students to lead them to better lives in the future (Sanchez, 2020a; Salendab, 2023; Amihan, 2020a).

In the United States, the school counseling Profession began with the vocational Guidance movement at the beginning of the 20th century, now known as the Career Development. Jesse B. Davis was the first to provide the systematic school guidance program.

In the Philippines, the congress passed the Guidance and Counseling Act of 2004, with a very specific focus on professional practice, ethics, national certification, and the creation of the regulatory board and specialist in school counseling are subject to this law. There are many studies and research as to the function of guidance counselors, as



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to what services it offers, and the guidance program school was implemented (Amihan & De Jesus, 2016; Muñoz & Sanchez, 2023; Salendad & Dapitan, 2021a).

It seems to be not known to the school personnel and even to the students the guidance services of the schools. They are not given much importance, and seem to be functional in terms of information, testing service, counseling service, referral service, individual and group Guidance Counseling.

Most likely students are not coming to the guidance office due to the misconception that when the student's attention would be called by the guidance counselor, they commit mistakes and that they will be scolded and be given a penalty or things like that.

One of the biggest challenges for school counselors is helping students, teachers, administrators, and parents understand what a school counselor does not do (Tolio, 2006; Sanchez, et al., 2022; Sanchez, 2022; Amihan, 2021; Salendab & Dapitan, 2021b).

In the school setting of the present study, a number of challenges have been recorded as to the implementation of the guidance program and services. Just like other guidance program and services locally and internationally, the school setting is not exempted from challenges like proper implementation of the program, duties and responsibilities of people involved, support given to personnel, protocols and other activities and concerns. With this, there is a need to further investigate guidance program and services for purposes of improvement.

These issues are complicated, confusing and many times difficult to deal constructively, that is why this study further gave the information on the impression of the personnel as well as the JHS students in the guidance services of the school and its implication to the guidance program.

Conceptual Framework

This study was based on the concept that evaluation of the JHS guidance services in schools could help improve the guidance program offered. This guidance program should function compatibly with the vision, mission, and goals for which the schools were made. The guidance makes available all opportunities of value to an individual. The process takes place within the individual as evidenced by the change of behavior for the better. In life we want things to happen the way we ought to be, but still, it happens beyond our control and expectations (Brown, et. Al. 1987). In the organization of the guidance program the things to consider are the needs of the students and the available resources. It can be human or material. The first step should be to survey the students' needs in order to come up with an appropriate and functional guidance program. The guidance curriculum is the backbone of the comprehensive developmental guidance program (Amihan, 2020b). It should be organized, sequential, and specified by grade levels. School counselors teach, team teach, or support the teaching of guidance curriculum activities in the classroom, guidance center, or other school facilities (Salendab & Cogo, 2022; Sanchez, 2023b). Guidance lessons that focus on the areas of relationships, self-esteem, self-discipline, goal setting, decision-making skills, anger management, study skills, careers, and the importance of acquiring a quality education support and enhance the school instruction system (Mason, 2006).

Now, schools must compensate for the shortcomings of the homes by helping students to understand themselves and others, by providing character training, and by preparing students for the world of work (Sanchez, Sanchez & Sanchez, 2023). Now, in the 21st century, some students do well in school, academically and socially, while many do not. The primary focus of national school reform initiatives from the late 19th century to the present has clearly been on academic achievement (Feller, 2003; Sanchez, 2020b). Kaufman, Klein and Frase (2000) showed that counseling services were one of the key elements of promising dropout prevention initiatives. Many other studies point to similar correlations between effective school counseling programs and student success. The independent variable is the implementation of the guidance program; and the dependent variable is the proposed guidance program based in the evaluation of the guidance services. It could be seen that there are lines connecting the variables indicating that one way or the other, when guidance services is functional, school guidance program will also be effective. If guidance services were poorly implemented the guidance program should be modified to meet the present needs and demands.



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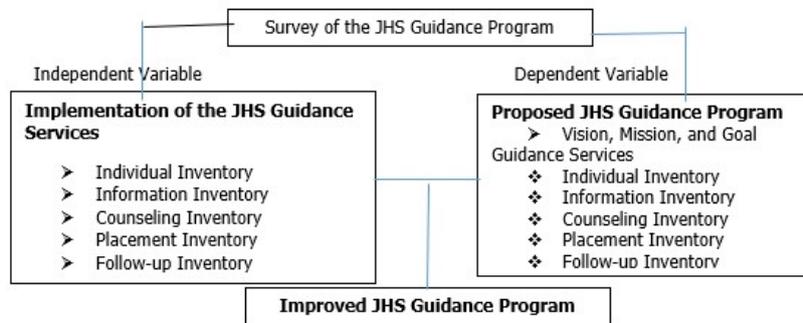


Figure 1. The Conceptual Framework

Research Questions

This study was conducted to determine the status of the implementation of the Junior High School guidance services as basis for improving guidance program formulated for Bai Saripinang National High school of Bagumbayan, Sultan Kudarat during the school year 2018-2019.

