

# Status of Guidance and Counseling Program in Campuses of Private High Schools

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## ABSTRACT

This study determined the status of the guidance and counseling program in campuses of private high schools, particularly Mother Goose Special School System, Inc. (MGSSSI) secondary campuses in Pangasinan. Using a descriptive survey design, the study involved 213 high school students and 34 high school teachers selected from the Dagupan City, Urdaneta City, and San Carlos City campuses. Data were gathered through a validated researcher-made questionnaire and analyzed using frequency count, percentage, average weighted mean, and t-test. Findings showed that student respondents were mostly early adolescents aged 12 to 14, female, eldest children, and from families whose parents had white-collar employment and college-level educational attainment. Teacher respondents were mostly female, single, aged 20 to 25, and had one to

five years of teaching experience. Students were very highly aware of the school's vision, mission, and objectives (overall weighted mean = 4.38), while teachers were highly aware (overall weighted mean = 4.05). Both groups perceived the guidance office as ensuring privacy, although limitations were noted in the availability of counseling nooks and sufficiently spacious group facilities. Individual inventory was the most highly provided guidance service among both students and teachers, while group guidance emerged as the service area with the most serious student concerns. Significant differences were found between student and teacher perceptions regarding awareness of the vision, mission, and objectives, availability of physical resources, and provision of guidance services. The study concludes that while the private high school campuses had visible and functional guidance and counseling services, improvements are needed in facilities, group guidance, placement, referral, and follow-up services. The findings provide empirical basis for strengthening school guidance programs that respond to adolescent developmental needs and support comprehensive student services in private secondary education.

*Keywords: guidance and counseling program, private high schools, student services, guidance services, school counseling, adolescent support*

## INTRODUCTION

Adolescence is a critical developmental period marked by rapid physical, emotional, cognitive, and social changes. During this transition, learners encounter challenges related to identity formation, decision-making, peer relationships, academic adjustment, family expectations, and future career choices. These challenges make secondary schools important sites for preventive, developmental, and responsive student support services. The World Health Organization identifies adolescence as a period of growth and development between childhood and adulthood, while Erikson's psychosocial perspective describes it as a stage in which young people confront identity and role-related concerns. In this context, school guidance and counseling programs help students understand themselves, cope with academic and personal concerns, and prepare for responsible educational and career decisions.

Guidance and counseling is particularly important in the Philippine educational setting. The Joint Congressional Committee on Education earlier emphasized the need for functional guidance programs in secondary schools, while Republic Act No. 9258, or the Guidance and Counseling Act of 2004, professionalized the practice of guidance and counseling in the country. The law defines guidance and counseling as a profession that uses an integrated approach to help individuals use their potentials fully and plan their present and future in accordance with their abilities, interests, and needs. This legal and educational foundation recognizes that guidance services are not merely remedial interventions but essential components of holistic student development.

Private high schools also carry the responsibility of ensuring that learners receive adequate academic, personal-social, and career-related support. Guidance offices, guidance counselors, teachers, and administrators are expected to collaborate in providing services such as individual inventory, information, consultation, group guidance, career guidance, placement, referral, and follow-up. However, the effectiveness of these services depends not only on their presence but also on the level of awareness of stakeholders, the availability of appropriate physical resources, and the extent to which services are actually provided and experienced by students.

This study focused on the status of the guidance and counseling program in Mother Goose Special School System, Inc. (MGSSSI) secondary campuses in Pangasinan. Specifically, it examined the profile of student and teacher respondents, their perceptions of the status of the guidance and counseling program in terms of awareness of the school's vision, mission, and objectives, characteristics of physical resources, level of provision of guidance services, seriousness of problems encountered by students, and differences between student and teacher perceptions. The findings were intended to provide a basis for improving the delivery of guidance and counseling services in private high school settings.

## **Literature Review**

### ***Guidance and Counseling Programs in Schools***

Guidance and counseling programs have historically developed as organized school services designed to assist learners in academic, personal-social, and career development. The American School Counselor Association (ASCA) National Model presents school counseling as a comprehensive, developmental, data-informed, and standards-based program that promotes equitable access to learning opportunities and supports student achievement. It emphasizes the delivery of services through guidance curriculum, individual student planning, responsive services, and system support. This view positions school counseling as an integral part of the school's academic mission rather than as a separate or auxiliary function.

