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**A Formative Evaluation of a Scripture-Based Guidance Program
for Asian School for Christian Ministries (ASCM)**

WITTIO

**A Thesis
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by

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ABSTRACT

This study was an attempt to make a formative evaluation of a Scripture-based guidance program for ASCM. The basic question to which this evaluation was focused was "How effective was the guidance program of ASCM?" Effectiveness was viewed in terms of:

1. Adequacy of its existing guidance services and its components.
2. Qualifications and level of Morale of ASCM counselors in serving the students' needs
3. Extent of attainment of the program objectives as perceived by the students and the guidance counselors.
4. Extent of satisfaction of the students' assessed needs.

Specifically, it was designed to answer the following questions which have been grouped into the data matrices of the Countenance Descriptive Data Evaluation:

A. INTENDED ANTECEDENTS

1. What are the assessed needs in the Scripture-based guidance program of ASCM?
2. What are the expected qualifications and functions of ASCM counselors?

B. OBSERVED ANTECEDENTS

1. What is the rationale underlying the Scripture-based guidance program of ASCM according to its goal, guidance principles, purposes, and functions?
2. Based on the Student Needs Assessment, what are the objectives formulated for the Scripture-based guidance program of ASCM?
3. How qualified and adequate are the ASCM guidance counselors in serving the needs of its students in terms of :
 - a. their profile and academic preparation?
 - b. their time spent in dealing with the guidance functions?
4. What is the level of morale of the guidance counselors?

C. INTENDED TRANSACTIONS

1. What are the guidance services intended to be implemented ?

D. OBSERVED TRANSACTIONS

1. To what extent are the intended services of the Scripture-based guidance program being implemented?

E. INTENDED OUTCOMES

1. What are the intended outcomes from the Scripture-based guidance program of ASCM?



F. OBSERVED OUTCOMES

1. To what extent have the objectives of the Scripture-based guidance program been achieved as perceived by the guidance counselor and the students?
2. To what extent have the assessed needs of the students been satisfied?
3. What are the 1991 students' assessed needs and their differences with those of the 1989 students' assessed needs?

G. JUDGMENTS

1. How congruent are the intended and the actual antecedents, transactions and outcomes?
2. What is the assessment of the students on the implemented services of the Scripture-based guidance program?
3. How adequate are the existing guidance services of ASCM for attaining its Scripture-based guidance program objectives in terms of:
 - a. Personnel Resources for guidance?
 - b. Facilities and materials available for guidance?
 - c. Budget resources?
4. What are the strengths and weaknesses of ASCM guidance program based on the perceptions of the counselors, teacher-counselors, and administrators?
5. Based on the findings of the study, should the program be continued? modified? terminated?

The respondents of the study were: seventy full-time students from all levels in 1989 and thirty-four full-time students from second, third, and fourth year levels in 1991; two guidance counselors; two teacher-counselors; and two administrators.

The significant findings gathered from the study are as follows:

A. Intended Antecedents

A.1 The 1989 assessed need categories of the ASCM students were presented in the order of priority: developing leadership skills ; desirable conduct/self-discipline ; developing career awareness and exploration ; making decisions. ; developing responsibility for self ; planning careers in the ministry ; assessing self ; understanding and accepting self ; relating to others ; planning ways to study better ; clarifying values ; being understood by others ; understanding the guidance program ; understanding others ; understanding sexual identity, and coping with the school environment.

A.2 The expected educational qualifications of ASCM counselors were at least a graduate of a four-year course from an accredited college with at least 15 units of psychology or any field like Christian Theology or Education with a minor in pastoral counseling. Others requirements



needed were: at least three years in a Christ-Centered faith; interested in the welfare of the students; must budget well her/her time in performing the guidance functions; and must grow in the knowledge of the Word of God. Even teacher-counselors should have the qualifications mentioned above but handle only counseling in the guidance program.

B. Observed Antecedents

B.1 The Scripture based guidance program of ASCM upholds the philosophy that man is endowed with potentialities and capacities that can be developed to the fullest. It is concerned with the total development of the potentialities of its students as well as concerned with the important role that the school, particularly through its staff and other resources, will play in the total development of its students.

It has subscribed to the principles of guidance affecting the student-client, and the guidance workers. It also has subscribed to the principles of organization and administration. This guidance rationale was expected to be followed by the implementors of the Scripture-based guidance program as a criterion for the effective delivery of the said program.

