

**Dasmariñas National High School Guidance**

**Program: An Assessment**

**A Master's Thesis**

**Presented to**

**The Faculty of the Graduate School of Education**

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**In Partial Fulfilment**

**of the Requirements for the Degree**

**Master of Arts in Education**

**Major in Guidance and Counseling**

**ROSAMIA H. GELLE**

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ABSTRACT

Name of Institution : De La Salle University -  
Dasmariñas

Address : Dasmariñas, Cavite

Title : Dasmariñas National High  
School Guidance Program: An  
Assessment

Author : Rosamia H. Gelle

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OBJECTIVES OF THE STUDY

General:

Assess the guidance program of Dasmariñas National High School in terms of its inputs, processes and products, SY 1997-1998 and design a proposed guidance program based on the results of the study.

Specific:

1. Determine how well-aware are the teachers and students of DNHS of the different activities of the guidance program;

2. Assess the objectives of the guidance program of DNHS in terms of: (a) facilities and equipment; (b) guidance personnel performance; (c) counselor-student ratio;

3. Determine the level of performance of the following guidance services:

3.1 Individual Analysis Service

3.2 Information Service

3.3 Testing Service

3.4 Counseling Service

3.5 Career Development Service

3.6 Placement Service

3.7 Follow-up Service

3.8 Evaluation Service

4. Propose a guidance program that could answer the results of the study.

The descriptive method was employed in the study with respondents composed of 205 or 100% of the teachers and guidance counselors of DNHS and 2661 or 33 1/3 % of the 7983 students from first year to fourth year level. They were chosen by random sampling.

The data were statistically treated using the average weighted mean, mean, and ranking.

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

1. The guidance programs which the teachers and students were well-aware of are the following:

(a) psychological tests (general mental ability test);

(b) composition of the Individual Inventory/ Student

Personal Information (Autobiographies); (c) Career

Development Service (Career Talks); and (d) guidance

counselors' attitude/ behavior toward students

(approachable and accommodating). These activities were

actively implemented, hence, teachers and students were

very well aware of these activities.

Activities of guidance programs which the teachers and students were fairly aware of are (a) distribution/

publication of information materials, (b) enrichment

programs/activities the guidance unit is undertaking,

and (c) placement service.

Activities of guidance counselors which the teachers and students were poorly aware of are follow-up

activities like talking personally with parents/

guardians about students' cases/situations/problems and

securing information about graduate whereabouts from

students and relatives.

2.1. There are inadequacies as to the provision of tables and chairs, testing rooms, storage cabinet and number of typewriters however, counseling room and provisions of clerical materials is found to be good especially the guidance office which is considered to be well-fixed and very good by both groups of respondents.

2.2. The guidance personnel are doing their jobs as expected but there are still some points to be improved.

2.3. Counselor-student ratio does not meet the requirement.

3.1. Guidance services which were rendered very satisfactory were individual analysis service, testing service, and career development service.

3.2. Guidance services which were rendered below average were information service, counseling service, placement service and follow-up service.

It is highly recommended in this study that the proposed school guidance program be implemented by the DNHS.

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