Gysbers and Henderson's comprehensive guidance model likewise emphasizes the systematic delivery and management of school counseling programs. The model identifies program components that include guidance curriculum, individual planning, responsive services, and system support, which help schools organize student development programs more effectively. In secondary schools, these components are particularly relevant because adolescent learners need structured assistance in making educational decisions, managing developmental concerns, and preparing for future work and community participation.

### ***Guidance Services and Student Development***

Guidance services typically include individual inventory, information, consultation, group guidance, career guidance, placement, referral, and follow-up. Individual inventory involves the systematic collection and interpretation of student data to understand learners' needs and potentials. Information services provide learners with educational, occupational, and personal-social information needed for informed decision-making. Consultation services allow counselors, teachers, administrators, and parents to work collaboratively in addressing student concerns. Group guidance provides preventive and developmental learning experiences, while referral and follow-up services ensure that students who need additional assistance are properly supported.

The literature reviewed in the thesis emphasized that guidance and counseling benefits multiple stakeholders. Students gain support for academic, career, personal-social, and community development; parents gain assistance in understanding the developmental needs of their children; teachers receive consultation and support in addressing

learner concerns; and administrators obtain a framework for strengthening student services. These benefits show that guidance programs are collaborative and developmental systems that require adequate resources, competent personnel, and consistent implementation.

### ***Role of the Guidance Counselor***

The role of the guidance counselor has evolved from a narrow focus on vocational placement to a broader responsibility for student development. School counselors are expected to promote academic achievement, personal and social development, and career readiness. Republic Act No. 9258 identifies the practice of guidance and counseling as a regulated profession in the Philippines and recognizes functions such as counseling, psychological testing, learning and study orientation, research, placement, referral, group processes, and guidance-related teaching. These functions reflect the comprehensive nature of professional counseling work in schools.

The thesis also drew from client-centered, Adlerian, and psychosocial development perspectives. Rogers' client-centered theory highlights genuineness, acceptance, and empathy as conditions that support personal growth. Adlerian theory emphasizes encouragement, social interest, and purposeful behavior. Erikson's theory of identity development explains why adolescents need meaningful support as they form identity and manage role-related concerns. These theories collectively support the need for responsive and developmentally appropriate guidance services in secondary schools.

### ***Empirical Studies on Guidance Program Effectiveness***

Related studies reviewed in the thesis generally showed that guidance and counseling programs contribute to student discipline, academic competencies, career competencies, personal-social development, and positive school experiences. Studies in Kenya, Zimbabwe, and the United States reported that guidance programs were associated with improved student adjustment, discipline management, career planning, academic support, and school climate. Lapan, Gysbers, and Sun (1997), for example, found that students in schools with more fully implemented guidance programs reported better grades, stronger preparation for the future, more access to career and college information, and more positive school climates.

Despite these positive findings, related studies also identified implementation challenges, including inadequate resources, limited awareness of services, insufficient professional support, and weaknesses in group guidance and follow-up services. These gaps are consistent with the present study's focus on examining not only the presence of guidance and counseling services but also how students and teachers perceive their availability, provision, and areas of difficulty in private high school campuses.

## **METHODS**

### **Research Design**

The study used a descriptive survey design. This design was appropriate because the study aimed to describe the existing status of the guidance and counseling program, determine respondent profiles, assess perceptions of students and teachers, and identify significant differences in their perceptions. The design allowed the researcher to gather, classify, analyze, and interpret data on prevailing conditions and practices in the selected private high school campuses.

### **Research Locale**

The study was conducted in Mother Goose Special School System, Inc. secondary campuses located in Dagupan City, Urdueta City, and San Carlos City in Pangasinan. These campuses were selected because they represented the private high school context examined in the study and had guidance and counseling services available to students.

