

Evaluation of Guidance Services of City College of Angeles

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The study was conducted to evaluate the functionality of the Guidance Services of the City College of Angeles (CCA). It also studied the needed improvements in the existing guidance services. The respondents were 326 students, 25 faculty members and 13 administrators. Students were identified and selected through random sampling of which 96 were sophomores, 98 were juniors and 132 were seniors. To administer the study, the researchers adopted the Stillwater Guidance and Counseling Survey, which was developed in alignment with the standards of the American School Counselor's Association (ASCA).

Data were analyzed using mean scores and descriptive analysis. Hypotheses were tested using one-way analysis of variance (ANOVA) and t-test. Post hoc comparisons using Tukey HSD test was employed to determine which pairs of ratings from the three-year levels differed. Eta squared and Hedges' g tests were used to calculate the effect sizes. The study findings revealed that the students disagree, administrators strongly disagree and faculty agree on the functionality of the existing guidance services. Several factors that contributed to it were considered.

Thus, results imply that the existing guidance services of CCA need to be improved. There are developmental needs of students that should be addressed in line with the career, academic and personal or social domains.

Recommendations include the incorporation of the salient findings in this study in the enhancement of their guidance programs in accordance with the standards of ASCA. The College Guidance & Formation Office (CGFO) of the City College of Angeles should lay down their programs and activities to the administrators for awareness of the functions of the guidance program.

Keywords: *Academic, Career, Guidance services, Personal/Social*

Introduction

The guidance program of every institution is considered as an integral part of the total educational system since its objectives focus mostly on the needs of the students in terms of educational, occupational and personal-social aspects to assist students in making well-informed

choices and improving their decision-making skills. The school counselor offers guidance and counseling to aid students in facilitating acceptance and self-development; to guide in decision-making concerning their developmental needs; to deal with the problems a student experience; and to assist in reaching his best potential to reach self-actualization (Yesilyaprak, 2001).

In the Philippines, there are only 2,000 registered guidance counselors, which bring about the challenge in helping students achieve their full academic potential, survive their behavioral problems as the elements of guidance is seen in many ways, and helping students thrive in many aspects. Guidance services greatly affect every aspect of an individual's personality, such as physical, mental, emotional, social and spiritual or moral. It is concerned with all of an individual's attitudes and behavioral patterns. School administrators are encouraged to organize a functional guidance program with the philosophy that every student is a unique individual whose characteristics traits are different from others. His individuality must be respected and preserved.

Hatch (2008) states that professional school counselors address the needs of student in three basic domains: academic development, career development, and personal/social development (Dahir & Campbell, 1997; Hatch & Bowers, 2003, 2005; ASCA, 2012). These domains are developed through classroom instruction, appraisal, consultation, counseling, coordination, and collaboration in order to have knowledge, understanding and skill in the said domain. The American School Counselor Association (ASCA) stresses that a counseling program in a school enhances the learning process of students, which will enable them to achieve success in school and to be contributing persons of the society. The three standard areas, which are academic development, career development, and personal or social development, facilitate student development to attain national standards for school counseling programs. Aside from planning and developing a functional guidance program that would assist clients in developing their academic, career, and personal or social developments, school counselors are also challenged to prioritize evaluation which is essential in building a strong guidance and counseling program. Furthermore, school counselors should continuously demonstrate that they can achieve results consistent with the outcomes for which accountability has been assigned (Herr, 2001).

The bases of guidance and counseling evaluation are to serve as a source for information on personal counseling, educational counseling, career development and placement to further education and work, in transitional stages of education (Whiston, 2003). Evaluation is more than a description of what is being done. It includes establishing certain criteria or standards of behavior and measuring actual performance against those criteria. As Jastrzab (1999) states that more practitioners are eager to have evaluation of their programs and wanted to collaborate in the design of the evaluations. The importance of evaluation is recognizable for the external recognition value it offers on improving programs and promoting sense of accountability.

The professional counselor needs accurate and immediate feedback to sharpen their skill and improve their offerings to students (Jensen, 1998). Counselors need to develop themselves because they are also human beings. Therefore, counselors need the tool of evaluation and the services they offer to foster professional growth.

A growing number of researches are now looking into the importance of evaluating the guidance programs and services. In the study of Pyne et al. (2002), they found among grades 7 to 12 students that career needs assessment facilitated to students initiate more effective career program design. Moreover, most students are discussing their career plans with their parents instead of school counselors. The study specifies that students enable progress to more advance career exploration in implementing earlier instruction (Pyne et al., 2002).

Osoro et al. (2013) affirm that the guidance and counseling programs in the schools are effective in enabling them to attain the required career competencies. Career counseling must become an integral part of educational activities for this is the only way students can connect what they are being taught in school and the realities of life and the job market. Moreover, career competencies involve providing a student with information on job requirement, employment opportunities, necessary training, process in applying for employment, writing of curriculum vitae and preparation for job interviews (Osoro et al., 2013).

The study of Mau et al. (1998) examined the students' post-secondary plans what they perceive to be the expectations of the counselors and other influential persons. It was discovered that over 50% of grade 10 students are expected to attend college, and by the time they reach grade 12, that percentage had increased. Some studies state that students are not being provided with the expectations for post-secondary education which is important to students.

Furthermore, Alexitch et al. (2004) found out that school counselors provided career guidance information concerning funding, application, procedures, institutional options, and what students need in fulfilling their goals. The research indicates the importance of giving the opportunity to receive guidance specific to the needs, abilities, and interest of students.

