

Assessment of guidance and counseling services

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Abstract

This study aimed to assess the guidance and counseling services at Paknaan Elementary School of Mandaue City Division, North District during School Year 2018-2019 as basis for a proposed comprehensive school guidance program for elementary level. It employed descriptive-correlation method with the use of survey questionnaire as the primary means of gathering the data answered by the elementary teachers. The statistical treatments used were the simple percentage, weighted mean, and the correlation-coefficient. This study used universal sampling techniques wherein 111 populations were all selected as a respondent of the study. As revealed in the teacher designees' profile majority with bachelor's degree and dominant of the respondents are teachers' designees. There was a fair distribution of the years in service as a schoolteacher designee and dominant number of teachers teaching more than ten years. The teacher designees need more training related to guidance and counseling services since their training was more on teaching related works. The overall assessment of guidance personnel services is moderately adequate. It was revealed that there was a significant distinction between the profile of the teacher designees particularly on the educational qualifications, the kind of designation of a teacher as a guidance counsellor, and the length of service towards the guidance services that were implemented. It has also been revealed that the overall adequacy level on the common problems encountered by the respondents is high. The recommendations on how to improve or validate the results of the study were likewise drawn out of the results of the study.

Keywords: Guidance and Counseling Services; School Guidance Program; Descriptive-Correlational Study; Statistical Analysis in Education; Teacher Role in Counseling; Comprehensive Guidance Program; Common School Counseling Problems; Counseling Services Evaluation; Elementary Teacher Perceptions

1. Introduction

Children for today's society need full support from parents and educators to meet the demands of a modern world considering those societal factors which lead children to attend school unprepared. Schools must exert more efforts to support learners' needs and interests. Guidance is closely linked to education. The guidance and the school are of the same goal towards the preparation of learners for their role as mature and responsible citizens in a democratic society. A guidance counselor will assist and guide learners to find life most suitable to his abilities, capabilities, and needs. The school counselors necessarily demonstrate the skills which are connected to learners learning and living, where the different guidance services will be served / given to the school learners like – information service through orientation program, and more which are suitable to the standards and professionalized work of the school counselor so that harmonious relationship can be established to school learners and school counselor in order to cope up the demand of the learners to have quality performance and life-long learning. Therefore, the school counselors must be experts in their career. According to Durlak[1] that most learners express a basic need of social and emotional adjustment which is grounded on foundations of comprehensive guidance and counseling services. These services incorporate capability advancement and encourage students' social and passionate improvement system for decrease of hazard and adverse practices. The guidance development in the Philippines has evolved into a force that grapples with the mind of its clients

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mindful with the setting of social real factors. It also provides psycho – social and academic assistance to students to enhance their academic skills, set career goals, manage healthy relationships, cope with problems, deal with adjustment difficulties and other developmental issues they face. It helps them to utilize their potential according to their abilities, interests and needs.

These societal and socio-political issues blend with the way counseling is done and how situations are analyzed, giving a better view on the overall state of the client concerned [2]. According to Republic Act No. 9258, an act which legalized the practice of guidance and counseling and making for this reason an expert administrative leading body of guidance and counseling, appropriating reserves accordingly and for different purposes, that the life mentor should be knowledgeable and professional of their work so that they can facilitate the optimum advancement of every child. The school counselors with post-graduation education are more efficient and effective. The quality performance is associated with work experience and post-graduation degree. Philippine government was issued two laws that support the shortage of license guidance counselor to produce quality education namely: R.A. No. 10533 (Enhanced Basic Education Act of 2012) and R.A. No. 9155 (Governance of Basic Education Act of 2001). The Republic Act No. 10533 was issued to choose school teachers to act as guidance designee to facilitate pupils' performance and growth and Republic Act No. 9155 gave authority to the school heads to appoint teachers as guidance designee for quality education. One of the issues in society which was identified by Coloroso [3] is bullying is a major problem facing school systems for today. It is important that the school counselors must address an effective intervention to address tormenting. Coloroso [3] claimed to fill a gap in the current school counseling writing regarding our comprehension of school advocates' self-adequacy to address harassing in grade schools. The researcher observed that children today suffer bullying most likely in schools. As cited situation she encountered different problems as revealed by the learners that they are maltreated by their parents, relatives, and friends so it needs to be addressed on how to assess them. The knowledge of school counselors about self-efficacy is important to address bullying and other problems met in elementary schools.

Towards this end, the school teacher possibly acts as a guidance and counselor on her own classroom which is also supported by laws in accordance with Republic Act No. 10533, to choose school teachers to act as guidance designee to facilitate pupils' performance and growth. If it is the case, there will be questions on the effectiveness in facilitating the counseling process and implementing the guidance program to the holistic development on every child. The researcher is presently working in Public elementary school which considered as a big school. The school installs one guidance counselor advocate to cater for all the needs of the development of every child. The scarcity of license guidance counselors is a big factor in the effectiveness in guidance and counseling services on the said school. The researcher believed that the teacher who is appointed guidance designee has less competencies and skills to perform the task of a school counselor. It has been observed that in public elementary schools have given minimal support to Guidance designates/counselors. As observed, Guidance designees have full loads (being a Guidance designate is an additional work given over and above the regular load of a teacher) and that, the researcher saw the need for most of the designees for more knowledge in Guidance and Counseling since most of them were hired as teachers and not as Counselors. The guidance counselor/designee usually shares an area in the principal's office or any other school officials wherein counselling is not conducive. For these reasons, the researcher is encouraged to echo these problems to ascertain the far reaching and formative direction and guiding project to elementary public school system.

2. Material and methods

This section presents research's design, environment, respondent, sampling technique, research instrument, data collection and measurement, data gathering procedure, and data analysis.

2.1. Design

The researcher utilized the quantitative descriptive- correlational design. It was a method that sought to describe the current status of an identified variable. It was a quantitative correlation because it has two variables from the same group of respondents. The variables were correlated on the perception of teachers' services which was the dependent variable and the profile of elementary teachers which was considered as the independent variable.

