

Original Article

Guidance Services of State Universities in Region 8

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Abstract - Guidance services are designed to help the students recognize, accept and develop their potential, adjust to school and develop the skills they need to cope with the problems they met both in and outside the school.

The study determined the extent to which the different guidance services were delivered in the state universities of Region 8, with the end-view of proposing program improvements. It also sought the profile of the guidance personnel, the facilities and equipment utilized in the guidance centers/offices, and the problems encountered by the guidance personnel.

The findings revealed that as to the profile of the guidance personnel: most of the guidance personnel were females, married and in their middle age, the majority are master's degree holders, having permanent status but lack eligibility or license; most of them have few/no training and seminars, and the majority are designees and engaged most of their time teaching. With regards to the different facilities and equipment utilized in the delivery of guidance services: as to individual analysis service, the commonly used facilities equipment were computer set and printer, cabinets, tables, and chairs; some of the guidance offices do not have a testing room, conference room and a limited number of standardized test materials; as to information service, the use of bulletin board is the most popular way if disseminating information; some of the guidance offices lack IT equipment like a photocopier, digital camera. Scanner, TV, and DVD and tape recorder; as to counseling service; most of the guidance centers were shared with other guidance/ school personnel; as to placement service, some guidance centers were not equipped with internet connection for online job placement; and as to research and evaluation, the guidance offices were equipped with computer set, printer, laptop, cabinet and tables/chairs. However, they need photocopier, scanner, digital camera for documentation purposes; and also a conference room for the meeting and other group activities. as regards to the extent of the delivery of guidance service in the state universities of Region 8, all of the guidance services, namely: individual analysis service, counseling service, information service, placement service, follow-up service, research, and evaluation service, were rated with low mean ratings.

Based on the results, this conclusion was drawn: 1) The guidance work is female-dominated, most of the guidance personnel are in their prime/maturity years, hence, more responsible and dedicated to their career; 2) Majority are not eligible to do counseling work since they are not licensed; 3) Most of the guidance personnel lack relevant training/seminars needed to further enhance their skills and competencies; 4) Most of them were loaded with teaching assignment leaving them limited/no time for guidance and consoling work; 5) The Guidance Offices/Centers need to have the following equipment, facilities, and materials to wit: testing room, conference room, standardized test materials, photocopier, digital camera, scanner, TV, DVD, tape recorder, counseling cubicles, and an internet connection, so that the implementation of the delivery of the guidance services should not be hampered or the provision of the different services be maximized to the fullest;

Hence, the researcher recommended that; 1) The guidance personnel should be encouraged to take the licensure examination for guidance counselors/workers to make the practice of their profession legal; 2) They should be given opportunities to attend relevant trainings/seminars here and abroad to further enhance their skills and competencies and update themselves of current trends and issues in the guidance and counseling work; 3) The Head of the Guidance Staff should formulate and submit for approval a functional Guidance Staff Development Program to the administration to update the educational profile of the guidance personnel; 4) Guidance personnel who were acting as designees should be reloaded with a reasonable teaching units (preferably 9 teaching units only); 5) The administration should hire/recruit licensed, qualified and competent full-time guidance counselor/personnel so that they can serve the clientele promptly and capably; With the obtained results, proposed program improvements were incorporated in the advanced enhanced guidance services for state universities in Region 8.

Keywords - Guidance Services, Guidance personnel, Counseling service, Information service



I. INTRODUCTION

Young people of today are so stressful and overwhelming at times. They have many worries or problems that are difficult for them to sort through on their own. In the state of their lives, they encountered full excitements, promises, frustrations, and disappointments which they cannot handle. They also live in an increasingly diverse and mobile society, with new technologies and expanding opportunities that give them complicated life. These young people need not grope in the dark whenever they are confused. They can seek assistance to guidance counselors to make intelligent moves as they start to catch new values, acquire new styles, and eventually arrived at a better understanding of themselves to relate better at home, at the workplace, or in their community (Mendoza, 2003).

