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Research Article

Qualifications and Competencies of Guidance Teachers as Correlates with their Performance: Basis for a Proposed Enrichment Program

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ABSTRACT

The study aimed to determine the qualifications and competencies of guidance teachers in correlation with their performance for the school year 2018 – 2019. The status of the qualifications of the guidance teachers was determined in terms of educational attainment, level of seminars and trainings attended pertinent to guidance related work and length of service as a guidance teacher. The respondents of the study were 15 school heads, 37 guidance teachers and 1,001 teachers. The study utilized the descriptive evaluative method. Data were collected through the use of researcher – adapted questionnaire checklist. The results showed that there is no significant correlation between the qualifications of the guidance teachers and their competencies as perceived by the three groups of respondents. The results showed that there are no significant correlations between the qualifications of the guidance teachers and their performance. In consideration of the correlation that exists, the administrators and the teachers perceived that the guidance teachers' qualifications are positively correlated with the performance. The results showed that there is a low correlation between the competencies of guidance teachers and their performance but considered to be not significant. In consideration of the administrators and teachers, the correlation is positive while for the guidance teachers themselves, the correlation is negative.

Keywords: *educational attainment, guidance teachers, work performance*

Background

The school is one of the most effective agencies to develop a sense of discipline and moral values of an individual. The guidance program should mean to be well organized and staffed with qualified personnel. This is an essential

part of the guidance program to provide each student the opportunity to experience a sense of accomplishment, group competence, and satisfaction in being a creative member of a group through varied activities that meet the needs of all learners concerned.

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In line with this, Cinco (2008) states that the growing importance of the guidance services and their impact on the school set-up have promoted a number of questions regarding the guidance counselors, their educational qualifications, training and competencies, as well as their functions and performance.

The range of their functions suggests that they must have a working knowledge on their area of specialization related to their training and experience in a number of ways in their own fields. Furthermore, they must also have expertise in human relation in order to affect rapport or good interpersonal relationship between and among the school personnel, the parents, and the referral sources including churches and other government agencies in the community. Moreover, they must be able to meet the needs of each individual student. Because of this, it appears that the main function of all guidance counselors is to assist the students who specifically encounter various problems that directly affect their performance in school in order to help them develop self-direction, self-organization and self-guidance toward self-realization and fulfillment.

Clearly, all guidance counselors need sufficiently appropriate preparation that will give them the ability to perform their tasks with high level of performance as expected of them as guidance authority. Hence, the work of each guidance counselor involves a wide range of related responsibilities in the exigency of the service.

Moreover, as described by Ferrer, (2003) and cited by Daya (2008), competencies describe how work is performed and how successful performance is demonstrated appropriately. In that manner, degrees, licenses and certificates actually convey level of competencies to the public, yet in reality, one must recognize variations in competencies among practitioners with the same credentials. It also appears that the responsibility of the professional counselors is to continuously update or upgrade their competence through frequent or regular participation in various professional trainings or seminars and educational opportunities, regarding the professional literature, and attending professional seminars and workshops as

the need arises. This is to maintain quality service among clients (the students) in particular and to raise the standards as innovations are incessant as the changing world.

The related competencies needed by the guidance counselors are seen to be important to make sure that our future school counselors' workforce would be able to make a positive impact in the lives of children and young adults. As counselors, they should exert effort to assist students pay more attention to their academic, personal or social and career goals improvement to enable them to succeed in school and become responsible and accountable members of the society.

Considering the important roles that the guidance counselors in the secondary education should perform their tasks, it has been observed that there is, however, scarcity of concerned guidance counselors in the Division of Marikina. Selected teachers have been assigned as guidance teachers to perform and deliver services similar to those of guidance counselors upon internal arrangement done by the school head as empowered by the Department of Education (DepEd) to implement official matters that concern the smooth flow of the school operations.

With all these ideas, therefore, this research aims to provide an enrichment program for the guidance teacher to make them fully efficient in performing different guidance services. One crucial part of providing good education is the good performance of the guidance teachers. At present, they are evaluated as teacher per se not as guidance teacher. Their performance in terms of their duties and responsibilities as guidance teacher is not rated, and there is no way of knowing if they are performing well in their role or not. Even if a guidance teacher is qualified enough to perform his task, it is very important to know if all aspects of his duties are always done, thus, their academic achievement and experience to fully perform their delegated multiple tasks have to be considered as well. Determining their performance will help the guidance teachers improve and fulfil their responsibility that will benefit the learners and the other members of the school community.