In Sri Lankan context, Wickramarathne (2010) has emphasized that the quality of counselor is a key factor to provide effective counseling service in both primary and secondary levels of school. Counselors are important in preparing students for the job market, assisting them in their educational objectives, and helping them avoid mental conflicts (Wickramarathne, 2010).

According to Njagi (2002), majority of students are willing to seek academic help more than personal help. Moreover, Kimathi (2002) asserted that the guidance and counselling program, which is a service by the school system, has contributed to effective learning and high academic performance. Personal competencies are student's requisite abilities, skills, knowledge, attitudes, and values considered necessary to solve problems, manage life events, assess social situations, adjust and behave adaptively so as to live a self-fulfilling and responsible life in school and society. These findings agree with Mutie and Ndambuki (2011) who claimed that guidance and counselling equip students with skills which enable them to handle day-to day personal challenges in school and out of school. Collin (2007) describes guidance and counseling as a vital icon that addresses students' social and emotional adjustment. Likewise, Wanjama, Njenga, and Henok, (2006) have recognized school counselors as important professionals in influencing students' management of two fundamental emotional reactions which mostly determine the behavior.

Boutwell and Myrick (2006) affirm that guidance and counseling have a major role in promoting students' success. This can be realized through focusing on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence (Boutwell & Myrick, 2006). In addition, guidance and counselling services provide students with the opportunity to learn more about themselves and others before they have problems resulting from fear, anger and grief. Weissberg and Myrisk (2007) articulate that most students express a basic need of social and emotional adjustment which is grounded on foundations of comprehensive guidance and counselling services.

Macharia (2007) observes guidance counselors' capabilities. Counselors step up students' ability to facilitate acceptance on losses, form new relationships and reinvest one's energy to it, and set new goals to uplift the dreams and aspirations of students. These services are integrated in promoting students' social and emotional development framework to reduce the risk and detrimental behaviors on substance use, promiscuous sex, violence, depression and attempted suicide which can disturb life.

In the City College of Angeles, the College Guidance & Formation Office (CGFO) has an assisting role in the holistic development of their students to support the mission-vision of the school. The philosophy of the office is based on the belief that every individual has his or her own capabilities. CGFO believes in the intervention process of looking into learning realizations which can build a development of self on his or her reality (College Guidance and Formation office Operational Manual, 2017).

The guidance program of the CGFO has a vital role in implementing the support service in the holistic development of the students across year level through the collaboration of the guidance personnel, faculty, administration and parents. Furthermore, the office commits itself to assist students' personal, mental, social, emotional, and physical in the transformative process of the Guidance program and its services (College Guidance and Formation office Operational Manual, 2017).

The existing guidance services of CGFO are the following: (1) the *Orientation Service*, which helps the students to feel comfortable in their new environment and enable them to make the necessary adjustments every start of the school year; (2) the *Individual Inventory Service*, which systematically collects, evaluates, and interprets data to identify the characteristics and potential of every student; (3) the *Information Service*, which provides students with personal-social and educational-academic information that will help them develop their personality and social life; (4) the *Counseling Service*, which brings about a meaningful awareness and understanding of the self and environment, improving planning and decision-making, and formulating new ways of behaving, feeling, and thinking for problem-resolution and/or development growth; (5) the *Referral Service*, which is usually understood as the action taken by persons within the institution who see that a particular person needs counselor's assistance, and which also refers to the assistance rendered to clients or their significant others in obtaining services from other people or agencies that might be more effective in helping them; (6) the *Career Guidance and Placement Assistance Service*, which aims to help students towards maximum

development by providing career guidance opportunities for a student to recognize and understand his/her abilities, interests and aptitudes, and acquire knowledge and skills in applying for a job; (7) the *Research and Evaluation Service*, which is made to organize scientific effort for discovering new material, unearthing what is hidden, finding explanations for current situations, and corroborating or debunking theoretical assumptions, claims, or practices through systematic study which can improve the guidance program; (8) the *Testing Service*, which administers psychological tests such as intelligence, achievement, aptitude, interest and personality to gain better understanding of the students; and (9) the *Formation Service*, which entails the CCARES program, an experiential, process-oriented, and action-reflection process where students are made to contemplate on their daily experiences and personal transformation. This program is an institutional requirement to all first- and second-year students administered on a weekly basis. However, among third- and fourth-year students, seminar will be facilitated at least once every semester for assurance of continuity of promotion of values (College Guidance and Formation Office Operational Manual, 2017).

The researchers intend to measure the functionality of these existing guidance services of the City College of Angeles Guidance and Counseling Program based on the given ratings by the stakeholders which consist of the students, faculty members and administrators on the guidance services based on the ASCA model along the three domains – academic, career and personal/social development. The research paradigm is shown in Figure 1.