B.2 Based on the 1989 Student Need Assessment Survey, the objectives of the Scripture-based guidance program were: to gather informations about the students so that counselors, and other school authorities can understand them better ; to conduct guidance tests such as aptitude tests, personality tests, etc.. in order to understand more about the students' abilities, aptitudes,potentials,needs,and help students identify their spiritual gifts and measure their spiritual level in terms of their degree of relationship with God, self and others ; to use the results of such tests in guiding each student to: understand himself better,solve his problems, and develop his potentials ; to orient the students about the different guidance services available to them and get acquainted with the counselors ; to conduct individual counseling to help students solve their personal and academic problems ; to help students express their opinion independently ; to help students overcome their feeling of inferiority, awkwardness or inadequacy ; to help students make career (ministry) choices according to their interests and abilities ; to conduct group counseling session with students having common problems in: making decisions,developing leadership skills,understanding their sexual identity,developing correct study habits,developing self-discipline, and clarifying their values ; to help students know more about the needs and feelings of others in order to understand others ; and to help students relate well with others.



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B.3 The educational qualifications were attained by all counselors and teacher-counselors. It is desirable to have both men and women counselors on the staff to provide students with a choice. However, the male counselor and the two teacher-counselors were just qualified to do counseling only. So just the female counselor, who is the guidance coordinator and dean of student affairs, did all of the guidance functions. She has played the role of administrator-counselor simultaneously. But it was discussed that there were kinds of problems and conflicts that are involved when the administrator attempts to function in the dual capacity of administrator and counselor to her staff.

B.4 The level of morale of both counselors and teacher-counselors were generally high in the following three areas : collaboration and cohesiveness; personal commitment and price; and leadership style.

C. Intended Transactions

C.1. The guidance services which were intended to be implemented were: Orientation Service, Individual Inventory Service, Testing Service, and Counseling Services. The description of each service includes their nature, objectives, planned activities, personnel needed and facilities and equipment needed for their proper implementation. It was expected that these services will be implemented to a moderate to a high extent and the guidance resources were adequately provided by the guidance coordinator.

D. Observed Transactions

D.1 As perceived by the guidance counselors, the four guidance services had been implemented at different degrees/extents. The orientation service was perceived as implemented to a very great extent. The individual counseling and the inventory were done to a great extent, but the counselors had failed to update their students' records. The testing service and the group counseling service were the most neglected areas. Nevertheless, the overall mean of these four services indicated that they had been implemented to a moderate extent.

E. Intended Outcomes

It was expected that if the guidance service were implemented to a great extent, then the program objectives will be highly achieved and most of the guidance needs of the students will be satisfied. But if guidance services were implemented to a moderate extent, then objectives will be moderately attained and few students' needs will be satisfied.

As needs are met, then new needs will come out, so it was expected that there will be positive changes in the order of the prioritized needs of the ASCM students.



F. Observed Outcomes

F.1 The extent of attainment of the Scripture-based guidance program was assessed by the counselors and the students. In general, both counselors and students had an overall perception that the program objectives had been achieved moderately only. This findings corresponded to the overall perception of the counselors pertaining to the implementation of the guidance services as moderately done only.

Specifically, the students rated all of the objectives as moderately attained. They showed apparent discontentment with those areas of guidance, as the counselors gave their corresponding ratings of "great" to "very great" extents. The ratings given by the students should serve as eye-openers if the program had to be really responsive to the needs of the students. Nevertheless, the counselors gave lower ratings than the students in achieving those objectives concerning the group counseling activities. The implementation of these objectives should be reviewed and further improved to meet the students' needs and expectations.

F.2 As perceived by the students, their guidance needs have been satisfied to a moderate extent only. This means that the Scripture-based guidance program had not adequately responded to these students' needs. Only four need categories were fully satisfied namely: understanding sexual identity; clarifying values; making decisions; and relating to others. However, the first three need categories were still moderate students' needs based on the 1991 assessed needs. So only "relating to others" was truly satisfied as it came out as a weak need. The rest of the need categories provided the students with moderate satisfaction.

F.3 In the 1991 assessed need of the ASCM students, there were three weak need categories of the students, which were: planning ways to study better, understanding others, and relating to others, which were considered moderate needs in 1989. And the 13 others were considered as moderate needs for 1991. This showed a slight improvement compared to the 1989 assessed students' needs, which were all moderately rated. However, developing the leadership skill of the students was still the no. 1 prioritized need of the students.