The Division of Marikina City in 2018 declared that thirty seven (37) guidance teachers were assigned to fifteen (15) secondary schools. Among the thirty seven (37) guidance teachers, only three (3) are licensed as Registered Guidance Counselors while others have master's degree or just earned units in their graduate programs and few among guidance teachers were sent to attend trainings related to guidance and counseling. Because of this, the need for better performance is important to the guidance teachers in the successful completion of their tasks, duties or responsibilities that highly demand for quality and excellence, relevance and responsiveness, efficiency and effectiveness, access and equity as necessary parameters of the guidance services.

The findings of this study may help the guidance teachers to upgrade their performance for the effective guidance services and to be as au courant as the guidance counselors, themselves. Hence, this study will serve as basis for the proposed enrichment program for the guidance teachers in the Division of Marikina City where the researcher teaches and serves as the guidance teacher.

Purpose of the Study

The study attempted to determine the qualifications and competencies of guidance teachers as it correlates with their performance as basis for the proposed enrichment program.

Specifically, the study sought to answer the following questions:

1. What are the qualifications of the guidance teachers' respondents in terms of:
 - 1.1 educational attainment;
 - 1.2 level of seminars and trainings attended pertinent to guidance related work; and
 - 1.3 length of service as guidance teachers?
2. What is the extent of competencies of guidance teachers in the Division of Marikina in terms of:
 - 2.1 philosophical, psychological and sociological foundations of guidance;
 - 2.2 counseling theories, tools and techniques;
 - 2.3 psychological testing;

2.4 organization, administration and supervision of guidance services and program development;

2.5 group process; and

2.6 career guidance as perceived by the administrators, faculty members and guidance teachers themselves?

3. Are there significant differences among the perceptions of the three groups of respondents as to the competencies of the guidance teachers in the Division of Marikina?

Hypothesis of the Study

1. There are no significant differences among the perceptions of the three groups of respondents as to the competencies of the guidance teachers in the Division of Marikina.
2. There are no significant differences among the perceptions of the three groups of respondents as to the performance of the guidance teachers in the Division of Marikina.
3. There is no significant correlation between qualifications and competencies of the guidance teachers in the Division of Marikina as perceived by the three groups of respondents.

Methods

The research design used in gathering the data for this study is descriptive survey and correlation research that aims to assess the qualifications and competencies of guidance teachers associates with their performance.

For the statistical analysis of data, frequency and percentage distribution are used in presenting the profile of the guidance teachers. The weighted mean was used to determine the extent of competencies and performance of the guidance teachers. T-test was used to determine the significant difference among the perceptions of the three respondents as to the competencies and performance of the guidance teachers. The Pearson's Product Moment Correlation Coefficient was used to determine the significant correlation between qualifications and competencies, qualifications and performance and competencies and performance of the guidance teachers as perceived by the

administrators, the faculty and the guidance teachers themselves.

Using these methods, the study presents the status and provides the data needed to establish the perceptions of three groups of respondents in the qualifications, competencies and performance of the guidance teachers.

Respondents of the Study

The respondents of study involved fifteen (15) administrators and thirty-seven (37) guidance teachers. A complete enumeration was made. Since the teacher population in the secondary schools in the Division of Marikina involved in this study is of significant number, only a sample was taken as respondents. Using Slovin's formula with 0.05 margin of error, of the 1,270 teachers, 1,001 were chosen as respondents.

Using Slovin's formula with 0.05 margin of error, of the 1,270 teachers, 1,001 were chosen as respondents. Overall, this study involved 1,053 respondents; 15 administrators, 1,001 teachers and 37 guidance teachers.

Data Gathering Procedure

In this study, the questionnaire-checklist was used as its principal instrument. There are two sets of questionnaires used in this study. One for assessing the qualifications and competencies of the guidance teachers and the second set for assessing the performance of the guidance teachers. This was an adapted research instrument used by Daya (2008) in her study "An Assessment of the Qualifications and Competencies of SLSU Guidance and another set of questionnaire to evaluate the performance of guidance teachers from the book of Dr. Imelda V.G. Villar entitled "Implementing a Comprehensive Guidance and Counseling Program in the Philippines." Counselors".

Data Analysis Procedure

For in-depth analysis and interpretation of the data, appropriate statistical treatment tools were then applied for each specific question.