Normative survey was also utilized in the process of this investigation. The appropriateness of the methods in this study was since applied, it involved the use of such common research tools as questionnaire, interview and observation. All these instruments were employed to the fullest advantage for the ultimate success of the investigation. It was using this method that the true meaning of the data was portrayed from the problems and issues that arose.

2.2. Environment

This study was conducted in Paknaan Elementary School of Mandaue City. Paknaan Elementary School is a big school in North District 4 of Mandaue City. The name Paknaan derived from the word “pana-an” in which the early residents used “pana” as a weapon in fighting against the Moros during the Spanish Era. The school has a total land area of 5,444 square meters started from a three-grade school in S.Y. 1947-1948, with one of the pioneer teachers serving as teacher-in-charge. He continued to serve in this capacity until S.Y. 1956-1957 with almost 50 enrollees. Since then, PES pupils’ population has grown and reached a total of 3845 pupils with 97 teachers and managed by a school head, a school guidance coordinator, 13 master teachers, 10 teacher III, 7 teacher II and 65 teachers.

2.3. Respondents

The respondents of this study are all elementary school teachers, and one (1) school head of Paknaan Elementary School. This study employs the universal or one hundred percent (100%) of the total respondent, and or the number of ten (10) male teachers, and one hundred one (101) female teachers. The total of one hundred eleven (111) elementary school teachers of Paknaan Elementary School are the respondents of the study. Table 1 presents the respondents in the study and their total population by school.

Table 1 Research Respondents

Paknaan Elementary School Grade Level	No. of Teachers (Males)	No. of Teachers (Females)	Total No. of Teachers by Grade Levels
1. Kindergarten	0	11	11
2. Grade 1	0	14	14
3. Grade 2	0	10	10
4. Grade 3	1	12	13
5. Grade 4	2	19	21
6. Grade 5	2	17	19
7. Grade 6	5	18	23
TOTAL	10	101	111

Table 1 presents the respondents in the study and their total population by school.

2.4. Instruments

The main instrument used to gather the data needed to establish the reliability and validity of this study was a questionnaire, adopted from the study of Dr. Erlinda F. Melgo. The questionnaire was composed of three parts. Part I, the demographic profile of the Teachers; Part II, the Level of Adequacy of Teachers Services; and Part III, the Challenges Met by the Teachers and School Head in the implementation of its school guidance and counseling program. The sampling test and validation will be implemented after the approval of the adviser and the dean.

Using quantitative simple survey method, this study determines the assessment of teacher’s services in child development. Information or data gathered, and measurement of the data will be based upon the Paknaan Elementary School Teachers. The above said simple survey method was undertaken via survey instruments which will be denominated as questionnaire with the sampling technique and the specific amount that is to be achieved. The questionnaire was modified by the researcher, consisting of eight pieces of information for teachers’ profile, thirty-three indicators for level of adequacy of teachers’ services, and the challenges met by the teachers and school head in the aspect of guidance program.

2.5. Data-gathering Procedure

A letter of request to conduct the study was prepared. The researcher prepared the questionnaire validated by the adviser, then after that it was distributed to the respondents. The researcher clarifies some terms in the questionnaire, so that the respondents can answer it and explain it also how important their response to the study is. The survey was conducted in Paknaan Elementary School. After the respondents answered the questionnaire, the researcher collected

and tailed the data for interpretation with help of the statistician to determine the appropriate statistical tools to be used in interpreting the data and comes up with conclusion and recommendations of the study.

2.5.1. Preliminaries

In gathering data, the researcher secured a written request for approval from the Dean and researcher's adviser of the Graduate School of the University of the Visayas, Main Campus to conduct a survey. After their comments, review and recommendations, the paper was submitted to IRB for ethical consideration review. The permit was presented to the Schools Division Superintendent of Mandaue City, Department of Education to allow the researcher to conduct the study. With the implied consent provided by the Schools Division Superintendent, the permit was referred to the School Principal and Grade 6 advisers of selected elementary schools in Mandaue City North District 4. These were supplemented by personal analysis of school records and other relevant office documents. To solicit the cooperation of the respondents, a cover letter signed by the researcher and her adviser was sent to the respondent schools personally.

2.5.2. Actual Data Collection

After which was granted, the researcher personally distributed the copies of the questionnaire and set a schedule for its retrieval with the school heads. Researcher reassured the respondents that their opinions were treated with confidentiality and were used for this study only. They were guided by answering the questionnaires.

2.5.3. Post Activity

After the data was gathered, the researcher summed up the result of the survey. Then, proceed with data analysis to find the result.

3. Results and discussion

This section includes the presentation, data analysis and interpretation of the result. This study expected to assess the guidance and counseling services of Paknaan Elementary School of Mandaue City North District. The findings of the study were used as basis for a comprehensive guidance program. Data were presented in tabular form, analyzed, and interpreted in a narrative manner.

3.1. Teacher's Profile

Table 2 Research Respondents

Demographic Profile / Educational Attainment	F	%
With Doctor's Degree	5	4.50
With Master's Degree	30	27.03
With Bachelor's Degree	76	68.47
Total	111	100.00
Kind of Designation as Guidance Personnel		
Guidance Designate	2	1.80
Guidance Associate	2	1.80
Other	107	96.40
Total	111	100.00
Years in Service as a Teacher		
Other	10	9.00
Eleven to twenty years	39	35.14
Six to ten years	27	24.32
Five years and below	35	31.53

Total	111	100.00
Title of the Seminars Attended		
Values Seminar	105	94.59
In-Service Training	95	85.59
PPST/RPMS Workshop	85	76.58
Regional Training and Accreditation in Sports Coaching	8	7.21
Capability Building on Child Protection Policy	10	9.00
Stress Debriefing and Psychological First Aid	15	13.51
Division Mass Training of Kindergarten Teachers	12	10.81
Division Mass Training of SPED Teachers	5	4.50
Anti-Bullying	5	4.50
Division Mass Training of Elementary Teachers	90	81.08
n	111	100

The teacher's profile contained the following: highest educational attainment, kind of designation as guidance personnel, length of service as a school teacher designee or counselor and list of seminars/trainings attended related to guidance and counselling.