### **Participants and Sampling Technique**

The respondents consisted of 213 high school students and 34 high school teachers from the three MGSSSI secondary campuses. The student sample was drawn from a total population of 456 students, while the teacher sample

was drawn from 39 teachers. Stratified random sampling was used to select respondents from the different campuses, and Slovin's formula was used to determine the sample size.

Table 1. *Total Number of Samples*

Campus	Students N	Students n	Teachers N	Teachers n
Dagupan City	291	135	18	15
Urdaneta City	110	52	13	12
San Carlos City	55	26	8	7
Total	456	213	39	34

### Research Instrument

The main instrument was a researcher-made survey questionnaire developed from readings, related studies, professional literature, and the research problems. The questionnaire had four parts: the student profile; the status of the guidance and counseling program as perceived by teachers and students in terms of vision, mission, objectives, and physical resources; the level of provision of guidance and counseling services; and the level of seriousness of problems encountered by students along guidance services.

### Validity of the Instrument

The questionnaire was subjected to content validation by a research expert at Pangasinan State University. The validation process ensured that the items were relevant, clear, and aligned with the objectives of the study and the constructs being measured.

### Data Gathering Procedure

The researcher first sought permission from the heads of the selected school campuses through formal letters. After approval, the researcher administered the questionnaires to the target respondents. Instructions were explained, the answering process was supervised, and completed questionnaires were retrieved immediately after completion.

### Data Analysis

Frequency counts and percentages were used to describe the profiles of students and teachers. Average weighted mean, frequency, and percentage were used to determine the status of the guidance and counseling program, the level of provision of guidance services, and the seriousness of student problems. T-test was used to determine significant differences between the perceptions of students and teachers on the status and provision of guidance and counseling services.

### Ethical Consideration

The study observed ethical procedures by securing permission from school authorities before data collection. Respondents were informed of the purpose of the study, and participation was treated with respect. Responses were used for research purposes, and the identity and privacy of respondents were protected in the presentation of findings.

## RESULTS AND DISCUSSION

### Profile of the Respondents

The study involved two groups of respondents: high school students and high school teachers. The students were mostly early adolescents, female, and from families with relatively stable educational and occupational backgrounds. The teachers were mostly young, female, single, college graduates, and had one to five years of teaching experience.

Table 2. *Profile of the Student Respondents*

Category	Group	Frequency	Percentage
Age	12-14	108	50.70%
Age	15-17	104	48.83%
Age	18 and above	1	0.47%
Sex	Female	118	55.40%

Sex	Male	95	44.60%
Number of siblings	1	40	18.78%
Number of siblings	2-5	155	72.77%
Number of siblings	6-10	18	8.45%
Birth order	Eldest	77	36.15%
Birth order	Middle	69	32.39%
Birth order	Youngest	67	31.46%
Parents' employment	White collar	109	51.17%
Parents' employment	Self-employed	67	31.46%
Parents' employment	Blue collar	37	17.37%
Parents' highest educational attainment	High school	14	6.57%
Parents' highest educational attainment	College	145	68.08%
Parents' highest educational attainment	Postgraduate	54	25.35%

The student profile indicates that most respondents were in the early adolescent stage, particularly ages 12 to 14. This is important because adolescence is a developmental period when students need guidance in self-understanding, decision-making, social adjustment, and academic planning. The predominance of female respondents and eldest children may also influence the kinds of concerns and expectations students experience in school and family settings.

*Table 3. Profile of the Teacher Respondents*

Category	Group	Frequency	Percentage
Age	20-25	13	38.23%
Age	26-30	12	35.29%
Age	30 and above	9	26.47%
Sex	Female	25	73.52%
Sex	Male	9	26.47%
Civil status	Single	26	76.47%
Civil status	Married	8	23.52%
Highest educational attainment	College	29	85.29%
Highest educational attainment	Postgraduate	5	14.70%
Length of service	1-5 years	28	82.35%
Length of service	6-10 years	2	5.88%
Length of service	10 years and above	4	11.76%

The teacher profile shows that most teacher respondents were young educators with relatively short teaching experience. Their perceptions were important because teachers serve as front-line partners in identifying student concerns and supporting guidance-related activities.