1. Frequency and percentage distribution were used in presenting the qualifications of the guidance teachers in terms of educational attainment, level of seminars and trainings attended, and length of service pertinent to guidance related work.
2. The weighted mean was used in determining the extent of competencies and performance of the guidance teachers.
3. T-test was used to determine if there were significant difference among the perceptions of the three groups of respondents as to the competencies and performance of the guidance teachers in the Division of Marikina.
4. The Pearson's Product Moment Correlation Coefficient was used in determining if there were significant correlations between qualifications and competencies, qualifications and performance, and competencies and performance of the guidance teachers as perceived by the three groups of respondents.

Results and Discussion

Table 1 presents the frequency and percentage distribution with respect to the profile of the guidance teacher respondents in terms of educational attainment and seminars and trainings attended.

Of the thirty seven (37) guidance teachers respondents, it is noteworthy to emphasize that majority of the guidance teachers are with master's units as indicated by twenty two (22) or 59.00%. Those who are master's degree holder are eight (8) or 22.00% and those with doctorate units are three (3) or 8%.

These data project the enthusiasm of the guidance teachers to go for professional updating believing that only in qualifying themselves professionally can they give better services to their clientele. While there are those who aspire to grow as guidance counselors in terms of academic qualifications, there are still those who are not updating themselves professionally as indicated by a total of four (4) or 11% who are barely bachelor's degree holders.

Table 1. Qualifications of Guidance Teacher Respondents

Qualification	frequency	Percentage
Educational Attainment		
Bachelor's Degree	4	11
Bachelor's Degree with Units in Masters' Degree	22	59
Masters' Degree	8	22
Masters' Degree with Units in Doctorate Degree	3	8
Total	37	100
Level of Seminars and Trainings Attended Pertinent to Guidance Related Work		
School Level	37	100
Division Level	37	100
Regional Level	27	73
National Level	16	43
International Level	4	11
Length of Service as Guidance Teacher		
21 – 25 years	2	5.41
16 – 20 years	3	8.11
11 – 15 years	6	16.21
6 – 10 years	9	24.32
5 years and below	17	45.95
Total	37	100

Table 2. Weighted Mean of the Extent of Competencies of Guidance Teachers in Terms of Philosophical, Psychological and Sociological Foundations of Guidance

Philosophical, Psychological and Sociological Foundations of Guidance	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Knowledge Possesses knowledge on philosophical, psychological and sociological foundation of Guidance.	3.20	Moderate Extent	3.21	Moderate Extent	3.08	Moderate Extent
2. Skills Recognizes the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development	3.50	Great Extent	3.27	Great Extent	3.11	Moderate Extent
3. Attitudes Fosters students' sense of self-esteem, efficacy, and personal dignity so they develop positive attitudes towards themselves as unique and worthy individuals.	3.50	Great Extent	3.45	Great Extent	3.46	Great Extent
4. Values Establishes and maintains professional relationships with administrators, teachers, other school personnel, parents, and community members.	3.50	Great Extent	3.59	Great Extent	3.49	Great Extent
Composite Mean	3.43	Great Extent	3.38	Great Extent	3.28	Great Extent

Table 2 presents the computed mean on the extent of competencies of the guidance teachers in terms of philosophical, psychological, and sociological foundations of guidance as perceived by the administrators, teachers and guidance teachers themselves.

It can be noted from the results that the administrators considered the guidance teachers

as having the skills, attitudes, and values on philosophical, psychological and sociological foundation of guidance to a great extent as indicated by the weighted mean of 3.50 on the three areas. In likewise manner, the teachers considered the guidance teachers as having the skills, attitudes, and values on philosophical, psychological and sociological foundation of

guidance to a great extent as indicated by the weighted mean of 3.27, 3.45, and 3.59 respectively.

On the other hand, the guidance teachers considered themselves as having the attitudes, and values on philosophical, psychological and sociological foundation of guidance to a great extent as indicated by the weighted mean of 3.46 and 3.49 respectively. It can be noted that unlike the other two respondents considera-

tions, the guidance teachers considered themselves as possessing the skills on philosophical, psychological and sociological foundation of guidance to a moderate extent only.

Overall, a rating of "Great Extent" is given on the philosophical, psychological and sociological foundation which concluded that the provision of philosophical, psychological and sociological foundation is outstanding job in this position requirement.