Specifically, it sought to answer the following questions:

1. To what extent are the JHS guidance services implemented in Bai Saripinang National High school in terms of the following:
 - a. Individual inventory Services;
 - b. Information services;
 - c. Counseling Services;
 - d. Placement Services; and
 - e. Follow-up Services?
2. How do the appraisal of the services in the JHS guidance program be described according to the curriculum level of students?
3. What actions are instituted based on the results of the study for an improved JHS guidance program?

METHODS

Research Design

This is a descriptive survey method of research, particularly the descriptive evaluative which involved the entire population of the teaching and monitoring personnel. Documentary analysis was the main data gathering procedure and instrument. It deals primarily with data gathering procedure and instruments to secure information about present day activities and ascertain prevailing conditions. According to Calmorin and Calmorin (1995), descriptive evaluative is designed to carefully appraise the worthiness of the current study. The researcher conducted study on the JHS Guidance Services of Bai Saripinang National High School to serve as basis for an improved guidance program. The researcher devised a questionnaire which the guidance services and request the teachers and staff as well as the students as subjects of the study to respond on it. It was validated by experts in the field of guidance program and services.

Ethical Consideration

The following ethical standards were established in this study:

1. On all occasions, teachers and learners' well-being and dignity were preserved.
2. The study's research data were kept private, and the researcher got the students' and teachers' consent to use their true identities in the research report.

Treatment of Data

Statistical tools were employed to treat the data gathered as asked in the specific problems: Sub-problems numbers 1 and 2, weighted arithmetic mean, and rank were used to treat the data.



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Formula: $\bar{x} = \frac{\sum fx}{\sum f}$, where \bar{x} is the weighted Arithmetic Mean. $\sum fx$ is the sum of all the products of f and X (where f is the frequency of each weight and X is the weight); and $\sum f$ is the sum total of all the subject/respondents (Calmorin, 1984; Paler-Calmorin & Calmorin, 2006).

RESULTS and DISCUSSION

Summarized Results Showing the Level of Implementation of the Guidance services.

Table 1 presents the data about the extent how the different services existing in school were implemented. JHS Guidance services as explained by Decal-Mendoza (2005) were conducted well-planned activities to assist the students in their individual needs. These services as she further discussed could be methods, procedures or devices used to obtain the necessary information in organizing effective training, in planning assistance to enhance skills and knowledge of individuals, thereby make them efficient and effective learners (Sanchez, 2020c). These guidance services could be in a form of individual Inventory service; information service; counseling service; placement service or follow-up service.

It could be gleaned on the Table 1 that all the JHS guidance services in the school were highly implemented where the highest rank to be implemented was the individual inventory service. These is one of the guidance services whereby personal data about the individual students enrolled in Bai Saripinang National High School were gleaned to know them better and to understand them better. These data could provide relevant information where school personnel could refer to if ever the need to help a certain child arises. Results show that the obtained mean (\bar{X}) value of individual inventory service was 4.18 indicating high implementation of service in school.

The second JHS guidance service which was highly implemented in the school was counseling service with the obtained mean (\bar{X}) value of 4.15. This service According to Kapunan (2004) is the heart of Guidance. It is here where good relationship between the counselor and client was developed. Where the counselor tried to comply techniques and methods toward self – development of the counselee to become independent and wise decision maker. Counseling as stressed by Rogers as cited by Villar (2009) According to him it is structured relationship which allows the client to gain an understanding of himself to a degree which enables him to take pointers in the life of his new orientation. As one of the most important services of guidance in the school setting it is equally that the school personnel should know that the counselor is not the only one who should counsel. The classroom teacher either consciously or unconsciously does it. It may be about, as declared by Kapunan (2004) references, study, and methods of study, improvement of work, or intimate personal problems. The homeroom teacher, the athletic coach or Physical Education teacher, the head teacher or the principal may counsel a pupil. Counseling as a cooperative process. It is a joint quest, and what matters is not the one who counsels. Out rather the act of counseling itself.

