

## Direction and Emerging Needs of the Office of Guidance and Counseling at Batangas State University

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**Abstract:** This study aimed to assess the guidance services and activities of the Office of Guidance and Counseling that served as the basis for agenda for reform. The researcher used a descriptive research design. The instruments used were survey questionnaire, structured interview and analysis of pertinent documents. The respondents of the study were students of Batangas State University who were at the same time the officers of student organizations and guidance personnel. Based on the assessment made by the student respondents, only two services were evaluated as very effective. In contrast, the guidance personnel respondents assessed all the services of the Office of Guidance and Counseling as very effective. There was a significant difference in the obtained mean scores between the assessments of the two groups of respondents in terms of public relation service, referral service, and follow-up service. The needs of the student respondents for personal and career growth were interpreted as moderately effective. On the other hand, the needs of students as assessed by guidance personnel respondents on the same domain were interpreted as very effective. The researcher recommended the classification of the services into four different components which are the guidance curriculum, personal and career planning, responsive services, and system support to ensure that its objectives do not overlap. The agenda for the OGC activities are concerned about its development which should be based from developmental theory, application of the four pillars of education and compliance to the standards of ASCA Model.

**Keywords:** Agenda, Reform, Guidance Services, Domain Needs, Assessment.

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### Introduction

Guidance and Counseling is a concept for academic institutions that pertains to promotion and efficient implementation of relative services to help individuals adjust in the social realities of life. The problems that a person encounters in the community and in his family have convinced many that there is really a great need for adequate number of guidance and counseling experts who are trained in handling different cases of problems of individuals. This need had been recognized by educators, but it was only during the 20<sup>th</sup> century that researchers actually began to study and accumulate information about guidance (Okumu, 2010).

Counseling program is a professional activity which is undertaken between the counselor and the counselee. In the school setting, it is usually done between the counselor and the student.

It becomes an important element that some issues related to codes of conduct in school are resolved through the help of counseling. The Philippine Congress of the Philippines passed the Guidance and Counseling Act of 2004 with a very specific focus including Professional Practice, Ethics, National Certification, and the creation of a Regulatory Body. Specialists in school counseling are also under this law.

Article VI, Section 32.4 states that the Guidance and Counseling Services is composed of Appraisal and Counseling. In Appraisal, the Guidance Office shall maintain students' cumulative records which contain relevant information about students such as family background, test data, and others. Records shall be appropriate, usable and regularly updated while in counseling, gender sensitive individuals, and group counseling shall be provided by a licensed counselor. The guidance program of Batangas State University is aligned with the requirements of the ASCA model which is the paradigm of what is being used in all colleges and universities in the Philippines. The development approach to school counseling is based on the works of developmental theorists such as Benjamin Bloom, Erik Erickson, Robert Havighurst, Lawrence Kohlberg and Jean Piaget. The developmental approach was founded on the belief that individual experiences general stages in academic, career and personal/social growth. With that school counseling program must be structured to anticipate the three domain needs of the student clientele.

In order to secure an updated Guidance and Counseling Program there is a need for the existing program to be assessed and finally revised in terms of the present condition and needs of its client. It is essential for the welfare of the students and for the development of the academic institution to have a continual study on this kind of service for the benefit of all the stakeholders. This study is concerned with the assessment of the services, the comparison of the assessments of the student and guidance personnel respondents, the appeared weaknesses of the Office of Guidance and Counseling, and the recommended agenda for reforms. The researcher constructed a guidance audit that assessed the particular needs of the Office of Guidance and Counseling in its services. It also includes interview among the stakeholders and other pertinent documents of the office to strengthen the basis of weaknesses.

The Office of Guidance and Counseling of Batangas State University already has its reliable services, responsive program, necessary equipment and facilities and competitive personnel. However, the aim of this endeavor is to propose agenda for reforms to provide the total quality for the guidance services. In the end, this study would come up with a more enhanced guidance and counseling program for its clients. Gauging from the experiences of the office, the most significant is that the services of the guidance office is necessary to help its clients suffice their needs for personal and career development.