On the highest educational attainment-profile, it consists of teachers with doctor's degree, master's degree, and bachelor's degree. On the kind of designations as a guidance personnel profile, it composed of: guidance designates, guidance associate and others. Others here were considered as teacher designees. On length of service as a schoolteacher designee or counselor – profile, it contained: other years, 11 to 20 years in service, 6 to 10 years in service, and five years and below. Others here are those teachers who serve more than 20 years. The last profile of teachers was the list of seminars/training attended related to guidance and counselling.

It presented that out of 111 respondents there were 5 or 4.50 percent with doctoral studies, 30 or 27.03 percent with master's degree and 76 or 68.47 percent with bachelor's degree. Out of those who have units in doctoral studies, 3 or 2.7 percent have full-pledged degree and 2 or 1.80 percent have doctoral units. For the respondents with Masters' degree, 8 or 7.21 percent have full-pledged Master of Arts in Education, 22 or 19.82 percent with master's units, and 3 or 2.7 percent have units in Guidance. This indicates that the teacher's designate of Paknaan Elementary School were pursuing further studies to update their professional development as they believed their learnings also contribute for the quality of the delivery of their services. It was supported by Na[4] that training experiences in a graduate program were related to the counselors' perceived level of self-efficacy. Guidance personnel designation was very important to influence his/her performance in terms of services. It showed that 2 or 1.80 percent guidance personnel were guidance designated, 2 or 1.80 percent guidance personnel were guidance associate while 107 or 96.40 percent were teacher designees. Most of the guidance personnel were school teachers that acted as guidance personnel at the same time. It implied that guidance services will be affected because of their teaching load combined with their guidance and counseling load. It was supported by Morrisette[5] that excessive job stress reduces job satisfaction and performance.

Most guidance counselors/designees were school teachers and some of these school teachers were also designated as guidance counselors. For the years in service as a school teacher designee, it has been observed the fair distribution of the years in service as a school teacher designee and the dominant number of teachers in teaching 11 to 20 years. Years of experience as a school counselor and race/ethnicity also were related to school counselors' self-efficacy, after controlling multicultural counseling competency variables[4].

Seminars/trainings attended related to guidance and counseling greatly influenced the effectiveness on the implementation of guidance services. The most attended seminars by the guidance designee /counselors are values seminars; in-service training for teachers; division mass training of elementary teachers; and ppst/rpms workshop. It indicates that the teacher designates lacked training related to guidance and counseling services and it was proven that the training they have been attending somehow related to their work as a school teacher. At present, only very few of the designees get the chance to attend seminars related to guidance and counseling because of paperwork and time

constraints. Many school counsellors do not have access to the requisite professional training that empowers them to be impactful in schools[6].

3.2. Adequacy of Guidance Services

Presented in the following tables are the seven Direction Services regarding the respondents' impression of the degree of adequacy of the direction designees/advocates as far as their conveyance and execution of the administrations. Direction administrations are accompanying: the individual inventory services, information services, counseling services, placement services, parent and staff consultation services, research and evaluation services and follow-up services.

3.2.1. Individual Inventory Services

Individual inventory services are composed of test and non-test information. Non-test information contained the following: personal data forms, family and home data, anecdotal records special program, rewards, scholastic data/grades, and recognition. Test information consists of the following: readiness tests results, psychological tests results, assessment of student learning and test interpretation.

Table 3 Individual Inventory Services

Indicators	Weighted Mean	Interpretation
A. Individual Inventory Services		
1.Provisions are made for obtaining pupils updated personal data forms	3.05	MA
2. Readiness tests are administered to individual learners in Kindergarten	3.26	VA
3. Psychological Tests are administered to Special Science Classes in Grade 1 and Grade 4 level	3.33	VA
4. Appropriate time allotment for psychological tests is observed.	2.98	MA
5. Teachers are assisted to help better understand student with learning difficulties.	3.35	VA
6. Tests results are interpreted to learners to help them understand themselves	3.15	MA
7. Interpretation of test results helped learners personally.	2.75	MA
8. A special program is arranged whereby slow learners get special help without neglecting other children	3.20	MA
9. Recognized and awarded potential learners at the end of the school year.	3.75	VA
Mean	3.20	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Table 3 presents the level of adequacy of guidance services as to individual inventory services. The results show “moderately adequate” rating with an average weighted mean of 3.20. This indicates that individual inventory services were done satisfactorily among pupils of Paknaan Elementary School especially on the indicators of giving recognition and awards; teachers are assisted to help better understand student with learning difficulties; psychological tests are administered to Special Science Classes in Grade 1 and Grade 4 level; and readiness tests are administered to individual learners in Kindergarten which rated as very adequate. It suggested that the pupils should help personally after the interpretation of test results and be given appropriate time for psychological tests as it shows the lowest ratings among the given indicators.

Using the cumulative record, anecdotal files, autobiographies, interests, aptitudes, scholastic data, the guidance designee/counselor will have a better understanding of the background and the entire personality of the student which is in turn very helpful in giving possible interventions.

3.2.2. Information Services

Information services are composed of guidance awareness campaigns, orientation program, career guidance sessions, walk-in session, career week program, updated information through bulletin board displays, scholarship, and financial assistance information, talks on anti-bullying, and teachers' orientation.

Table 4 Information Service

Indicators	Weighted Mean	Interpretation
A. Information Service		
10. A guidance awareness campaign made within the school year.	2.60	MA
11. An orientation program is conducted to help new learners get acquainted with the school.	3.30	VA
12. Walk-in-session are held to give social and personal information to learners.	2.75	MA
13. Career week program is conducted to orient learners for awareness of different community helpers	2.45	PA
14. Bulletin Boards displays are used to give updated social, personal and occupational information	2.97	MA
15. Provisions are made for obtaining updated information regarding scholarships and financial assistance for learners.	2.87	MA
16. Teachers are oriented to their roles in the guidance and counseling program	2.96	MA
Mean	2.84	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Table 4 presents the level of adequacy of guidance services as to information services which rated as “moderately adequate”. It is shown in the average weighted mean of 2.84 which indicates that the information services rendered were done satisfactorily. It shows that the orientation program rated as very adequate among other indicators which claimed that the orientation program of Paknaan Elementary School was very strong such that the pupils and teachers were acquainted with the school's policy. The career week program is considered as weak which revealed a poorly adequate rating. Career guidance information was not being emphasized among elementary level; however, it is the right of the pupil to be informed about the relevance of different community helpers so that they will be guided ahead for their future choice of career.