Furthermore, analysis of the data in table 1 reflect that the third in rank highly implemented among the guidance services given with the belief that the more informed the individual is, the more he is prepared to meet the demands of life. As Ryan and Zeran (2003) had pointed out, information given could be related to personal-social information; educational information or Career/vocational information. As Capuzzi and Grows (2003) has cited man must understand himself as a being and becoming. He needs information so that as a person he could formed his life in the choice he should make. As gladding (2000) has shared people is the author of their lives. His or her life depends on personal decision and should be responsible for any choice He make and that those choices are healthier and more meaningful than others. With these views, guidance services focused on information is really needed in schools.

It could be gleaned in the results in Table 1 that the fourth in rank which was highly implemented among the JHS guidance services existing in the school was placement services. This is a guidance services wherein the students are helped and assisted to be placed in a group where he would likely to work compatibly and happy. this is also the guidance service extended to determine who among the students are potential drop-out and where not performing as per required to pass the curriculum year level they presently enrolled. As Seligman (2001) has pointed out rapport, empathy, counselor congruence or genuineness and attentiveness are essential conditions that would likely make any interventions succeed.

The last in rank among the JHS guidance services was related to follow-up services. This is a guidance service wherein clients are being followed with the beliefs that similar problems may possibly recur in the life of the client in the future. In the public schools, most often as cited in the indicators, graduates and dropouts are the most concern for follow-up by the school guidance personnel. They are also considered in DepEd as two important



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indicators for school effectiveness. In fact, follow-up as affirmed by Nystul (2003) is a crucial step especially in counseling these dropouts and graduating students that could greatly enhance facilitative efforts among the guidance personnel and clients. Follow-up sessions clients to attain on self and to renew commitment to change.

Table 1
Summarized Table Showing the Level of Implementation of the Guidance Services

Guidance Services	Average Weighted Mean	Extent of Implementation	Rank
A. Individual Inventory service	4.18	High	1
B. Information Service	3.98	High	3
C. Counseling Service	4.15	High	2
D. Placement Service	3.96	High	4
E. Follow-up Service	3.73	High	5

Summarized Appraisal of the JHS High School Students about the Implementation of the Guidance Program

Table 2 presents the summarized appraisal of the High School students about the implementation of the school guidance program. Data showed that the obtained average mean rating appraisal the Grade 7 students was fair with the mean value of 2.39. These means fair implementation. It needs more work to improve the guidance program. It implied that the implementation of the different services of the guidance program needs revisiting or review as well as determining what activities should be done to strengthen them.

The Grade 8 students had the same evaluation about the implementation of the school guidance program given a rating of 2.35 indicating Fair or needs improvement. The score is true also to the Grade 10 and Grade 9 students where the rating given were 2.332 and 2.49 respectively.

Generally, students from Grade 7 to Grade 10 signified their evaluation to be Fair. This means that the school JHS guidance program needs more work on the part of the school implementation to improve it. These results given by the high school students indicated that there is a need to investigate each item so that the activities use to implement them could be modified or revised.

Table 2
Summarized Appraisal of the JHS High School Students about the Implementation of the Schools guidance services

Grade Level	Mean	Appraisal Rating
Grade 7	2.37	Fair but needs improvement
Grade 8	2.35	Fair but needs improvement
Grade 9	2.33	Fair but needs improvement
Grade 10	2.49	Fair but needs improvement

Actions instituted based in the results of the study

Data from tables 1 to 2 present the evaluation of the school JHS guidance services. Guidance services are a set of services that made up a Guidance program. Evaluation or Appraisal made was the process by which the school guidance personnel will find the extent to which the objectives of the school guidance program are being attained. It could be noted that guidance itself not evaluated just as more do not evaluate address itself, but whether the dress fits a figure, neither do we evaluate guidance itself in guiding individual children in school. As the intention of the researcher evaluation or appraisal is not the end but the means of attaining the end of this case, which is the self-development of the individual. According to Oradanez (1991) as cited by Kapunan (2004) and affirmed by De Jesus (2006), any program without evaluation is like a boat drifting without a rudder. Without evaluation, progress or improvement is possible. The NAT in our country given every year is an example of evaluation- evaluating the standard of our schools. Evaluation according to De Jesus (2006) as agreed by Kapunan (2004) is a difficult task, a complex one. Evaluation presents another problem of Guidance because of difficulty of determining the criteria which



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can apply to all guidance programs. It follows that the evaluation program should be flexible and adopted to the locality and based on the objectives of the local school programs.

