



Experiences of Guidance Designates in the Implementation of School Guidance Services: A Phenomenological Case Study

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Abstract

This study explored the experiences of the school guidance designates in the implementation of guidance services in Impasugong 1 district, Division of Bukidnon during the school year 2019-2020. The qualitative narrative inquiry method of research by Clandinin and Huber (2010) served as the methodology of the study. There were seven guidance designates purposively chosen as the participants of the study. An in-depth interview using the interview guide questions gathered the significant information. The analysis made use of Creswell's (2017) model.

Findings revealed that the guidance designates encountered barriers and difficulties in the implementation of guidance services. Among the seven services, on individual inventory there were three emergent themes discovered *experienced Difficulty in the implementation due to lack of knowledge on individual inventory services, Hindrances in the implementation due to multitasking of the guidance designates, and Insufficient support for the guidance services.* While in the implementation of Information services there were also the emergent themes explored they *Struggle to implement due to lack of information in conducting the services, Overlapping of responsibilities and the Insufficient support system.* While in terms of implementing guidance counselling the emergent themes were as follows, they encountered *problems having no background knowledge and information in conducting proper counseling techniques among learners, Difficulty in conducting counseling due to insufficient support system and the absence of facilities conducive for counselling among learners and The guidance designate should be qualified with enough background information and units in master in guidance.* Hence in Assessment and appraisal they experienced, *Struggles to conduct assessment and appraisal among learners due to a lack of background and enough information about the services, and they need training and orientation on assessment and appraisal to effectively implement.* As well as on referral services, *the guidance designates experienced is not properly and effectively implemented due to no background and enough information about the services, and in the follow-up services they encountered problems with the learners and parents' schedule and cooperation during follow-up since parents and working for a living and on Consultation the designates has problems encountered in the conduct of an effective and proper consultation among the learners due to lack of knowledge and*

masters in guidance units. The researcher designed a proposed intervention plan to strengthen the school guidance program and services.

Key words: Experiences, Guidance Designates, Guidance Services,
A Phenomenological Case Study

Introduction

Guidance and counselling is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. Globally, guidance and counselling is an important aspect in the development of the learners. Guidance counsellors promote the students' whole being as it administers guidance on both the personal and school life of the learners. The school guidance counsellor's job requires exceptional communication skills to be able to interact even with the students who are most difficult to deal with. Common problems confronting guidance counsellors or coordinators become more complex as teenagers or high school learners experienced transition from and between childhoods into adulthood.

Guidance services include individual inventory, testing service, information, orientation, counselling, follow up, referral, homeroom guidance, evaluation and research, service to administrators, service to faculty, service to parents, service to community. These services are very relevant to provide comprehensive guidance programs that will equip the students with the necessary knowledge, attitude and skills to become mature and socially responsible individuals who will promote a just and humane society.

To address the existing gaps in designating school guidance counsellors, every school must abide with the guidelines in choosing a qualified guidance counsellor in the DepEd. As specified guidance and counselling in the Philippines are now recognized as a profession, it carries with it certain responsibilities and expectations. The role of the Guidance counsellor is significant in the lives of people. The nature of his/her work demands competence, excellence, integrity, trust, and service. He/She must be guided by recognized ethical standards, which define his/her functions and responsibilities and which provided guidelines for his/her practices as Guidance Counsellor based on the Code of Ethics for Registered and Licensed Guidance Counsellors in the Philippines (2015).

However, the Department of Education aims to develop 21st-century skilled learners and a more responsible citizen. This possibility will happen if the guidance counsellor or designated counsellor will take the right steps toward better guidance and counselling services to its clientele and with the support from the department in terms of the provision of necessary resources, technical assistance and development programs. The school could ensure quality guidance and counselling services. Today, there are latest trends and updates on career guidance and counselling in the preparation of the implementation of the DepEd's K to 12 curriculum. Guidance counsellors play a vital role in instilling knowledge and values to the learners' entry into the labor force. Being the second parents, they provide them the proper guidance towards achieving their goals in life. Additionally, guidance counsellors should also continue to be adaptive by being continuously proactive in the ways of providing career guidance and coaching students in helping them choose the right career paths.

Moreover, providing guidance services is a process involving a special kind of relationship between a person who asks for help with a psychological problem and a person who is trained to provide that help. In addition, it is not easy for designated counsellors to handle responsibilities in providing help to those in need when they are not trained and do not have background information in the counselling process. Hence, it involves the ultimate goal of helping an individual to deal with or remove frustrations and obstacles that interfere with their lives and develop their most acceptable self

by thinking through the situation themselves in an accepting atmosphere. Effective counselling abides in producing the desired result in strengthening the capacity of guidance and counselling programs to offer required services in a school. It needs a process of helping learners to develop self-understanding, capabilities for making realistic career decisions, to overcome personality deficits, and make optimal academic progress. Guidance and counselling include all services that help an individual understanding of himself/herself, his/her attitude, interests, abilities, physical, mental and social maturity for optimum development. In addition, a teacher counsellor is a school teacher who has undergone formal training in guidance and counselling including theory and practice.

However, in the case of the designated guidance counsellor they experienced difficulty and challenges in the implementation of guidance services in school, knowing that they do not have enough background information on how to implement guidance services because they are not registered and qualified guidance counsellors. They accept the responsibilities without enough knowledge and skills in implementing guidance services in school which is very important to address the problem specifically the alarming cases and incident of suicidal incident among learners, early pregnancy, early marriage dropout rate, absenteeism, and low academic performance of the learners.

This study is conducted to discover the barriers and challenges encountered by the guidance designate in the implementation of guidance services as experienced and observed the real scenario in the school. The guidance designate has difficulty in the implementation of effective and required services because personally they were not trained and informed on how to implement guidance services.

The qualifications of guidance counsellor or teacher guidance designates were not aligned. Some schools in DepEd designate guidance counsellors who are not qualified to be as a school guidance counsellors handling the different cases of learners' behavior, personal, and family concerns, and emotional concerns an academic performance of the learners.

Specifically, this study anticipates that the school guidance services in school will be implemented. Also, the school could designate a qualified, trained and skilled school guidance counsellor to address the gaps, issues and concerns regarding the existing problems in school. The findings of this study could help the guidance designate to cope with their struggles the implementation of an effective guidance services to the learners.

Framework of the Study

Guidance counsellors are important and potentially critical in affecting a student's future. Their roles relate in a major way to academic preparation and planning but they also extend to mental health, interpersonal relations, social adjustment, career planning, and work adjustment. In performing these varied roles, the professional commitment of the counsellor is directed at promoting the fullest development of each individual. The principles of guidance and counselling are all-around development of the individual, human uniqueness, holistic development, cooperation, continuity, extension, elaboration, adjustment, individual needs, expert opinion, evaluation, responsibility and periodic appraisal. Gladding (2004) observed that supervision is another way of improving professional counselling skills. Supervision is an interactive and evaluative process.

Guidance services intend to assist individuals of any age and at any point throughout their lives, to make educational, training and career choices and to manage their careers. It includes a wide range of activities. Activities within schools to help students clarify career goals and understand the world of work; personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or workforce re-entry, computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study

and vocational training. It includes services provided to those who have not yet entered the labor force, services to job seekers, and services to those who are employed. It includes instruction in legal and professional requirements, therapeutic counsellor intervention, vocational counselling, and related sociological and psychological foundations.

Statement of the Problem

This study explored the barriers and coping mechanisms of the guidance designate in the implementation of guidance services of Impasug-ong 1 District, Division of Bukidnon during the school year 2019-2020.

Specifically, sought to answer the following questions;

1. What are the barriers that the guidance designates experienced in the implementation of guidance services?
2. What are the coping mechanisms of the guidance designates in the implementation of guidance services?
3. What proposed guidance intervention plan can be design to address the problems encountered among guidance designates in the implementation of guidance services?