In colleges and universities, a big number of students are at the threshold of compelling and difficult life situations. They are shy, fearful, gullible, and not skilled in managing their own affairs. They are unhappy because of loneliness, feeling of failure, inadequacy, or lack of meaning or purpose in life. They lack self-knowledge, which makes them unable to form realistic life goals and plans. They lack both focus and meaningful direction. Occasionally, they lost their way in the dark labyrinths of adolescence and did not know how and when to act. They have seized/hold firmly with complex social problems-living with and sharing facilities with peers, engaging in extra-curricular experiences, adjustment to heterosexual relationships, and many more (Kachhar, 2007).

The most complicated and challenging aspect of life is figuring out how to relate to and communicate with others; the social dimensions of school are extremely important and energy-consuming for the individual. Some of the issues he or she may struggle with are: building, maintaining and, sometimes transitioning out of friendships and working and playing with peers who feel, think, and do things differently. These issues are complicated, confusing, and, many times, difficult to deal with constructively. As one child said recently, "I just am not comfortable talking with the person I have a problem with" (Tulio, 2008).

Also, a cursory glance at the seats of higher learning shows the imperative need of instituting in them a well-organized program of guidance and counseling. Education is expanding its frontiers, making it impossible for an individual student to make a choice of courses and careers without expert guidance (Kochhar, 2007). According to Evangelista, "Education may be conceptualized as a system consisting of their major subfunctions: instruction,

service, and administration". A system consists of a bounded organization of interdependent and interrelated components maintained in a stable of relatedness to each other, to the total system and its environment. This is done by standard modes of operation and feedback for the purpose of accomplishing stated goals. Interdependence and interrelationship among the three elements of subfunctions are mandatory. The instructional element is the teaching function; service, as the helper function, and administration, as the management function. In the school setting, student personnel services are those activities among school functions concerned with helping the individual to become an upright, resourceful and productive citizen in the society.

According to Mendoza (2003), counselors need to carry out a well-planned structure of activities. There must be a coordinated line of guidance services to assist the individual in meeting their needs. These services may refer to methods, procedures, or devices used to obtain the necessary information in organizing effective training, in providing assistance to enhance skills and knowledge of individuals, thereby making them efficient and effective learners.

With the above-cited premises, the researcher was prompted to conduct the research on the extent of delivery of guidance services in the state universities of Region 8, to wit: University of Eastern Philippines (UEP), Catarman, Northern Samar, Northwest Samar State University (NwSSU), Calbayog City, Eastern Samar State University (EVSU), Tacloban City; Naval State University (NSU), Biliran, Samar State University (SSU), Catbalogan, Western Samar, Southern Leyte State University (SLSU), Southern Leyte, Eastern Samar State University (ESSU), Borongan Eastern Samar, L (VSU), Baybay City. Leyte Normal University (LNU), Tacloban City, and Visayas State University. This study was conducted because the researcher believed that it would be of help in improving the implementation of the guidance services of the said state universities. The findings of the study shall become an eye-opener to the people in charge of the delivery of the guidance services in the state universities in Region 8.

II. STATEMENT OF THE PROBLEM

The study aimed to determine the extent of the delivery of guidance services in the state universities of Region 8 with the end-view of proposing program improvements.

Specifically, this study intended to:

1. To determine the profile of the guidance personnel in terms of the following aspects:

- 1.1 Sex;

- 1.2 Age;

- 1.3 Civil status;
- 1.4 Educational attainment;
- 1.5 Eligibility;
- 1.6 Number of relevant training and seminars attended;
- 1.7 Number of years of work in the present position;
- 1.8 Another work assignment; and
- 1.9 Status of employment.

2. To know the different facilities and equipment utilized in the delivery of guidance services in the state universities of Region 8 with regards to:

- 2.1 Individual analysis service/inventory service;
- 2.2 Information service;
- 2.3 Counseling service;
- 2.4 Placement service;
- 2.5 Follow-up service;
- 2.6 Research service; and
- 2.7 Evaluation service.

3. As perceived by the administrators, guidance personnel themselves, teachers, and students, identify the extent in the delivery of guidance services in the state universities of Region 8 with regards to the following services:

- 3.1 Individual analysis service/inventory service;
- 3.2 Information service;
- 3.3 Counseling service;
- 3.4 Placement service;
- 3.5 Follow-up service;
- 3.6 Research service; and
- 3.7 Evaluation service.

4. To find out if there are significant differences in the perception of the respondents on the extent of the delivery of guidance services in the state universities of Region 8.

