



DEVELOPING A COMPREHENSIVE GUIDANCE PROGRAM FOR A SCHOOL IN REGION XII

Elme R. Villalva-Apduhan, MA

ABSTRACT

The study used both quantitative and qualitative design. There were 219 respondents consist of students, administrators, faculty and on-teaching staff in one of the private schools in Region XII. Descriptive statistics like frequency, percentage, and weighted mean were used in this study. Chi-Square was also utilized to test the significant difference in the needs of the respondent's regarding guidance program and their demographic profile. Descriptive analysis were used for the Focus Group Discussion. The major findings of the study were majority of the students are in the age bracket of 17 – 20 years old, are female and in their first year of college. Students claimed self-development, family relationships, social relationships, studies, course/occupational/career and specific social skills as important needs. The results reflected from the socio-demographic profile of the student-respondents, their needs with regard to guidance program and the importance of the services shows a need to create an action to address the results through a comprehensive guidance program.

Keywords: college guidance program, psychological needs assessment, educational needs

INTRODUCTION

Guidance and counseling is a vital part of education that provides opportunities for each student to reach their full potential in the areas of educational, vocational, personal, social, and emotional development (Gibson, 2008; Kauchak, 2011). However, many schools, teachers, students, and school administrators treat guidance programs in lesser priority, seeing it as an unnecessary investment in comparison to other educational services. Among many other factors, this view is likely to be caused by intangible and indistinct nature of guidance and counseling activities. (Villar, 2014).

According to American School Counselor Association (2005), school counselors need to spend the majority of their time in direct services that include classroom guidance, interdisciplinary curriculum development, group activities, parent workshops, and instruction, individual and small group appraisal, individual or small group advisement, individual or group counseling, crisis counseling, referral, consultation, professional development, and program management. But many counselors are executing duties such as performing disciplinary duties, substitute-teaching, record keeper of absences, computing grade point averages, assisting the principal's office, registering and scheduling new students, and other clerical tasks that ASCA

described as duties that are unrelated to the standards set forth for counselors (ASCA, 2003; Brown & Trusty, 2004; Davis, 2015). Due to multiple demands, unrealistic expectations, and failure to interpret and utilize data properly, counselors are not always able to meet the needs of all students. This is also harmful to the students, since they too suffer from poorly defined school programs (Ross & Herrington, 2006; Paolini & Topdemir, 2013).

In addition, Villar (2014) enumerated the following services of a comprehensive guidance program these includes: individual inventory, information, counseling, research, placement, referral, follow-up, evaluation, consultation, program development, and public relations. Comprehensive school guidance and counseling program improves student lives when delivered properly. Heyden, (2011), defined guidance counseling as a process of helping individuals discover and develop their educational, vocational, and psychological potentials so as to achieve an optimal level of personal happiness and social usefulness. The goal of the service is to help counselee learn to deal more effectively with himself and the reality of his environment (Wanjiru, 2014).

In developing a comprehensive guidance program, research is one of the tangible evidence to show that the guidance office is doing something useful to the school community (Villar, 2018). The National Model encourages counselors to complete yearly results reports with data about student change, to develop school counselor performance standards for constructing job descriptions, and annual performance evaluations, and to conduct periodic program audits to ensure that the school counseling program is targeted at the right goals and implementing interventions effectively (McGannon, Carrey & Dimmit, 2005).

The delivery of guidance and counseling services in any institution is multifaceted, but it is particularly difficult in colleges where health related programs are offered. The sheer diversity of students in this colleges is challenged enough since older students with some experience in the labor force looking for a change in their careers has a need of different services from those required by typical-age students coming from high schools. Further, in the locale of this study, many are older generation students, with little information from their families about progress through higher education.

The school community recognizes the existence of the guidance programs, but its importance, roles and functions remain unclear to some members of the school community. This leads to low referral rates and weak collaboration between stakeholders. This is why it is important to furnish the institution with tangible and concrete evidence on the importance of a comprehensive guidance program, so that the impact can be felt by the school community. In addition, the school once stole the local headlines with eight top-notchers in the Midwifery licensure exam, but now the school's national rating status is declining. The researcher argues that this decline in the national rating of the school is caused by many factors, one of them is the inefficacy of the guidance and counseling office to provide quality services to the students. Another factor was the office had been assigned to a not licensed or experienced guidance counselor and only visited once a year by a guidance counselor consultant that resulted to the limited services offered by the school guidance office.

Currently, the school guidance office, although managed by a licensed guidance counselor, has to attend to other non-guidance related works assigned to her, such as teaching theology and student affairs coordinator. The school has been offering four (4) services namely orientation, remedial, individual and group counseling that is annually implemented but are not evaluated yearly. With only four (4) guidance services addressing students' needs is limited.

Hence, there is a big need to add more to cater student concern. This can come about through comprehensive guidance program.

The researcher wanted to develop a comprehensive guidance program in line with the objectives, mission, and vision of the school, in connection to the main points of the American School Counselor Association (ASCA) National Model which is comprehensive in scope, preventive in design and developmental in nature. To the knowledge of the researcher, there is no study conducted in the locale regarding this matter. The hopes that such program will address the needs and concerns of the school community through developing comprehensive guidance program.

METHODS

The researcher used the mixed method design. It is a combination of qualitative and quantitative research approaches in data collection, viewpoints, analysis, and inference techniques for the purpose of depth and broad understanding validation (Brown & Trusty, 2004; Creswell & Plano Clark, 2011).

The quantitative phase utilized the descriptive and comparative methods of research in identification of needs and problems of students'-respondents/participants using Villar's Needs Assessment Inventory.

For the qualitative data gathering, Focus Group Discussion was used to ensure that the findings of the study are based on the experiences of the respondents. The understanding on the solicited problems or concerns being experienced by students and the services offered and used in exploring the meaning of survey findings that cannot explained statistically (Brown & Trusty, 2004).

The study was carried out in one of the private schools in Region XII. Socksargen, formerly known as Cotabato or Kota Bato, an administrative region of the Philippines, located in south Central Mindanao. The name stands for the four provinces (South Cotabato, Cotabato, Sultan Kudarat and Sarangani).

The respondents of the study were comprised of students, faculty/staff, and administrator. The respondents were the major stakeholders which is also the primary beneficiaries of the program.

For the Needs Assessment Inventory, the over-all population of students' respondents was used. The representative sampling was used for focus group discussion. This was composed of eight students, four faculty members, four non-teaching staff, and three administrators. Each group was well represented. This is as follows:

Respondents	FGD	Survey	N
Administrators	3		3
Faculty	4		4
Non-teaching staff	4		4
Students	8	200	208
Total	19	200	219

Research Instrument

There were two research instruments used in the data gathering phase of this study. One of them were Villar Needs Assessment Inventory while the other were researcher-made questions for Focus Group Discussion.

Needs Assessment Inventory measures student's needs especially in the following areas: Self-development, Family Relationships, Social Relationships, Studies, Course/Occupational/Career Concerns and Specific Social Issues. Ranging from 1- Not Important at All; 2- Somewhat Important; 3- Moderately Important; 4- Very Important; and 5- Extremely Important. The following shows the interpretation of the scale:

Range	Description
1.00 - 1.49	Not Important at All
1.50 - 2.49	Somewhat Important
2.50 - 3.49	Moderately Important
3.50 - 4.49	Very Important
4.50 - 5.00	Extremely Important

This standardized tool of Imelda Virginia Villar contains items used in settings with no normal Guidance Office or Program since most institutions offer incidental Guidance services or activities (2014).

The guide questions made for Focus Group Discussion were reviewed by the panel and validated by three (3) external reviewers (Appendix C). Focus group discussion is often used to gain a thorough understanding of social issues. The method aimed to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a larger population. FGD is structured discussion used to obtain information from a group of people about a particular topic (Gerritsen, 2011).

