AUTHOR: DONATO, BIENVENIDA Q.

TITLE: Guidance Services as Perceived by the Guidance Counselors and Other School Personnel in the Elementary School of the Southern Towns of Ilocos Norte During the School Year 1975-1976.

Year: 2005

Acc. No.: 660241

Abstract: Specific Problems

1. How do the guidance counselors perceive the following services of the guidance program of the southern towns of Ilocos Norte in the school year 1975-1976?
   a. Individual inventory service
   b. Information service
   c. Placement service
   d. Follow-up service

2. How do the elementary school principals, head teachers, guidance coordinators, and classroom teachers comprehend the aforementioned services?

3. What are the implications of the findings to education and guidance?

Methods Used and Sources of Data:

This study is a normative survey. It utilized the questionnaire as a tool for gathering data. The questionnaire was prepared for two groups of respondents: (1) guidance counselors and (2) the elementary school principals, head teachers, guidance coordinators, and classroom teachers. It contains eighty-six (86) items groups under five types of services in the guidance program of the elementary schools as follows:

1. Individual inventory service
2. Information service
3. Counseling service
4. Placement service
5. Follow-up service

The questionnaire was tested for reliability and validity with the help of three experienced teachers, three principals, three guidance coordinators, and eight guidance counselors. The process was each to read the questionnaire item by item to find
out if these items could draw the data necessary to solve each of the specific problems of the researcher.

Three experts in the field of psychology, guidance and counseling and child study from Northwestern College and the Division Office, Ilocos Norte, rated the items as to their language difficulty and content. It was then subjected to a test of consistency by giving it twice to ten respondents (teachers) at an interval of fifteen days. The responses on the initial test were correlated with those of the responses of the second test. The obtained coefficient of consistency is .88. This indicated that the questionnaire is highly consistent and therefore trustworthy.

Five central schools and twenty (20) barrio elementary schools selected at random from the southern towns of Ilocos Norte participation in the survey. The questionnaire were distributed to twenty (20) guidance counselors who composed one group and to one hundred thirty (130) participants who constituted the other group compose of thirteen (13) elementary schools principals, seven (7) head teachers, five (5) guidance coordinators, and one hundred five (105) classroom teachers.

The obtained data were indicated on appropriated tables for presentation, analysis, and interpretation.

Findings

The findings are presented for each of the specific questions raised in the study.

1. How do the guidance counselors perceive the following services of the guidance program of the southern towns of Ilocos Norte in the school year 1975-1976?

On individual inventory services the guidance counselors perceived the following items as functioning well:
   a. Attempts to discover the special talents of pupils
   b. Preparation of a comprehensive cumulative record
   c. Making use of records available
   d. Learning the home and family background of pupils
   e. Filling the guidance forms and other records for ready reference
   f. Making records available for the use of teachers
   g. Keeping records available of achievement tests
   h. Visiting the homes of pupils each year
   i. Attempts to discover the hobby patterns of pupils
   j. Using the results of inventory tests.

Records as the results of intelligence tests administers was perceived as functioning poorly.
The guidance counselors on information services perceived the following items as functioning well:

a. using the bulletin board as a means of posting important events to pupils
b. Showing the different facilities of the school
c. Pupils liking the work education course in the elementary school
d. Giving information about scholarly opportunities to pupils
e. Presence of convocations in the schools
f. Presenting information with the use of visual aids
g. Using the radio lessons in the different subjects

The perception of the guidance counselors on counseling service as functioning well are:

a. Teachers using the records continuously
b. Counseling each pupil regarding his civic responsibilities
c. Guidance counselors conferring frequently with pupils’ other teacher
d. Provision for a counseling room with privacy
e. Counseling pupils regarding their health and physical development
f. Holding case conference as an aid to counseling

In the placement service the guidance counselors perceived the item, assisting pupils in adjusting himself in a new environment as functioning very well.

Items that were perceived as functioning well are:

a. Giving slow pupils work in which they can succeed
b. Assisting poor but deserving pupils to avail themselves of any opportunity for scholarship
c. Pupils given active participation in planning their own work
d. Encouraging pupils with special interests to do extra work in their field of interest

The results of the perception of the guidance counselors on follow-up service could be stated according to their degree of frequency as functioning well:

a. Following-up the drop outs regularly by the counselor or teachers
b. Following-up pupil absentees to know the causes of their absences.
c. Following-up slow learners to determine their progress in achievement
d. Following-up pupils with failing grades

e. Pupils promoted to the next grade followed-up to know their problems if any.

2. How do the elementary school principals, head teachers, guidance coordinators, and classroom teachers comprehend the afore-mentioned services?

