

**THE GUIDANCE PROGRAM OF THE PUBLIC ELEMENTARY
SCHOOLS IN THE DISTRICT OF TAGAYTAY CITY;
ITS STATUS AND SUGGESTED MEASURES
FOR IMPROVEMENT**

ABSTRACT

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MASTERAL THESIS ABSTRACT

Title : The Guidance Program of the Public Elementary Schools in the District of Tagaytay City : Its Status and Suggested Measures for Improvement

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STATEMENT OF THE PROBLEM

This study sought to determine the status of the guidance program of the District of Tagaytay City, and the suggested measures for improvement.

Specifically, it attempted to answer the following questions :

1. What were the profile and qualifications of teachers for pupil guidance relative to the following :

- a. Age
- b. Sex
- c. Educational Attainment
- d. Eligibility
- e. Length of Service
- f. Number of units in guidance
- g. In-service training in guidance

2. What was the status of the guidance program?

- a. Organization of the guidance program
- b. Administration of the guidance program
- c. Guidance Services

- (1) Pupil Inventory Service
- (2) Counseling Service
- (3) Placement Service
- (4) Follow-Up Service

d. Guidance facilities, materials and equipment

3. What were the problem of the teachers and counselors of the district relative to the guidance program?

4. What measures were suggested by the teachers for the improvement of the guidance program in the district of Tagaytay City?

METHOD OF RESEARCH

To gather data, the descriptive method was used in the study. The researcher used the questionnaire-checklist as the main source of data. Interviews yielded supplementary information. Documentary analysis was used to counter-check the responses of the teachers to the questionnaire and also yielded additional data pertinent to the study.

SCOPE AND DELIMITATION OF THE STUDY

The study involved the 116 teaching personnel of the fifteen schools of the district of Tagaytay City for the school year 1989-1990. The evaluation of the guidance program as perceived by the respondents and the items included are considered as delimitating factors.

MAJOR FINDINGS

Profile and qualification of teachers :

1. There were 14 barrio schools and one central school with 12 male teachers or 10.34 percent and 104 female teachers or 89.66 percent of the total respondents involved in this study.

2. The male teachers were outnumbered by the female respondents with a ratio of 1:9.

3. There were 37 teachers or 31.90 percent who belonged to the 41 to 45 age bracket wherein 32 or 30.77 percent were females and 5 or 41.67 percent were males.

4. Most of the teachers belonged to the age group of 36 to 50 years with a total of 75 or 64.65 percent; while 8 or 6.90 percent were near the retiring age of 60 years.

5. There were 45 teachers or 38.97 percent who were Bachelor of Science in Elementary Education and Bachelor of Science in Education graduate.

6. There were 51 respondents or 47.41 percent who had advanced educationally by taking up courses in the graduate school, while 13 or 11.21 percent were graduates of other courses with units in education.

7. Seventy-four teachers or 63.79 percent were civil service eligibles, while 7 or 6.03 percent obtained their eligibility through the Magna Carta. There were 35 respondents or 30.17 percent who were non-eligibles.

8. There were 45 teachers or 38.79 percent who had 10 to 19 years of teaching experience, while 28 teachers or 24.14 percent had less than 9 years of experience, although 43 respondents or 37.07 percent had rendered service from 20 to more than 40 years experience in the teaching profession.

9. A total of 105 teachers or 90.52 percent had earned 3 units in guidance, while the rest had six or more.

10. There were 107 teachers or 92.24 percent who had attended in-service training in guidance conducted by the division and district level, respectively, while 9 respondents or 7.76 percent had no in-service training in guidance.

Conclusions

Based on the major findings of this study, the following conclusions were formulated :

1. Most of the respondents were about 36 to 50 years of age, a total of 75 or 64.65 percent; while 8 or 6.90 percent will be retiring soon.

2. Most teachers were BSE/BSEED graduates although some were graduates of other courses with units in education.

3. Most respondents had grown professionally by enrolling in the graduate courses.

4. A great majority of the teachers were civil service eligibles although there were still non-eligibles.

5. Majority of the teacher respondents had rendered service in the teaching profession from 10 to 19 years, a total of 45 or 38.79 percent, although 43 teachers or 37.07 percent had 20 to more than 40 years of teaching experience, a very slight percentage belong to the retireable age.

6. All the teachers had basic knowledge in guidance earning 3 units in the guidance course; while 9 had obtained 5 to 15 units, and only 2 teachers acquired 24 units.

7. Most of the teachers had basic knowledge in guidance except 9 teachers who were new in the service, but had not attended conferences and seminar-workshop in guidance. (Question No. 1)

8. The quality of organization and administration of the guidance program in the district was considered by the respondents as good.

9. The practice of the guidance-related activities in testing and the individual inventory service was classified as very good.

10. The counseling, placement, and follow-up services was perceived by the respondents as good. (Question No. 2)

11. The existing problems of teachers relative to the guidance program were classified as: training and development of the guidance staff, guidance facilities, materials and equipment, budget, attitude of administrators and indifferences of pupils, parents and community members toward the school guidance program. (Question No.3)

12. Schools with guidance facilities, materials and equipment obtained higher mean in the achievement test.

13. Percentage of drop-outs and absences were lower in schools with part-time guidance personnel.

14. Suggested measures by the teachers for the improvement of the guidance program includes the following: involvement of the guidance personnel, administrators, teachers, pupils, parents and community laymen in planning the guidance program; efficient monitoring of guidance activities; regular budget allocations, provisions of sufficient needed facilities, materials and equipment; and more in-service training of teachers in all aspects of the guidance program. (Question No. 4).

Recommendations

The following recommendations were formulated based on the major findings and conclusions in this study:

1. Teachers who have enrolled in the graduate courses should be encouraged to earn additional units in guidance.

2. Teachers and guidance personnel should be encouraged to earn more units in guidance to ensure better performance and upgrade their competencies in the field of guidance.

3. A well organized guidance in-service program is needed to enrich the capabilities of teachers for guidance work (Question No. 1).

4. The quality of organization and administration of the guidance program as well as the counseling, placement, and follow-up services in the district of Tagaytay City should be strengthened to be able to achieve a very good if not an excellent level of guidance program. (Question No. 2).

5. There should be more involvement of the administrators, teachers, pupils, parents and community leaders in the organization of the guidance program.

6. Proper coordination with the authorities concerned be made for the inclusion of a budget allocation for the program.

7. A full-time guidance teacher/counselor is needed in big schools with part-time assignment in nearby small schools.

8. Proper representation by the administrators should be made for additional item for guidance positions proportionate to the total production of the schools in the district of Tagaytay City.

9. Solicit the full support and sponsorship of affluent families in the locality or outside the district of Tagaytay City. (Question No. 3)

10. The measures suggested by the teachers should be studied and implemented if found feasible.

11. Propose a revitalized guidance program in the district of Tagaytay City.

12. Similar studies should be conducted in the future. (Question No. 4)

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