RESULTS

This chapter presents the findings on the profile of the respondents and the needs of the respondents with regards to guidance program. In addition, the significant differences in the need of the respondents, when analyzed according to their socio-demographic profile, are also presented in tabular form.

Profile of the Respondents and Participants

Table 1. *Distribution of Student-Respondents in terms of Socio- Demographic Profile*

Profile	F	%
Age		
17 – 20 years old	133	66.5
21 – 24 years old	42	21.0
25 – 28 years old	20	10.0
29 – 32 years old	5	2.5
<i>Mean Age: 20.44 or 20 years old</i>		
Sex		
Male	17	8.5
Female	183	91.5
Year Level		
First year	130	65.0
Second year	43	21.5
Third year	16	8.0
Fourth year	11	5.5

Total	200	100.0
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Table 1 shows the socio-demographic profile of the student respondents using frequency and percentage distribution. With a total of 200 participants, majority or 66.5 percent of the student-respondents are 17–20 years old and the least are students' age 29–32 years old at 2.5 percent with a mean age of 20.44 or 20 years old. Most or 91.5 percent of them are female. About 65 percent of respondents are first year level students and the least were fourth year students at 5.5 percent. The findings revealed that majority are young, female students in their first year at college.

Table 2. *Distribution of Student-Participants for FGD*

Profile	F	%
Level 1	2	25.0
Level 2	2	25.0
Level 3	2	25.0
Level 4	2	25.0
Total	8	100

Table 2 shows the distribution of the student participants for FGD. There were a total of eight (8) students in the FGD, equally distributed per year level.

Table 3. *Distribution of Socio- Demographic Profile of the Administrators-Participants in terms of Number of Years in Service and Sex*

Profile	F	%
No. of Service		
5 years and below	2	66.7
6 years and above	1	33.3
Sex		
Male	1	33.3
Female	2	66.7
Total	3	100.0

Table 3 depicts the socio-demographic profile of the administrators for FGD. With a total of 3 administrators, majority or 66.7 percent of the administrators have less than five years of service, and the least were in 6 years and above number of service (33.3 percent). Majority or 66.7 percent are female.

Table 4. *Distribution of Socio- Demographic Profile of the Faculty and Non-Teaching Staff in terms of Number of Years in Service and Sex*

Profile	F	%
No. of Service		
5 years and below	3	37.5

6 years- 10 years	2	25.0	
11 years- 15 years	1	12.5	
16 years and above	2	25.0	
Sex			
Male	2	25.0	
Female	6	75.0	
Total	8	100.0	Table 4

shows the socio-demographic profile of the faculty and non-teaching staff. With a total of 8 participants, majority or 37.5 percent are in 5 years and below number of service and the least were 11 years to 15 years at 12.5 percent. Majority are female at 75 percent.

Needs of the Respondents with Regards to Guidance Program

The analysis of the needs of the respondents with regard to guidance program was subdivided into 6 domains, namely in terms of self-development, family relationships, social relationships, studies, course/occupational/career concerns and specific social skills. These are included in the study to discover the importance of these needs to the students in order to develop a comprehensive guidance program.

Table 5. *Overall mean of the Needs of the Respondents with Regard to Guidance Program*

Needs of the Respondents with Regard to Guidance Program	Weighted	Description
a. Self-Development	4.18	Very Important
b. Family Relationships	3.83	Very Important
c. Social Relationships	3.78	Very Important
d. Studies	4.34	Very Important
e. Course/Occupational/Career Concerns	4.23	Very Important
f. Specific Social Skills	3.99	Very Important
Overall Mean	4.06	Very Important

Table 5 presents the overall mean of the needs of the respondents with regard to guidance program. Results indicate that the needs of the respondents in the six domains of the guidance program were qualified as “very important”.

When the needs were ranked according to their respective weighted mean, guidance programs for studies (4.34), course/occupational/career concerns (4.23), and self-development (4.18) ranked top three respectively. Programs on social skills (3.99), family (3.83), and social relationships (3.78) ranked lower, but were nonetheless deemed very important.

Test Statistics in the Needs of the Respondents according to their Socio-Demographic Profile

To determine if there was a significant difference in the need of the respondents when analyzed according to their socio-demographic profile (age, sex and year level respectively), a Chi-Square test for independence with a .05 level of significance was performed.

Table 6. *Test Statistics in the Need of the Respondents according to their Socio-Demographic Profile*

Profile	Significant Difference
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Age	17-20	Significantly important in all domains
	21-24	Significantly important only in Studies
	25-28	Significantly important only in Course/ Occupational/ Career concerns
	29-32	Did not show any significant results in all six domains
Sex	Male	Did not show any significant results in all six domains
	Female	Significantly important in all domains
Year Level	First	Significantly important in all domains
	Second	Significantly important in Course/ Occupational/ and special skills Career concerns
	Third	Did not show any significant results in all six domains
	Fourth	Did not show any significant results in all six domains

The relationship between the needs of the student-respondents aged 17–20 years old with regard to guidance program were significantly important in all six domains (p-value of 0.000). Meanwhile, needs in programs for studies (p-value of .018) is the only domain that has shown significance in student-respondents aged 21–24 years old. The student-respondents aged 25–28 years old shows importance with regards to their need in the domain of course, occupational, career concerns (p-value of 0.017). On the other hand, those respondents aged 29–32 years old did not show any significant results in all six domains.

In terms of gender, the needs of the male with regard to guidance program did not show any significant results in all domains while the needs of the female regarding guidance program has shown to be significantly important in all six domains (p-value of 0.000).

In terms of year level, guidance program is significantly important for first year students in all six domains namely self-development, family and social relationships, studies, course/occupational/career concerns and specific social skills. Meanwhile, the domains of course/occupational/career concerns and specific social skills are the only ones who show significance for the second year level students. On the other hand, the third and fourth year level students have no significant importance in all domains.

A significant difference in the need of the respondents when analyzed according to their age (17-20 years old), sex (female), and year level (first year and second year level) were noted in all areas of the guidance program. On the other hand, there was no significant difference noted in the need of the respondents aged 25-28 years old and 29 – 32 years old, those who were male, and those who were in the third year and fourth year level.

Focus Group Discussion (FGD) Results

The importance of the guidance and counseling services of the school were formed based from the participants' perception on the school guidance services. The comprehensiveness of emerging discussions from the commonalities of the answers would support in identifying why school guidance office is important. Based from the participants' responses, we can categorize the findings in three main discussions: the perceptions and familiarity of the school guidance office, the specific concerns and suggestions of participants', and the support system of the administrator to the guidance personnel in response to the needs of the students.