5. To determine the significant relationship between the profile of guidance personnel and the extent of the delivery of guidance service in the state universities of Region 8.

III. METHODOLOGY

This study employed the descriptive assessment research design in identifying the extent of delivery of the guidance services in the state universities of Region 8. It appraises the worthiness of the investigation carefully by using an instrument to fully evaluate all the variables involved in the investigation (Calmorin, 2016).

The study gathered accurate information about the profile of the guidance personnel such as sex, age, civil status, educational attainment, number of relevant training and seminars attended, number of work experience, other work assignments, and status

of employment. The extent in the delivery of guidance services, to wit: individual analysis service/inventory service, research service, and evaluation service, was sought and correlated to the profile of the guidance personnel.

A survey questionnaire was used as the main instrument in gathering data. It was answered by the school administrators, guidance personnel, teachers, and a selected fourth-year student of the nine (9) state universities of Region 8, namely: University of Eastern Philippines (UEP), Catarman, Northern Samar, Northwest Samar State University (NwSSU), Calbayog City, Eastern Samar State University (EVSU), Tacloban City; Naval State University (NSU), Biliran, Samar State University (SSU), Catbalogan, Western Samar, Southern Leyte State University (SLSU), Southern Leyte, Eastern Samar State University (ESSU), Borongan Eastern Samar, L (VSU), Baybay City. Leyte Normal University (LNU), Tacloban City, and Visayas State University. The coverage period of the investigation period was School Year 2012-2013. All the data gathered were subjected to statistical treatment to get reliable results and findings.

Eastern Visayas or Region VIII is one of the two regions of the Philippines having no land border with another region, MIMAROPA being the other. It consists of six provinces and seven cities, namely, Biliran, Eastern Samar, Leyte, Northern Samar, Samar, Southern Leyte, the cities of Ormoc City, Baybay City, Maasin City, Calbayog City, Borongan City, and the highly-urbanized city of Tacloban, the regional center. These provinces and cities occupy the easternmost islands of Visayas: Samar, Leyte, and Biliran. Eastern Visayas directly faces the Pacific Ocean. As of 2010, it has a population of 4,101,322.

The region belongs to Type-B climate, which is basically wet to very wet with no pronounced dry season. Sometimes during the rainy or windy season, the weather experienced is cold. By nightfall, fog, mist, or haze occurs, bringing out the cold in the province. Eastern Visayas is primarily an agricultural region with rice, corn, coconut, sugarcane, and banana as its major crops. Its total land area is 21,431.7 km² in which 52% of its total land area is classified as forestland and 48% as alienable and disposable land.

The region's sea and inland waters are rich sources of salt and fresh water, fish, and other marine products. It is one of the fish exporting regions of the country. There are substantial forest reserves in the interiors of the islands. Its mineral deposits include chromite, uranium (in Samar), gold, silver, manganese, magnesium, bronze, nickel, clay, coal, limestone, pyrite, and sand and gravel. It has abundant geothermal energy and water resources to support the needs of medium and heavy industries.

Eastern Visayas have different languages. Waray-Waray is spoken on the islands of Samar, Biliran, and Leyte. A Samal language, distantly related to the region called Lebanon, is spoken in the island of Capul in Northern Samar. Cebuano is spoken in western, central, and southern parts of Leyte and in Southern Leyte. The dance Tinikling, the Philippines' national dance, is a folk dance that originated from the region. But the most popular culture among Warays is the Curacha, danced during feast celebrations and special gatherings. The Leyte Kalipayan Dance Company, a local cultural group, held highly successful performances around the world. And as to the music, Waray people are music lovers whose folkloric music are mostly ballads in form, famous of which is "Dandansoy" while "Iroynga Tuna" (Motherland) is a patriotic song.

The respondents of this study were four groups: the guidance personnel, administrators, teacher, and selected fourth-year students. They were made to accomplish the questionnaire on the extent of delivery of guidance services in the state universities of Region 8.

Respondents	f	%
Guidance Personnel	23	3.00
School Administrators	49	6.40
Teachers	310	40.60
Students	381	49.90
TOTAL	763	100.00

As seen in the table, there are 23 guidance personnel, 49 administrators, and 310 teachers. Likewise, this study employed 361 4th year students from different state universities of Region 8.