## **Material and Methods**

### **Research Design**

The study made use of descriptive method of research to determine the assessment of the tertiary students and guidance personnel on the guidance services implemented at Batangas State University. The assessments of the two groups of respondents were compared to find out if there was a significant difference between the assessments made (Calmorin and Calmorin, 2007). This method of research also allowed the researcher to assess the effectiveness of the activities provided by the OGC to meet the students personal and career needs. It was also used to identify the weaknesses of the OGC which serves as the basis for

the agenda for reform. A structured interview was also conducted to supply valuable information to strengthen the results. The researcher used this kind of research to obtain first-hand data from the respondents in order to formulate rational conclusions and recommendations for the study. Moreover, the analysis of pertinent documents was also done by the researcher to help the researcher ascertain ways on how to improve the weaknesses of Office of Guidance and Counseling.

### **Respondents of the Research**

There were two groups of respondents involved in this study. The first group of respondents in this study was the group of students of BatState-U who were chosen regardless of age and sex who were enrolled in the university and those who were officers of any student organizations. They were selected from ten campuses of BatState-U which are GPB Main I (Rizal Ave., Batangas, and City), GPB Main II (Brgy. Alangilan, Batangas City), Balayan Campus, Nasugbu Campus, Lobo Campus, Lemery Campus, San Juan Campus, Rosario Campus, Lipa Campus and JPLPC Malvar Campus. A total of 100 respondents were taken from different BatState-U campuses having ten student respondents each.

The second group of respondents is the group of guidance personnel. The designation/position, sex and other demographics were not considered in selecting the participants. The total number of respondents for the second group was 15 each who were chosen from the different BatState-U campuses. The researcher made sure that each campus was represented by the assigned number of respondents. It made the results more reliable and valid. The non-probability sampling used in this study was the purposive sampling. It was employed in this research because the respondents were tasked to critically identify the concerns of the Office of Guidance and Counseling at the Batangas State University. Also, the researcher used this sampling considering the two groups of respondents with different demographics that can affect the output of the study.

### **Data Gathering Instrument**

In this study, the researcher constructed a survey questionnaire which was used for data collection. The Guidance and Counseling Audit for both students (GCA-S) and guidance personnel (GCA-GP) were divided into 4 parts: a checklist which identifies the availed service/s of the clients during their stay at BatState-U, a rating scale of the effectiveness of the services of the OGC, a rating scale about the effectiveness of the whole guidance program in relation to its response to the domain needs of students and the recommendations of the respondents to improve the certain areas of the guidance office. The necessary documents of the office is also analysed to gather additional data for the output of the study. Moreover, the researcher also constructed a structured interview. These tools were used to identify the weaknesses of the OGC which would be the bases to recommend agenda for reforms.

### **Data Gathering Procedure**

As an initial step for data gathering, the researcher engaged in reading of various books, articles and also surfed in the internet to gather enough information for the instrument. After coming up with the revised copy of the questionnaire, the researcher requested for validation and eventually set dates for distribution or administration. First, the researcher made a letter of request to the Vice President of the Academic Affairs of BatState-U to ask permission for questionnaire administration. Upon approval, the researcher worked on the administration of the questionnaire to the respondents. The researcher was able to administer the questionnaire to the target participants and successfully retrieved the

questionnaire. The retrieved copies of the questionnaire were analyzed through the use of the appropriate statistical treatment. Data were tabulated and finally interpreted the results. The information gathered from the accomplished questionnaire was about the assessment of the guidance services and activities and some recommendations on the other aspects of the OGC.

For the assessment of the total guidance office, the researcher requested for the copy of their accomplishment report including the non- psychometric and psychometric tools, inventory of equipment and the guidance profile. It was evaluated through the use of the assessment instrument by Commission on Higher Education was the serves standard tool for the resources of the Office of Guidance and Counseling. The researcher also used a structured interview which strengthened the results of the study. The questions were based from the weaknesses of the OGC which focused on how the guidance office copes with the existing weaknesses.