Perception and Familiarity with the School's Guidance Office

The participants were asked about their impressions and familiarity with the school Guidance Office, their knowledge about its role in the entire school community and the types of services that the office offers. The student- participants' expressed their familiarity with the guidance office in that it gives advice to students especially ones with low or failing grades, those who encounter problems in family relationship, those need career guidance, and ones who need help them in terms managing distress:

"Peacemaker, kumbaga yan yung ng dapat gawin ng Guidance. Halimbawa Sir is yung pag may di nagkakaintindihan yung guidance ang mag-ayos (s1)

Sila rin yung nagbibigay ng advice tungkol sa yung example ng grades ng isang studyante pag may bagsak sila, kasi napapatawag sa Guidance para sabihan sila na ayusin ito. Para sa next sem is maayos nya na yung grades nya. Kasi yung ibang kaklase ko po is pinatawag sila sa Guidance kasi may bagsak sila then parang kinausap sila ni Sister nung last na parang nag-advice na mag-aral daw silang mabuti sir kasi medyo may bagsak din sila (s4)

"Guidance meaning may kasalanan ka pero hindi sa lahat ng oras may kasalanan pwede din pumunta doon kung nag-aatubili ka na pumili ng kurso mo, kurso na kunwari mag-midwife ka tapos ayaw mo yung mid-wife kasi gusto mo Nurse so magpunta ka kay maam maghingi ka ng ano advice relating sa kurso na gusto mong kunin" (s7)

Kahit hindi po bagsak need padin po tawagin para mas ma-maintain nila yung grades nila (s5)

One of the participants perceived that guidance office is for guiding students in developing their moral development, forming their sense of rights and responsibilities, and also guiding them in making decisions:

From the word itself Guidance it means sila yung nagiging gabay natin para malaman kung ano yung tama at anong mali sa mga gagawin natin at isa sila sa mga gabay para mabuo yung decision natin while nagspe-spend tayo ng time sa school nila (s8)

From faculty and non-teaching staff responses, the office gives guidance to students who are in the wrong path or ones who made bad life decisions, guiding students regarding their future career, as well as guiding students in terms of their attitudes and behavior:

"taga-payo po. Kung kalian nakikitaan yung students ng mga hindi tamang gawin Sir. Like their attitudes. Also yung pag aaway ng mga students" (f1)

"mag guide nung mga students po na nagka mali ng landas or decisions po. Reminding about sa mga attitudes nila" (f2)

"From the word itself na guidance. Guiding the students and also the faculty and staff. Guidance also guiding students about their chosen career for our old

students and also in choosing career for the incoming first year kasi nga diba ang guidance nagco-conduct ng career guidance every year (f3)

From the word itself na guidance. Guiding the students and also the faculty and staff (f2)

I agree with what Maam is saying sir. Kasi minsan samin sa faculty may mga mali kaming nagagawa na di naming namamalayan (f3)

For faculty-participants, they stated that whether the students commit mistakes or not they need to undergo counseling for them to become aware of the school policies:

“And also kahit walang nagawa na kasalanan ang bata need niya pa din mag undergo ng counseling. Dapat aware sila ang mga students sa kung anong di at dapat gawin sa loob ng school campus” (f3)

Journeying with the students gives them deeper understanding about the present behavior of the students that may affect their school performance as shared by faculty-participant:

Siguro if we talk about guidance parang may negative basta mga students. But the other side of the point is yung mga journeying the students may problema man o wala. Dun lumalabas ba about their family relationships. Mas makikilala mo kasi ang students bakit ganyan attitudes nila (f4)

From administrator-participant responses, their vision of the school guidance office primarily guiding students:

“You’re asking about the vision of the guidance office, of course as we all know that if we see guidance and counseling the primarily role was for giving guidance for all our student but not particularly dun sa counseling same with the Psychologist right?” (a1)

For student-participants, guidance office gives them necessary information about the school, purposes, policies and objectives. This was S2 thoughts about the school guidance office,

Sa Guidance Office po Sir. Pwede po tayong kumbaga lahat ng kailangan nating pwedeng tanungin about sa skwelahan pwede po tayong pumunta doon about information of the school. Specifically, Information about rules, kung ano yung dapat at hindi. So dapat bilang studyante, we should know the information (s2)

In summary, the responses dwelt on the student’s familiarity with the school guidance program. From the very start, it was already clear to the participants that the guidance office is there to help them in their holistic development. Providing different concrete tools and strategies through developing and coordinating workshop. As a student, it is expected that they feel uncomfortable with their new environment but by the help of the guidance office through orientation program it can assist students with initial adjustments to academic life. Guidance office should be the one who journeying with the students whether the students experiencing difficulty or not according to the faculty and staff responses.

Specific concerns and suggestions need to address by the guidance office

The student-participants' responses emphasized the continuance of the counseling services and the positive benefits of experiencing it. As expressed by the following,

Sir! Suggestion ko po is ipagpatuloy yung individual counseling nung guidance kasi simula pa po nung nawala na si Sir parang na stop na po, para sa akin po is okay yun kasi nakakapag-open up po ako nawawala po yung stress ko" (s3)

"magiging required yung ganun kasi mas nakakapag open up sila sa Guidance parang nawawala yung awkwardness" (s8)

"Once a month siguro sir dapat may session or counseling sa mga bata para ma aware sila"

For faculty-participant, the reason why some students hesitate to go to the guidance office because of their negative perception. They also stated that there should be separate orientation to be conducted by the school guidance office for more clarification of the services offered;

"Siguro sir dapat muna tanggalin ung negative perception ng mga bata about guidance and counseling through having sessions sa mga bata para ma explain at ma aware sila sa mga different services"

"Dito kasi samin sir ang orientation is sabay sabay lahat ng offices. Siguro ma suggest ko lang na improvements is yung separate ang orientation ng guidance para ma emphasize ang mga services na offer or available sa guidance po"

For student-participant, suggest to maintain privacy on their personal issues being shared and to have suggestion box for those students who are not comfortable of sharing in front of other people,

"minsan di sila nakakapag open up sa ibang tao or kung pwede bigyan sila ng advices na hindi nalalaman ang pangalan" (s6)

"Feel ko yung parang suggestion box. Para malaman nila kung ano yung suggestion ng mga students kung ayaw man nila pumunta ng Guidance" (s7)

"Siguro sir pag pinatawag sa guidance po pwede po e direct yung students di nap o e daan sa ibang students or advisers para po wala po nakakaalam at wala pong mag tanong sir" (s8)

Student-participant, expressed her thoughts that guidance office can provide linkages and working on external partnership in helping them financially;

"Maiintindihan po nila ang mga students in terms sa financial po, tulungan nila kaming maintindihan ng iba" (s2)

From their responses, the specific concerns that they want to be addressed by the school guidance office include the intensifying of counseling services of the school as it helps in the students' personal, social, career, educational, and crisis issues. Helping students form their identity was also one of the factor that needs to be considered. Proper referral systems, especially with personal problems that requires intervention by other professionals, and creating a separate orientation program for guidance office only so that the students', administrators,

faculty, and staff be well informed about the different guidance services they can freely avail are also important points gleaned from the discussions.

Improvements needed to make the Guidance Services relevant to the Students

Administrators, faculty, and staff responses were sorted into specific categories, thus results were grouped according to the frequency of the answers. Providing weekly consultation to faculty and non-teaching staff, offering relevant information, variety of educational and training workshops that equip them with knowledge and skills on how to understand as well as handle the students were among the many points expressed by the participants:

“Siguro Sir dapat bigyan din kami ni ng Guidance ng training about counseling kasi minsan may mga bata na nag oopen-up samin then minsan di ko din alam paano mag response. Ang hirap kasi e handle ng mga bata ngayon sir. So if equipped kami ng kahit kaunting skills na ganun matutulungan namin muna nag students and pag di na kaya tsaka e refer kay Maam Elme” (f1)

“Focus also sa mga personnel, on how to balance the relationship of personnel, educate manner, how to motivate student relationship not only for their teachers but also for the maintenance as a whole. Kaya I think Guidance is a partner” (a3)

“Para sa akin ang Guidance, syempre nasa sa Canteen kami. Hindi sa lahat ng sitwasyon e i-aasa mo nalang sa Guidance. Kung kaya mo lang man din ayusin syempre as nakakatanda ayusin mo. Minsan may mga students kasi na nag aaway. Kami mismo na nakakakita sa pag-aaway syempre aawat kami then try naming na maayos sila mapag-bati sila pero pag di talaga kaya sir e forward na namin sa Guidance” (f7)

For the administrator-participant, providing students with a wide range of information especially on their chosen career as well as sessions for professional development. As stated:

“Sa nakikita ko yung discernment ng students. They can really help sa pag discern ng students especially in matters of problem is choosing their career and if they have difficulties in this particular course because based on their sharings some of the students na they don’t choose this course but their parents para ma guide sila kung ano ba talaga. Minsan they have difficulties to explain to their parents na eto yung gusto ko. And the guidance office will need to have that as a service” (a1)

As expressed by the following, the guidance need to help the administration in invoking the Dominican culture, the school’s profile of its graduate, and to intensify the different clubs especially give importance to different religion so that after the students finished their courses they will bring that values outside the community;

“how to enhance yung program na mas ma improve pa pra pag alis ng bata dito dala-dala nila ang values” (a1)

“Dapat talaga andun yung strong values implications especially we were living in the core values of the school which is the God Center, Community Builder, Good Seeker, as well as servant leader. We foresee the institution will be updated of

these students who want also to craft or master their craft and apply it sooner or later ones' they finish. So it should be mastered by the time na andito sila" (a2)

"strengthen ni Guidance ang mga clubs namin dito. I-look after niya and create program and workshop na ma- inculcate nila yung pagiging Muslim or Christian. Because we aim na ma-develop yung inner self. Ito siguro yung dapat meron. Even if we have Theology and Arabic subject, it is not enough. With the help of the Guidance and also the subject teacher, they can create a program that will strengthen this religious and cultural side of our students" (a2)

For administrator-participant, to make the guidance services more accessible to the need of the students was to intensify the orientation services to clearly introduce the services available at the guidance office. To change the negative perception of the students:

"Kung titignan natin yung culture ng estudyante. When they hear about the guidance office may fear. Nandun kasi naka invoke yung fear na it is maybe because yung practice din sa mga previous school nila before na pag-pinatawag ka sa guidance it something that you commit some mistakes or you need to receive displaying actions or sanctions they don't know na napakalaki ng scope ng guidance so parang yun siguro yung nakikita kung hindrances. The responsibility now of the guidance personnel is to clearly introduce yung kanilang office more dun sa ating mga students na kung anong mga services ang ino-offer natin. Alisin natin yung fear na iyon" (a2)

As supported by faculty-participant, the need to have an institutionalized program of the guidance office, proper communication and clear protocol:

"Personally hindi ko naman na refer eto sa Guidance Counselor naming kasi kaya ko naman. Kaya nga ang suggestions ko na it would be good na nag guidance is yung e-institutionalized bana program na ang hindi maabot ng guidance counselor natin. Like in the university that I was there parang academic mentoring para ma resolba ang problema sa academic not only on academic but also yung sa pamilya. And in your end alam mo na kasi we empowered by the guidance na eto ang gawin mo and pag hindi na kaya. Kaya maganda etong training Sir kasi you cannot give advice pag di mo kaya but you can give options. Proper communication and klarong protocol. Para hand eye ba"

"In my end mahirap kasi part time lang ako dito pero since mga Notre Damean kami, we have the same system maka sabay ako" (f1)

For administrator-participant, to bridge the gap between guidance and the students was to set a schedule for consultation, provide in-depth profiling and to make the guidance office more visible and comfortable to the students:

"Isa sa nakikita ko is para maging visible ang Guidance Office doon sa mga students, dapat in a week mayron siyang schedule for consultation para i-dahan-dahan natin sa kanila na nandyan lang ang guidance. Every time na lagi ka nilang nakikita maam and visible yung services, siguro yung bata makakapag-isip na "ay, okay may different services pala si guidance". Hindi yung pag

pinatawag “ay, may mali akong nagawa” or may kasalanan ako. Dapat ipakita natin ang benefits na makukuha nila sa guidance. Mayroon tayong consultation schedule services then parang consult lang, kumustahan although huwag kalimutan yung mga concern like the performance” (a2)

“in depth-profiling for students’ para mas lalo pa namin silang makilala. Because may mga students na dinadaya nila ang kanilang mga profile or data na ibinibigay. Kaya mahalaga ang interview, consultation, kamustahan and eventually di namamalayan ng students na kinikilala na pala sila” (a2)

Organized enrichment program to help students enhance and develop necessary skills to cope with academic demand. As expressed by administrator-participant:

“in terms of academic, providing remedial classes for those students who performed poor in the class” (a1)

Gaining the full trust of the students for them to avail the services of the guidance office:

“Siguro hindi pa din na-develop yung trust to disclose onself. Kaya hindi sila ganun ka open kaya hindi din sila ganoon ka handa na tanggapin ang ino-offer na services ng guidance. Hindi pa nakuha ng guidance ang trust ng mga bata because of their experiences in the past kaya hindi nila fully maibigay ang kanilang trust. One of the difficulties also of the guidance in the past na kahit tawagin muna, naka schedule na hindi pa rin sila pupunta. Kahit hindi i-sign ang kanilang guidance during clearance time wala pa din. Ganoon ba talaga basta college na” (a1)

For faculty-participant, the issues on confidentiality and ethics need to be improved especially with the person assigned at the guidance office:

“Dati kasi Sir Madre yung naka upo as Guidance counselor and may mga series ng counseling na nangyayari so minsan Sir di maiwasan na open nila or ma topic nila sa community nila so kaya nag he-hesitate ung iba na mag open up Sir”

Administrator-participant suggest to guidance office to create program that will train students who will become a peer facilitator because students can easily share their experiences to their same age:

“ Kasali kasi ako sa peer facilitator so we make it to a point na talaga na ginagawa naming an aming responsibilities which is to tap yung mg students and help them kasi nga siguro, we believe na kapag nakikita nila na someone at ka-age nila baka sakali doon sila maging open. Siguro kung wala pa yun suggestions ko. That we will cater sa mga bata na gustong maging part ng peer counselor is na ma embody nila yung gusto i- inculcate na services ng guidance. Mahirap naman if we will just kept peer counselors and all of a sudden, hindi din naman

nila magagawa yung mga services because even themselves have a problem in understanding their selves” (a2)

“ Baka sakali yoon ang magiging entry point na galing sa mga students na more open sila. Just like we are hitting two birds with one stone. Guidance personnel na plus teacher so kailangan niya i-meet half way yung dalawang services na ino-offer niya. Ipag -meet niya yung gusto ni Guidance at ng subject niya so that the students will also gained the trust kung yun yung kailangan para maging open sila” (a2)

The common responses of the respondents emphasized their desire to improve the services of the school guidance office. Guiding and reminding students was one of the main role of the guidance program to ensure the academic, personal, and social development of the students. Faculty and non-teaching staff also reiterate the importance for them to be equipped with skills and knowledge necessary to handle and understand students. To sum up their responses in terms of the improvements of the services of the guidance office was actually interconnected with the concepts of how importance guidance office is.

Supporting the Guidance Personnel Response to the Needs of the Students

The administrator-participants expressed their support to the guidance program by expressing their desire to add manpower to the guidance office, deloading of the work of the guidance personnel, and hiring a licensed guidance counselor:

“From the start na nagdidiscussed tayo ang dami pala ng trabaho ni Guidance no? Sa akin, nakikita ko din papaano mag try an dating Guidance na mabigay yung mga services nila. And sa admin, siguro ang maitutulong naming or yung need naming gawin to help the Guidance Office is the manpower. We belong to a small community/school and multi- task talaga dito pero hopefully in the near future, baka pwede naman na makabigay ng assistance sa Guidance. And also limit her working load para maka-focus talaga siya sa services sa guidance” (a1)

As supported by faculty-participant, the importance of deloading of the guidance personnel work to focus on meeting the needs of the students,

“Since nung nandito ako Sir by 2009 dun po nag hire ng guidance personnel and by then on papalit palit po ung naa-assigned sa guidance office which is parang na iiwan na hanging ang mga bata po. Then if may assigned madami din pong ibang assignment so hindi nakaka focus ang guidance sa mga needs ng mga bata. So dapat ma lessen yung working load ng counselor para maka focus siya sa guidance office”

Provide a licensed guidance counselor or having an authority to run the guidance office. Professional guidance counselor na full time hindi yung may other duties pa.