G. Judgments

G.1 Congruence between the intended and the actual antecedents, transactions, and outcomes



G.1.1 Antecedents

There was congruency between the students' assessed needs and the rationale underlying the Scripture-based guidance program and its objectives. However, there was a need to reformulate the program objectives into behavioral ones.

There was also congruency between the expected and actual qualifications and functions, and level of morale of the ASCM counselors but showed inadequacies in the performance of all the guidance functions.

G.1.2. Transactions

There was congruency between the intended and observed guidance services implemented like orientation, inventory, and individual counseling services except for the testing and the group counseling services.

G.1.3. Outcomes

There was congruency between the intended and observed outcomes of the Scripture-based guidance program. As the ASCM guidance services have been implemented moderately thus, as expected and observed, the program objectives have been moderately achieved. But specifically, there were incongruencies between the perceptions of the ASCM counselors and students on the level of attainment of the program objectives.

G.2 As to the students' assessment of the four guidance services, the orientation and inventory service were rated adequately. The counseling service was rated adequately but needed improvement especially in developing the leadership skills and they were interested in joining group discussions of students' concerns. However, even when testing was rated adequate, the specific areas which were responded by the students showed inadequacies under this service. Such assessments of the ASCM students showed contingencies with the program rationale and the expected and observed guidance services as perceived by the ASCM counselors.

G.3 In general, personnel resources and facilities were adequate except for guidance materials and budgetary allotments. Specifically, there's a need for a school psychometrician and parents to participate in guidance activities; home and family records by the students have to be gathered; personality, interest inventory and group counseling materials have to be acquired; and budgets for seminar attendance, program development, testing and educational informational materials have to be allotted by the guidance coordinator. Such deficiencies in the



guidance facilities and resources revealed incongruities with ASCM's program rationale and its intended guidance services .

G.4 The strengths and weaknesses of the ASCM guidance program were identified by the guidance counselors, teacher-counselors and administrators. The program strengths, as perceived unanimously by all of the three respondents were: administrative leadership, coordination among counselors and administrators, consultants, individual counseling service, and high staff morale. Still majority considered qualified counselors and storage facilities for both testing and student information records, as program strengths. Such program strengths showed congruities with the program rationale.

Majority of the respondents regarded the following areas as the program weaknesses: group counseling service, testing materials, counseling materials and financial resources.

G.5. Based on the findings of the study, the Scripture-based guidance program will be continued but some modifications or improvements will be made on the weak areas or deficiencies found in the program.

Conclusions

The researcher concludes that:

Based on the results of the evaluation, the Scripture-based guidance program is moderately adequate and should be continued but modifications or improvements have to be made on the deficiencies found out in the study.

Recommendations

Based on the findings and conclusions, the following recommendations were presented:

For both ASCM's Administrators and Guidance Coordinator:

1. A trained counselor is needed to be hired in order to free the administrator-counselor from these role conflicts. This additional personnel will implement the guidance services particularly psychometric works including test interpretations, updating students' records, facilitating group counseling activities etc. . . .

For both ASCM's Guidance Coordinator and Counselors:

1. The objectives can be reformulated into behavioral objectives.
Those objectives which received low ratings from the students have to be reviewed.
2. Guidance brochures/leaflets for ASCM students should be made.



3. Teacher-counselors need to be informed of the existing guidance resources .
4. In-service training can be provided for teacher-counselors.
5. They should try to give more attention to the improvements of weak areas or deficiencies found in the Scripture-based guidance program.

For the ASCM Guidance Coordinator:

1. Budget for staffing, group counseling materials, program development, seminar attendance, testing like psychological tests, and other guidance materials must be allocated by the guidance coordinator.
2. Seminar-workshops can be organized and conducted on prioritized issues of the students like overcoming feeling of inferiority, anxiety; leadership skills, etc...
3. For the guidance coordinator to recommend that career counseling and christian leadership can be suggested to be made as subject courses.

For the ASCM Counselors:

1. Testing Service should provide for meaningful individual interpretations of test results in response to the students' need for such service.
2. Group Counseling Service should be given attention .
3. Home and family records of the students should be gathered

For the Parents of ASCM students:

1. Parents should participate in guidance activities like family counseling, test interpretations.etc. . . in order to understand and know their children better.

For Future Evaluators of the Scripture-based guidance program:

1. The results of the 1991 Students Needs Assessment Survey may serve as antecedents for future evaluation/research.