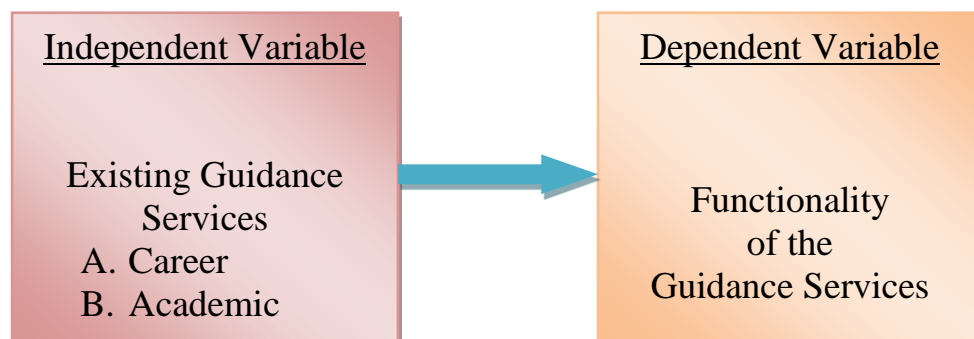


Figure 1. Research Paradigm

This study was conducted to evaluate the functionality of the existing guidance services of City College of Angeles in Pampanga. Specifically, this research sought answers to the following questions:

1. How significantly different are the students' ratings on the functionality of the existing guidance services for every year level?
2. How significantly different are the teachers' and administrators' ratings on the functionality of the existing guidance services?
3. Are the existing guidance services functional?
4. What are the needed improvements in the existing guidance services?

The following are the hypotheses of the study:

1. There is no significant difference in the ratings of students on the functionality of the existing guidance services when grouped according to year level.
2. There is no significant difference in the ratings of faculty and administrators on the functionality of the existing guidance services.

Definition of Terms

The following terms are defined as they are operationally used in the study:

Academic Development. This refers to the following: teach students study skills; help students understand his/her learning style and its implications; explain the test scores on students' cumulative record; help students with academic concerns; and coordinate with faculty members regarding students' academic concerns.

Career Development. This signifies that the program helps students to: begin planning a career, select appropriate courses, understand course options and their impact on future plans, make the transitions from one level of education to the next, meet students and their parents to discuss student's plans after high school, and teach students employment skills.

Existing Guidance Services. This pertains to the program for career, academic, and personal or social development services to the students of City College of Angeles.

Functionality of Guidance Services. This is indicated by the stakeholders' rating of 3 to 4 (agree to strongly agree) on the delivered guidance services based on the ASCA model along the three domains – academic, career and personal or social development.

Personal or Social Development. This means that the program intends to teach students conflict-resolution and decision-making skills; help them understand personal relationships, develop

positive self-esteem, learn to manage stress, and cope with family disturbances; advise them with personal issues; and offer and facilitate support groups for students to discuss personal issues of concern.

Stakeholders. These are the students and faculty, and administrators of City College of Angeles.

Methodology

The study specifically evaluated the functionality of the Guidance Services of the City College of Angeles. It also studied the needed improvements in the existing guidance services.

The approach for conducting this study was Quantitative. Descriptive statistics were employed to determine mean scores to describe the functionality of the existing guidance services of CCA. While in hypothesis testing, so as to determine significant differences among variables of the study, one-way analysis of variance (ANOVA) and t-test were used. Post hoc comparisons using Tukey HSD test was utilized to determine which pair of the respondents' year levels differed. Eta squared test and Hedges' g test were used to calculate the effect sizes.

The study evaluated the functionality of the guidance services of the City College of Angeles (CCA). Undergraduate students from the sophomore, junior and senior levels were chosen to be the respondents of the study because they were more likely to avail most of the guidance services of the college. They have spent a year or more in their various courses, thus they have the opportunity for involvement in the delivery of the guidance and counseling services.

The students' representation was identified and selected through random sampling. In determining the sample size, Slovin formula was used to come up with a sample of 326 students, of which 96 were identified from sophomore, 98 from junior and 132 from senior students. Due to the small number of the faculty and administrators of CCA, the researchers included them all as respondents. Data are shown in Table 1.

Table 1. Population and Sample Distribution of Respondents

Stakeholders	Population (N)	Sample Size (n)
Year Level		
Sophomore	402	95
Junior	393	96
Senior	515	127
Faculty	25	23
Administrators	13	11
Total	1348	352

Source: Registrar's Office/ HR Office

In collecting the data, the researchers utilized the survey instrument which was adopted from the study of Christine N. Crane Otto (2001) entitled "*An Evaluation of the School Counseling Program at Stillwater Area Schools in Stillwater, Minnesota*". The said instrument was developed by the Minnesota School Counselors' Association (Rief, 1993) in alignment with the American School Counselor's Association (ASCA) national guidelines. This instrument facilitates student development in three broad areas academic development, career development, and personal or social development.

For each indicator, the respondents have to rate the guidance services using a scale where they have to encircle the appropriate response considering the following choices: Strongly Agree, Agree, Disagree, Strongly Disagree, and Neither Agree or Disagree.

In quantifying the responses and in interpreting the raw scores, the following arbitrary scaling was used:

- 4.00 = Strongly Agree (agreeing with 100% confidence)
- 3-3.99 = Agree (agreeing with reservations)
- 2-2.99 = Disagree (disagreeing with reservations)
- 1-1.99 = Strongly Disagree (disagreeing with 100% confidence))
- 0-0.99 = Neither Agree or Disagree (No opinion or Insufficient Information)

The researchers obtained permission from the College President of City College of Angeles before floating the questionnaire. After having granted the permission, the researchers distributed and personally explained the purpose of the study to the respondents and instructed them to answer the questionnaire. The data were then collected, tallied, tabulated, analyzed and interpreted.