Siguro ung compensation din dapat tama din sa work ng guidance

For administrator-participant, emphasized his support to help the guidance office by intensifying the class monitoring,

“for the academic, pupunta siguo sa office niya and we will provide a masterlist kung sino yung mga students na hindi nagpeperform well sa academic nila and help them specially kulang talaga kami sa manpower so nakikita naming doon is we will try to find someone for remedial classess like the subject teacher na magaa-lot siya ng extra time doon sa mga students na mahina sa klase nila. Class monitoring also to help the guidance”

The administrators' responses dwelt on adding human power to the guidance office and at same time lessen the working load of the guidance counselor, support the financial needs of the office, and intensifying the class monitoring to properly meet the needs of the students. It all boils down with the concept of how importance is the guidance office to the welfare of the students.

In summary, collaborative effort among the school and community can collectively provide a wide range of services and opportunities that ensure students success.

DISCUSSION

Socio-demographic profiles of the student-respondents in terms of their sex, age, and year level.

Data on students when grouped according to their socio-demographic profile (Table 1) revealed that most of the students are female (91.5%). Majority of them are in the age bracket of 17-20 years old (66.5%) and are in their first year of college (65%). The findings revealed that majority are young, female students in their first year at college. These chosen respondents are in need of guidance counselling that coincides with Fisher (2006) and Willys (2017) observations that the transition from high school to university/ college can be seen as a complex life event for students as this is the stage where they are encountering a new environment and facing particular issues such as academic pressure, diverse cultural set up, developing new interpersonal relationships, organizing their time, use newly found freedom, and managing their personal finances.

This is also true with the locale of this study that most of the student-respondents are turning into more mature individuals that can manage their own finances as well as their own life in general. As the students are transitioning into becoming more matured individuals entail many challenges and difficulties, and this is why developing a comprehensive guidance program is important. This is to handle day to day psychological and social problems arising from childhood to adulthood and from modern challenges.

The administrators, faculty and non-teaching staff also recognize that they must fully support the said program since their dealing with millennial learners. The finding is related to Cobia and Henderson (2003) developmental theory which influences all parts of a comprehensive school counseling program. Counselors use their thorough understanding of life stages and context to shape the span and sequence of their program activities to facilitate personal/social, career, and academic development. The different theories and concepts gives a framework for describing children and adolescents and for explaining their behaviors and can

also provide school counselors with the vocabulary, concepts, and research to support the school counseling program's process.

The needs of the student-respondents with regard to guidance program.

Students claimed self-development as extremely important needs. The guidance office should help them in learning how to plan their life and manage their time. Emotionally, adolescents move toward greater autonomy from parents and establish a unique and separate identities. They are searching for who they are and also who they are not. They also try on different roles and responsibilities, discuss, experiment, and explore. They may need time away from others to contemplate and clarify their values and direction in life (Vernon, 2004). The findings coincide with Akos and Galassi (2004) statement that in adolescence, passing from one educational level to another can also cause reduction in students' performances, decline motivations, decrease in self-esteem and psychological sadness. The development of the self-concept, self-esteem, and identity starts with the onset of puberty. Individual self-evaluations and relations with their environments are determining factors in the development of these concepts which are very important to adolescents.

Adolescence is the transition period experienced by the students. Many of them become self-conscious about their bodies and how other people perceive them. As a result, yearly adolescence self-esteem seems to be at an all-time low. Comprehensive guidance program should also put emphasis on the students' need of developing self-confidence, knowing and understanding themselves better and learning more about the world outside as they are very important concerns for the students. Addressing the need to develop a strong and stable sense of self for students can be possible through said program and by the help of the administrators, faculty and non-teaching staff.

According to Sandhu, (2000) the need for guidance counseling became cardinal in order to promote the well-being of the learner. Productive counseling services were intended to empower learners so that they can improve self-esteem and to help them realize potential in adult lives. The solemn purpose of counseling was to empower learners to participate fully in economic and social development of the nation. School counselors provide counseling programs that help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction (ASCA, (2007). As we noted earlier, students are likely to receive a different image of themselves depending on who providing that images that is why the stability of the self is threatened. At this time, the efforts of the schools must be centered on the identity needs of the students in order for the successful development nurtured.

Students also claimed family relationship as an important need. They wanted the guidance office to emphasize on their need of improving their relationships with their siblings, developing the ability to discuss problems with parents and managing siblings in a parentless home. In the study of Villar (2014) stated that the greater demand for guidance services have arisen due to some reasons. These includes problematic family environments where many children belong to. The increased mobility of Filipinos can also be a reason, as changes in the area of education expanded course possibilities and need for post-graduate studies. Other factors include developments in the world of work (more occupational possibilities, lack of job possibilities, new trends in permanency and tenure and job-skills mismatch), increasing possibilities of experiencing crisis (natural calamities and crisis and accident), increasing multifarious disorders, and the rise of generation Z. It is evident that the current concerns creating frustration, envy, anger, and depression to the children. This also supported by Kesici

(2007) study that some of the sixth grade students and the majority of the seventh and eighth grade students need counseling regarding domestic problems (parental attitude, problems with siblings and insistence on responsibilities). Students give importance to the family relationship because it motivates them and it can strongly affect their development. They study to get good grades but their relationships with their family may encourage them to perform well in school. Collaborations among parents, other significant member of the student immediate family are essential. Forming connections between student families and school to enhance student learning and to address any problems and difficulties that might occur.

Students also claimed social relationship as an important need. They wanted the guidance office to emphasize on their need for developing skills for starting/maintaining friendships, knowing how to choose friends and developing the ability to avoid being taken advantage of as very important matters in creating a comprehensive guidance program. Making new friends and establishing friendships is important in the process of adjusting to college. Some of the students seem to thrive in the new college social scene, while others struggle to connect with their peers. They also added that social and personal growth is an important benefit of college life and it has been associated with academic adjustment, as well as an overall satisfaction with the college experience (Shim and Ryan, 2012).

On the other hand, Ariani, (2017) found out that social relationships play as an important variable that motivates students in early adolescent period. As expressed by the respondents, establishing relationships help students gain independence and make them manage their lives with confidence. The study also supported by White & Kelly (2010) regarding the school counselor's role of reducing the student dropout rate supported the use of classroom guidance as an intervention for students. The classroom guidance focused on career exploration, academic survival skills, stress and anger management, interpersonal communication, and social problem solving skills. Implementing classroom guidance within the school curriculum showed positive results in supporting social needs of students and promoting their personal and social skill development. Thus, efforts are needed to equip them with the skills to establish and sustain a healthy peer relationship. Ultimately, the concerted effort of the stakeholders is needed to create a program where students feel respected and supported.

Majority of the students also claimed studies as an extremely important. In developing a guidance program for studies, the guidance office should put emphasis on teaching the students to develop confidence in recitations and discussions as well as balance between work at home and studies and talking to teacher about difficulty in understanding lessons. Counseling for student academic achievement is one of the major roles of a comprehensive guidance program. It aims to help students achieve academic success. School counselor's must be proactive and help create a school climate that promotes academic success, in close collaboration with key stakeholders. The students should be in an environment that fosters and facilitates learning. Students will have increased learning behaviors, improved academic achievement, and also addressed personal/social concerns in families or friendships in small groups. Small group counseling enables students to learn to deal with society's stressors, improves school attendance and school behavior, increases student achievement and increases overall self-esteem and attitudes toward school (Beale, 2004).