### Statistical Treatment of Data

The researcher employed the statistical measures that had been utilized for accurate and reliable presentation, analysis and interpretation of the results in order to arrive at the findings and conclusions of the study.

**Weighted Mean:** This was used in the study to determine the respondents’ need for guidance and counseling.

**Midpoint:** This was used for the computation of the relationship of the assessed services of the respondents and the needs for guidance and counseling.

**Percentage:** This was used to determine the percentage of the guidance services and activities as assessed by its clients.

**Standard Deviation:** This was used to compute for the relationship of effectiveness to the needs of guidance and counseling.

**t-Test:** This was used for the computation of the relationship of the profile of the respondents to the needs for guidance and counseling.

## Results and Discussion

### 1. Assessments on the Services of the Office of Guidance and Counseling ( OGC)

**Table 1. Assessment of the Two Groups of Respondents on the OGC Services**

| Items   | Weighted Mean (Guidance Personnel) | Verbal Interpretation | Weighted Mean (Students) | Verbal Interpretation |
|---|------------------------------------|-----------------------|--------------------------|-----------------------|
| <b>Counseling Service</b>   |                                    |                       |                          |                       |
| 1. handle personal, social and academic pressure                  | 3.67                               | Very Effective        | 3.09                     | Moderately Effective  |
| 2. express feelings, reactions and ideas in an appropriate manner | 3.73                               | Very Effective        | 3.07                     | Moderately Effective  |

|  |      |                |      |                      |
|--|------|----------------|------|----------------------|
| 3. understand, accept and like own self  | 3.67 | Very Effective | 3.12 | Moderately Effective |
| 4. know the effects of education and family on career decisions  | 3.73 | Very Effective | 3.09 | Moderately Effective |
| <b>Individual Interview Service</b>  |      |                |      |                      |
| 5. develop a deeper, fuller self-awareness   | 3.47 | Very Effective | 3.10 | Moderately Effective |
| 6. create appropriate plans for improving the quality of life based on awareness and self-understanding                  | 3.53 | Very Effective | 3.10 | Moderately Effective |
| 7. supply necessary information for future reference   | 3.47 | Very Effective | 3.10 | Moderately Effective |
| 8. help the Office of Guidance and Counseling to gain appropriate information that serves as basis for effective service | 3.47 | Very Effective | 3.20 | Moderately Effective |
| <b>Information Service</b>   |      |                |      |                      |
| 9. get wide range of information from diverse sources  | 3.60 | Very Effective | 3.24 | Moderately Effective |
| 10. discover more possibilities of solutions about an encountered problem  | 3.60 | Very Effective | 3.14 | Moderately Effective |
| 11. weigh the pros and cons of each possibility of handling problems   | 3.53 | Very Effective | 3.15 | Moderately Effective |
| 12. make an informed decision on the matter at hand  | 3.60 | Very Effective | 3.03 | Moderately Effective |
| <b>Public Relation Service</b>   |      |                |      |                      |
| 13. understand the challenges that is experienced in school  | 3.53 | Very Effective | 3.27 | Very Effective       |
| 14. be able to find help when there is personal and social problems  | 3.33 | Very Effective | 3.37 | Very Effective       |
| 15. know the right person to talk to in case of problem arise regarding career planning                                  | 3.60 | Very Effective | 3.23 | Moderately Effective |
| 16. informed of the  | 3.47 | Very Effective | 3.27 | Very Effective       |

|  |  |  |  |  |
|--|--|--|--|--|
| proper place where to get help when there is a problem regarding personal, social, academic and career |  |  |  |  |
|--|--|--|--|--|