Table 3. Weighted Mean of the Extent of Competencies of the Guidance Teachers in Terms of Counseling Theories, Tools and Techniques as Perceived by the Three Groups of Respondent

Counseling Theories, Tools and Techniques	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Knowledge Is aware of the appropriate individual and small group counseling theories and techniques (e.g. REBT (Rational Emotive Behavior Therapy), RT (Reality Therapy), Behavioral Adlerian, Person-Centered Therapy, etc. to effectively help students with their problems and concerns.	3.13	Moderate Extent	3.08	Moderate Extent	2.70	Moderate Extent
2. Skills 2.1 Provides individual and group counseling for students to meet their remedial, preventive and developmental needs.	3.07	Moderate Extent	3.16	Moderate Extent	3.00	Moderate Extent
2.2 Applies appropriate counselling techniques in handling students.	3.40	Great Extent	3.57	Great Extent	3.22	Moderate Extent
3. Attitudes Demonstrates positive human relationships by showing respect for the worth of dignity of all students from all cultural backgrounds.	3.40	Great Extent	3.39	Great Extent	3.51	Great Extent
4. Values Manifests understanding of legal and ethical standards, guidelines, practices and issues relevant to the role of the school guidance counselors (e.g. confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).	3.27	Great Extent	3.33	Great Extent	3.24	Moderate Extent
Composite Mean	3.25	Great Extent	3.31	Great Extent	3.14	Moderate Extent

Table 3 presents the computed mean on the extent of competencies of the guidance teachers in terms of counselling theories, tools and techniques as perceived by the administrators, teachers and guidance teachers themselves. The results showed that the competencies possessed by the guidance teachers on counselling theories, tools and techniques are of great extent on skills, attitudes and values as evaluated by the administrators and teachers.

However, if the guidance teachers evaluated themselves the areas they are considered to be of great extent in competencies is in the attitude area. Guidance teachers know themselves better. It is only in the attitude competency that they considered themselves as doing well in the aspect of applying counselling theories, tools and techniques.

Table 4. Weighted Mean of the Extent of Competencies of the Guidance Teachers in Terms of Psychological Testing as Perceived by the Three Groups of Respondent

Psychological Testing	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Knowledge Possesses knowledge on the different kinds of psychological testing like achievement, interest, aptitude, mental ability and personality tests to effectively help students with their problems and concerns.	3.07	Moderate Extent	2.84	Moderate Extent	2.65	Moderate Extent
2. Skills Administers scores and interprets achievement, interest, aptitude, mental ability and personality tests to guide students in individual goal setting and planning.	3.07	Moderate Extent	2.75	Moderate Extent	2.38	Limited Extent
3. Attitudes Recognizes and identifies students' abilities, interests, problem-solving abilities, aptitudes and goal setting strategies to meet students' needs.	3.27	Great Extent	2.89	Moderate Extent	2.76	Moderate Extent
4. Values Maintains adequate safeguards for the privacy and confidentiality of information.	3.33	Great Extent	3.00	Moderate Extent	3.32	Great Extent
Composite Mean	3.18	Moderate Extent	2.87	Moderate Extent	2.78	Moderate Extent

Table 4 presents the computed mean on the extent of competencies of the guidance teachers in terms of psychological testing as perceived by the administrator, teachers and guidance teachers themselves.

Results showed that administrators considered the guidance teachers to have great extent of competencies in attitudes and values as reflected by the weighted mean of 3.27 and 3.33, respectively. Also, they perceived the guidance teachers to have moderate extent in knowledge and skills as reflected by 3.07 weighted mean for both variables. In addition, teachers perceived the guidance teachers to have moderate extent in all the areas of psychological testing, whether in knowledge, skills, attitudes, and values as shown by the weighted mean of 2.84, 2.75, 2.89, and 3.00, respectively. This means that the competencies of guidance teachers meet and sometimes exceed expectations for performance in this position requirement.

On a similar note, guidance teachers perceived themselves to be moderate extent in knowledge as reflected by the weighted mean of 2.65. This moderate extent of assessment is also consistent with the administrators and teachers. On the other hand, guidance teachers perceived themselves to be limited extent in terms of skills in psychological testing in contrast to the assessment of administrators and teachers who view them to have moderate extent in skills.

In the study of Gacos (2015), it was revealed that in many educational institutions, psychological tests are thought to be the most widely used specialized techniques in guidance. Psychological tests will be useful as a guidance tool if implemented with strategic planning for personal development. Quantitative description is used so that it can provide useful and relevant information.