Data administration is proposed to give understudies a more prominent information on instructive, professional, individual social chances with the goal that they may improve, educated and sensible decisions and choices about their likely arrangements.

3.2.3. Counseling Services

Counseling services are intended for all students, teachers, and parents. The space must be conducive; motivational counseling for failure students every quarter, and made available for transferees, potential drop-outs students, failures, students with irregular attendance, tardiness, and students with behavioral problems/personal-social and academic problems.

Table 5 Counseling Services

Indicators	Weighted Mean	Interpretation
C. Counseling Services		
17. Counseling services are available during school days for all learners, teachers & parents	3.33	VA

18. Adequate space for counseling session (that is private and free from disturbance is provided.	3.10	MA
19. Motivational counseling for learners with failure is conducted every grading period.	2.51	MA
20. Provisions for counseling are made available to the following		
20.1. Transferees	2.68	MA
20.2. Potential Dropouts	2.71	MA
20.3. Pupils with failures	2.93	MA
20.4. Pupils with excessive absences	3.11	MA
20.5. Pupils with excessive tardiness	3.12	MA
20.6. Pupils with behavioral problems	3.18	MA
Mean	2.96	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Table 5 showed the level of adequacy of guidance services as to counseling which rated as “moderately adequate”. It is shown in the average weighted mean of 2.96. This means that the counseling services rendered were done satisfactorily which shows that there is an effective counseling service. However, the school teacher is weak in giving motivation for pupils with failure, which will be conducted in every quarter and less counseling was provided for transferees and potential drop-outs as it revealed as the lowest rating.

The people experience a deeper and wider understanding of their SELF, and a sense of connectedness with others, nature and a spiritual. Working as a counselor, the guidance teacher designee can enrich himself or herself through the lives of the students, teachers, school heads and parents.

3.2.4. Placement Services

This service is intended for proper sectioning or groupings of learners especially for new learners, and assistance to learners who need a modular approach.

Table 6 Placement Services

Indicators	Weighted Mean	Interpretation
C. Counseling Services		
21. An entrance test is conducted to accommodate new learners for proper sectioning	3.23	MA
22. Provisions are made to identify and locate learners to right groupings.	3.13	MA
23. Assistance is extended to learners who need ADM/modular approach to ensure completion of their elementary course	2.65	MA
Mean	3.00	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Table 6 presented the level of adequacy of guidance services as to placement services which rated as “moderately adequate”. It is shown in the average weighed mean of 3.00 which indicates that the information services rendered were done satisfactorily.

On the indicator in which assistance is extended to learners who need ADM/modular approach shows lower rating which shows that elementary level learners have less services rendered on individual approach learning. Teachers will guide pupils towards their interests, needs and potential in the future.

3.2.5. Parent and Staff Consultation Services

Parent and staff consultation services deal with provision of support to employees and families; provision of daily counseling, education, and referral services; provision on work pressure, conjugal and relationship issues, parent and youngster issues, single parent and mixed family concerns, and older parent concerns.

Table 7 Parent and Staff Consultation Services

Indicators	Weighted Mean	Interpretation
E. Parent and Staff Consultation Services		
24. Provision of help to representatives and families at post just as explicit help to families who stay at post during an unaccompanied visit.	2.38	PA
25. Provision of free 24-hour/7 days of the week advising, instruction, and reference benefits that can help representatives and relatives track down the projects, suppliers, data, and assets they need to oversee individual and expert obligations.	2.42	PA
26. Provision of the following:		
26.1. assistance with job stress,	2.69	MA
26.2. marital and relationship problems,	2.35	PA
26.3. parent and child problems,	3.22	MA
26.4. single parent and blended family concerns, and	2.45	PA
26.5. elderly parent concerns	2.77	MA
Mean	2.61	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Table 7 showed parent and staff consultation services which rated as moderately adequate with an average weighted mean of 2.61. It appeared that the services are weak in: the provision of help to representatives and families at post just as explicit help to families who stay at post during an unaccompanied visit; provision of free 24-hour/7 days of the week advising, instruction, and reference benefits that can help representatives and relatives track down the projects, suppliers, data, and assets they need to oversee individual and expert obligations; marital and relationship problems; and single parent and blended family concerns which rated as poorly adequate. This means that these services are not done satisfactorily.

Stipulated in K-12 Curriculum the involvement of parents and community for the total development of the child. It is the teacher designee's role to provide consultation not only for students but also for parents. The total development of the child is based on the parents' support and collaboration with the school.

Parsons and Kahn[7] describe an integrated consultation model in which School guidance counselors are agents of change and students are influenced systemically.

3.2.6. Research and Evaluation Services

Research and evaluation services deal with the feedback of students' scores, mental experimental outcomes, qualities, perspectives, and the assessment of the fundamental direction administrations toward the finish of the school year.

Table 8 Research and Evaluation Services

Indicators	Weighted Mean	Interpretation
F. Research and Evaluation Services		

27. Provision of service which consists of the conduct of research on student's scores, mental experimental outcomes, qualities, perspectives and the assessment of the fundamental direction administrations toward the finish of the school year.	3.11	MA
Mean	3.11	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

As shown on Table 8, the research and evaluation services rating is moderately adequate with a mean of 3.11. It was posited that there was positive feedback with the assessment of the pupils' record at the end of the school year. This was strengthened through Form XIV results and the anecdotal records of every pupil. Action research is also required for every school to support research driven goals. Such a result is consistent where teachers are also required to do research on their pupils' profile.

It was supported by Martin and Loomis[8] social reconstruction (research driven) philosophy. It was controlled by the educators and understudy's dependent on feel-free practices and shared comprehension.