Review of Literature

This chapter discusses the literature and studies reviewed which have a significant bearing on the present study. The organization of this Chapter includes the following sub-sections: Legal Bases, Barriers experienced, Coping mechanism of teacher designates in the implementation of guidance services in DepEd, and Guidance Services.

Legal Bases

Republic Act 9258, more popularly known as the Guidance and Counselling Act of 2004, is a law crafted and designed to professionalize the practice of guidance and counselling in the Philippines. The law also entails the creation of a Professional Regulatory Board of Guidance and Counselling who will then be mandated by this very law to formulate the necessary rules and regulations that will implement the provisions contained within, in coordination with the accredited professional organization.

Guidance and Counselling defined under RA 9258 is "the profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests and needs."

The definition continue to "include functions such as counselling, psychological testing personality, career, interest, aptitude, mental ability, and achievement, learning and study orientation, research placement, referral, and group processes. It also includes the teaching of guidance and counselling subjects particularly those covered in the Licensure Examinations and necessary in other human development services."

The counselling field will continue to develop services for the poor primarily as nongovernment entities but will also pave the way for counselling services to be provided for street children, the sexually abused, the impoverished, and victims of unsolved crimes and human and natural disasters. Although these services are already available, the future holds hope for more services to be offered to more people, particularly through the venue of funded research. In the future, counselling services will be provided in conjunction with advocacy to alleviate poverty, primarily through prevention, we are hopeful that these services will be made available with participation from government agencies and other countries. Much of the future focus in counselling needs to be on healing the nation. At the

individual level, counsellors will need to focus on redefining themselves within the context of the system to be empowered and create changes within their spheres of influence.

Republic act no. 11206 an act establishing career guidance and counselling program for all secondary schools and appropriating funds therefore. The act aims to institutionalize career guidance and counselling program for students in all public and private secondary schools nationwide to provide the proper direction in pursuing subsequent tertiary education.

Barriers experienced by teachers in the implementation of guidance services

School counsellors have traditionally been expected to fill diverse and often conflicting roles. They have been called to act in the capacity of confidant, disciplinarian, consultant, scheduler, politician, administrator, psychologist, and academic helper. The ambiguity about counsellors' roles and expectations has created confusion among teachers, support staff, parents, and students. Ettinger, Lambert, & Rudolf (2008) noted that "in some schools, counsellors are told to focus much of their time on record keeping, administrative responsibilities, or crisis interventions with students. There is little time for comprehensive career exploration and planning for life after graduation.

In addition, facilities and resources for planning and implementing career guidance and counselling programs are sadly lacking. The student-to-counsellor ratios in most schools limit the services that counsellors can deliver with the whole range of unrelated assignments of counsellors. It is not surprising that various guidance needs of many students are unmet. When schools fail to clearly define the counsellor's role, school administrators, parents with special interests, teachers, or others may feel their agenda ought to be the guidance program's priority. The results often lead to confusion and criticism. Additionally, the changing terminology concerning the guidance program compounds the situation. Traditionally, the guidance program was an ancillary student service that remained isolated from the instructional program and designed mainly to encourage students to attend college. Furthermore, the counsellor's work was reactionary and crisis-oriented in assisting students with everyday life occurrences (Walz & Ellis, 2010). Adding to the confusion is the perception that school counsellors place students in classes based on their personal biases. Some teachers feel that counsellors reserve classroom space or counselling time for students they favor (Maddy-Bernstein, 2004).

Professional school counsellors examine their own biases and stereotypes and understand that they are ethically bound to avoid preferential student treatment. Ultimately, school counsellors are cognizant that students are to be held responsible for all their decisions. In turn, students must be aware of and understand all their options if they are to make informed decisions.

Today there is a general agreement among counsellor-educators that the guidance program refers to a comprehensive, developmental program designed to benefit all students in their journey through school. The program is designed to address the developmental needs of students appropriate to their age group. In that light, the function of a guidance counsellor is not easily defined. Myrick (2008) suggested that the function definition was dependent upon the group of people creating the definition. For example, students may see the function of guidance counsellors much differently than do teachers. In turn, teachers may perceive the function of counsellors much differently than administrators, who may view their function much differently than do counsellors themselves.

Coping mechanism

Being a school counsellor requires compassion and patience as well as interpersonal, listening, and speaking skills. Degree programs for aspiring school counsellors can help them develop these skills and teach them how to foster academic development; work with parents, teachers, and other school staff; and use data to develop, evaluate and implement comprehensive school programs.

Similarly, guidance and counselling is a professional field that has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment, and their world. The development of effective study habits in relation to how one can utilize his/her assets and manage his/her abilities for optimal development as an essential service of guidance and counselling. It views guidance and counselling as a process of planned intervention within a school system by which the total development of students is stimulated in areas relating to their personal, social, career, emotional, and academic concerns. Guidance and counselling services program in schools designed to assist students to harmonize their abilities, interests, and values and thereby develop their full potential. All this is geared towards improving the self-image of the students and facilitating better achievement in academic performance.

The schools today become more increasingly important to address students' needs in facilitating their social, emotional, academic needs, and professional development. Schools create safe and positive learning environments and help the students to increase their feelings of belonging. At the same time, guidance services aim to help students face and solve problems that hinder their development as students and their well-being. The guidance program is a comprehensive program that covers different levels of education, from preschool to high school. The program's prominent line of action includes a school guidance curriculum, individual planning in cooperation with parents' responsive services, and support system actions to administrate and assess school guidance programs.

Accordingly, it can help students attain multiple objectives such as improvement of the students' academic performance, improvement of the students' mental health and social-emotional development, the achievement of the students' aims, professional development, a safe and positive learning environment, cooperation with parents, administrators and community figures. There is accountability through a comprehensive evaluation process which is the mental, emotional, social, and academic difficulties of students in resolving the physical, emotional, social, and academic difficulties of the students by helping them understand their learning strengths and weaknesses. In addition, guidance services foster a positive attitude towards school learning and work and improve academic achievement. Further, the persons responsible of the guidance services in the department of education needs expertise and experienced guidance counsellors and encouraged teachers to take specialized courses in guidance and counselling to enable designate guidance counsellors to help students in their total transformation to cope with daily challenges in handling students. Knowing the alarming cases of drug abuse, early pregnancy, early marriage, dropout rates incidents among students in schools, it is now quite alarming that these could lead them to cause problems in students' personal lives, students' behavior, academic performance, and maybe in the entire society.

Also, in the implementation of guidance services, it is a process of helping an individual to understand himself and his world. Conceptually, guidance involves the utilization of a point of view to help an individual as an educational construct. It is a provision of experiences which assist learners to understand themselves. As a service it organized procedures and process to achieve a helping relationship

Guidance services

According to Okoth (2002), the school counsellor's role is essentially an extension of his counselling view, which in turn is dependent upon his behavioral concept of man or his personality theory. Underlying these influences of the role concept is the counsellor as a person, his existential totality, his lifestyle, his experiential pattern, and his inner motivational force. Counselling differs from other occupations in that its main tools are people. Counsellors and clients bring many characteristics into session and experience many thoughts and feelings during it. The role of the school counsellor evolved over the past one

hundred years, beginning with a concentration on career exploration, moving into personal social counselling, and then academic achievement. Presently, school counsellors continue to focus on the academic, personal, social, and career development domains (Reiner, Colbert & Perusse, 2009).

According to the current research, the role of the school counsellor has been questioned for quite some time, and a few studies on the effectiveness of school counsellors, or models that have been implemented show the accountability of school counsellors (Clark & Ametea, 2004).