Table 5. Weighted Mean of the Extent of Competencies of Guidance Teachers in Terms of Organization, Administration and Supervision of Guidance Services and Program Development as Perceived by the Three Groups of Respondent

Organization, Administration and Supervision of Guidance Services and Program Development	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Knowledge Possesses knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness, and modifying the program as necessary to meet the needs of all students.	3.00	Moderate Extent	3.14	Moderate Extent	3.00	Moderate Extent
2. Skills 2.1 Assesses needs of students as basis in the development of a guidance program.	3.13	Moderate Extent	3.11	Moderate Extent	3.08	Moderate Extent
2.2 Designs appropriate guidance program to address the needs of the clientele/student.	3.07	Moderate Extent	3.08	Moderate Extent	2.95	Moderate Extent
2.3 Develops activities, resources, and time lines to implement the goals and objectives of the comprehensive school guidance and counseling program plan.	3.07	Moderate Extent	3.10	Moderate Extent	2.97	Moderate Extent
3. Attitudes Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of the developmental guidance and counseling program.	3.07	Moderate Extent	3.17	Moderate Extent	3.11	Moderate Extent
4. Values Manifests understanding of the school developmental guidance and counseling program and counselors' ethical and professional standards with school personnel, parents, students, and the community.	3.13	Moderate Extent	3.23	Moderate Extent	3.32	Great Extent
Composite Mean	3.08	Moderate Extent	3.14	Moderate Extent	3.07	Moderate Extent

Table 5 presents the computed mean on the extent of competencies of the guidance teachers in terms of organization, administration and supervision of guidance services and program development as perceived by the administrator, teachers and guidance teachers themselves. Based on the data presented on the competencies of guidance teachers in the Division of Marikina in terms of organization, administration and supervision of guidance services and program development, it can be seen that administrators, teachers, and guidance teachers have the same view on the knowledge, skills, and attitudes of the guidance teachers as having moderate extent of competencies. However, guidance teachers have an opposite

view on the values in terms of organization, administration and supervision of guidance services and program development and perceived themselves to have great extent of competencies as reflected by the weighted mean of 3.32. The perceived competency was assessed by the administrators and teachers and showed that guidance teachers have moderate extent of competency with weighted mean of 3.13 and 3.23, respectively.

On the other hand, in over-all assessment administrators, teachers and guidance teachers have the same view that guidance teachers have moderate extent of competency on the said variables as reflected on the composite mean of 3.08, 3.14, and 3.07, respectively.

Table 6. Weighted Mean of the Extent of Competencies of Guidance Teachers in Terms of Group Process as Perceived by the Three Groups of Respondent

Group Process	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Knowledge Possesses knowledge on intrapersonal and interpersonal relations, use of verbal and non-verbal communication to enhance openness, trust and understanding particularly in home, school and other workplace.	3.33	Great Extent	3.25	Great Extent	3.08	Moderate Extent
2. Skills Demonstrates one's ability to use the communicative facilitative and management skills in ways which encourage individual growth and increased interpersonal competence.	3.27	Great Extent	3.18	Moderate Extent	3.08	Moderate Extent
3. Attitudes Shows understanding of oneself more fully as he interacts with others in a group.	3.07	Moderate Extent	3.21	Moderate Extent	3.35	Great Extent
4. Values Shows appreciation on the role of group dynamics in the field of guidance and counseling especially in group counseling.	3.20	Moderate Extent	3.16	Moderate Extent	3.32	Great Extent
Composite Mean	3.22	Moderate Extent	3.20	Moderate Extent	3.21	Moderate Extent

Table 6 presents the computed mean on the extent of competencies of the guidance teachers in terms of group process as perceived by the administrators, teachers and guidance teachers themselves.

In terms of group process, results showed that administrators and teachers perceived the guidance teachers to have great extent in knowledge as revealed in the weighted mean of 3.33 and 3.25, respectively. On the other hand, the guidance teachers have opposite view as revealed by the weighed mean of 3.08 and have a verbal interpretation of moderate extent. Also, administrators and teachers have the same view on the attitudes and values of the guidance teachers to have moderate extent of competency in group process as revealed by the weighted mean of 3.20 and 3.16, respectively. The results in attitudes and values were also opposite to the view of the guidance teachers, who perceived themselves to have

great extent as reflected on the weighted mean of 3.35 and 3.32, respectively. However, in general, the administrators, teachers, and guidance teachers agree that in terms of group process, guidance teachers have moderate extent of competency as revealed on the weighted mean of 3.22, 3.20, and 3.21 respectively.