3.2.7. Follow-up Services

These services deal with follow-up sessions among pupils' behaviors, decision making process, home visitation, academic progress, especially those who have failures and those who were referred to other agencies and specialists.

Table 9 Follow-up Services

Indicators	Weighted Mean	Interpretation
G. Follow-up Services		
28. Conducted follow-up meetings among learners who are guided, alluded by personnel, overseers, and staff in different school.	3.24	VA
29. Provision of follow-up service that ensures pupils learn suitable practices and choices regarding his/her concern or need	3.11	MA
30. Deals with helping learners in their decision making from knowing their capacities and potential	3.15	MA
31. Develop intervention to follow-up absentees and tardiness by conducting home visits	3.0	MA
30. Conducting study of failures and submission of results to the staff for reference	3.26	MA
32. Provisions for follow-up and assistance when desirable is made to the following groups:		
32.1. Learner with excessive absences	3.26	VA
32.2. Learner with excessive tardiness	3.23	MA
32.3. Learner with problems	3.12	MA
32.4. Learner with excessive cutting classes	3.16	MA
32.5. Potential Dropouts	2.75	MA
33. Follow-up results are used to improve instruction.	3.21	MA
Mean	3.14	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Table 9 showed the level of adequacy of guidance services as to follow-up services which are moderately adequate with an average weighted mean of 3.14. It presents that the follow-up services rendered were done satisfactorily which means that there exists proper monitoring of pupils' progress who have undergone behavioral and academic problems.

Strong results on conducting follow up sessions follow up meetings among learners who are guided, alluded by personnel, overseers and staff in different schools. However, the results showed weakness in terms of follow-up on potential dropouts and home visitation. This implies that elementary learners need follow-up especially those learners with consecutive absences and the best strategy are to conduct home visitation.

3.3. Overall Adequacy Level of Guidance Services

It shows the summary of adequacy level of the following guidance services: individual inventory services, information services, counseling services, placement services, parent and staff consultation services, research and evaluation services and follow-up services.

Table 10 Follow-up Services

Indicators	Weighted Mean	Interpretation
Individual Inventory Services	3.20	MA
Information Services	2.84	MA
Counseling Services	2.96	MA
Placement Services	3.0	MA
Parent and Staff Consultation Services	2.61	MA
Research and Evaluation Services	3.11	MA
Follow-up Services	3.14	MA
Grand Mean	2.98	MA

Legend: 3.25- 4.0 Very Adequate (VA); 2.5 – 3.24 Moderately Adequate (MA); 1.75 – 2.49 Poorly Adequate (PA); and 1.0 - 1.74 Missing (M)

Presented in Table 10 the overall adequacy level of guidance services is moderately adequate with a grand mean of 2.98. It showed the satisfactory level of performance rendered by the teacher designees on the delivery and implementation of guidance services, which indicates that they are just satisfied with the present guidance services.

Furthermore, individual inventory services were rated as the highest while parent and staff consultation services were rated as the lowest. This means that teacher designees have less time rendered for parent and staff consultation. This would imply that the designees were more engrossed with their work as teachers, and they have less time for parent and staff consultation.

Proper guidance be made available in schools to make it possible for students' problems to be identified and effectively dealt with. Schools should be more involved in conducting student needs assessments and developing comprehensive guidance and counseling services[9].

3.4. Relationship Between the Profile of the Teachers and the Extent of Guidance Services that were Implemented

Presented on the proceeding Tables the correlation between the profile of the teachers namely: highest educational attainment, kind of designation as guidance personnel, length of service as a school teacher designee or counselor and list of seminars/trainings attended related to guidance and counselling to the extent of guidance services that were implemented.

3.4.1. Testing Relationship between Teachers' Highest Educational Attainment and Guidance Services

Table 11 gives the relationship between teachers' highest educational attainment and the extent of guidance services that are implemented.

Table 11 Testing Relationship between Teachers' Highest Educational Attainment and Guidance Services

Teachers' Highest Educational Attainment and Guidance Services	χ^2 - value	p-value	Decision	Interpretation
Teachers' Highest Educational Attainment	14.901a	0.001	Reject Ho	Significant

Note. Significant if p-value $< \alpha$ (0.05)

On testing the relationship between teachers' highest educational attainment and guidance services, it shows significant results because the p-value is numerically lower than the reference value. It implied that educational qualifications of teachers highly influenced on the quality of guidance services rendered in Paknaan Elementary School.

3.4.2. Testing Relationship between the Kind of Designation as Guidance Personnel and Guidance Services

Table 12 Testing Relationship between Kind of Designation as Guidance Personnel and Guidance Services

Kind of Designation as Guidance Personnel and Guidance Services	χ^2 - value	p-value	Decision	Interpretation
Kind of Designation as Guidance Personnel	14.901a	0.001	Reject Ho	Significant

Note. Significant if p-value $< \alpha$ (0.05)

On testing the relationship between the kind of designation as guidance personnel and guidance services, it shows significant results because the p-value is numerically lower than the reference value. It implied that the kind of designation of a teacher being a guidance designee really affects the quality of guidance services because most of the teachers are bombarded already with teaching loads and paperwork.

3.4.3. Testing Relationship between the Length of Service as a School Teacher Designee or Counselor and Guidance Services

Table 13 inhibited the relationship between the length of service as a school teacher designee or counselor and the extent of guidance services that are implemented.

Table 13 Testing Relationship between Length of Service as a School Teacher Designee or Counselor and Guidance Services

Length of Service as a School Teacher Designee or Counselor	χ^2 - value	p-value	Decision	Interpretation
Length of service as a School Teacher Designee or Counselor	11.162a	0.004	Reject Ho	Significant

Note. Significant if p-value $< \alpha$ (0.05)

It was found out that length of service as a school teacher designee or counselor of the respondents was associated with the guidance services. As it shows with a significant result in which the p-value is numerically lower than the reference value. It implied that the longer experienced being a teacher designee, the better services rendered in guidance services. Smith and Hitt[10] investigates the relationships that exist among school counsellor self-efficacy, perceptions of the professional school counsellor's role held by counsellors, and actual practice.