Other areas of concerns among students was course/occupational/career. Students perceive it very important that the guidance office should respond to their need of learning what course could prepare them for the occupation or career that would make them happy, discovering their values and in what course/ occupation they would be more satisfied, helping them discover

what other skill they need to develop for their chosen course/occupation and making them discover for what work/occupation their talents and abilities could be useful. Students concerns for course/occupational/career was backed up by Ball (2009) research findings on high school students. She found out that students need more opportunities for career and college planning that would teach them about what jobs are available, what those jobs require, need these opportunities earlier, learn more about money management, financial aid, the economy, improve life skills such as the ability to live independently, be responsible for self, and manage time. The study also found out the need for parents be involved as best they can in career development and college planning. The study also supported by Sculli, (2011) study on the role of needs assessments in the context of the Comprehensive School Counseling Programs (CSCPs) and the ASCA National Model. Students reported the most need in the career domain with secondary emphasis on the academic domain, while reporting little need in the personal/social domain. It is therefore expected that course/occupational/career was one of the important needs to be address by the comprehensive guidance program. Counseling for student career development is also one of the foundations of the counselor's job. Career counseling focuses primarily on helping students discover what jobs or career they wished to pursue, and then helping them decide what paths they might take to achieve those goals (Davis, 2015).

Most of the students perceive specific social skills as a very important need. This result coincides with the findings of Hurst, Wallace, & Nixon (2013) on the impact of social interaction on student learning. They found out that students in all three courses perceived that social interaction improved their learning by enhancing their knowledge of literacy and teaching and their critical thinking and problem-solving skills. It is therefore that guidance office should respond to their need of learning more about physical abuse, emotional and verbal abuse and sexual abuse/harassment as well as how to handle experiences of abuse (physical, sexual, emotional, verbal). Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with the stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs (ASCA, 2005). It is also mentioned by Topdemir (2013) that counseling should also be enacted for student personal and social development. School counselors must help students address the thoughts, feelings, and behaviors that result from stressful events in their lives. The meaningful part of being a school counselor is intervening and supporting the student when a situation is realized.

Significant difference in the need of the respondents when analyzed according to their socio-demographic profile.

It can be observed in Table 5 that there is a significant difference in the need of the respondents when analyzed according to their socio-demographic profile in terms of aged 17-20 years old, female and first year level in all six domains of needs assessment. Also, those respondents aged 21 – 24 years old have shown significant difference in their needs in studies while student-respondents aged 25 – 28 years old feel that it is important for the Guidance program should include also the domain of course/occupational/career concerns. Meanwhile, the needs assessment in terms of course/occupational/career concerns and specific social skills are the only ones that have shown significance for the second year level students. This implies that the needs of the students in every age, sex and year level are different.

Cobia & Henderson (2006) mentioned the different developmental interactions that influenced person's development. First, the person's life tasks (industry, identity, relationships,

and achievements); second, life settings (school, home, and neighbourhoods); third, stressors (family stress, alcoholism, poverty, abuse, and violence); fourth, the person's transitions (change of schools, moves, and graduation); and lastly, the person's needs (safety, love/belonging, and respect). The person's level and type of development will influence their response to needs, tasks, and situational stressor.

The transition from high school to university/ college can be seen as a complex life event for students since they encounter a new environment and face particular issues, such as dealing with academic pressure, diverse cultural set up, developing new interpersonal relationships, organizing their time, use newly found freedom, and managing their personal finances (Fisher, 2006 and Willys, 2017). This explains the needs of first year female students in all six domains.

Those respondents who are older tend to have concerns only on specific needs especially when academic studies and work are concerned. This is supported by what Ninte (2000) reveals about the different needs and problems of the ADDU college students in terms with their academic status. Some of these are personal and psychological relations, adjustment to college work, home and family, finances, living and employment and social recreation activity.

However, there was no significant difference in the need of the respondents when analyzed according to their socio-demographic profile in terms of aged 29 – 32 years old, male, and third year and fourth year level students with regards to guidance program. This reveals that compared to the younger generation of the school's population, the male, older students of the school have a lesser need for guidance counselling and guidance program. These significant differences will help further in planning a comprehensive guidance program for the students since Davis (2015) believed school guidance program needs to be responsive to the developmental demands faced by students in regards with their profile.

Importance of the Guidance and Counseling Program of the School

Guidance program in the college level is essential in developing higher aspect of education with the students. Having someone helping them in their psychological needs can make students more focused, confident and career-driven in life. Most of the respondents in the selected private school perceived it as very important that the guidance counselling office should emphasize more in the area of studies, course/occupational/career concerns and self-development which are their main concerns. Yet it is also important for them that there is a program to help them in areas of specific social skills, family relationships and social relationships. Whereas on the part of the faculty and administration, guidance program is important to give awareness on the role of faculty and students especially on values, there is also a need for training to faculty members about counseling, information about the school, the capacity of the program to accept referrals, address issue on morality for students, the generation gap and improvement of confidentiality and ethics.

Familiarity with the School Guidance Office

Participant responses on the familiarity of the school guidance office may vary in terms of their experiences. Guidance counselor play an important role in providing for the developmental and individual needs of the students. Providing direct instruction in the areas related to the personal, academic, and social development of students. Guidance services should be understood from a programmatic view that address the academic, career, and personal/social development of the students and assist schools in improving student performance (Gysbers and Stanley, 2014). Counseling for student academic achievement is one of the major roles of a

comprehensive guidance program. It aims to help students achieve academic success. School counselor's must be proactive and help create a school climate that promotes academic success, in close collaboration with key stakeholders. The students should be in an environment that fosters and facilitates learning. Counseling should also be enacted for student personal and social development. School counselors must help students address the thoughts, feelings, and behaviors that result from stressful events in their lives. The meaningful part of being a school counselor is intervening and supporting the student when a situation is realized (Davis, 2015 cited Scarborough & Culbreth, 2008).

Participants perceived guidance program that deals with the career journey of the students. Most of the respondents in the selected private school perceived it as very important that the guidance counselling office should emphasize more in the area of studies, course/occupational/career concerns and self-development which are their main concerns. Counseling for student career development is also one of the foundations of the counselor's job. Career counseling focuses primarily on helping students discover what jobs or career they wished to pursue, and then helping them decide what paths they might take to achieve those goals (Davis, 2015). It implies that guidance and counseling program have substantial impact on student's educational and personal development. Counselors use their thorough understanding of life stages and context to shape the span and sequence of their program activities to facilitate personal/social, career, and academic development (Cobia & Henderson, 2006).

The findings coincide with the study of Poynton, Carlson, Hopper & Carey (2006) that a counselor's intervention enhanced students' confidence in their ability to perform well on problem-solving and logical reasoning tasks.

On the other hand, orientation and information services play a vital role in every guidance program. Providing a regulated orientation about the services offered by the office will give clarification to students in order to break the negative expression in seeking help. Respondents stressed out how important for the students, faculty and staff to be well informed about the services benefited by them. This backed up by UNESCO (2000) that effective guidance programs should have clear and well defined goal, mission and vision, and appropriate support from all stakeholders.

Guidance counseling is a process of helping students discover and develop their educational, vocational, and psychological potentials so as to achieve an optimal level of personal happiness and social usefulness. The goal of the service is to help counselee learn to deal more effectively with himself and the reality of his environment (Wanjiru, 2014; Heyden, 2011).

Improvements needed to make the Guidance Services relevant to the Students

Participant's expressed their thoughts on the improvements needed to make the guidance and counseling program relevant to the students interconnected with their perception of the importance of the guidance program. The faculty and non-teaching staff responses dwells on their needs for trainings and workshops on the proper handling of students issues, having a basic counseling skills for them to immediately respond to the students as well as the skills on homeroom and group activities. An effective guidance services is one in which the services are provided on a continuous and regular basis. The school counselor together with the administration must identify the counseling needs of learners and put in place a comprehensive curriculum that touches on the diverse needs of learners (Gichaga, 2009).