The items were comprehend on individual inventory service as functioning well by the elementary school principals, head teachers, guidance coordinators, and classroom teachers are:

a. Discussion of examinations and marks to pupils so they do not fear them

b. Encouragement of pupils with special interests to do extra work in their field of interests

c. Interpretation of tests results as an aid to teaching

d. Securing the development records of pupils

In the information service the results of the comprehension of the elementary school principals, head teachers, guidance coordinators, and classroom teachers indicated as functioning well are as follows:

a. Orientation through the homeroom

b. Conducting workshops, seminars, conferences, and group meetings to upgrade competencies of guidance workers

c. Giving opportunities to pupils to make choices

d. Integration of guidance with class work activities continuously

e. Giving activities, discussions and lectures for self-direction

f. Preparing reading materials for pupils

The perception of the other group of school personal on counseling service noted as functioning well are follows:

a. Referring pupils to other teachers whose interest are related to the subjects they teach.

b. Keeping records of counseling and interviews for ready reference to the need arises

c. Counseling pupils with poor study habits, failing grades and irregular attendance

d. Assisting pupils in the selection of co-curricular activities and hobbies

f. Assisting pupils to evaluate themselves and their opportunities

The elementary school principals, he as teachers, guidance coordinators, and classroom teachers comprehended, the placement service as functioning well on the following items:
a. Assisting their teachers to discover the individual difference among pupils in order to meet their individual needs better.
b. Giving greater amount of or more difficult work to superior pupils than slower pupils
c. Assisting pupils who are capable of doing part-time jobs
d. Proper placement of pupils in subject, grade or co-curricular activities in accordance with their needs, interests and abilities.

The result of the comprehension of the elementary school principals, head teachers, guidance coordinators, and classroom teachers on follow-up service are need as follows:

a. Accepting classroom activities to the individual differences of the pupils
b. Aiding pupils who transfer in their adjustment to the new school system
c. Adapting skills and understanding learned in one school to the experiences expected by another school
d. Following-up pupils in their part-time or vacation jobs.

3. What are in the implications of the findings to education and guidance?

The implementation of the guidance services indicate pertinent points at which to initiate means of modifying or adjusting the curriculum and techniques of instruction to the needs of an ever changing society. The ample of the respondents included in this study may differ to some extent but it seems reasonable to assume that these guidance services would be served well to the other pupils of the different elementary school of the country.

Conclusions:

The guidance services carried out in the southern towns of Ilocos Norte during the school year 1975-1976 are the following:

a.) **Individual Inventory Service.** Every pupil knows his assets and liabilities as indicated by records of his in-school and out-of-school activities and experiences. The school kept an up-to-date cumulative record for each individual pupil showing his (a) family background (b) record of intelligence tests taken (c) Health needs and physical defects (d) teachers marks and ratings (e) number of home visits (f) home projects (g) hobby patterns and (h) educational and vocational plans.

b.) **Information Service.** This service maintains a continuous program of collecting and disseminating useful information concerning personal and social adjustments. Visual aids were used in the presentation of information in an interesting manner. Reporting to class for any
information read in the daily papers, magazines and books was an effective means of information service. The radio was one mass media used in school broadcasters for lessons in English, Pilipino, Music and Social Studies.

c.) **Counseling Service.** Advice and direct assistance was given to an individual pupil by a guidance counselor who was aware of the individual’s mental, physical and emotional progress and other personal situations about the counselee. In the schools, counseling was provided as the need arises. Pupils with problems, special talents, giftedness and the low achievers were being counseled to make them understand themselves better.

d.) **Placement Service.** This assisted pupils to find their right places in appropriate curricular and co-curricular activities and gain admittance to proper educational institutions. By placing a new pupils in a co-curricular activity where he can eat a number of other pupils for effective social participation, he an make a rapid adjustment in the new school.

e.) **Follow-up Service.** Dropouts when followed-up returned to school and finished their studies. Researchers on dropouts and quality of graduates undertaken, were the basis for the improvement of the guidance program and the necessary adjustments, revisions and the modifications to the curriculum an other methods of instruction were made.

2. The guidance service perceived by the guidance counselors and others school personnel met the needs and problems of the pupils and the schools. Teachers were assisted their attempts to identify the causes of pupil behavior, the needs and requirements of each pupil, sop that his problems were met and solved to his satisfaction.

3. The implications to education and guidance is that, these guidance services is implemented in this study will point to the ways that which to improve or modify the curriculum to make it more serviceable to the needs of the pupils, teachers and administrators.

**Recommendations:**

1.) There should be an adequately equipped guidance center for every complete elementary school. Such equipment and facilities like filing cabinets for developmental record of pupils, informational materials, tests, prescribed guidance forms, toys, and facilities for quieting games should be made available and functional.

2.) School administrators with the cooperation of the teachers, guidance personnel, laymen of the community, and community agencies should make provisions for the
procurement of facilities and equipment for guidance purposes.

3.) Guidance counselors should have a lighter teaching load making them part-time. These released school periods should be utilized for the orientation activities, testing, collecting data, and counseling pupils not clerical tasks.

4.) A record of the results of intelligence tests administered should be made available to serve as ready reference when the need arises.

5.) Guidance counselors should be specially trained for counseling.

6.) Further study should be pursued on the proper implementation of guidance services which has not been touched by the study like research service and the integration of guidance to the new curricular thrusts in education such as drug education, family planning, environmental education, tourism, green revolution, “mag-impok” movement, tax consciousness, nutrition energy conservation, and many others.