3.4.4. Testing Relationship between the List of Seminars/Trainings Attended Related to Guidance and Counselling and Guidance Services

Table 14 Testing Relationship between the List of Seminars/Trainings Attended Related to Guidance and Counselling and Guidance Services

List of Seminars/Trainings Attended Related to Guidance and Counselling	χ^2 - value	p-value	Decision	Interpretation
List of Seminars/Trainings Attended Related to Guidance and Counselling	6.528a	0.162	Failed to Reject Ho	Not Significant

Note. Significant if p-value $< \alpha$ (0.05)

Based on the result, the p-value is numerically higher than the reference value which is not significant. This indicates that the list of seminars/trainings attended related to guidance and counselling of the respondents was not associated with guidance services. It implied that there is no critical distinction between the respondent seminars/trainings attended related to guidance and counselling and guidance services that were implemented in the school. It has been observed that most training seminars attended by the respondents are more on teaching-related seminars.

3.5. Challenges Met by the Teachers and School Head in the Implementation of the Guidance Services

Presented in the tables below are the results of the common problems encountered by the teacher guidance designee and school heads on nine (9) guidance services particularly in admission services, guidance organization, orientation services, individual inventory services, testing, counseling services, remedial and enrichment services, vocational and career guidance, and follow-up services.

Table 15 Challenges Encountered on the Guidance Services in terms of Admission Service

Indicators	Weighted Mean	Interpretation
A. Admission Service		
1.The admission policy is not clearly stated and understood by the students	1.46	NH
2.The admission policy is implemented by the administration only	1.35	NH
3. Information regarding application and admission requirements are not disseminated in the student's handbook	2.39	H
4.The admission policy is primarily based on the individual's capacity to achieve the school objectives.	3.21	MH
5.The method used for the selection and admission of students focused on achievement test only	2.13	H
Mean	2.11	High

Legend:3.25 - 4.0 Very High (VH); 2.5 – 3.24 Moderately High (MH); 1.75 – 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 15 presented the common problems encountered by the respondents as to admission service which rated as "high" with an average weighted of 2.25. It shows that the admission services offered fairly need improvement. Guidance teacher/designee encountered problems with the admission in which it based on the individual's capacity to achieve the school objectives which rated as strong among admission services indicators. Followed by the indicator in which information regarding application and admission requirements is not disseminated in the student's handbook and the indicator in which the method used for the selection and admission of students focused on achievement test only. This indicates that the respondents did not encounter many challenges with admission services.

Students should be aware of the school program and activities and enable them to act on their choices in their chosen school environment [11].

Table 16 Guidance Organization

Indicators	Weighted Mean	Interpretation
B. Guidance Organization		
1.There is no proper guidance organization set-up in the entire school system	1.79	H
2. Guidance personnel have insufficient knowledge and skills in guidance and counseling services.	2.03	H
3. Subject teachers' role is not stated on the guidance program.	2.27	H
4.The absence of guidance coordinator/director on planning for quality guidance services	2.45	H

5. There is no coordination between the administration, faculty and the guidance personnel in the guidance activities	1.72	NH
6. The guidance office has no proper set up and is not client friendly	1.69	NH
7. There are no licensed guidance counselors or psychometricians to meet the school needs	3.55	VH
8. A year-long guidance program is not mapped out at the beginning of the school year	2.13	H
9. The guidance personnel also act as the school registrar	1.69	NH
10. School Head lacks support to guidance designee	1.70	NH
11. Guidance personnel act as assistants to the SH bombarded with many papers works and school reports to prepare	3.18	MH
12. The guidance personnel act as testing coordinator and the psychometrician in the school	3.35	VH
13. Lack of guidance facilities needed in the implementation guidance program	3.28	VH
Mean	2.37	H

Legend: 3.25 - 4.0 Very High (VH); 2.5 - 3.24 Moderately High (MH); 1.75 - 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 16 showed the common problems encountered by the respondents as to guidance organization as high. It is shown in the average weighed mean of 2.37. It reveals that the guidance organization fairly needs improvement. The result is strong on the problem that there are no licensed guidance counselors and psychometricians to meet the school needs, followed by the guidance personnel acting as testing coordinator and the psychometrician in the school, and the indicator in which there is a lack of guidance facilities needed in the implementation guidance program. It shows a very high response among the respondents' impression. This implies that the respondents had fewer common problems encountered in terms of guidance organization.

Facilities are the most important part of guidance organization. The outcomes of the Guidance work may be greatly affected when there's an insufficient facility of the services given [12].

Table 17 Orientation Services

Indicators	Weighted Mean	Interpretation
C. Orientation Services		
1. The objectives of orientation activities are not realistic	1.10	NH
2. The orientation activities are not planned cooperatively by the guidance staff with other school personnel concerned.	1.58	NH
3. The role of the faculty in the orientation is not clearly understood.	1.38	NH
4. Student leaders are not given active roles in the orientation program	1.57	NH
5. Orientation program is not consistent with the objectives of the school and guidance program	1.70	NH
Mean	1.47	NH

Legend: 3.25 - 4.0 Very High (VH); 2.5 - 3.24 Moderately High (MH); 1.75 - 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 17 showed the common problems encountered by the respondents as to orientation services rated as "not high". It is shown in the average mean of 1.47 which revealed that the orientation services need the least priority of improvement as it is not seen to be a problem in school.

Orientation services is provided to assist students to get familiar with school policies and guidelines, their opportunities to feel emotionally secure and better adjusted individual [13].