Results and Discussion

Table 2. Functionality of the Existing Guidance Services According to Students' Year Level

Indicator	Sophomore		Junior		Senior	
	Mean	Description	Mean	Description	Mean	Description
<i>Career</i>						
1. Help students begin planning a career	3.35	Agree	3.34	Agree	3.27	Agree
2. Help students select appropriate courses	3.12	Agree	3.06	Agree	3.06	Agree
3. Help students understand course options and their impact on future plans	3.39	Agree	3.4	Agree	3.35	Agree
4. Help students make the transitions from one level of education to the next	3.2	Agree	3.17	Agree	3.18	Agree
5. Meet students and their parents to discuss student plans after high school	2.96	Disagree	2.82	Disagree	3.01	Agree
6. Teach students employment skills	3.25	Agree	3.23	Agree	3.15	Agree
<i>Area Mean</i>	<i>3.21</i>	<i>Agree</i>	<i>3.18</i>	<i>Agree</i>	<i>3.16</i>	<i>Agree</i>
<i>Academic</i>						
1. Teach students study skills	3.22	Agree	3.29	Agree	3.17	Agree
2. Help students understand his/her learning style and its implications	3.23	Agree	3.25	Agree	3.17	Agree
3. Explain the test scores on students' cumulative record	3.12	Agree	3.06	Agree	3.09	Agree
4. Help students with academic concerns	3.27	Agree	3.35	Agree	3.3	Agree

5. Coordinate with faculty members regarding students' academic concerns	3.25	Agree	3.3	Agree	3.23	Agree
<i>Area Mean</i>	3.2	<i>Agree</i>	3.24	<i>Agree</i>	3.18	<i>Agree</i>

cont. Table 2. Functionality of the Existing Guidance Services According to Students' Year Level

Indicator	Sophomore		Junior		Senior	
	Mean	Description	Mean	Description	Mean	Description
Personal / Social						
1. Teach students conflict resolution skills	3.26	Agree	3.15	Agree	3.18	Agree
2. Help students understand personal relationships	3.24	Agree	3.24	Agree	3.22	Agree
3. Teach students decision-making skills	3.36	Agree	3.32	Agree	3.26	Agree
4. Help students develop positive self-esteem	3.43	Agree	3.38	Agree	3.38	Agree
5. Help students learn to manage stress	3.24	Agree	3.11	Agree	3.13	Agree
6. Help students cope with family disturbances	3.13	Agree	3.05	Agree	3.02	Agree
7. Help students with personal issues	3.21	Agree	3.21	Agree	3.1	Agree
8. Offer and facilitate support groups for students to discuss personal issues of concern	3.13	Agree	3.23	Agree	3.11	Agree
<i>Area Mean</i>	3.24	<i>Agree</i>	3.20	<i>Agree</i>	3.17	<i>Agree</i>
Average Weighted Mean	3.22	Agree	3.21	Agree	3.17	Agree
Overall Average Weighted Mean	3.20(Agree)					

Table 2 shows the students' ratings on the functionality of the existing guidance services when grouped according to year level. The sophomores agree on the functionality of the guidance services as revealed in the average weighted mean of 4.00. Area means are as follows - academic and personal social domains 4.03, career domain 3.95. The junior students were consistent in their disagreement on the functionality of the three domains of the existing guidance services - academic domain 3.99, personal/social domain 3.93 and career domain 3.84 - with a weighted mean average

of 3.92. Similarly, the seniors assessed with disagreement the functionality of all three domains of the existing guidance services - the academic domain 3.99, personal/social domain 3.88 and career domain (3.84) – giving an average weighted mean of 3.90.

One-way analysis of variance (ANOVA) was used to test the null hypothesis that there is no significant difference in the ratings of students on the functionality of the existing guidance services when grouped according to year level. It was revealed that there were no significant differences as to career $F(2,323) = .852, p = .428 > 0.05$ and academic $F(2,323) = 2.318, p = .100 > 0.05$ domains. However, a statistically significant difference was found at the $p = .048 < 0.05$ level in the personal or social domain for the three year levels $F(2,323) = 3.066$.

Post hoc comparisons using Tukey HSD test to determine which pairs of the three year levels differed in the personal or social domain. The test indicated that the mean difference between the juniors and sophomores was not significantly different at the .05 level with a significance of .591. Similarly, mean difference between the juniors and seniors is not significantly different with a significance of .340. However, significant difference was found in the mean difference between the sophomores and seniors at the .05 level with a significance of .040. Taken together, these results suggest that senior level appeared to differ significantly in the personal or social domain.

In obtaining statistical significance, the actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .058 which corresponds to very small effect size or close to no effect. This indicates that only 5.8% of the variation in personal or social domain is attributed to differences in the three-year levels.

On the other hand, the p value indicates a significant difference on the functionality of the existing guidance services when grouped according to year level and post hoc comparison showed significant difference in the mean difference between sophomores and seniors. However, they do not reveal the size of the effect. The effect size is the main finding of this study. The calculated effect size revealed a very small effect or no effect at all prompting the acceptance of the null hypothesis. This study concludes that there is no significant difference in the ratings of students on the functionality of the existing guidance services when grouped according to year level.

Overall average weighted mean shows that CCA students disagree on the functionality of the existing guidance services. According to the findings, there are several factors that affect the functionality of the guidance services. Students are aware of the importance of the guidance services, but very few seek these services voluntarily. Guidance counselors are constrained by office works, missing the time to interact or mingle with students, either individually or by groups, as well as with their family. Although they provide counseling services, the counselors need to conduct more routine interviews so that they can identify more students who need counseling. Career services are also inadequate and parents are not invited to participate. There is a need to improve the programs for personal and social development like family empowerment, spirituality,

stress-management, and self-esteem enhancement. Students are also aspiring for services that will help them in their academic development like enhancing study skills, study habits, tutorial, etc.