The role of the classroom teacher has become increasingly complicated. Some of the roles teachers do are those outside of their expertise. The American School Counsellor Association (ASCA), stated that School counsellors should assist teachers with classroom management, as well as other tasks (ASCA, 2005). Teachers do not have the training or expertise to assist students with mental health concerns. In such cases, it is beneficial to know what teachers believe to be the most valued roles and counselling services that school counsellors carry out daily. With this information gathered, school counsellors can assist teachers in the classroom, as well as helping teachers to understand their role. One study has shown that administrators within the schools think that elementary school counsellors are a positive impact on students in regards to their academic, behavioral, and mental health (Zalaquett, 2005).

According to Erik Erikson, childhood is defined as beginning at the age of seven and continuing to the age of twelve years old. This stage can also be referred to as *competence*: e.g. *Industry versus Inferiority* where children are becoming more aware of themselves and their individuality. Erikson viewed the elementary school years as a critical time for the development of self-confidence and during this stage, children are questioning whether they are worthless or successful in their relationships with regards to how they are commended or ridiculed for their efforts (Cherry, 2010).

School counsellors can help all children achieve future success by providing education, prevention, early identification, and intervention. They could affect long term positive outcomes for children in an impressionable stage. Through the delivery of services, elementary school counsellors aid in a student's development in school and can help children gain their confidence as learners. Raising achievement test scores, aiding in closing the achievement gap, helping students with disabilities, or defining a disability are some of the ways that elementary school counsellors impact students (ASCA, 2010).

A school counsellor can affect young, impressionable students in their formative years. When an elementary school student starts to develop themselves, specific aspects of their learning styles can be uncovered, such as learning disabilities. When a counsellor realizes that the student has special needs, immediate action is taken, as the child may need special education or attention. Elementary school counsellors act as a collaborator with other school officials to figure out what types of services a student will need. They also work with the student towards the improvement of social and behavioral skills, and increasing the student's self-esteem.

The counsellors have the training to assist these students in figuring out coping skills to deal with their disability. These same coping skills will translate as life skills, which students will use towards their future success (ASCA, 2010; Frye, 2005).

Elementary school counsellors help children with disabilities. Students with disabilities have the potential to feel left out when they recognize that they are different from their peers. School counsellors develop ways to help students feel as comfortable as possible. As the children learn coping strategies for living with their disabilities, they gain confidence for their future both in school and in society at large (Frye, 2005). A major issue in schools today is bullying. Bullying can be defined as the intent to harm,

repetitive acts, and a power imbalance between the bully and the target or victim. It is hard to pinpoint bullying when it first happens because someone's intent is not always clear. Bullying can be relational, which is considered to be social exclusion, spreading rumors, and demanding compliance as a condition of friendship. Bullying can also be overt, which is physically or verbally hurting someone. Physical bullying can include pushing, shoving, hitting, and threatening physical harm and verbal bullying. Despite the challenge of initially recognizing bullying, vigilance is necessary so that bullying can be identified quickly and the necessary action taken (Bauman, 2008). "The number of victims in elementary grades has been estimated as twice that of secondary students" (Bauman, 2008, 364).

Elementary school counsellors have for a long time been a student's defence for a healthy, non-toxic environment. Although school counsellors strive to reduce bullying, violence is one of the most complicated issues in schools today. Teachers and school administrators struggle with ways to prevent bullying from happening, but because their time is taken up with other tasks, the responsibility falls to the school counsellor and other professionals in the mental health field. Administrators have been increasingly turning to school counsellors for leadership, to create rules against violence, for the prevention of bullying and school safety. School counsellors work in a team with teachers and administrators, to establish specific policies, and to enforce these problem behaviors such as bullying (DeMato & Curcio, 2004).

Children can be taught that bullying is wrong, which will help to prevent it in the future. Groups and discussion sessions could be used to achieve this goal of making students aware that bullying is a problem. Getting the students to report or talk about bullying incidents that happen either to themselves or to a peer is important. A study showed that most students hesitate and do not tell teachers most of the time when bullying occurs because they see teachers as unkind, inept, and unable to fix the problem. Also, counsellors were more likely than teachers to report situations and not ignore the incident or use punitive disciplinary actions (Bauman, 2008; DeMato & Curcio, 2004).

Another behavioral problem in schools is social behavior. Children are forming relationships in elementary school and having either positive or negative interactions. There are always going to be popular and unpopular groups of students in schools, but school counsellors can help in the creation of positive interactions between students. Positive social interactions help in the formation of positive social behavior and development. Children who have negative social interactions are more likely to become depressed, drop out of school, and act out toward others. Techniques such as role-playing, modeling, coaching, feedback, and "homework" are used mainly with low-socioeconomic status children because of the lack of positive relationships in their life.

Although it is not always the students, who come from low-socioeconomic status families that have negative social interactions, this trend is common. Social skills are first learned in elementary school. School counsellors can show students how to cope with others and learn positive social behaviors (Hepler, 2009; Sherrod, Getch & Ziomek-Daigle, 2009). Children need positive behavioral support for a number of discipline referrals to go down. The school counsellor is in a position to take action and implement a program to increase students' knowledge, attitudes, and skills to promote positive behavior. Positive behavior programs introduced in elementary school settings have shown to reduce discipline referrals and improve student behavior (Hepler, 2009; Sherrod, Getch & Ziomek- Daigle, 2009).

During transition periods, particularly when students transition from elementary school to junior high school, there are developmental changes, including cognitive shifts to formal operations and puberty, which can impact the transition. Increased academic expectations, room and schedule changes, and a larger student body, create a different environment for students. The transition period

from elementary to junior high school has also shown an increase in student discipline problems (Dimmitt & Carey, 2007).

Incorporating the elements with, the themes, advocacy, leadership, collaboration, and systemic change can lead to effectiveness in supporting individuals and groups of students in transition, particularly through delivery services. The transition into kindergarten is usually the start of a student's academic career and the foundation of an elementary school counselling program that engage new students and families.

The goals of the school and the school's mission statement can be similar to show the value of creating system-wide consistency to provide a safe, productive learning environment for students. Visiting classrooms, communicating and integrating curriculum into the classroom as early as kindergarten, will show students support and that school is a safe, learning community. Delivery system components show students a supportive academic environment; counsellors provide help with relationship forming and early intervention on special educational needs from observation of the students.

Curriculum developed for elementary students on academic and personal/social skills has shown an impact on academic achievement, behavior, and classroom environment. In the management system, communication between counsellor and administration, as well as communication between counsellor and parents and teachers about the school counselling program goals is essential to the flow of the system. Regular program development is essential to continue improving the program and to keep up with systemic change. The ASCA National Model values accountability and by gathering data on incoming students, helps to understand how and when problems emerge and what types of prevention and interventions are effective (ASCA, 2010; Dimmitt & Carey, 2007).

Guidance and services provide help to someone whose goal is to achieve the optimal developmental task assistance given to individuals from an expert or counsellor who has a goal to share expertise. Helping individuals can enhance development to achieve a good life. The effectiveness of students will be formed, both in personal, cognitive, psychomotor, and affective aspects. According to Tohirin (2009) guidance and services is the process of providing assistance to an individual counselee by an expert counsellor, which is done through several face-to-face meetings between the counselee and counsellor. Face-to-face meetings conducted in the process of providing Guidance and Counselling services will involve communication skills possessed by the counsellor to achieve the desired goals. These skills are the key to successful counselling implementation (Hariko, 2017). The goal is that the counselee has skills in developing themselves, looking for, and finding problems and can solve the challenges they face. Guidance and Counselling services have a goal that is no different from developing themselves optimally. Individual counselling services can help students deal with problems that are personal and help improve individuals.