Other improvements expressed by the participants were the need to create a program that will inculcate the Dominican culture especially the graduate attributes among students. To make the guidance office be more visible and reachable to all students. Since the school has a part-time teacher the need to have an institutionalized program for the guidance services is highly important. School counselors respond to the needs of the students through services from early intervention to crisis responses to counseling follow-up and maintenance. A responsive services includes individual small group counseling, crisis response and crisis counseling, referral, consultation and collaboration, and peer facilitation (Gysbers & Henderson, 2000). Comprehensive guidance program comprises four main components aimed at enhancing the learning and achievement of all students. This comprehensive system includes management, delivery, accountability and evaluation. School counselors intentionally plan and strategize the goals of their school's comprehensive guidance program each year. Through planned interventions, the school's comprehensive guidance program meets the academic, career, and personal/social needs of all students (Cobia & Henderson, 2003).

The issues on confidentiality derived from the past experiences of the respondents. These experience manifested to their attitudes towards the services of the guidance office especially the counseling services of the school. They also want the guidance office to create a program that train students as a peer facilitator. They perceived this as one of the most powerful tool to encourage more students to avail the services of the office. An effective guidance services is one in which the services are provided on a continuous and regular basis. The program also caters to the varied needs of all learners both with special needs and those without special needs (Wangai, 2007). The school counselor together with the administration must identify the counseling needs of learners and put in place a comprehensive curriculum that touches on the diverse needs of learners (Gichaga, 2009).

Specific Concerns and Suggestions of Participants like the Guidance Office Need to Address

Other concerns and suggestions of participants were the counseling, confidentiality and referral. Counseling refers as the heart of the guidance program. The respondents' concerns dwell on intensifying the counseling services because it gives comfort to the students' and encourages them to confront problems and work the most out of it. It is mentioned by Lunenburg (2010) that guidance and counseling is important in schools and colleges because it aids young people to follow the right type of education. When the students are confused between two career options, vocational guidance can help to make a choice. Sometimes students get confused on how to manage their time properly. Guidance helps learner to organise their leisure hours. Another benefits of counseling is to promote individuals to make informed decisions about their education. Individuals have to know the choices that are available in subjects, curricula, schools or colleges to govern what exactly they want to pursue. This program also facilitates the smooth transition for student from home to school, from primary to secondary school, from secondary to higher educational institutions and to the world of work. The final move from the educational system to the labour force appears to be most important and challenging for students. Guidance helps learners to overcome fear and attain good marks. Helps students to manage with examination worries. Students can also be guided to expand their competence in reading, note-taking and academic achievement as well as to develop effective study habits. (Lunenburg, 2010). Counseling for student academic achievement is one of the major roles of a

comprehensive guidance program. It aims to help students achieve academic success. School counselor's must be proactive and help create a school climate that promotes academic success, in close collaboration with key stakeholders. The students should be in an environment that fosters and facilitates learning. Counseling should also be enacted for student personal and social development. School counselors must help students address the thoughts, feelings, and behaviors that result from stressful events in their lives. The meaningful part of being a school counselor is intervening and supporting the student when a situation is realized (Davis, 2015 cited Scarborough & Culbreth, 2008).

As supported by the research of Sandhu (2000) states that productive counseling services were intended to empower learners so that they can improve self-esteem and to help them realize potential in adult lives. The solemn purpose of counseling was to empower learners to participate fully in economic and social development of the nation.

It is also important for the respondents that there is a program to help them in areas of specific social skills, family relationships and social relationships. They also emphasized that journeying the students can be the best and the easy way in determining the factors that affecting students' performance. For Beale (2004), small group effectiveness was confirmed by a research study Students increased learning behaviors, improved academic achievement, and also addressed personal/social concerns in families or friendships in small groups. The study supported the findings through pre- and post-assessments, and through communication with students, teachers and parents. Small group counseling enables students to learn to deal with society's stressors, improves school attendance and school behavior, increases student achievement and increases overall self-esteem and attitudes toward school.

As supported by Steen & Kaffenberger (2007), individual counseling was the primary related responsibility school counselors engaged in because their training, primarily, focused on individual counseling techniques and their application (Burnham, & Jackson, 2000). Individual counseling was considered essential because it also included developing individual plans to better prepare students to complete high school and pursue postsecondary options (Beale, 2004).

A study done regarding the school counselor's role of reducing the student dropout rate supported the use of classroom guidance as an intervention for students. The classroom guidance focused on career exploration, academic survival skills, stress and anger management, interpersonal communication, and social problem solving skills. Implementing classroom guidance within the school curriculum showed positive results in supporting social needs of students and promoting their personal and social skill development (White, & Kelly, 2010). Consultation was a valued service, as it delivered imperative communication between the counselor and the parents in advocating for the student. Consultation does offer a counseling component with the interaction of the parents, teachers, and stakeholders. Therefore, consultation has spontaneously become a responsibility placed on the counselor. Consultation, however, has been a "catch-all" term used to define many services rendered and one counseling duty that needs to be more defined (Burnham, & Jackson, 2000).

Confidentiality was one of the major concerns raised by the participants. They reiterate the right to privacy in the matters of disclosing information. Likewise, maintaining confidentiality can attract more clients and will gain the trust of the students. It is therefore that through appropriate and structured system for referral can address student's needs and concern. Confidentiality is a complex balancing act between students, parents, and school systems (Glosof and Pate, 2002). It is appeared as a continued concern for school counselors at the state, national,

and international levels. In addition, concerns associated with the duty to report behaviors such as dangerousness to self or others was shown as challenging for school counselors (Giles, 2014). In the study of Dobie and Donatelle (2007) suggest that counselors feel they are the appropriate person to work with students who self-injure but need more training to identify self-injurers and refer them to appropriate resources outside of the school. Counselors identified a number of barriers to successfully working with students who self-injure, such as lack of training, lack of cooperation with school personnel, and lack of policy on school injury.

Support System of the Administrator to the Guidance Personnel in Response to the Needs of the Students

One of the key indicators of whether the program was important was focused on the administrators' support system. The job title of the guidance counselor can be a bit ambiguous. One of the administrators perceived the need for adding of manpower to the guidance office. It is therefore the need for a licensed guidance counselor must consider. A guidance counselor that focus on the services offer by the office and don't have other commitments. And for the total package will be the proper and right compensation for the guidance personnel. In relation to the statements of Burnaham and Jackson's (2000) that the school counselor role must be more clearly defined to encourage support for the profession, which, in turn, will promote quality school counselors. The end result will be seen in student success. The school counselor role has continued to respond to national needs and movements. It demonstrates the complexity of the school counselor role. The demands from students, faculty and administration exist as well as expectations on job duties and responsibilities may also differ with various school environments.

One of the administrator expressed their thoughts by acknowledging the various responsibilities of the guidance counselor. Multi-tasking and overloading are one of the factors that affecting the proper implementation of the guidance services. Thus, de-loading of works and assigning non-guidance activities will be lessened to help the guidance office respond immediately to the needs of the students. It is a known fact that in the Philippines, guidance counselors are not only overloaded with students but are mostly with responsibilities other than guidance work. Hence, guidance counselors not only work to meet the demands of the profession but most importantly strive to satisfy the demands and expectations of their superiors, clientele and the community as well. The standard ratio for counselor-to- student in the country which is mostly not being followed is 1:500. Meanwhile, the American School Counseling Association recommends student-to-counselor ratio of 250:1 and suggested that school counselors spend 80% or more of their time in direct and indirect services to students to achieve maximum program effectiveness (Burnaham and Jackson's, 2000).