The finding of this study is consistent with researches involving factors that hinder the functionality of guidance services among college students. A survey conducted by Tiego and Kamore (2014) on the causes of strikes and general indiscipline in Murang county revealed that the lack of effective guidance and counseling programs is a major contributing factor to the increasing indiscipline in tertiary schools.

Devoss and Stillman (2011) in their study on the role of teacher counselors argued that when teacher counselors' function as disciplinarians, their ability to establish encouraging counseling relationship with students could be compromised. They fear that any contact with discipline will interfere with the success of guidance and counseling.

Nyingi (2014) claimed that lack of training in guidance and counseling has been noted as a major factor causing ineffectiveness of guidance and counseling services in Kenyan tertiary schools and the services do not match the international benchmarks.

The functionality of the existing guidance services of the City College of Angeles may not be agreeable to the students in meeting the ASCA standards, which may be due to many factors that need to be urgently addressed by the guidance counselors and guidance staff.

Table 3. Functionality of the Existing Guidance Services According to Faculty and Administrators

Indicator	Faculty		Administrators	
	Mean	Description	Mean	Description
<i>Career</i>				
1. Help students begin planning a career	3.24	Agree	3.13	Agree
2. Help students select appropriate courses	3.19	Agree	3	Agree
3. Help students understand course options and their impact on future plans	3.19	Agree	3.2	Agree
4. Help students make the transitions from one level of education to the next	3.18	Agree	2.83	Disagree
5. Meet students and their parents to discuss student plans after high school	3.15	Agree	2.6	Disagree
6. Teach students employment skills	3.33	Agree	3.11	Agree
<i>Area Mean</i>	<i>3.2</i>	<i>Agree</i>	<i>2.97</i>	<i>Disagree</i>
<i>Academic</i>				
1. Teach students study skills	3.19	Agree	2.88	Disagree
2. Help students understand his/her learning style and its implications	3.18	Agree	2.67	Disagree
3. Explain the test scores on students' cumulative record	3.3	Agree	2.78	Disagree
4. Help students with academic concerns	3.26	Agree	3.09	Agree

5. Coordinate with faculty members regarding students' academic concerns	3.39	Agree	3.09	Agree
<i>Area Mean</i>	<i>3.25</i>	<i>Agree</i>	<i>3.00</i>	<i>Agree</i>
Personal /Social				
1. Teach students conflict resolution skills	3.62	Agree	3.00	Agree
2. Help students understand personal relationships	3.52	Agree	3.00	Agree
3. Teach students decision-making skills	3.36	Agree	3.10	Agree
4. Help students develop positive self-esteem	3.65	Agree	3.18	Agree
5. Help students learn to manage stress	3.52	Agree	3.00	Agree
6. Help students cope with family disturbances	3.65	Agree	2.91	Disagree
7. Help students with personal issues	3.52	Agree	3.10	Agree
8. Offer and facilitate support groups for students to discuss personal issues of concern	3.61	Agree	3.25	Agree
<i>Area Mean</i>	<i>3.56</i>	<i>Agree</i>	<i>3.05</i>	<i>Agree</i>
Average Weighted Mean	3.34	Agree	3.01	Agree
Overall Average Weighted Mean	3.18 (Agree)			

Table 3 presents the ratings on the functionality of the existing guidance services given by the faculty and administrators of CCA. It can be deduced from the table that faculty and administrators disagree on the functionality of the existing guidance services as shown in the overall weighted mean of 3.53. The faculty respondents agree on the functionality of the guidance services as revealed in the average weighted mean of 4.08. On the contrary, the administrators strongly disagree as revealed by their rating with an area mean of 2.98. The administrators are consistent in their disagreement on the functionality of the three domains of the existing guidance services - career domain 2.50, academic domain 3.03 and personal or social domain 3.41. On the other hand, the faculty respondents assessed with disagreement the career domain has an average of 3.81, while they agree on the functionality of the other two domains of the existing guidance services - the academic domain which is 4.00, and personal or social domain which is 4.43.

Using t-test for independent samples, data revealed that there were significant differences in the ratings of faculty and administrators on the functionality of the existing guidance services with regards to the three domains: career $t(36) = 2.633, p = .017 < .05$; academic $t(36) = 2.079, p = .041 < .05$; and personal or social $t(36) = 2.236, p = .038 < .05$. Therefore, the null hypothesis that there is no significant difference in the ratings of faculty and administrators on the functionality of the existing guidance services is rejected.

Since there are significant differences found among the three variables, the effect sizes were also calculated using Hedges' g test. The resulting effect sizes are: .86 for career domain, .71 for academic domain, and .76 for personal or social domain. Results show that there are medium effect sizes for both the academic and personal or social domains, while a large effect is evident in the career domain.

Thus, this study concludes that there are significant differences in the ratings of faculty and administrators on the functionality of the existing guidance services. The support of administrators and faculty is very significant in the delivery of guidance and services. The objectives of the guidance and counseling office must be in parallel with the total educational objectives of the college. The CCA faculty compared to its administrators agreed that there are some services where the CGFO are functional, but unfortunately for the administrators, none is functional. This finding implies that faculty members are aware of the services being offered by the CGFO since they work closely with counselors in ensuring students' needs are met in the school. However, Khansa (2015) concluded in her study on the teachers' perceptions toward school counselors in selected private schools in Lebanon that there is still a need for school counselors to further cooperate with teachers concerning the counselor's role and responsibilities in order to improve counseling in schools which is also true in the case of CCA.