In group counselling, students will be able to grow social potential positively, effectively, productively, and collectively through group dynamics (Abidin, 2009). Implementation of Guidance and Counselling services is often considered inappropriate in the provision of services to students. It is not uncommon for some Guidance and Counselling teachers to perform functions that are not by the purpose of the program that has been made, such as the teacher only enters the class and assigns assignments to students.

Implementation of this service can occur for a number of reasons, for example, infrastructure for Guidance and Counselling, hours are given to Guidance and Counselling are less optimal and simple, and Guidance and Counselling teachers lack understanding of how to implement good guidance and counselling services and in accordance with the objectives of the program.

This study aims to find out what factors can influence the implementation of Guidance and Counselling service programs in schools. The Guidance and Counselling program could assist teachers in implementing Guidance and Counselling services efficiently and effectively (Sari, Giyono, & Mayasari, 2013). The Guidance and Counselling services are made in several stages, namely: planning, organizing, implementing, and monitoring. Planning begins with the preparation of Guidance and Counselling service programs in the form of programs, annual, semester, monthly, and daily (Sultani, 2017). The implementation of Guidance and Counselling service activities carried out by Guidance and Counselling teachers or school counsellors do not always run smoothly and function properly. It can occur because of obstacles that come from the counsellor himself or the counselee. However, this could not be possible without the effectiveness of a designated school guidance counsellor.

This study therefore aimed at establishing whether the guidance and counselling activities are implemented as planned in DepEd schools targeting the teacher counsellor designates, head teachers, and students. In the case of the schools where the study is conducted, the effective guidance services were not followed and properly implemented for the reason that the designated guidance counsellors does not have a background on what to do and how to implement the effective guidance services needed for the student. Problems could lead to suicidal incidents, early marriage, early pregnancy, absenteeism, poor academic performance, dropouts among students, and lack of stakeholders support to school activities. This study aimed to inform and improve the effectiveness of the designate teacher guidance counsellor in the implementation of guidance services to students, parents, and stakeholders.

Methodology

This chapter presents the methodology of the study. The discussion describes the research design, research locale, participants of the study, data gathering tool and data gathering procedure, data analysis on the barriers, and coping mechanism of the teachers who served as guidance designates in the implementation of guidance services in the District of Impasug-ong 1 during the school year 2019-2020.

Research Design

This study employed the qualitative narrative inquiry of Clandinin and Huber (2010). The experiences of the teacher guidance designate in the implementation of guidance services used this method. Narrative inquiry is the study of experience understood narratively. It is a way of thinking about and studying experience. It follows a recursive, reflexive process of moving from the field with starting points in telling or living of stories to field text data to interim and final research texts. It also highlights ethical matters as well as shapes new theoretical understandings of people's experiences.

Data Analysis

The researcher employed the qualitative data analysis by Cresswell (2017). This analysis involves the process of preparing and organizing data for analysis, exploring and coding the data gathered, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

In this study, the researcher undertook the following steps for data analysis:

1. The data obtained from the face-to-face interviews underwent transcription and organization.
2. After the transcriptions, the researcher did the codification and grouping of responses according to categories.
3. The data underwent thematic analysis and ensured that the findings synchronized with the problems set in the study.
4. Excerpt of discourses from the interviews served as raw data for the analysis of the findings. These also helped to support in the discussion of the analysis and interpretation of the findings.

Presentation, Analysis, and Interpretation of Data

This chapter contains the presentation, analysis, and interpretation of the data gathered from the responses of the participants during the conduct of interviews. The presentation followed the problem set in Chapter 1.

Barriers experienced by the guidance designate in the implementation of guidance services

Specifically, to answer problem number 1, there are four emergent themes discovered on the barriers encountered by the guidance designates in the implementation of guidance services. The first theme is: 1) *"Hardships in the implementation of guidance services"* with three sub-themes, namely: 1.1) *Struggles in the implementation of guidance services*; 1.2) *rigors in dealing with the learners*; and 1.3) *Difficulty in dealing with parents*. The second theme is the: 2) *"Insufficient support system"* with one sub-theme which is 2.1) *"Lack of facilities for guidance services"*. The third theme is on: 3) *"Multitasking"* with one sub-theme 3.1) *"not effective due to overlapping of responsibilities"*; and the fourth theme is on (4) *"Lack of knowledge as guidance designate with one sub-theme which is on 4.1) insufficient information in guidance services.*

Matrix 1 shows the barriers experienced among guidance designates in hardships in the implementation of guidance services.

Matrix 1. *Barriers Experienced by the Guidance Designates in Theme 1-Harships in the Implementation of the Guidance Services*

Meaning Units	Sub -theme	Emergent Theme
<i>Difficulty in implementing guidance services</i>	<i>Challenges in the implementation of guidance services</i>	
<i>struggles in dealing students behaviour</i>		
<i>Rigors in implementing guidance services</i>		

<i>Challenges in handling and dealing with the learners</i>	<i>Hardships in dealing with the learners</i>	<i>hardships in the implementation of guidance services</i>
<i>Challenging experienced in conducting guidance services</i>		
<i>Challenging yet, being innovative in implementing guidance services to students</i>		
<i>Challenging in developing and providing efficient service for the clientele yet, growing</i>		
<i>Experienced challenges especially dealing pupils who need helps especially in their academics</i>		
<i>Difficulty in dealing with the parents</i>	<i>Difficulty in dealing with parents</i>	

In particular, participant G mentioned;

One of the most difficult challenge in implementing the guidance services particularly in the career guidance aspect during these pandemic. The difficulty in reaching a quorum for a career guidance program virtually unprecedented considering not all the students have the capacity to use online services due to lack of mobile or internet equipment. Additional costs of printing the module and activities for the revised career guidance is another. (PG)

This means that the guidance designate experienced difficulty in reaching out the learners in the implementation of guidance services especially in this time of pandemic. Learners do not have gadgets to use and the internet connectivity is not possible because parents cannot afford to provide the gadget for their children. In reality not all parents can afford to provide internet connectivity for their child's important activity especially in participating career guidance program. DepEd has no budget in additional costs of activities for the revised career guidance.

As cited by Sintema, (2020) the innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from

economically disadvantaged background are unable to access and afford online learning. The level of academic performance of the learners are likely to drop classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding. In this manner, it is very difficult to communicate to the learners specifically in Impasugong district, division of Bukidnon since, majority do not have internet connection. Reaching out to conduct quorum to the learners for guidance services is very difficult.

One guidance designate said:

Struggles in disciplining different kinds of behaviour of students, even though I've already encountered these kind of behaviour still I'd find difficult.

The statement reveals that the participant has difficulty in dealing with learners having different kinds of behaviour. It is difficult for the guidance designate in terms of giving proper guidance and discipline. This is true in incidents such as bullying and punching with each other. The teacher who is a guidance designate would have difficulty because she does not know on how to deal with the situation.

Pereira (2012) found that beginning counsellors face various professional problems like incompetency in skills, theories, techniques, ethical dilemmas, anxiety due to client's problems, lack of supervision. Pereira also found that beginning counsellors have problems like lack of supervision, lack of network of counsellors, low pay, and job insecurity. It is interesting that beginning counsellors and counsellors in general have quite a few problems in common. This study found that counsellors face emotional problems due to work.

One participant declared:

Sometimes, it is hard for me to ask for help from my co-teachers in implementing guidance services because everyone's hands are full of work to do. (PE)

Bain (2012), stated that school counsellors face problems related to job descriptions, mental health issues, families and communities, student success, leadership and issues in technology.

Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) found that lack of a counselling clinic, lack of computer for data storage, unavailability of internet facilities, lack of equipment like tape recorder, low counsellor-client ratio, lack of dedicated time for counselling in the school time table were the topmost problems faced by the school counsellors.