### **Status of the Guidance and Counseling Program**

The status of the guidance and counseling program was examined through awareness of the school's vision, mission, and objectives, availability of physical resources, and provision of guidance services. These areas reflect both the institutional orientation of the program and the practical conditions under which guidance services are delivered.

Table 4. *Awareness of Vision, Mission, and Objectives as Perceived by Students and Teachers*

Indicator	Students AWM	Description	Teachers AWM	Description
Vision	4.69	Very Highly Aware	4.29	Very Highly Aware
Mission	4.51	Very Highly Aware	4.03	Highly Aware
Objectives	4.32	Very Highly Aware	4.02	Highly Aware
Overall	4.38	Very Highly Aware	4.05	Highly Aware

Students were very highly aware of the school’s vision, mission, and objectives, while teachers were highly aware overall. The difference suggests that students may have had more direct exposure to institutional statements through classroom activities, orientation, or school materials, while teachers may have interpreted these statements more critically in relation to actual program implementation. Awareness of institutional direction is important because guidance programs are expected to align with the school’s mission and student development goals.

Table 5. *Selected Available Physical Resources as Perceived by Students and Teachers*

Facility	Students Available	Teachers Available
Guidance office that ensures privacy	210 (98.6%)	32 (94.1%)
Large room enough for small group sessions	194 (91.1%)	23 (67.6%)
Lockable storage area for student and testing materials	208 (97.7%)	27 (79.4%)
Counseling/testing room with good lighting and ventilation	202 (94.8%)	24 (70.6%)
Reading materials while waiting	208 (97.7%)	29 (85.3%)
Good indoor air quality during counseling	196 (92.0%)	24 (70.6%)
Appropriate color schemes and decor	202 (94.8%)	25 (73.5%)
Each counselor has a counseling nook	154 (72.3%)	25 (73.5%)
Comfortable waiting area	203 (95.3%)	27 (79.4%)

Both students and teachers identified the guidance office’s privacy as the most available physical resource. This is a strength because counseling requires trust, confidentiality, and an environment where learners can discuss concerns comfortably. However, lower ratings for counseling nooks and large rooms indicate that space and facility adequacy remain areas for improvement, particularly for individual and group guidance activities.

### Level of Provision of Guidance and Counseling Services

Table 6. *Level of Provision of Guidance and Counseling Services*

Guidance Service	Students AWM	Description	Teachers AWM	Description
Individual inventory	4.44	Very Highly Provided	4.57	Very Highly Provided
Information	4.20	Highly Provided	4.06	Highly Provided
Consultation	4.35	Very Highly Provided	4.25	Very Highly Provided
Group guidance	4.28	Very Highly Provided	4.32	Very Highly Provided
Career guidance	3.77	Highly Provided	4.06	Highly Provided
Placement	3.42	Highly Provided	2.57	Moderately Provided
Referral	3.74	Highly Provided	2.69	Moderately Provided
Follow-up	3.65	Highly Provided	2.85	Moderately Provided
Overall	3.99	Highly Provided	3.70	Highly Provided

Individual inventory was the most highly provided service according to both students and teachers. This indicates that the campuses had established practices for collecting and maintaining student information, such as cumulative records and personal profile sheets. Such information is necessary for understanding learners and planning appropriate guidance interventions.

However, the results also reveal differences in how students and teachers perceived some services. While students rated placement, referral, and follow-up as highly provided, teachers rated these as only moderately provided. This may suggest that students recognized the presence of these services, while teachers were more aware of their limitations in implementation, personnel support, or continuity. These findings point to the need to strengthen placement, referral, and follow-up mechanisms as integral components of comprehensive guidance programs.