With the results of this present study, it is apparent that CCA counselors have to coordinate with the administrators regarding their role and responsibilities because data shows that based on the CCA administrators' assessment, they are not functional in their services. According to Yuksel-Sahin (2009), an important reason why school counselors cannot receive the support of administrators and teachers is that they have insufficient information, negative views and false expectations on counseling and guidance. If administrators and teachers have sufficient information, positive views and true expectations on counseling and guidance services, they will support school counselors. He also posited that it will become possible for school counselors to receive the support of administrators and teachers if they build up positive relations with them and offer consultation service.

Table 4. Functionality of the Existing Guidance Services Based on Three Stakeholders Ratings

Indicator	Students		Faculty		Administrators	
	Mean	Description	Mean	Description	Mean	Description
Career						
1. Help students begin planning a career	3.32	Agree	3.24	Agree	3.13	Agree
2. Help students select appropriate courses	3.08	Agree	3.19	Agree	3	Agree
3. Help students understand course options and their impact on future plans	3.38	Agree	3.19	Agree	3.2	Agree
4. Help students make the transitions from one level of education to the next	3.18	Agree	3.18	Agree	2.83	Disagree

5. Meet students and their parents to discuss student plans after high school	2.93	Disagree	3.15	Agree	2.6	Disagree
6. Teach students employment skills	3.21	Agree	3.33	Agree	3.11	Agree
<i>Area Mean</i>	<i>3.18</i>	<i>Agree</i>	<i>3.20</i>	<i>Agree</i>	<i>2.98</i>	<i>Disagree</i>
Academic						
1. Teach students study skills	3.23	Agree	3.19	Agree	2.88	Disagree
2. Help students understand his/her learning style and its implications	3.22	Agree	3.18	Agree	2.67	Disagree
3. Explain the test scores on students' cumulative record	3.09	Agree	3.30	Agree	2.78	Disagree
4. Help students with academic concerns	3.31	Agree	3.26	Agree	3.09	Agree
5. Coordinate with faculty members regarding students' academic concerns	3.26	Agree	3.39	Agree	3.09	Agree
<i>Area Mean</i>	<i>3.21</i>	<i>Agree</i>	<i>3.25</i>	<i>Agree</i>	<i>2.90</i>	<i>Disagree</i>

cont. Table 4. Functionality of the Existing Guidance Services Based on Three Stakeholders Ratings

Indicator	Students		Faculty		Administrators	
	Mean	Description	Mean	Description	Mean	Description
Personal/Social						
1. Teach students conflict resolution skills	3.19	Agree	3.62	Agree	3.00	Agree
2. Help students understand personal relationships	3.23	Agree	3.52	Agree	3.00	Agree
3. Teach students decision-making skills	3.31	Agree	3.36	Agree	3.10	Agree
4. Help students develop positive self-esteem	3.4	Agree	3.65	Agree	3.18	Agree
5. Help students learn to manage stress	3.16	Agree	3.52	Agree	3.00	Agree
6. Help students cope with family disturbances	3.06	Agree	3.65	Agree	2.91	Disagree
7. Help students with personal issues	3.17	Agree	3.52	Agree	3.10	Agree
8. Offer and facilitate support groups for students to discuss personal issues of concern	3.16	Agree	3.61	Agree	3.25	Agree
<i>Area Mean</i>	<i>3.20</i>	<i>Agree</i>	<i>3.56</i>	<i>Agree</i>	<i>3.07</i>	<i>Agree</i>
<i>Average Weighted Mean</i>	<i>3.20</i>	<i>Agree</i>	<i>3.62</i>	<i>Agree</i>	<i>2.98</i>	<i>Disagree</i>

Overall Average Weighted Mean	3.28 (Agree)
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Table 4 indicates the ratings of stakeholders, namely students, faculty and administrators, on the functionality of the existing guidance services in the City College of Angeles. The ratings of the three groups of stakeholders resulted to an overall average weighted mean of 3.28, which is described signifies that they agree. This is evident based on the ratings given by each group to the three domains being evaluated. The student-respondents agree on the functionality of the existing guidance services as revealed by the total average weighted mean of 3.28. The students were consistent of agreeing on the functionality of the guidance services with the following area means – career domain 3.18, academic domain 3.21, personal or social domain 3.20. However, only item number 5 (help students understand course options and their impact on future plans) under the career domain has a result of disagreement having a mean score of 2.93. On the ratings of the faculty, it shows that all of the domains showed their agreements in the functionality of the existing guidance services. This is manifested on the area mean (career domain 3.20, academic domain 3.25, personal/social domain 3.62) of the three domains being evaluated. With regards to the administrators' evaluation, the area means of the three domains revealed a mean score of 2.98 which indicates that they disagree. The administrators have agreements and disagreements as described in their evaluation of the functionality of the guidance services. The two domains, which are career having an area mean score has a value of 2.6, and academic having an area mean score of 2.90, are described that the administrators have disagreements in the functionality of the said domains. There were six items that were described by the administrators to have disagreements. The identified items under career domain are: item number 4 having a mean score of 2.83 (help students make the transitions from one level of education to the next), and item number 5 having a mean score of 2.6 (meet students and their parents to discuss student plans after high school). In terms of academic domain, there were three identified items: item number 1 having a mean score of 2.88 (teach students study skills), item number 2 having a mean score of 2.67 (help students understand his/her learning style and its implications), and lastly, item number 3 having a mean score of 2.78 (explain the test scores on students' cumulative record). On the personal or social domain having a mean score of 3.01, the administrators have agreed in describing the functionality of guidance services. However, only one item which is number 6 having a mean score of 2.91 (help students cope with family disturbances) described their disagreement functionality on that item.