Arowolo (2013) face the following problems: wrong ideas about counselling by principals and other members of staff, assigning counsellors to duties other than counselling, lack of counselling office, lack of funds to purchase materials for counselling and non-exposure to in service training. Further, Agrawal (2015) stated that psychologists (including counsellors) faced several challenges like poor salaries, lack of job opportunities, lack of licensing, lack of awareness about psychological issues and so on. What has emerged very strongly is that there is no licensing authority which would govern and guide the counselling profession. (Agrawal, 2015).

Mahlangu (2011) revealed that inadequate human and financial resources and lack of knowledge among the implementers of guidance and counselling programmes were challenges being encountered by schools in implementation of guiding and counselling services.

Why students in their adolescent stage exhibit indiscipline. These reasons are based on both internal and external factors. The internal reason that facilitates indiscipline is due to the pressure to fulfill their needs as adolescents. The external reason arises from social community, administrative and

individual causes. Whereas some of these indiscipline acts occurs in classrooms, some are carried outside the schools while others occur within the school premises (Ali, Dada, Isiaka, & Salmon, 2014).

Ali et al. (2014) highlighted three types of misbehavior commonly known as discipline problems encountered by the teachers in a classroom setting. The first misbehavior is that which hinder the students' own learning. The second misbehavior is done by one student and in effect becomes destructive to the learning of fellow student. The third misbehavior is that in which the student exhibits disrespect, abusive and deviant behavior to the educator. The commission of these misbehaviors can either be intentional or unintentional. Realistically, some of the misbehaviours negatively influence the student morale and these include a learner talking while the teacher addresses the class, noise making, stealing and refusal to follow the teacher's instructions. Whether or not some of the misbehaviours among the learners are inherent is an issue that the study also sought to find out.

Mahlangu (2011) in a study in South Africa assessed the challenges of teacher counsellors in the guidance and counselling and discipline management. The study noted that lack of skills, inadequate human resources and financial limitations were the major challenges encountered. Relevant skills in guidance and counselling are not optional in a school, but something that is mandatory. Practical skills and theories are necessary for an effective guidance and counselling programme. This means that a study had to be done to indicate how teachers perceived guiding and counselling in relation to academic duties and responsibilities (Chepkirui, 2011).

Nyaga's (2013) study identified uncooperative parents as an obstacle to provision of guidance and counselling services in schools. A study by Oye et al. (2012) noted that parents tend to avoid forums where their children private and domestic issues are discussed with outsiders (teacher counsellors included) due to cultural reasons. It further noted that organizations that provide such forums like the Parent Teacher Association (PTA) are none existent in some schools and in places where the associations are established, parents avoid such meetings whenever they are invited. It is important that teacher counselors are provided with the necessary support not only from the school administration but also from parents.

Kimathi (2002) observed that no matter how committed and competent teacher counselors may be, he/she cannot provide effective guidance and counseling services without the cooperation of all the stakeholders. The support of parents and society at large is crucial for the success of guidance and counseling programmes because it is only through their participation that they understand the psycho-social problems of their children and participate in formulation of solutions (Nyaga, 2011).

Participant C shared;

In my own learning experience regarding the implementation of guidance services in our school. I had lot of challenges especially dealing pupils who need helps especially in their academics (PC).

When I was guidance designate, I encounter a lot of challenges in dealing with different personalities and attitudes of the students especially in academic performances.

Furthermore, participant B shared;

The attitude of the parents and the influence of the social media wherein they can easily report the issues and concerns and they easily judge not knowing the real score and taking necessary process. (PB)

The parents do not look at the big picture of the situation. They easily react and report to the higher authorities in DepEd.

Matrix 2. Barriers Experienced by the Guidance Designates in Theme 2-Insufficient Support System in the Implementation of the Guidance Services

Meaning Units	Sub -theme	Emerged Theme
Don't have facility to use for guidance services	Lack of facilities for guidance services	Insufficient support system
Wishing for the DepEd to designate qualified psychologist to cater the learners with special needs for guidance services		
No support extended from DepEd administration for guidance services		
No support and budget given from the administration guidance services		
No available facilities to be used for guidance services		
No available facilities to be used for guidance services		
No budget and facilities to be used for guidance services		
Don't have enough facilities and resources for guidance services		
Difficulty in the implementation of guidance services due to lack of equipment's and facilities for online services and budget for module printing		
no facilities for guidance services		Insufficient support system
Lack of supplies for proper implementation of guidance services		
Guidance designate should be given other coordinitorship to focus guidance services for learners		
Lack of time, support from the administration and lack of cooperation of parents		

Participant B shared;

Tungod kay dili kayo ga tagaan ug importansya sa eskwelahan ang guidance and counselling, walay guidance office ug sa principals office lang mag husay para ma okey ang kada usa.

Wala koy guidance office, sa Principal's office rami ga husay sa bata (PD).

Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) in their study of professional challenges faced by primary school counsellors, found that lack of a counselling clinic, lack of computer for data storage, unavailability of internet facilities, lack of equipment like tape recorder, low counsellor-client ratio, lack of dedicated time for counselling in the school time table were the topmost problems faced by the school counsellors.

One participant stated:

How I wish that Deped could provide enough support by psychological concern through hiring psychologist to be assigned in every public school to cater the different psychological needs of learners to improve the quality of education. (PB)

Most of the pupils do not have proper foundation in their education at early age especially in the far-flung areas. They are slow or needs psychological session to improve their minds to better quality education.

Some of the responses of the participants include:

Walay support sa DepEd(PD).

Emotionally and financially, walay support sa DepEd.

Lisod kayo. Walay budget, maayo unta naay budget (PD)

Budget sa record sa bata, like anecdotal record, mga forms, cubicle room ug guidance designate office kay wala na priority sa DepEd.

The participants also have problems as to where they are to conduct counselling. Some of their responses indicate the following:

Inig mag husay sa mga bata nga nag away, mabiyaan ang advisory (PD).

Kay naa man gihapon klase, ma timingan dayon nga naay husayon maski ga klase pa biyaan gyud ang klase, kay husayon sa ang bata nga nag away.

There are no available facilities for guidance services in our school. (PE)

No guidance office, no cubicle to conduct counselling in both parties.

As of now there is no Guidance office in our office. In SIP formulation Guidance facilities were not included. (PF)

They also lamented that the budget did not include SIP formulation in every school. In addition, participant B shared;

In our school, we don't have enough resources and facilities. All we have only is the Principals office. (PB)

We conduct counselling in the principals office only.

Moreover, participant G shared;

One of the most difficult challenges in implementing the guidance services particularly in the career guidance aspect during these pandemic. The difficulty in reaching a quorum for a career guidance program virtually unprecedented considering not all the students have the capacity to use online services due to lack of mobile or internet equipment. Additional costs of printing the module and activities for the revised career guidance is another. (PG)

Not all parents can provide internet connection for their children important activity especially in participating career guidance program. DepEd has no budget for additional costs of activities for the revised career guidance.

Participant E shared;

There is still scarcity of classrooms in our school, thus difficulty in designating facilities for guidance services. (PE)

No convenient room or good ambiance for conducting guidance services.

There is no budget allocation for guidance services and no guidance and counselling webinars organize by DepEd. Most of the guidance designates have full time advisory class and not only guidance and counselling coordinatorship they have also other coordinatorship to be conducted annually. Some comments of the participants include:

The MOOE should include Bond papers and printers

DepEd-Organize Webinars related to guidance & services. (PF)

I wish guidance designates should not be given other coordinatorship for them to function very well and many of our pupils will be save. (PF)

Lack of time, lack of facilities, lack of cooperation from students and lack of cooperation from parents (PA).