Adino (2015) explained that an acceptable definition of guidance process composed of group services that cater to individuals. The guidance process consists of a group which aimed to help the individual acquire the knowledge and skills needed to make well-informed choices, plans, and interpretations essential to constructive adjustment in a number of areas which require that the individual make adjustments to be a responsible member of the society.

Table 7. Weighted Mean of the Extent of Competencies of Guidance Teachers in Terms of Career Guidance as Perceived by the Three Groups of Respondent

Career Guidance	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Knowledge Possesses knowledge on career counseling theories associated techniques, models of career development, approaches and research-based orientation in the conduct of career counseling.	3.20	Moderate Extent	3.15	Moderate Extent	2.97	Moderate Extent
2. Skills 2.1 Organizes career program.	3.13	Moderate Extent	3.23	Moderate Extent	2.84	Moderate Extent
2.2 Develops programs and intervention to promote the career development of all students.	3.27	Great Extent	3.24	Moderate Extent	2.92	Moderate Extent
3. Attitudes Manifests favorable attitudes in conducting and implementing career counseling experiences, activities and programs.	3.33	Great Extent	3.26	Great Extent	3.11	Moderate Extent
4. Values Adopts a set of professional ethics to guide the practice of career counseling and interactions with students, staff, community, parents, and peers.	3.20	Moderate Extent	3.22	Moderate Extent	3.19	Moderate Extent
Composite Mean	3.23	Moderate Extent	3.22	Moderate Extent	3.01	Moderate Extent

Table 7 presents the computed mean on the extent of competencies of the guidance teachers in terms of career guidance as perceived by the administrators, teachers and guidance teachers themselves. Extent of competencies of guidance teachers in terms of career guidance, results showed that administrators, teachers, and guidance teachers viewed the guidance teachers to have moderate extent of competencies in terms of knowledge, skills, and values. However, administrators and teachers assessed the guidance teachers to have great extent of competency in attitude as revealed by the weighted mean of 3.33 and 3.26, respectively. This was in contrast to the view of the guidance teachers on themselves to have moderate extent of competency in attitude as reflected by the weighted mean of 3.11.

Nevertheless, the administrators, teachers, and guidance teachers have the same view on the over-all extent of competency of the guidance teachers in terms of career guidance as reflected by the composite mean of 3.23, 3.22, and 3.01, respectively and viewed the guidance teachers to have moderate extent of competency.

This result is supported by the results revealed in the study of Gacos (2015) wherein it was revealed that the nature and quality of the career guidance depend greatly on the guidance counselor – his/her training in career guidance, and his/her creativity, resourcefulness, assertiveness and initiative; on the moral and financial support provided by the school administrator.

Table 8. Contingency Table on the Weighted Mean of the Extent of Competencies of Guidance Teachers as Perceived by the Three Groups of Respondents

Variables	Administrator		Teachers		Guidance Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Philosophical, Psychological, and Sociological Foundation of Guidance	3.43	Great Extent	3.38	Great Extent	3.28	Great Extent
2. Counseling Theories, Tools, and Techniques	3.25	Great Extent	3.31	Great Extent	3.14	Moderate Extent
3. Psychological Testing	3.18	Moderate Extent	2.87	Moderate Extent	2.78	Moderate Extent
4. Organization, Administration, and Supervision of Guidance Services and Program Development	3.08	Moderate Extent	3.14	Moderate Extent	3.07	Moderate Extent
5. Group Process	3.22	Moderate Extent	3.20	Moderate Extent	3.21	Moderate Extent
6. Career Guidance	3.23	Moderate Extent	3.22	Moderate Extent	3.01	Moderate Extent
General Composite Mean	3.23	Moderate Extent	3.19	Moderate Extent	3.08	Moderate Extent

Table 8 shows the contingency table on the extent of competencies of the guidance teachers as perceived by the administrator, teachers and guidance teachers themselves. Based on the collected data, results showed that administrators perceived the guidance teachers to have great extent on philosophical, psychological, and sociological foundation of guidance and counseling theories, tools, and techniques as reflected on the weighted mean of 3.43 and 3.25, respectively. In addition, administrators perceived the guidance teachers to have moderate extent of competency in psychological testing, organization, administration, and supervision of guidance services and program development, group process, and career guidance as revealed by the weighted mean of 3.18, 3.08, 3.22, and 3.23, respectively.