The results imply that of the three stakeholders, the administrators have disagreements in considering the functionality of the guidance services as identified on the presented descriptive analysis on the mean scores of each item and per domain. The administrators' area means on the three domains having a mean score of 2.98, which described to have disagreements and these are need to be considered in looking at the functionality of the existing guidance services. In terms of the academic domain, faculty respondents believe that guidance counselors help students with academic concerns. Similarly, respondents agree that guidance counselors coordinate with faculty members regarding students' academic concerns. With regards to the personal or social domain, the faculty respondents agree that guidance counselors teach students conflict resolution skills as well as decision-making skills; guidance counselors help students understand personal relationships,

develop positive self-esteem, learn to manage stress, cope with family disturbances and with personal issues.

Table 5. No Opinion or Insufficient Information on the Existing Guidance Services Based on Three Stakeholders Ratings

Indicator	Students		Faculty		Administrators	
	f	%	f	%	f	%
Career						
1. Help students begin planning a career	4	9.30%	3	11.11%	2	16.67%
2. Help students select appropriate courses	6	13.95%	5	18.52%	2	16.67%
3. Help students understand course options and their impact on future plans	5	11.63%	6	22.22%	2	16.67%
4. Help students make the transitions from one level of education to the next	6	13.95%	5	18.52%	1	8.33%
5. Meet students and their parents to discuss student plans after high school	14	32.56%	6	22.22%	3	25.00%
6. Teach students employment skills	8	18.60%	2	7.41%	2	16.67%
Total	43	100%	27	100%	12	100%

cont. Table 5. No Opinion or Insufficient Information on the Existing Guidance Services Based on Three Stakeholders Ratings

Indicator	Students		Faculty		Administrators	
	f	%	f	%	f	%
Academic						
1. Teach students study skills	22	20%	3	30%	2	33.33%
2. Help students understand his/her learning style and its implications	17	15.45%	5	50%	1	16.67%
3. Explain the test scores on students' cumulative record	31	28.18%	2	20%	3	50%
4. Help students with academic concerns	9	8.18%	0	0%	0	0.00
5. Coordinate with faculty members regarding students' academic concerns	31	28.18%	0	0%	0	0.00
Total	110	100%	10	100%	6	100%
Personal or Social						
1. Teach students conflict resolution skills	17	9.04%	0	0%	2	66.67%
2. Help students understand personal relationships	13	6.91%	0	0%	0	0%
3. Teach students decision-making skills	12	6.38%	1	14.29%	1	33.33%
4. Help students develop positive self-esteem	6	3.19%	0	0%	0	0%
5. Help students learn to manage stress	24	12.77%	2	28.57%	0	0%
6. Help students cope with family disturbances	39	20.74%	0	0%	0	0%
7. Help students with personal issues	33	17.55%	1	14.29%	0	0%
8. Offer and facilitate support groups for students to discuss personal issues of concern	44	23.40%	3	42.86%	0	0%
Total	188	100%	7	100%	3	100%

The results imply that of the three stakeholders, only the faculty considered the guidance services as functional and only in two domains – academic domain and personal or social domain. In terms of the academic domain, faculty respondents believe that guidance counselors help students with academic concerns. Similarly, respondents agree that guidance counselors coordinate with faculty members regarding students' academic concerns. With regards to the personal or social

domain, the faculty respondents agree that guidance counselors teach students conflict resolution skills as well as decision-making skills; guidance counselors help students understand personal relationships, develop positive self-esteem, learn to manage stress, cope with family disturbances and with personal issues.

The faculty respondents are more aware of the beneficial role or responsibilities that guidance counselor's carryout on a daily basis. One possible reason why faculty member agree on the functionality of the guidance services could be attributed to what DeMato and Curcio (2004) claimed that school counselors work in a team with teachers to establish specific policies on problem behaviors early on. Also, teachers believe that counselors are more likely than teachers to report situations and not ignore the incident or use punitive disciplinary actions (Bauman, 2008; DeMato & Curcio, 2004). Moreover, teachers understand that positive behavior programs introduced in the school have been shown to reduce discipline referrals and improve student behavior (Hepler, 2009; Sherrod, Getch & ZiomekDaigle, 2009).

Stakeholders such as students and administration may have unmet expectations of guidance counselors. Students' observations and suggestions regarding the existing guidance services were categorized into themes (see appendix F). They disclosed that CCA guidance counselors have a lot to work in improving their services. Among these are enhancing their guidance program, addressing to the developmental needs of the students, meeting clients' expectations on the characteristics of their counselors and how they relate with their clients. On the other hand, the administrators were concern on quality assurance that is to ensure that feedback and concerns raised to the guidance office will be acted upon as soon as possible.