Most of the time, parents do not cooperate in the conduct of guidance and counselling of their children especially when there are no follow-ups. Lack of time, facilities, cooperation by the students and no consistency of their good behaviour are also barriers experienced.

Matrix 3. Barriers Experienced by the Guidance Designates in Theme 3-Multitasking in the Implementation of the Guidance Services

Meaning Units	Sub –theme	Theme
<i>Addition paper works and multi-tasking as well as no training extended for us guidance designates</i>	<i>not effective due to multi-tasking</i>	Multitasking
<i>Overlapping of responsibilities at the same time a very tedious responsibility as it has its own impact in the clientele especially in the course of career guidance services for the higher curriculum students bound to senior high school</i>		
<i>Not effectively implement guidance services due to overlapping of responsibilities</i>		
<i>There should have one designate who will focus on giving guidance services without overlapping of coordinatorship</i>		
<i>Not effective in giving guidance services to learners due to overlapping of responsibilities</i>		
<i>Not effective guidance designate</i>		

Participant D shared;

Wala pa gyud schedule kung kanus.a pwede mag husay, dretso mabiyaan ang advisory. Usahay matagaan seat work, usahay dili sad, mabiyaan na dretso. Dili ko okey kay left and right ang trabaho. Multi-tasking kung naay paper works/report nga ipasa urgent. Maka dugang gyud sa trabaho ang guidance designate, dili nalang mag reklamo kay trabaho man. Wala pajud training ang DepEd sa mga guidance counselor designate. Kayahon nalang ang trabaho. (PD)

Walay gi hatag nga schedule para sa husayon nga nag away nga mga bata. Diretso na e adto sa principals office aron husayon, mabiyaan na dayon ang advisory class nga wala nakabilin ug seat work aron ilang buhaton. Multi task ang teacher kay mag klase ug insigida mag husay kung naay mag away ug naa pay ipasa nga report diretso.

In addition, participant G shared;

Juggling the tasks of being an adviser and at the same time meeting the demands and responsibilities of being a guidance counselor designate is surely tedious. Though it is only an ancillary designation, you must be complacent enough because it's sure has its own impact in the clientele especially in the course of career guidance services for the higher curriculum students bound to senior high school.(PG)

Guidance counsellor designates must be flexible to do the task of being a classroom teacher and guidance counsellor designate because every work has its own impact in each of the student's lives.

Moreover, participant F shared:

OIC, BAC Secretary, and Guidance Designate are the top 3 big coordinatorship that I have right now. When it comes to Guidance, I prioritize only those pupil that needs my advice. (PF)

The guidance designate has three big coordinatorship. In guidance she only prioritized the students who are in need so much of advice because she has still other coordinatorships to be done.

Participant F shared;

Overlapping of coordinatorship. I believe guidance designates should focus being counsellors since they are vital members of the education. (PF)

There should be only one coordinatorship a guidance counsellor designates must have. Many coordinatorships could be taxing to the guidance designate. She/He should only have the guidance and counselor coordinatorship. He/she should not conduct any guidance program like career guidance program because of overlapping coordinatorships.

Some comments of the participants include::

I did not launch any programs of guidance and counselling because of overlapping coordinatorship we have in our small school. (PF)

Dili kaayo effective tungod kay walay sakto nga program sa guidance and counselling. Dili kayo effective. (PD)

Nyaga (2011) found that whenever there is an activity in schools related to guidance services especially in students career, the designate find it hard to ask help from her co-teacher to implement career guidance program because even the co-teachers have many works to be done and duplication of coordinatorships. It cannot be denied that majority of teachers were experiencing multi-tasking due lots of things to do and comply such as, evaluations of classrooms, class observations, validation of schools, DepEd programs and implementations. That is why teachers cannot be easily called to help or assist in the guidance services.

Matrix 4. Barriers Experienced by the Guidance Designates in Theme 4- Lack of knowledge as guidance designate in the Implementation of the Guidance Services

Meaning Units	Sub -theme	Theme
<i>Forced yet, learning as a guidance designate</i>	<i>insufficient information in guidance services</i>	<i>Lack of knowledge as a guidance designate</i>
<i>Struggling yet, growing and learning as guidance designate</i>		
<i>Seeking for partners in the community to support the program since the administration cannot support enough funds for guidance services</i>		
<i>Confused how to implement guidance services</i>		

Participant D shared;

Napugos nalang pagka guidance counselor. Bahala nalang napugos basta kay nakalearn ug naka experience unsa ang work sa guidance counselor designate. (PD)

In addition, participant E shared;

Walay proper training and seminar sa guidance counselor pero maoy gihimo nga guidance designate.

Mahlangu (2011) revealed that inadequate human and financial resources and lack of knowledge among the implementers of guidance and counselling programmes were challenges being encountered by schools in implementation of guiding and counselling services. Some participants said:

I wouldn't say I am already well versed in this field. I am still learning and growing as a school guidance designate. I struggle with asking for help from my co-teacher. (PE)

Whenever there is in need to conduct a program in guidance and counselling, I struggle from asking help to my co-teacher because I am still learning and adopting the work of being guidance designate.

Also, participant G shared;

In terms of support, there is a faction of the school funds allotted for the career and guidance services that is usually for the Grade 10 students. The fund is not that sufficient though, so the office of the guidance counselor designate is still seeking for potential partners from the community.(PG)

There is allotted fund in conducting career guidance program in grade 10 but the budget is not enough, so we need a stakeholders to become our partner to conduct successfully this kind of program in guidance and counselling.

Participant F shared;

When and how to start the guidance services that will not sacrifice other coordinatorship. (PF)

Need to have seminar or training on conducting guidance services.

Coping mechanisms of the guidance designate in the implementation of guidance services

To answer problem number 2, on coping mechanisms applied by the guidance designates in the implementation of guidance services. There are two emergent themes discovered. First, is being "Determined to serve" with the five sub-themes, namely; 1) Educate the learners 2) Commitment to serve 3) secure learners anecdotal records for guidance services 4) Extend services 5) Being positive and innovative guidance designate 5) Trainings needs to enhance skills in implementing guidance services"

The second emergent theme is on "Worthwhile experience" with the three sub-themes, namely 1) Teamwork and collaboration 2) Serves as a guide to the learners in order to succeed 3) Rewarding learning experience

Matrix 5. Coping Mechanism Employed by the Guidance Designates in Theme 1- Determined to serve

Meaning Units	Sub-theme	Theme
<i>Nurture the learners to become good citizen</i>	<i>Nurturer of education in conducting guidance services</i>	<i>Determined to serve</i>
<i>Doing the best in the implementation of guidance services</i>	<i>Commitment to serve</i>	
<i>Willingness to extend services to learners</i>		
<i>Teachers should have anecdotal records for every learners</i>	<i>secure learners anecdotal records for guidance services</i>	
<i>Focused of home visitations</i>	<i>Extended services</i>	
<i>Recommend DepEd to designate with trainings and background on guidance and counselling</i>		
<i>Experienced positivity in conduction guidance services</i>		
<i>Being innovative in implementing guidance programs in school</i>		
<i>Being innovative and trust God in implementing services to students</i>		
<i>Being innovative despite no trainings attended yet, recommend the DepEd administration to designate the experienced and qualified guidance designate</i>		
<i>Enable to balance the situation</i>	<i>Being positive and innovative guidance designate</i>	
<i>Being systematic in conducting guidance services</i>		
<i>Addressing the 21st century transition of learners attitude</i>		
<i>Exploring at the same time learning in implementing guidance programs</i>		
<i>New and still exploring how to effectively implement the program</i>		
<i>Trainings helps guidance designates implement guidance services to learners</i>		

<p><i>Trainings boost confidence for guidance designates experiencing the first hand information using the techniques on the appropriate measures of asking and consolidating information from the clientele to address their concerns</i></p>	<p><i>Trainings needs to enhance skills in implementing guidance services</i></p>	
<p><i>Needs enough information being a guidance designate in school</i></p>		
<p><i>Trainings conducted helps the guidance designate the duty to conduct services to students</i></p>		
<p><i>Still new in the program which needs enough information to serve the learners/ students</i></p>		

Participant B shared;

It is very right and just that guidance counsellor excess like the anti-bullying case, because there are some instances when the learning performance and emotional aspect are very effected with the bullying issues, the counsellor help a lot in molding the learners to become a good citizen in the future (PB)

Guidance counsellor has a very important role in molding the young once to become a good citizen in the near future. There are many cases and issues to be solved by the guidance designates. If these cases/issues are not resolved, these will affect the entire life of the students.