### Seriousness of Problems Encountered by Students

Table 7. *Seriousness of Problems Encountered by High School Students*

Problem Indicator	Dominant Concern	Overall Interpretation
Lack of assistance in filling up individual inventory forms	Generally, less serious	Less to moderately serious
Student manual information not well explained	Moderate concern	Moderately serious
Topics discussed not suitable to grade level	Moderate concern	Moderately serious
Walk-in consultations not well entertained	Moderate concern	Moderately serious
Lack of trust in counselor and teachers	High concern among some students	Moderately serious
Guidance class activities are boring	Group guidance concern	Moderately serious
Hesitant to share feelings with others	Group guidance concern	Moderately serious
Inadequate information about courses and interview skills	Career and placement concern	Less to moderately serious
Lack of professional guidance counselor	Referral/personnel concern	Less to moderately serious
No follow-up after consultation	Follow-up concern	Less to moderately serious
Overall weighted mean	2.37	Less serious overall

The overall seriousness of problems encountered by students had a weighted mean of 2.37, interpreted as less serious overall. Nevertheless, group guidance had the highest average weighted mean of 2.62 and was interpreted as moderately serious. This result indicates that even when most guidance services were perceived as provided, the quality and relevance of group guidance activities still needed attention. Student hesitation to share feelings and perceptions that some guidance activities were boring point to the need for more engaging, developmentally appropriate, and trust-building group guidance strategies.

### Differences Between Student and Teacher Perceptions

Table 8. *Difference in Perceptions of Students and Teachers*

Area Compared	t-value	Sig. (2-tailed)	Mean Difference	Interpretation
Status: Awareness of VMO	-2.434	.020	-.331	Significant difference
Availability of physical resources	-3.681	.001	-.156	Significant difference
Provision of guidance and counseling services	10.949	.000	1.411	Significant difference

The t-test results show significant differences between student and teacher perceptions regarding awareness of the school's vision, mission, and objectives, availability of physical resources, and provision of guidance and counseling services. These differences indicate that students and teachers did not evaluate the guidance program in exactly the same way. Students may have focused on their direct experiences as service recipients, while teachers may have evaluated the program based on their awareness of implementation processes, resource adequacy, and operational limitations.

The significant difference in the provision of guidance services is particularly important because it suggests the need for clearer communication, shared program evaluation, and coordinated planning among administrators,

teachers, counselors, and students. A guidance program becomes more effective when stakeholders share a common understanding of what services are available, how they are accessed, and how they respond to student needs.

## CONCLUSION

The study concluded that the guidance and counseling program in the selected private high school campuses was generally visible, functional, and recognized by students and teachers. Students were very highly aware of the school's vision, mission, and objectives, while teachers were highly aware. The availability of a private guidance office was a strong feature of the program, indicating attention to confidentiality and appropriate counseling conditions.

The guidance services were generally perceived as highly provided, with individual inventory emerging as the strongest area. However, placement, referral, and follow-up services received lower teacher ratings, suggesting that these services require further strengthening. Group guidance was identified as the area where students encountered the most serious difficulty, particularly in terms of student engagement and willingness to share personal concerns.

The significant differences between student and teacher perceptions indicate that the two groups viewed the program from different standpoints. These differences highlight the need for continuous program evaluation, improved communication, and stronger alignment among school administrators, teachers, guidance personnel, and students. Overall, the study contributes to the improvement of private school guidance programs by identifying both strengths and areas needing enhancement in the delivery of adolescent support services.

## Recommendations

School administrators should provide a more spacious and functional guidance office, including private counseling nooks, a comfortable waiting area, secure storage for records, and a room appropriate for group guidance sessions. These improvements will support confidentiality, accessibility, and the quality of counseling interactions.

Guidance personnel and guidance designate should strengthen group guidance activities by making sessions more interactive, age-appropriate, and responsive to adolescent concerns. Activities may include structured sharing, peer support exercises, career exploration sessions, values formation, study skills development, and mental health awareness activities.

The school should enhance career guidance, placement, referral, and follow-up services. Career planning activities, interview preparation, course exploration, referral protocols, and post-consultation monitoring should be systematically implemented and documented to ensure continuity of support.

Teachers should be involved as active partners in the guidance program. Regular orientation and consultation meetings may help teachers understand referral procedures, student support mechanisms, and their role in identifying learners who need guidance assistance.

Future researchers may conduct related studies using larger samples and including both public and private high schools. Comparative studies may also be conducted to examine differences in resources, personnel, implementation practices, and student outcomes across school types and locations.

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