The stratified sampling method and complete enumeration were employed in this study. In the selection of respondents, as to the guidance personnel and school administrator, universal sampling was used. While for the teachers/faculty and students, a stratified sampling method was employed.

The instrument used in this study was patterned from different dissertations and theses. It had three (3) parts.

Part I is on the profile of the guidance personnel. It determines pertinent information of the guidance staff like their sex, age, civil status, educational attainment, eligibility, number of training/seminars attended, number of years of work experience in the present position, another work assignment, and status of employment. The guidance personnel filled up or checked the information asked.

Part II included the list of facilities and equipment used in the delivery of the seven (7) guidance services in the state universities of Region 8. The respondents need to check the problems encountered

in the delivery of guidance services in their respective schools.

Part II posted items on the extent of the delivery of guidance services on state universities in Region 8. It assessed the seven (7) guidance services, namely: inventory service (with ten items); information service (with 12 items); counseling service (with 11 items); placement service (with ten items); follow-up service (with seven items); research service (with seven items); and evaluation service (with 8 items). The respondent was made to rate $t=$ on the extent in the delivery of guidance services by using the given rating scale where 5-means fully functioning, 4-means moderately functioning, 3- means fairly functioning, 2- means poor functioning, and 1- means seriously neglected.

Part IV covered the problems encountered in the delivery of guidance services. There were 20 problems presented, and the respondent just checks the perceived problem met by the guidance personnel.

Part I to IV were answered by the guidance personnel; parts II and IV were rated by the administrators, teachers, and selected 4th-year students.

The data was gathered by means of fielding the questionnaire to the four groups of respondents. The questionnaire was administered by the researcher to the guidance personnel, administrators, teacher, and selected 4th-year students. The instruments were retrieved right after their administration. The gathered data were tallied, summarized in tables, treated with appropriate statistical measures, and analyzed/interpreted, implications from the results drawn.

Frequency and percentage distribution were used to describe the profile of the guidance counselors in terms of the following: sex, age, civil status, educational attainment, eligibility, number of relevant training/seminars attended, work experience, and status of employment. The cited measures were also employed in describing the facilities and equipment used in the delivery of guidance services.

Mean and standard deviation was utilized to determine the extent of the delivery of guidance services in state universities of Region 8.

Pearson coefficient of correlation was computed to determine the degree of relationship between the profile of guidance personnel and the extent in the delivery of the guidance services in the State Universities of Region 8.

An alpha level of 0.05 was used to determine the statistical significance of the differences and relationships of the perception of the respondents on the variable in the study using the appropriate

statistical tools to answer the questions asked. All the data gathered were processed through the computer using statistical software.

IV. CONCLUSION

Based on the results, this conclusion was drawn:

- 1) The guidance work is female-dominated; most of the guidance personnel are in their prime/maturity years, hence, more responsible and dedicated to their career.
- 2) Majority are not eligible to do counseling work since they are not licensed.
- 3) Most of the guidance personnel lack relevant training/seminars needed to further enhance their skills and competencies.
- 4) Most of them were loaded with teaching assignments leaving them limited/no time for guidance and consoling work.
- 5) The Guidance Offices/Centers need to have the following equipment, facilities, and materials to wit: testing room, conference room, standardized test materials, photocopier, digital camera, scanner, TV, DVD, tape recorder, counseling cubicles, and an internet connection, so that the implementation of the delivery of the guidance services should not be hampered or the provision of the different services be maximized to the fullest.

V. RECOMMENDATIONS

The researcher recommended that;

- 1) The guidance personnel should be encouraged to take the licensure examination for guidance counselors/workers to make the practice of their profession legal.
- 2) They should be given opportunities to attend relevant training/seminars here and abroad to further enhance their skills and competencies and update themselves on current trends and issues in the guidance and counseling work.
- 3) The Head of the Guidance Staff should formulate and submit for approval a functional Guidance Staff Development Program to the administration to update the educational profile of the guidance personnel.
- 4) Guidance personnel who were acting as designees should be reloaded with reasonable teaching units (preferably 9 teaching units only).

5) The administration should hire/recruit licensed, qualified, and competent full-time guidance counselors/personnel so that they can serve the clientele promptly and capably.

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