The study aimed to determine the assessments of the two groups of respondents on the services of the BatState-U OGC such as counseling service, individual inventory service, information service, public relations service, referral service, placement service, and follow-up service. The statements included in table 1 are the objectives of the said services. It was assessed by the two groups of respondents according to its effectiveness. The different services were tabulated in accordance with the computed weighted mean of each statement. As contained on the table 1, it can be seen that the lowest assessment on the Counseling Service comes from the student respondents. It shows that the ability of the service to help its client to handle personal, social and academic pressure; and know the effects of education and family on career decisions were moderately effective with a weighted mean of 3.09 each. Moreover, the ability of the service to help the student express feelings, reactions and ideas in appropriate manner is also moderately effective with a weighted mean of 3.07 which shows difference on the result of the assessment of the guidance personnel. The results revealed that there were some difference on the assessments made by the two groups of respondents on the objectives of the Office of the Guidance and Counseling.

In the assessment of individual inventory the least rated objective got a weighted mean of 3.10. this assessment pertained to developing a deeper and fuller self-awareness; creating appropriate plans for improving the quality of life based on awareness and self-understanding; and supplying necessary information for future reference of the guidance program. These were interpreted to be moderately effective as assessed by the students. On the other hand, the guidance personnel showed a different view on the ability of the service to create appropriate plans for improving the quality of life based on awareness and self-understanding as revealed by the highest weighted mean of 3.53 interpreted as very effective. This result indicates that the guidance personnel observed that the guidance services help the clients create plans which could improve the quality of their lives as they are aware of their goals and self-directions.

The assessment of the respondents on information service indicates that the guidance personnel rated the service as very effective. On the other hand, the students assessed information service as moderately effective among all criteria. The objectives of the information service are to help the students to get wide range of information from diverse source; to help the students to discover more possibilities of solutions about an encountered problem; to enable students to weigh the pros and cons of each possibility of handling problems; and to enable the students to make an informed decision on the matter at hand. These objectives of information service in particular got the weighted mean of 3.60 interpreted as very effective by the guidance personnel. However, the least rated objective as assessed by the student respondents had something to do with the of the clients ability to make an informed decision on the matter at hand which got a weighted mean of 3.03. Moreover, the ability of the service to help the clients discover more possibilities of solutions about an encountered problem obtained a weighted mean of 3.14 interpreted as moderately effective. The result implies the two groups of respondents had different perceptions as to how the objectives of the guidance services



are realized. The public relation service is valuable for the OGC because it explains the roles and functions, program and services and benefits for the insiders and outsiders which lead to an understanding of guidance activities and services. It is done through seminars and workshops for new faculty counselors, peer counselors, and parents through different linkages. One of the activities for this service which is done every start of the semester is the orientation.

As assessed by the student respondents, the least rated objective of the service was the ability of the service to help the stakeholders to report the behavior change that is sudden or unusual behavior among the students which got a weighted mean of 3.04. In addition, the student respondents also assessed the ability of the guidance personnel to assist those who have difficulty to function with a weighted mean of 3.11 interpreted as moderately effective. The assessment made by the student showed a great difference on the assessment of the guidance personnel on matters concerning the referral service. This result indicates that the two groups of respondents assess or weigh things about guidance services in different levels of perception.

**2. Assessments on the Services of the Office of Guidance and Counseling (OGC) continuation...**

The objectives of the referral service which got the highest assessment were from the group of guidance personnel. These pertain to the ability of the service to enable the students to seek help in selecting courses that would help meet their career goals and to know their interests and abilities and how it can help make a career choice which registered a weighted mean of 3.47 and 3.60, respectively. It implies that the guidance office is able to provide the said competency. The results of the assessment in follow-up service show that all the objectives for the given criteria were rated as very effective by the guidance personnel. On the other hand, the student respondents assessed the ability of the service to enable the guidance personnel to be aware of the development of the condition of the clients after experiencing problem as very effective which got a weighted mean of 3.33. The student respondents also assessed its ability to enable the guidance personnel to gather the necessary information about students who have graduated as very effective which got a weighted mean of 3.38.