In addition, educators perceived the guidance teachers to have great extent of competency in philosophical, psychological, and sociological foundation of guidance and counseling theories, tools, and techniques as reflected on the weighted mean of 3.38 and 3.31, respectively. In addition, teachers perceived the guidance teachers to have moderate extent of competency in psychological testing, organization, administration, and supervision of guidance services and program development, group process, and career guidance as revealed by the weighted mean of 3.14, 3.07, 3.21, and 3.22, respectively.

On the same note, guidance teachers perceived themselves to have great extent of competency in philosophical, psychological, and sociological foundation of guidance as revealed by the weighted mean of 3.28. However, they perceived themselves to have moderate extent of competency in counseling theories, tools, and techniques, psychological testing, organization, administration, and supervision of guidance services and program development, group process, and career guidance as revealed by the weighted mean of 3.14, 2.78, 3.07, 3.21, and 3.01, respectively.

It can also be observed that administrators, teachers, and guidance teachers have the same perceived moderate extent of competency in philosophical, psychological, and sociological foundation of guidance. In addition, they have also the same view that guidance teachers have moderate extent of competency in psychological testing, organization, administration, and supervision of guidance services and program development, group process, and career guidance.

Nevertheless, administrators and teachers have the same view that guidance teachers have great extent of competency in counseling theories, tools, and techniques, which is in contrast to the view of the guidance teachers who perceived themselves to have only moderate extent of competency in the said variable. This implies that the competencies of guidance

teachers did an outstanding job in this position requirement. No areas for improvement are readily identifiable.

Conversely, it can be observed that in the general composite mean of all the variables that administrators, teachers, and guidance teachers perceived the guidance teachers to have moderate extent of competencies as

reflected by the general composite mean of 3.23, 3.19, and 3.08, respectively. Generally, this shows that the competencies of guidance teachers meet and sometimes exceed expectations for performance in this position requirement. Performance can be improved in the area (s) indicated, but current practices are clearly acceptable.

Table 9. Significant Difference Among the Perceptions of the Three Groups of Respondents as to the Competencies of Guidance Teachers

		ANOVA						
		Sum of Squares	df	Mean Square	F	sig.	V.I.	Decision
Administrators Competencies	Between Groups	0.223	7	0.032	17.683	0.181	NS	Retained
	Within Groups	0.002	1	0.002				Ho
	Total	0.225	8					
Teachers Competencies	Between Groups	0.248	7	0.035	11.061	0.228	NS	Retained
	Within Groups	0.003	1	0.003				Ho
	Total	0.251	8					
Guidance Competencies	Between Groups	0.517	7	0.074	1.642	0.539	NS	Retained
	Within Groups	0.045	1	0.045				Ho
	Total	0.562	8					

The third problem of this study dealt with the significant difference among the perceptions of the three groups of respondents as to the competencies of guidance teachers as shown in Table 9.

To determine if there exists significant difference among the perceptions of the three groups of respondents as to the competencies of guidance teachers, Analysis of Variance (ANOVA) was used.

There is no significant difference that exist among the perceptions of administrators,

teachers and guidance teachers as to the performance of guidance teacher as indicated by F-values and significance values as follows: 17.683 and 0.181 for administrators; 11.061 and 0.228 for teachers; and 1.642 and 0.539 for guidance teachers, respectively at 0.05 level of significance. This means that all three groups of respondents do not differ in their assessment to the performance of guidance teachers.

Table 10. T-test Results on the Perceptions of the Three Groups of Respondents as to the Competencies of Guidance Teachers

Source	Administrators Teachers				Administrators Guidance Teachers				Teachers Guidance Teachers			
	t-value	p-value	V.I.	Decision	t-value	p-value	V.I.	Decision	t-value	p-value	V.I.	Decision
Competencies	1.117	0.274	NS	Retained Ho	3.283	0.003	S	Reject Ho	3.026	0.006	S	Reject Ho

Note: p value < 0.05 Significant Reject Ho
p value > 0.05 Not Significant Retained Ho

Table 10 presents the computed t-value on the perceptions of the three groups of respondents as to the competencies of guidance teachers.

As seen in the table, the data show that the p-value of 0.274 exceed the 0.05 level of significance, therefore, the null hypothesis which states that “there are no significant difference among the perceptions of the administrators and teachers on the competencies of the guidance teachers” is retained, meaning, the perceptions of the two groups do not significantly differ.

Since, the findings have no significant difference among the perceptions of the administrators and teachers on the competencies of the guidance teachers, this implies that the respondents do not vary from each other and to the extent that the guidance teachers demonstrated high competency in their job as counselors.