Table 18 Guidance Organization

Indicators	Weighted Mean	Interpretation
D. Guidance Organization		
1.The following information about the students are not available:		
1.a Home and family background	1.12	NH
1.b Physical and medical status and backgrounds	1.36	NH
2.Records of the following test results:		
2.a Mental Ability/Intelligence Test	1.89	H
2.b Interest and Aptitude Test	2.15	H
2.c Motivation and Attitudes	1.89	H
2.d Personalized Tests	2.43	H
2.e Problem Inventory Test	2.37	H
3. Students cumulative records are not well organized and are not updated	1.63	NH
4. Data collected by the guidance and other school personnel are not securely filled and utilized.	1.36	NH
Mean	1.8	H

Legend:3.25 - 4.0 Very High (VH); 2.5 – 3.24 Moderately High (MH); 1.75 – 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 18 showed the common problems encountered by the teacher guidance designee and school head as to individual inventory services as “high”. It is shown in the average weighted mean of 1.8 which shows fairly needs improvement. It showed that guidance teachers/designee encountered problems on the following records: mental ability/intelligence test, interest and aptitude tests, motivation and attitudes, personalized tests, and problem inventory test. This indicates that teacher guidance designees have less challenges encountered for individual inventory services as they monitor learners’ progress from time to time.

A pupil’s individual record must be updated to monitor pupil’s progress and development. The Individual Inventory is part of the comprehensive guidance program. At the least, it should include the test results and the information sheets of the students[12].

Table 19 Testing

Indicators	Weighted Mean	Interpretation
E. Testing		
1.There are no psychological and standardized tests administered as to the following:		
1.a Intelligence/Mental Ability Tests	1.70	NH
1.b Achievement Test	1.08	NH
1.c Interest and Aptitude Test	1.15	NH
1.d Personality Tests	1.66	NH
1.e Problem Inventory Tests	1.06	NH

2. There is no adequate space provided for individual and group testing	1.33	NH
3. Information gathered from tests is not used for the maximum benefit of the pupils	1.15	NH
4. Reliability and validity in the test construction are not properly observed	1.35	NH
5. The proper standard in the administration of the test is not utilized	1.43	NH
6. Integrity and honesty in checking test results is not properly observed	1.58	NH
7. Test result of pupils is not properly utilized for pupil's tracking for progress and improvement	1.71	NH
Mean	1.38	NH

Legend: 3.25 - 4.0 Very High (VH); 2.5 - 3.24 Moderately High (MH); 1.75 - 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 19 showed the common problems encountered by the respondents as to testing which rated as “not high” with an average weighted mean of 1.38. This indicates that the testing services need the least priority of improvement. It proves that the guidance teacher/designees and school head utilized the assessment process and interpreted the test results accordingly.

However, since the guidance counselors and psychometricians now are bound by ethical standards, administering, scoring and interpreting of certain psychological tests should be left under the discretion of the licensed counselor/psychometricians. Guidance designees may, however, help and facilitate but they still need more training for this. School guidance services must be accessible for students in dealing with their problems, for these concern schools should conduct an assessment towards student needs for further intervention [9].

Table 20 showed the common problems encountered by the respondents as to counseling services which were rated as high with an average weighted mean of 2.06. This indicates that the counseling services fairly need improvement. There's an evidenced that the school respondents have encountered problems when it comes to guidance counseling services particularly to an indicator “limited time only for counseling services because of full loads and other ancillaries” which shows the strongest among the given indicators. Followed by the guidance personnel are not trained for counseling, difficulty accessing students' cumulative records/file and has no proper file storage, the counselor has no private counseling room with basic equipment needed for counselling, and lack of conducive environment for guidance and counseling program.

The Guidance teacher/designee should spend a larger part of their time doing counseling tasks to pupils because millennial kids need more attention and guidance. They assist pupils with their academic planning, like, helping pupils with practical goal setting towards their academic goals. They also support pupils with educational challenges, emotional struggles, or personal crises. And according to Gitau[14], the counselor/guidance designee is very important because what the students hear from friends, personal beliefs or authorities may influence them positively or negatively.

Table 20 Counselling Services

Indicators	Weighted Mean	Interpretation
F. Counselling Services		
1. The guidance personnel are not trained for counselling	2.33	H
2. The counselor has no private counseling room with basic equipment needed for counselling	1.76	H
3. The counselor has difficulty accessing students cumulative records/file and has no proper file storage	2.23	H
4. Provision for individual and group counseling is not evidenced	1.48	NH
5. Student with problems limitedly avail themselves of the counseling services	1.72	NH
6. The guidance personnel have limited time only for counseling services because of full loads and other ancillaries	3.14	MH

7.Lack of conducive environment for guidance and counseling program	1.75	H
Mean	2.06	H

Legend:3.25 - 4.0 Very High (VH); 2.5 – 3.24 Moderately High (MH); 1.75 – 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 21 Remedial and Enrichment Services

Indicators	Weighted Mean	Interpretation
G. Remedial and Enrichment Services		
1.The school seldom administers and interprets psychological tests or none	1.45	NH
2.Seldom follow-up of students' scholastic progress	1.27	NH
3.Students' behavior is not observed during academic and non-academic activities	1.12	NH
4.There is no mutual consultation between guidance personnel, teachers, administrators and parents	1.23	NH
5.The school does not avail itself of the services of highly competent people for references to attend to students' special needs in the following areas:		
5.a Learning problems	1.32	NH
5.b Health problems	1.35	NH
5.c Personality and emotional problems and disorders	1.68	NH
5.d Moral, spiritual and social problems	1.75	NH
6.Home visitations to (LARDOs) are not encouraged in the guidance office	1.15	NH
7.ADM / ALS are not evidence in the guidance program	1.39	NH
8.The school does hold regular monthly meetings with parents for feedback on student's performance	1.87	H
Mean	1.42	NH

Legend:3.25 - 4.0 Very High (VH); 2.5 – 3.24 Moderately High (MH); 1.75 – 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 21 showed the common problems encountered by the respondents in remedial and enrichment services as “not high”. It is shown in the average weighted mean of 1.42 which indicates that remedial and enrichment services have the least priority for improvement. It revealed that both the guidance teacher/designees and school head were hand in hand performing their task to ensure the development of the learners through enrichment activities and remediation.

The guidance school program is developmental by design which focuses particularly on students' needs and interests[15].