**Table 2. Assessment of the Two Groups of Respondents on the OGC Services**

| Items   | Weighted Mean (Guidance Personnel) | Verbal Interpretation | Weighted Mean (Students) | Verbal Interpretation |
|---|------------------------------------|-----------------------|--------------------------|-----------------------|
| <b>Referral Service</b>   |                                    |                       |                          |                       |
| 17. report the behavior change that is sudden or unusual  | 3.53                               | Very Effective        | 3.04                     | Moderately Effective  |
| 18. help those who have sign of abuse, physical, emotional and psychological problems/ disturbances | 3.53                               | Very Effective        | 3.26                     | Moderately Effective  |
| 19. assist those who have difficulty to function in   | 3.60                               | Very Effective        | 3.11                     | Moderately Effective  |

|  |             |                       |             |                             |
|--|-------------|-----------------------|-------------|-----------------------------|
| school/work because of problems with interpersonal and intrapersonal relationships         |             |                       |             |                             |
| 20. prevent hostile behavior among peers   | 3.27        | Very Effective        | 3.26        | Moderately Effective        |
| <b>Placement Service</b>   |             |                       |             |                             |
| 21. seek help in selecting courses that would help meet career goals                       | 3.47        | Very Effective        | 3.13        | Moderately Effective        |
| 22. know their interests and abilities and how it can help make a career choice            | 3.60        | Very Effective        | 3.19        | Moderately Effective        |
| 23. explore career opportunities in specific area of interest                              | 3.40        | Very Effective        | 3.00        | Moderately Effective        |
| 24. understand how being male and female affects career choice                             | 3.27        | Very Effective        | 3.06        | Moderately Effective        |
| <b>Follow-up Service</b>   |             |                       |             |                             |
| 25. inform the concerned people the status of the student after being counseled            | 3.60        | Very Effective        | 3.14        | Moderately Effective        |
| 26. be aware of the development of the condition student client after experiencing problem | 3.53        | Very Effective        | 3.33        | Very Effective              |
| 27. gather the necessary information about students who have graduated                     | 3.40        | Very Effective        | 3.19        | Moderately Effective        |
| 28. gather valuable information to help locate occupational opportunities                  | 3.47        | Very Effective        | 3.38        | Very Effective              |
| <b>Composite Mean</b>  | <b>3.70</b> | <b>Very Effective</b> | <b>3.09</b> | <b>Moderately Effective</b> |

The follow-up service is important because it is the appraisal of how the counselees who have been referred or counseled, placed, or have graduated are doing to determine whether further assistance is still necessary. It is done through interview, survey questionnaires or through e-mail. The result of this appraisal serves as the evaluation of the rendered service that will determine the improvement of even a recommendation for reforms. With the weighted mean of 3.00, the least rated objective of the placement service based on the



student respondents' assessment was on its ability to help the clients to explore career opportunities in specific area of interest. This was interpreted as moderately effective. The results also revealed that the student respondents understand how being male and female affects career choices moderately effective having a weighted mean of 3.06. It suggests that the placement service have certain objectives that are needed to be implemented effectively to help its client develop in terms of career decisions. The least rated objective assessed by the students was the ability of the service to inform the concerned people about the status of the student after being counseled which got a weighted mean of 3.14. Moreover, the student respondents assessed the ability of the service to gather the necessary information about students who have graduated which got a weighted mean of 3.19. The result indicates that the follow-up service still needs improvement.