According to Paisley (2011), not only are school counselors struggling to meet the demands of multiple persons, they are also trying to juggle the debate over role definition. School counselors are encouraged to be involved in both the academic and mental health concerns of the students. With these various demands, fulfilling all expectations can be extremely difficult. Not only do counselors have to meet the needs of their students, they are also accountable to the parents and society with the educational system.

In addition, many school counselors experience role stress and confusion due to the conflicting and incongruent messages that they receive from administrators and other stakeholders who fail to understand the actual role of the school counselor (Culbreth,

Scarborough, Banks-Johnson, & Solomon, 2005). Some professional guidance counselors experience high levels of stress because of multiple job demands, role ambiguity, large caseloads, and lack of clinical supervision.

School counselors need to be more proactive in program planning to educate administrators about their roles as leaders, advocates, and systemic change agents. Counselors also need to assert themselves and set clearer boundaries with administrators so that their efforts can be focused on directly promoting students' academic, social/personal, and career success (Topdemir, 2013).

Based on the findings of the study, it has to improve its marketing program in coordination with the administration and faculty, tracing the history of students (study and reading habits), assessment of students, students' trust in the Guidance Office, listening to the needs of the students, balance the relationship of the personnel, respectable relationship of the students to their teachers, upright relationship of the students with their peers, change the values of the students toward the Sienna-Dominican culture, inform the school community about the Guidance Office services, trust and confidence from the students, formation of peer facilitators/counselors, coordination of the Guidance Office and the subject teachers, weekly schedule of consultation, remedial classes to academically poor students, in-depth profiling of students, strengthening student clubs and implement programs/workshops inculcating the values of being a truly Christians or Muslim.

Based on the focus group discussion, the responses of the respondents provide a clear presentation of how important the guidance office to the educational system of the school. Their responses will bridge in developing a comprehensive guidance program.

Comprehensive Guidance Program

Based from the profile of the student-respondents, needs of the students with regard to the guidance program, and the importance of the guidance services of the school, there is a need to create an action to address the results through a comprehensive guidance program intended for the stakeholders of the school. The school guidance programs have been established over a long period of time and the different issues regarding to the proper implementation of the guidance program is the very reason for the development of a comprehensive guidance program for the school. This to ensure students have access to appropriate guidance services that assist them in handling their developmental, emotional, and adjustment needs. As supported by Gysbers and Stanley (2014) that guidance services should be understood from a programmatic view that address the academic, career, and personal/social development of the students and assist schools in improving student performance.

American School Counselor Association (ASCA) National Model considers direct students service as in-person interactions between school counselors and students that most of the time enjoy by the counselors (Davis, 2015; Education Trust, 2003). Further, Trusty & Brown (2004) mentioned steps for designing a comprehensive school counseling program. First of these step is pre-planning. The pre-planning is conducting an audit of the existing program, is an important part of the preplanning phase, in gaining support for the change effort from administrators and others. Secondly, the formal process, a steering and advisory committee should be established and a mission statement and philosophy for the program should be written. Third, the systematic assessment of student's needs should be conducted, the content of the program selected, and the objectives for the program established. Fourth or final stages of

planning process program are program design, program implementation, program evaluation, and program renewal.

Findings

In terms of profile of the respondents, majority of the students are in the age bracket of 17 – 20 years old, are female and in their first year of college. In terms of self-development, students deem it as extremely important that the guidance office should help them in learning how to plan their life and manage their time. The guidance comprehensive program should also put emphasis on the students' need of developing self-confidence, knowing and understanding themselves, better and learning more about the world outside. In terms of family relationship, the students wanted the guidance office to emphasize on their need of improving their relationships with their siblings, developing the ability to discuss problems with parents and managing siblings in a parentless home.

In terms of social relationship, the students' perceived as very important that the Guidance Office should emphasize on their need for developing skills for starting/maintaining friendships, knowing how to choose friends and developing the ability to avoid being taken advantage of, in creating a comprehensive guidance program. In terms of studies, majority of the students feel extremely important that the guidance office should help them with understanding their lessons. They also perceived as very important that in developing a guidance program for studies, the guidance office should put emphasis on teaching the students to develop confidence in recitations and discussions as well as a balance between work at home and studies and talking to teacher about difficulty in understanding lessons. In terms of course/occupational/career concerns, most students perceived as very important that the guidance office should respond to their needs of learning what course could prepare them for the occupation or career that would make them happy, discovering their values and in what course/ occupation they would be more satisfied, helping them discover what other skill they need to develop for their chosen course/occupation and making them discover for what work/occupation their talents and abilities could be useful.

In terms of specific social skills, most of the students perceived as very important that the guidance office should respond to their needs of learning more about physical abuse, emotional and verbal abuse and sexual abuse/harassment as well as how to handle experiences of abuse (physical, sexual, emotional, verbal).

There is a significant difference in the need of the respondents when analyzed according to their socio-demographic profile in terms of aged 17-20 years old, female and first year level in all six domains of needs assessment. Also, those respondents aged 21 – 24 years old have shown significant difference in their needs in studies while student-respondents aged 25 – 28 years old feel that it is important for the Guidance program should include also the domain of course/occupational/career concerns. Meanwhile, the needs assessment in terms of course/occupational/career concerns and specific social skills are the only ones that have shown significance for the second year level students. There is no significant difference in the need of the respondents when analyzed according to their socio-demographic profile in terms of aged 29 – 32 years old, male, and third year and fourth year level students with regards to guidance program. The importance of guidance program for the respondents is to give advice to students with or without problems in their grades in school, career path, peacemaker, facilitator, mediator, need assessor, listener, information giver, counselor, formator and even a linkage to others to other people who would like to help them regarding financial matters, schedule students for

individual sessions. It is also to give awareness on the role of faculty and students especially on values, training to faculty members about counseling, information about the school, accept referrals, address issue on morality for students, generation gap, improvement of confidentiality and ethics.

Based on the findings of the study, the vision-mission of the school in 2026 is to become a primary allied health school in Mindanao. It has to improve its marketing program in coordination with the administration and faculty, tracing the history of students (study and reading habits), assessment of students, students' trust in the Guidance Office, listening to the needs of the students, balance the relationship of the personnel, good relationship of the students to their teachers, good relationship of the students with their peers change the values of the students (Christian and Muslims) toward the Sienna, Dominican culture, inform the school community about the Guidance Office services, trust and confidence from the students, formation of peer facilitators/ counselors, coordination of the Guidance Office and the subject teachers, weekly schedule of consultation, remedial classes to academically poor students, in-depth profiling of students, strengthening student clubs and implement programs/workshops inculcating the values of being Christians or being Muslims.

Conclusions

The study concludes that a guidance program in the college level is essential in developing higher aspect of education with the students. Having someone helping them in their psychological needs can make students more focused, confident and career-driven in life. Most of the respondents in the selected private school perceived it as very important that the guidance counselling office should emphasize more in the area of studies, course/occupational/career concerns and self-development which are their main concerns. Yet it is also important for them that there is a program to help them in areas of specific social skills, family relationships and social relationships. Whereas on the part of the faculty and administration, guidance program is important to give awareness on the role of faculty and students especially on values, there is also a need for training to faculty members about counseling, information about the school, the capacity of the program to accept referrals, address issue on morality for students, the generation gap and improvement of confidentiality and ethics.

The study also shows significant differences in the results when analyzed based on their profile. The profiles with significant results, most importantly those with significant values in all six domains such as female students, aged 17-20 years old and at first year level of college, had been helpful in constructing a comprehensive guidance program that best caters to the needs of the student-respondents.

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