Table 22 Vocational and Career Guidance

Indicators	Weighted Mean	Interpretation
H. Vocational and Career Guidance		
1.The school does not provide opportunities to the pupils' awareness on vocational and career guidance program	2.43	H
2.There is no intervention/seminar workshop implemented by the school to develop teachers and students proper attitude towards work	2.75	MH
3.No bulletin board for display in occupational needs of the community	3.21	MH
4.No provisions made to help students identify their vocation by conducting parade of community helpers	3.0	MH

Mean	2.85	MH
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Legend: 3.25 - 4.0 Very High (VH); 2.5 - 3.24 Moderately High (MH); 1.75 - 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 22 showed the common problems encountered by the respondents in career guidance services which rated as “moderately high” with an average weighted mean of 2.85. It's evidence that vocational and career guidance services reasonably need improvement. As it is stronger on problems encountered that no bulletin board for display in occupational needs of the community and no provisions made to help students identify their vocation by conducting parade of community helpers. Elementary learners should be guided at an early age because their ability and interest even themselves don't have any idea what they can do for their future.

According to Smyth[16] numerous kids go to class without realizing what they should do and leave school with no thought of what sort of employment or vocations they ought to follow. The job of the teachers designate is helping and guiding them towards the right path for their career.

Table 23 Follow-up Services

Indicators	Weighted Mean	Interpretation
I. Follow-up Services		
1.The follow-up program has no specific objectives and personnel are not properly guided	1.56	NH
2. No varied techniques are used to contact students concerning the strengths and values of the total school programs.	1.72	NH
3.There is no available Information/ records secured concerning the student's occupations who have finished their courses	3.26	VH
4.There is no available Information/ records secured concerning the students' occupations who have not finished their courses	3.30	VH
5.The school has no record of alumni association	1.70	NH
Mean	2.31	H

Legend: 3.25 - 4.0 Very High (VH); 2.5 - 3.24 Moderately High (MH); 1.75 - 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 23 showed the common problems encountered by the respondents in follow-up services which were rated as high with an average weighted mean of 2.31. This indicates that follow-up services fairly need improvement. The problem encountered is strong on the unavailability of information/ records secured concerning the student's occupations who have finished their courses and unavailability of records secured concerning the student's occupations who have finished their courses. There was evidence that guidance counselors/designees have difficulty tracing the whereabouts on the graduates and dropout learners. They will not be guided and insufficient funds for follow-up services as it shows weak result. Preparing encounters in an alumni program, school urbanicity, and age were identified with the guides' apparent degree of self-adequacy.

Table 24 Over-All Challenges Encountered by The Teacher Designees and School Head Towards Guidance Services and Ranking of Challenges Met

	Indicators	Weighted Mean	Interpretation	Rank
A	Admission Service	2.11	H	4
B	Guidance Organization and Administration	2.37	H	2
C	Orientation Services	1.47	NH	7
D	Individual Inventory Services	1.80	H	6
E	Testing Services	1.38	NH	9
F	Counseling Services	2.06	H	5

G	Remedial and Enrichment Services	1.42	NH	8
H	Vocational and Career Guidance	2.85	MH	1
I	Follow-up Services	2.31	H	3
	Grand Mean	1.97	H	

Legend: 3.25 - 4.0 Very High (VH); 2.5 - 3.24 Moderately High (MH); 1.75 - 2.49 High (H); and 1.0 - 1.74 Not High (NH)

Table 24 revealed that the overall aspects of common problems encountered by the respondents rated as high with a grand mean of 1.97. It indicated that the most common problems encountered by the guidance teacher/designee are vocational and career guidance services which are rated as moderately high. Followed by a high rating of guidance organization and administration services, follow-up services, admission service, individual inventory services and counselling services. This implies that the common problems encountered by the respondents need to be addressed and be improved.

In ranking result, it was found that vocational and career guidance programs ranked as the highest among guidance services. This is true for elementary level school because the teacher designee has less focused on career services. Their focus was more on remedial and enrichment services, particularly on reading and behavioral practices which is also attested by the result of the ranking which is ranked as the lowest among the given challenges.

4. Conclusion

The guidance services are a very important aspect in the holistic development of the learners which is not given a top priority by the school system. The role of the guidance counselor should not be undermined in school to improve the behavior and values expected of each learner as a good citizen of a country.

The result of the study points out that there was a significant distinction between the teacher designees profile particularly on the educational qualifications, the kind of designation of a teacher as a guidance counsellor, and the length of service towards the guidance services that were implemented. This means that the teachers' designees profile affects the quality of guidance services, and they need more training related to guidance and counselling services.

It was also found out that the common problems encountered by the guidance personnel and school heads were "high" which may be concluded that these concerns need to be addressed and these must be improved. The school counselors have increasingly adopted duties outside the domain of counseling.

Recommendations

- Anchored on the conclusion of the study, the following were recommended:
- Propose a comprehensive guidance program to elementary guidance services and its implementation.
- Teacher designate be given time to function fully as guidance counselor.
- No advisory, special teacher with only one or two subjects.
- Uplift personal and professional development growth of elementary teachers.
- Seminar workshop for elementary teachers on training that related to guidance and counseling services.
- DepEd officials and school administration have to support the selection of guidance counselors/designees in the implementing schools.
- Yearly assessment of learners' progress and teachers as a basis for an improved Elementary Guidance Program.
- Integrate age-based and needs-based activities based upon millennial needs.
- Collaborate with the stakeholders and neighboring community for the improvement and support of direction and guiding program.
- For every guidance service, one research topic, in depth assessment or survey.

Compliance with ethical standards

Disclosure of conflict of interest

The manuscript's author says there are no conflicts of interest relating to the study's findings. She certifies that this research has been carried out impartially, without any financial or personal ties that may influence how the findings are interpreted or presented. She pledges to disclose any potential conflicts of interest in the future immediately.

Statement of ethical approval

The informed consent cited provisions that authorized the researcher to access private information which was needed in the study. However, when disclosure of private information may cause damage to integrity or put the respondents at risk or any of his immediate family were held confidential.

Statement of informed consent

The respondents were asked and required to sign the informed consent form which was attached to the survey questionnaire to signify that their participation in the study was voluntary. The informed consent clearly communicated to the respondents on the nature of their involvement and that they should be made to understand through the form that the undertaking is research undertaking which is a requirement of the University as a compliance to satisfactorily achieve a masters' degree.

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Author's short Profile



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