### 3. Comparison between the assessments of two groups of respondents

**Table 3. Difference between the Assessments on the Effectiveness of Services of the OGC**

| Services                | Computed Value | Sig. (2-tailed) | Decision ( $H_0$ ) | Interpretation  |
|-------------------------|----------------|-----------------|--------------------|-----------------|
| 1. Individual Inventory | 10.854         | .002            | Reject             | Significant     |
| 2. Information          | 9.282          | .003            | Reject             | Significant     |
| 3. Public Relations     | 2.280          | .107            | Accept             | Not Significant |
| 4. Referral             | 2.760          | .070            | Accept             | Not Significant |
| 5. Placement            | 7.390          | .005            | Reject             | Significant     |
| 6. Follow-up            | 3.069          | .055            | Accept             | Not Significant |

There was a significant difference between the assessments of the student respondents and guidance personnel on public relation service ( $p=0.107$ ), referral service ( $p=0.070$ ) and follow-up service ( $p=0.055$ ) about their effectiveness as rendered by the University's Office of Guidance and Counseling. While on counseling service ( $p=0.000$ ), individual inventory service ( $p=0.002$ ), information service ( $p=0.003$ ), and placement service ( $p=0.005$ ), the assessment of the two groups of respondents were not significantly different. It implies that for the student respondents there were still weaknesses needed to be assessed for the improvement and reforms on some services while for the guidance personnel all the services rendered by the OGC were very effective.

### 4. Assessments on the Activities of the Office of Guidance and Counseling

**Table 4. Assessments of the Respondents on the Effectiveness of the OGC Activities**

| Item Statements  | Weighted Mean (Guidance Personnel) | Verbal Interpretation | Weighted Mean (Students) | Verbal Interpretation |
|--|------------------------------------|-----------------------|--------------------------|-----------------------|
| 1. Awareness program that tackles contemporary issues    | 3.73                               | Very Effective        | 3.07                     | Moderately Effective  |
| 2. Services that helps to resolve the existing problems. | 3.73                               | Very Effective        | 3.26                     | Moderately Effective  |
| 3. Activities that strengthen our skills,                | 3.72                               | Very Effective        | 3.11                     | Moderately Effective  |

|   |             |                       |             |                             |
|---|-------------|-----------------------|-------------|-----------------------------|
| abilities and develop my personality.   |             |                       |             |                             |
| 4. Intervention that gives solution or ideas about certain unexpected scenarios.                      | 3.73        | Very Effective        | 3.26        | Moderately Effective        |
| 5. Dissemination of relevant information that helps in developing good study habits.                  | 3.60        | Very Effective        | 3.22        | Moderately Effective        |
| 6. Motivational activities that enhance interest to attain academic goals.                            | 3.60        | Very Effective        | 3.24        | Moderately Effective        |
| 7. Providing tutorials that help in adjusting from subjects.  | 3.51        | Very Effective        | 3.15        | Moderately Effective        |
| 8. Promotion of activities that focus on group works and cooperative exercises.                       | 3.60        | Very Effective        | 3.15        | Moderately Effective        |
| 9. Conducting career guidance that is concerned on proper placement of individual to possible career. | 3.41        | Very Effective        | 3.14        | Very Effective              |
| 10. Conducting career and personality development seminar that is concerned with career-pathing       | 3.30        | Very Effective        | 3.33        | Moderately Effective        |
| 11. Conducting pre-employment development seminar that is concerned with career requirements.         | 3.47        | Very Effective        | 3.19        | Moderately Effective        |
| 12. Conducting career fair and job placement activities to assist students towards employment.        | 3.47        | Very Effective        | 3.38        | Very Effective              |
| <b>Composite Mean</b>   | <b>3.57</b> | <b>Very Effective</b> | <b>3.20</b> | <b>Moderately Effective</b> |

Based from the results in Table 4, the personal needs according to the student respondents were met with moderate effectiveness with a composite mean of 3.18 while the guidance personnel assessed it very effective with a composite mean of 3.73. It was evident also from the results that the student respondents assessed the ability of the guidance

activities to respond to the career needs of the clients as moderately effective with a composite mean of 3.22 while for the guidance personnel it was assessed as very effective with a composite mean of 3.49.