Furthermore, participant E shared;

I do my best to find ways in order for me to successfully implement all the guidance programs in the school. (PE)

No one is responsible to do the task. So I do all ways to implement successfully the guidance program in our school like conducting counselling.

Participant C shared:

As a guidance designate, whenever someone needs my help specially pupils' confrontation I had to settle everything, document the situation and have follow up. (PC)

When I have counselling session, I do my best to listen and give advice if needed and I document everything and need to follow up.

Moreover, participant D shared;

Dapat naay anecdotal record kada teacher. (PD)

Every students or pupils have anecdotal record so that, I'll be able to know and have the information of individuals.

Also, participant F shared;

I only focus on visiting pupils who are at risk of dropping out. (PF)

Whenever the student is at risk of dropping out, I go to their house to have home visitation.

In addition to this, participant D shared;

Mag download. Mag ask sa Principal. Wala koy training. Dili rapud ko ga lisod ug husay kay naa koy kauban nga ga husay sa mga bata nga among OIC. Wala rapud ga reklamo nga ginikanan. Ako lang ipaabot sa Deped nga dapat ang e designate katong naay units sa guidance. Ug naay trainings. Kuti ang guidance, dapat naay trainings. (PD)

Ang mag tabang naku sa pag husay kay ang among OIC, ug mangutana pud ko sa among Principal kung kinahanglan kay wala koy training or seminar unsaon pag conduct sa guidance and counselling. Okey rapud ang ginikanan as long as para sa kaayuhan sa ilang mga anak. Gusto lang ko nga magpahibalo sa Deped nga ang dapat e designate unta sa Coordinatorship sa Guidance and Counseling katong graduate with professional license sa Deped para dili maglisod ug mahimo effective ang pag guide in proper ways ang mga bata.

Apart from this, participant F shared;

I have a good experiences in home visitation to pupils who are at risk of dropping out, giving advices for them not drop from the school. I have recorded some of interviews, took photos, and filed in a folder. (PF)

The parents are very accommodating whenever I went to their house to visit the students, and they gave me snacks. I advise the students who are at risk of dropping out to continue to study, and I record everything.

Furthermore, participant E shared;

I innovate, whenever I face challenges in the implementation of guidance programs in our school. I always think of other ways to surpass them. (PE)

I find all the ways and means to implement and successfully do all the program in guidance.

Participant D shared;

I just do my part, I pray for my work and I believe God will do the rest. (PD)

I believe everything will smoothly done. I will give all my best in every task and I pray and let God do the things beyond my capabilities.

Moreover, participant A shared:

Search in google, read some book and ebook, talked experience teacher and other professional (PA).

Whenever I encounter difficulties in guidance and counselling I talked to some experience teacher and read books or search in the internet.

Participant D shared:

Mag download. Mag ask sa Principal. Wala koy training. Dili rapud ko ga lisod ug husay kay naa koy kauban nga ga husay sa mga bata nga among OIC. Wala rapud ga reklamo nga ginikanan Ako lang ipaabot sa Deped nga dapat ang mag gunit sa Guidance counselor designate katong naay units sa guidance. Ug naay trainings. Kuti ang guidance, dapat naay trainings (PD).

Ang mag tabang naku sa pag husay kay ang among OIC, ug mangutana pud ko sa among Principal kung kinahanglan kay wala koy training or seminar unsaon pag conduct sa guidance and counselling. Okey rapud ang ginikanan as long as para sa kaayuhan sa ilang mga anak. Gusto lang ko nga magpahibalo sa Deped nga ang dapat e designate unta sa Coordinatorship sa Guidance and Counseling katong graduate with professional license sa DepEd para dili maglisod ug mahimo effective ang pag guide in proper ways ang mga bata.

In addition, participant D shared;

Kabalo mag balance, kabalo mag tan.aw kung kinsa ang nag sulti tinuod. Negative himuon ug positive attitude.(PD)

Kung naa koy husayon ng mga bata kay dili sila mo tug.an kinsay nag una ug pangaway. So dapat kabalo ko mag balance, kinsa ang ga ingon sa sakto ug dili.

Likewise, participant C shared;

Yes, documenting everything. Produce forms in guidance to trace up pupils that seek this services. (PC)

Naay anecdotal record sa tanang bata para makabalo ko kinsay need sa klase klase sa services sa guidance and counselling.

Also, participant B shared;

Addressing the transition of the learners attitude and behaviour considering they are 21st century learners wherein the traditional way of teaching and disciplining of learners are not applicable anymore. (PB)

Because nowadays students are not the same students in 90's, if the transition is needed because today is 21st century learners, so guidance and counselling need to be upgraded also.

In addition, participant G shared;

Being proactive and being able to adjust the continuing changes. (PG)

Life is changing, so guidance and counsellor designate must be proactive and versatile.

Participant E shared;

I am new to guidance and counselling. I still explore this field that is why I also learn while implementing programs that are necessary for student's growth. (PE)

I learn and study the proper ways in implementing guidance and counselling for student's growth, because I am still new in this coordinatorship.

Also, participant C shared;

DepEd implements training for us to wider our scope in implementing guidance services in our school. It helps me to do my duty as guidance counsellor designate. (PC)

DepEd implements training like GAD seminar, it helps me to do the duties and responsibilities in implementing guidance and counselling.

Furthermore, participant G shared;

Being sent to a seminar which focuses on Adolescent Health and Development for Guidance Counselor Designates. It relayed significant information on the current trends and issues arising concerning the new generation of learners. It also allowed us to experience first-hand on using the techniques on the appropriate measures of asking and consolidating information from the clientele to address their concerns still adhering to the bounds of confidentiality.(PG)

AHD seminar is a big help to implement the guidance services in our school, especially in our new generation of learners. All the information we get from our clientele are bound to confidentiality.

Additionally, participant C shared;

As a guidance designate in our school, maybe I need to learn more the functions of being a guidance counsellor. (PC)

Being a guidance counsellor designate in our school, I must learn the proper function, duties and responsibilities to become effective guidance counsellor.

Pereira (2012) found that beginning counsellors face professional problems like lack of supervision, lack of network of counsellors and job insecurity. It is interesting that beginning counsellors and counsellors in general have quite a few problems in common. This study found that counsellors face emotional problems due to work which was also noted by Nystul (2003) and Corey (2005). While it is probably understandable as to why beginning counsellors may be facing such issues, it is interesting to note that even counsellors in general face this issue. Probably it could be said that by the very nature of the job of counselling, it is emotionally exhausting. This underlies the need for self-care efforts by counsellors. The current study also has found out similar findings. Further study needs to be done to see if this is the problem for counsellors across work-settings or only for a few of them.

Participant C declared:

DepEd implements training for us to wider our scope in implementing guidance services in our school. It helps me to do my duty as guidance counselor designate. (PC)

DepEd organized trainings in order for us to learn all the guidance services to be implemented in our school and it helps me to do my duties as guidance counsellor designate.