In this study, sets of evaluation questions were prepared to provide information basic to individual services of the guidance. They indicated the points in which the program may be improved. If determine the scope and nature of the guidance services, In the school. Furthermore, to inspire all guidance personnel to exert more effort to promote the program. From the different analysis of each set of criteria in each service, weaknesses were determined as basis for the actions undertaken or instituted by the researcher in a form of guidance program where action plan was formulated. The activities undertaken were those found in the evaluation sheet criteria found with fewer ratings. On the next pages present the guidance program, as the action instituted based on the result of the study.

**Table 3
The Guidance Program**

Areas of concern	Activities	Budget	Expected Outcome
A. Individual Inventory services 1. Psychological test should be administered at the appropriate time during the school year like: a. Mental Ability Test b. Personality Test c. Achievement Test	-Procure forms for the test -Administer test to the students	P 15,000.00 /Year	-Guidance Counselor can measure the student's mental ability, personality and achievement -Interpretation of test and relay it to the students
2. There should provide appropriate, usable and enough numbers of forms such as: SF5, SF6, SF9, SF10	-Reproduce the needed forms -Provide the file folder for designated blank forms	P 10,000.00 /Year	-Update the forms for record purposes -Easy access to students' information
3. Results of the test should be analyzed and interpreted to be used for evaluating and assessing the pupil's achievement, interest, and needs.	-Evaluate and assess student's achievements, interest, and needs -Call for a conference and explain the result of test (Individual or group)		-Teachers and guidance counselor will evaluate and assess the level of achievement as well as the interest and needs of students
B. Information Services 1. The school should procure catalogs, brochures, pamphlets on different occupations of people that the students will choose.	-Procure a copy of Catalogs, brochures, pamphlets -Solicitation from private and public libraries -Ask a copy from DOLE, TESDA, LGU's and other agencies		-When students need it for enrichment it is available -Establish the Educational interest of the students
2. The school should raise/ collect adequate fund appropriate for these services so that the programs will be efficiently implemented	-Collect/ raise funds for continuous implementation of the projects -Exhibits of job opportunity	P35,000.00	Programs will be efficiently implemented
C. Counseling Services 1. The counselor should further study a graduate of Guidance counseling (at least a unit), having a broad based of knowledge, skills and attitude and an understanding of human	-Upgrade in Masters' Degree -Experience working within school system (as teacher/consultant) -Attend seminar workshops	P60,000.00	-Guidance counselor is well-equipped, having broad based knowledge effective and efficient



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development of the students.			
2.The physical Setting and facilities in the guidance center should be adequate enough to meet the purposes to which counseling services are designed	-Procure tables, receiving chairs, filling cabinets, bookshelves, portable water/water dispenser, electric fan/ air conditions, and reference books on guidance counseling.	P21,000.00	-Clients like parents, students, teachers and parents will be comfortable to the guidance center
D. Placement Service 1.The Guidance counselor should assist the student/pupils in their adjustment to subjects and co-curricular activities	-Conduct an orientation so that the neophyte will know and adjust on the different subjects and co-curricular activities in school -Advice and assist students to take placement test -Implement ALS program for the drop out	P15,000.00	-Students will be informed of the school rules and regulations, computation of grade, etc. -Older students will be promoted to the next level according to their mental ability.
2.Give pupils many opportunities to make choices in terms of their courses/works to be undertaken	-Invite resource speaker for forum -Attends job fair -Field trip on the different field of interest	15,000.00	-Students will be sure in their choice of endeavor -Evaluate and weight the most desired course to be undertaken
3.The guidance counselor should give differentiated work to the students to serve both fast and slow learner.	-Research activities that will suit to the fast and slow learner -Separate slow from the fast learner		-Both learners will be learned and be served
5.Follow-up Service 1.The school should get the percentage of graduates, who go to college, where they go, and whether they say in their job	-Procure a copy of list of students who enrolled in college -Make a survey	12,000.00	Guidance counselor will have an intact record of such cases.
2.The school should follow-up the former students up to 5 years after leaving the school.	-Keep the records and monitor the students through interview.	10,000,00	-The guidance counselor will have intact and updated records of the successful students
3.The school should have information in training	-Send Guidance counselors to trainings	6,000,00	-Effective application of what the guidance counselor undergone during the training

Conclusion

In the light of the findings, the following are the conclusions established:

1. The evaluation was all high and varied regarding the implementation of the JHS guidance services of the school guidance program where the least implemented were the services related to placement and follow-up services.
2. The appraisal of Junior High school students about the services of the school guidance program was all fair but needs improvement.
3. Validation of the different activities and action taken on the proposed JHS guidance program institute out of the results of the study be reviewed.
4. Researchers related to attitudes towards guidance among school personnel, students and parents be conducted to further improve whatever guidance services are presently existing among schools.



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