On the other hand, it can be inferred in the table that computed p-value of 0.003 does not exceed the 0.05 level of significance, therefore the null hypothesis which states that “there is no significant difference among the perceptions of the administrators and guidance teachers on the competencies of the guidance teachers” is rejected, meaning, the perceptions of the two groups do significantly differ.

Finally, it can be noted in the table that the computed p-value of 0.006 do not exceed the 0.05 level of significance, therefore, the null hypothesis which states that “there is no significant difference among the perceptions of the teachers and guidance teachers on the competencies of the guidance teachers” is rejected, meaning, the perceptions of the two groups do significantly differ.

Therefore, there is significant difference among the perceptions of the three groups of respondents on the competencies of the guidance teachers in the Division of Marikina. This implies that the respondents have different perceptions from the other respondents.

The results indicated that the guidance teachers have a different view from the administrators and teachers. The significant difference may be due to the competencies on psychological testing wherein the guidance teachers themselves knew very well that they are not

competent that the administrators and teachers refuse or pretend not to know.

In the study of Daya (2008), she stated that a person possesses a competence as long as the knowledge, skills, attitudes and values that constitute that competence are a part of him, which gives the person to do effective action within a given work environment. Therefore, one might not lose knowledge, skill, or ability, but still lack competence if what is needed to do a job well changes.

Conclusion

Based on the findings, the following conclusions are drawn:

1. It shows that majority of the guidance teacher participants are qualified in terms of educational attainment. Likewise, for the past five years and above serving the Guidance Office, they were not given the chance to attend trainings and seminars on national and international level that will help to improve their skills and update themselves on the current trends and issues.
2. The competencies of guidance teachers meet and sometimes exceed expectations for performance in this position requirements. It can be improved in the area indicated; however, existing practices are clearly acceptable.
3. The results indicated that the guidance teachers have a different view from the administrators and teachers. The significant difference may be due to the competencies on psychological testing wherein the guidance teachers themselves knew very well that they are not competent that the administrators and teachers refuse or pretend not to know.
4. The performance of the guidance teachers as perceived by the administrators did a commendable job in this position requirement. No areas of improvement were readily identifiable. In the same manner, the performance of the guidance teachers as perceived by the teachers and guidance teachers meets and sometimes exceed expectations for performance in this position requirement.
5. The study showed that the perception of the three groups of on the performance

of the guidance teachers varies with each other.

6. The study showed that the qualifications and competencies of the guidance teachers as perceived by the three groups of respondents do not vary with each other.
7. The study showed that the qualifications of the guidance teachers and their performance do not vary with each other. In the view of the administrators and the teachers, the existing qualifications of the guidance teachers suit their position as indicated by the performance. If the qualifications of the guidance teachers improve then it goes with the performance too. In the view of the guidance teachers themselves, there is no dependency that exists between their qualifications and performance.
8. The administrators and the teachers considered that the competencies of the guidance teachers improved their performance also. In consideration of the work done by the guidance teachers, they considered themselves as even not possessing the right competency at the moment but they can perform well.

Recommendation

Based on the findings and conclusions drawn from this study, the following recommendations are offered:

1. This study serves to be the basis for an enrichment program for guidance teachers through seminars and trainings relevant to their needs as guidance counselors, so as to enhance their skills, knowledge, and competencies to be able to perform their delegated tasks. Similarly, attendance and active participation to national and international seminars and trainings may help them improve their performance in the field of guidance and counselling.
2. Guidance teachers should pursue and finish their Master's Program in the area of guidance and counseling aligning themselves for such related specialization to help make themselves fully equipped.
3. Upon completion of post-graduate program, guidance teachers are encouraged to take licensure examination for guidance counselor

as a gauge to their professional competence and performance.

4. To ensure effectiveness in the execution of their duties, guidance teachers should constantly conduct an evaluation of their performance.
5. Funding allocation in sending guidance teachers to seminars to hone their knowledge, skills, and update themselves to trends and issues in Guidance Services.
6. School stakeholders must support the guidance services for a more efficient and functional student services, welfare, and development.
7. Regular monitoring of the guidance services and evaluative tool to improve guidance task and functions are designed.
8. Future researchers may widen the scope and apply methodology that focuses a discussion on the different three groups of respondents on their limitations that serve as bases for future most comprehensive and effective program and activities of the guidance office within the available resources of the school.

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