In addition to this, participant G shared;

Basically, I can still consider myself as a newbie in this particular service. Every school year, you encounter a variety of concerns which needs a bespoke and/or specific way of helping the students arrive at a certain solution. It's not one size fits all scheme, which means that with every students comes a different view of the issue (PG).

Guidance designate must be a versatile teacher because every year I encounter different personalities, problems and issues to be solved.

Matrix 6. Coping Mechanism Employed by the Guidance Designates in Theme 2- Worthwhile experience

Meaning Units	Sub-theme	Theme
<i>Teamwork and collaboration with the administration is important in effectively implementing guidance services to the learners</i>	<i>Teamwork and collaboration</i>	<i>Worthwhile experience</i>
<i>continued teamwork and collaboration</i>		
<i>Spend time with parents to address concerns</i>		
<i>Experienced as a guide a good helper and adviser to students</i>	<i>Serves as a guide to direct the learners in order to succeed</i>	
<i>Fulfilling being able to guide my students not only in terms of their career goals but also in their personal decisions in life.</i>	<i>Rewarding learning experience</i>	
<i>Learning in dealing with the different kinds of learners attitudes</i>		
<i>DepEd supports guidance program in schools</i>		

Particularly, participant G shared;

To achieve efficiency in implementing guidance services requires salient partnership and communication from the teacher-advisers and the school administration. You are the one who is designated in that service but it doesn't mean that you will act solely, as the adage goes, two heads (or shall we say, multiple) are better than one. .(PG)

Unity in implementing guidance services in schools are very important, not only the guidance designate is working but all the teacher-advisers and administration are cooperating to achieve efficient and successful guidance services programs.

Participant G shared,

Tracking and monitoring. Reading and connecting with potential support group.(PG)

Guidance and counselling services need to have partners or stakeholders to support and implement the program. Moreover, participant B shared;

By having adequate time with the parents to address the different concerns. (PB)

Parents need to cooperate in order to address the concerns or problems of their child in school. Furthermore, participant A shared:

I am a guide, helper and a way for student's success. (PA).

Guidance and counsellor designates play a vital role in student lives and success. They need to be properly guided and helped. In addition, participant A shared:

Very helpful for student's success especially in their academic performance. They need someone to guide and advice. (PA)

Guidance and counsellor designates are very helpful to students. They are the once who help emotionally and academically. Also, participant E shared;

I was able to relate to the things that I teach my students in relation to guidance services in my school. It is fulfilling for me to be able to guide my students not only in terms of their career goals but also in their personal decisions in life. (PE)

Whenever I helped effectively the students in guiding their career and personal decisions in life, it is very fulfilling to achieve the goal of being a guidance and counsellor designate.

In addition to this, participant B shared;

Through extending seminars and workshops, we really learn a lot on how to deal the different kind of attitudes. (PB)

It is very helpful to us as guidance designate to address the different kind of attitude of the students, through seminar workshops.

Participant E shared:

Basically, DepEd allots GAD funds to support the guidance services that are implemented in the school. I am grateful for their help from DepEd because it assures the implementation of each program for the students. (PE)

GAD funds is a big help to implement the guidance services. I am grateful because even in small act of support, it will assure that the guidance services of the school will be implemented.

In Malawi, Chireshe (2012) noted that guidance and counselling programmes aid learners to better comprehend their individual potentials, capabilities and interests and subsequently how to make sound career choice decisions.

Proposed School Guidance Program to strengthen the Guidance Services

From the results of the findings of the study the researcher came up with a proposal for a guidance program that could strengthen the guidance services at Impasug-ong district schools. Matrix 7 shows the proposed intervention plan to address the problems encountered by the guidance designates in the implementation of guidance services.

Matrix 7. Proposed guidance intervention plan to address the problems encountered among guidance designates in the implementation of guidance services

Problems encountered	Objectives	Activities and strategies	Human resource	Financial and other resources	Time frame	Expected output
Hardships in the implementation of guidance services	To assign qualified and experienced guidance designate	DepEd should Assign qualified guidance designate	DepEd, School administrators, teachers	DepEd,	Whole year round	Equipped and knowledgeable guidance designates
Overlapping of responsibilities	To properly designate duties and responsibilities among teachers	Discuss and properly designate the task and responsibilities during teachers INSET and LAC sessions	School administrators, teachers		Whole year round	Proper designation of duties and responsibilities
Lack of knowledge as a guidance designate	Allocate budget for teachers scholarship to enrol in masters in guidance and counselling degree To train and equipped the assigned school guidance designate Conduct series of trainings and seminars in guidance and	Enrol in masters in guidance and counselling Attend seminars and training on guidance and counseling	DepEd administration, School administrators, teachers	DepEd, Teachers, School MOOE funds	Whole year round	Trained and Earned units in Masters in guidance and counselling

	counselling among teacher designates					
Insufficient support system	To allocate budget for school guidance services	Budget allocation for school guidance services	School administrators, teachers, SGC, GPTA	School MOOE funds, SGC, GPTA funds	Whole year round	Allocated budget for guidance services

Summary, Findings, Essence, and Recommendations

This chapter presents the summary, findings, generalizations, and recommendations of the study.

Summary

This study explored the experiences of the school guidance designates in the implementation of guidance services in Impasugong 1 district, Division of Bukidnon during the school year 2019-2020. The qualitative narrative inquiry method of research by Clandinin and Huber (2010) served as the methodology of the study. There were seven guidance designates purposively chosen as the participants of the study. An in-depth interview using the interview guide questions gathered the significant information on the barriers and coping mechanism of the guidance designates in the implementation of guidance services. These data addressed the gap, challenges, concerns, and barriers in the implementation of guidance services as experienced by the teachers who served as guidance designates. The analysis made use of Creswell's (2017) model.

Findings

Based from the data gathered, the following are the salient findings of the study:

1. The guidance designates encountered barriers in the implementation of guidance services, categorized into 4 themes, namely: (1) "*Hardships in the implementation of guidance services*"; (2) "*Insufficient support system*"; (3) "*Multitasking*" and (4) "*Lack of knowledge as guidance designate*."
2. The coping mechanisms employed by the guidance designates clustered into 2 themes, each embedding their subthemes, namely: (1) "*Determined to serve to educate the learners*" with five sub-themes on Commitment to serve; Secure learners anecdotal records for guidance services; Extend services; Being positive and innovative guidance designate; and Trainings needs to enhance skills in implementing guidance services; and (2) Develop "*Worthwhile experience*" with three sub-theme on Teamwork and collaboration; Serves as a guide to the learners in order to succeed; and Rewarding learning experience.

Generalization/Essence

The school designated guidance counselors encountered hardships and barriers in conducting guidance services among learners yet, they were able to cope with the difficulties experienced being determined and committed to serve the learners and the parents.

Recommendations

Based on the findings and generalizations drawn, the following recommendations are given:

1. The DepED selection committee may review the criteria for the qualification in designating school guidance counselors in order to hire the qualified and knowledgeable guidance designates to properly implement the guidance services in the schools.
2. The guidance designates may enrol and earn units in masters in guidance and counselling. They could attend series of trainings and seminars in guidance services to be more equipped in conducting services and properly implement guidance programs and serve the needs of the learners.
3. The learners may be helped and directed with the appropriate guidance services through the guidance of the school guidance counselor designate.
4. The teacher may be guided what to do in dealing with the learners abided with the good guidance program implemented in school for the welfare of the learners and to improve learners' performance.
5. The district guidance coordinator may craft a good guidance program to address the needs of the designated school guidance counselors in every school in the district to cater the needs of the learners.
6. The parents may be helped with the designated guidance counselor in catering the needs of their children to improve learners' academic performance.
7. The school may properly implement the effective school guidance program for the school to improve students' performance.