### **5. Weaknesses of the Office of Guidance and Counseling**

The services which were assessed by the two groups of respondents are counseling, individual inventory, information, public relation, referral, placement and follow-up. The weakness of the counseling service was related to the number of hired Registered Guidance Counselor whose task is to guide the students to attain such knowledge and skills. Moreover, the service lacked personality development activities facilitated by the guidance personnel. The individual inventory service weakness was due to the low proficiency of the personnel to use technology to increase its effectiveness. The office should also be equipped with necessary equipment that can be used to implement the service very effectively. The objectives of the information service can be attained if the office would have its corresponding plan of activities which deal with the existing problem of the students or clients. The public relation service still needs to be accounted for future assessment in order to check if it is still updated to meet the needs of its client. The weakness of it was caused by the awareness of other stakeholders on how to assist those who have difficulty in function to its proper support.

Other stakeholders should be given orientation regarding the services offered by the OGC so that they can help those who are in need. The weakness of the placement service according to the student respondents was the unclear limit among the responsibilities of each office holding the same nature of work. Proper coordination would be helpful for the service to attain the effectiveness in its implementation. The follow-up service still needs to be assessed in order to check if it is still updated to meet the needs of its client.

The weaknesses of the guidance activities was related to its response to the personal and career needs of the students which could be attained through the improvement of the awareness activities which tackle contemporary and enhance the program that strengthen the skills, abilities and development of personality of the clients. Lastly, the guidance activities need to respond very effectively to the concerns of the students. It needs to adjust to any changes required in the work setting.

### **6. Recommended agenda for reforms for the Office of Guidance and Counseling**

The researcher recommends that the services be classified into four components to make sure that the objectives would not overlap to each other. The different components are guidance curriculum, personal and career planning, responsive services and system support. Through these components, there would be clear boundaries for all the objectives of the services. The guidance curriculum pertains to the activities planned by the guidance personnel to prevent future problems. Responsive services pertains to the immediate response of the office in a specific problems arise in a certain situation. The personal and career planning pertains to the individual appraisal of the client that helps them in setting their future goals. The system support pertains to the ability of the guidance program to improve based on its assessment. The researcher also recommends the development of a guidance manual that will explain the mission, vision and objectives of the OGC as well as the nature of the services offered. It also included the required competencies of the guidance personnel and the task and responsibilities of each designation and position in the office. The code of ethics in the manual was also included.

The agenda for reforms for the OGC services focused on the attainment of a very effective assessment among the student respondents. The services offered by the office such as the counseling, individual inventory, information, public relation, referral, placement, consultation, research and evaluation had weaknesses relevant to improvement of its ability to respond to the needs of its client. The OGC activities are aligned to the responses on the domain needs of the student client. The agenda for reforms for the OGC activities focused on the attainment of the effectiveness of the program implementation for the students.

### Conclusions

In light of the findings of the study, the following conclusions are drawn

1 and 2. As assessed by the guidance personnel, the guidance services is able to attain its objectives fully while for the assessment of the student respondents, the counseling service, individual inventory service, information service, placement service do not fully attain each desired objectives hence, agenda for reforms should be done.

3. There are significant differences between the assessments of the student respondents and guidance personnel about the effectiveness of the services offered by the Office of Guidance and Counseling in attaining its objectives.

4. As evaluated by the guidance personnel, guidance activities concerning personal and career needs are very effective while the student respondents assessed the guidance activities as moderately effective.

5. Based on the assessment of the student respondents, the weaknesses of the OGC center on the office's inability to attain the objectives of counseling, individual interview, information, public relation, referral, placement, and follow-up services.

6. To ensure that the objectives do not overlap, guidance services be classified into four components such as guidance curriculum, personal and career planning, responsive services, and system support. The agenda for the OGC activities should be based from the developmental theory, application of the four pillars of education, and compliance to the standards of the ASCA Model. It should also be annually evaluated so that the existing needs of its client will be addressed and the personnel of the OGC will be able to respond to it effectively.

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