In terms of the career domain, students disagree that their counselors help them select appropriate courses and make transitions from one level of education to the next, and teach them employment skills. Moreover, they observe that the counselors hardly meet students and their parents to discuss student plans after high school. Likewise, both faculty and administrators approved on this observation. This was confirmed by the head of the CGFO that they do not conduct parent conferences or parent consultations since these are done by the faculty. Family and peer pressures play an important role in career decisions of students. Ngale (2009) reported in his findings that 15.5% of students' career choice was influenced by their parents or elder siblings who are trusted to be more knowledgeable about career issues. However, Carson (1992) advises parents not to take over the lives of their children and decide for their career. He contends that if their children were just forced to take the course without considering their abilities, they will not perform well in school or even in their future workplace. The respondents of the study felt the need for the CCA guidance counselors to have parents' consultation concerning students' career choice as against their ability and interest or conduct career conferences with parents to discuss about their role in influencing the career choice of their children. Furthermore, Moskvicheva et al. (2016) found out in their study that parents' involvement, acceptance and support in the adolescent's choice of profession. The study also revealed differences in values of parents with different attitudes and activity in the adolescent's choice of profession can be applied in counseling of parents. Thus, career-related education programs should aim at assisting students to explore career alternatives

might include a focus on strengthening academic fit and perception of congruence with parents regarding career matters (Sawitria & Dewia, 2015).

In terms of the academic domain, the administrators were consistent with disagreeing on the indicators under this domain. Nevertheless, both the student and faculty respondents agree that CCA counselors help students with academic concerns. In fact, faculty respondents also disclosed that the counselors coordinate with them regarding students' academic concerns. Counselors support students directly in their academic life to foster, promote, and increase interpersonal competencies and academic achievement (Shaterloo & Mohammadyari, 2011).

However, students perceived that their need for academic development will be addressed if CCA counselors should conduct activities or programs that they can engage to for a more meaningful learning that will teach them study skills and help them understand their learning style and its implications. Moreover, they also expect that the counselors will explain the test scores on their cumulative record. In a study conducted by Andronic et al. (2013), findings reveal that students' expectations on guidance activities include looking for career guidance as disclosed by 50.76% of their respondents, while 35.38% of their respondents expect the application and interpretation of personality tests. The administration of psychological tests is one of the guidance services given by the guidance office. One prominent role that counselors fill in is being a testing coordinator. Paradoxically, the amount of time required to coordinate the increased amount of testing has decreased the amount of time that counselors can spend in their traditional roles (Brown, 1999). However, due to the large number of students and counselors who are pressured with other relevant tasks, many of the test results and interpretations were not being discussed to the students. As a result, the school's testing program will not be functional. School counselors are strained to make other types of contributions to the efforts to improve student academic achievement.

As to the personal or social domain, students agree that CCA counselors are helping them as to their personal or social needs, specifically in understanding personal relationships, teaching them decision-making skills and developing positive self-esteem. These were also affirmed by the faculty respondents who agree that CCA counselors that the services pertaining to students' personal or social development are functional. Consistently, the administrators disagree with such observation. Nonetheless, students disagree that their counselors teach them conflict resolution and stress management skills, offer support groups, help them with personal issues, and cope with family disturbances. The CCA CGFO has been conducting seminars on the improvement of study habits, goal setting and values formation through their CCARES program, but based on the stakeholders' observation, these are not enough. They have disclosed that they need their counselors to conduct a regular classroom visitation which will make them more visible to the students. In this way also, they can develop a more personal relationship with the students, thus they can reach out to most of the students and not only to the ones who visit their office. Moreover, students and faculty also suggest that CCA counselors will be more approachable and will create a warm and friendly atmosphere in their office so that students will not hesitate to approach them.

The findings, which show that counseling and guidance services are not offered sufficiently in this study, is corroborated with the study of Yuksel-Sahin (2009) on the evaluation of counseling and guidance services based on teacher views and their prediction based on some variables such that counselors who are forced to perform outside their duties cannot offer sufficient counseling and guidance services. Likewise, a study by Korkut-Owen & Owen as cited by Yuksel-Sahin (2009) showed that school counselors spend less time on individual counseling, spending greater time on administrative tasks.

The present study is limited to an evaluation of the functionality of the existing guidance services based on the indicators set by the ASCA model. The sampling was limited to faculty, administration and students from sophomore to senior year level at the City College of Angeles. Freshmen were not included in the study in as much as guidance services were not yet fully introduced to them. The survey instrument adopted from a study conducted by Otto (2001) at Stillwater, Minesotta is not a standardized test, but the information contained in the survey instrument is based upon national guidelines for school counselors supported by ASCA. Furthermore, results obtained may not be generalized to other schools since they may have different needs.

Conclusion

In conclusion, the study found out that CCA stakeholders observed that the existing guidance services need to be improved. There are developmental needs of students that should be addressed in line with the career, academic and personal or social domains. A significant difference was found at the personal or social domain for the three-year levels. However, the resulting effect size was relatively small. On the other hand, significant differences in the ratings of faculty and administrators on the functionality of the existing guidance services along with the three domains were noted.

Based from the findings and conclusions of the study, the researchers would like to recommend that the College Guidance and Formation Office will incorporate the salient findings in this study in the enhancement of their guidance programs and create or conduct more interventions that will enhance students' career, academic and personal or social development. It is also important to consider activities involving the parents since they are stakeholders of the college. Moreover, CCA counselors should strengthen their partnership and coordination with the faculty members to ensure the facilitation and delivery of the guidance services. Most importantly, CGFO should lay down their programs and activities to the administrators so that they may become aware of the roles and responsibilities of the counselors in the college as well as the services they cater to their clientele.

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