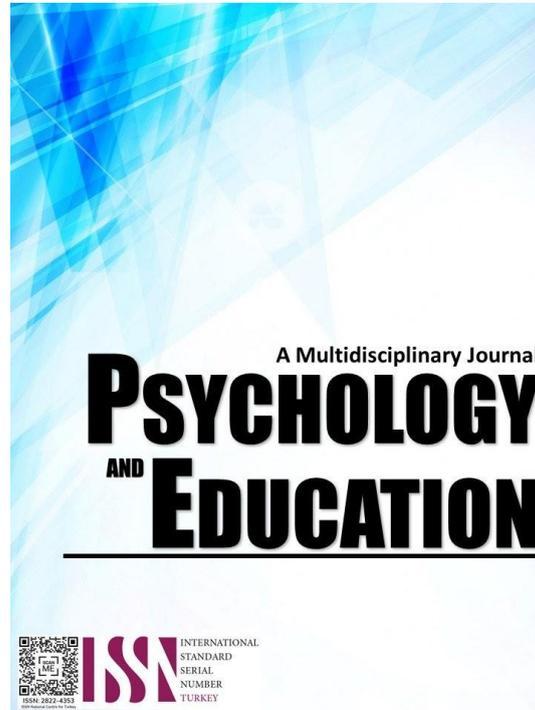


**ASSOCIATION OF GUIDANCE SERVICE AND THE
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Association of Guidance Service and the Development of Individual Domains Among Tertiary Students

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Abstract

The study was undertaken to analyze the association of guidance services and the development of individual domain among tertiary students in Laguna State Polytechnic University San Pablo Campus at San Pablo City Laguna. In this study the researcher gathered the data of 100 random tertiary students from first year to fourth year. The researcher use self-made questionnaire to describe the profile of the respondents and collect the data for the study, the self-made questionnaire are validated by 5 registered guidance counselors, 1 language professor, and 1 registered psychometrician. The findings demonstrated a much stronger correlation between the association of guidance services such as; attitude, awareness, and availability and the development of the students' individual domain. The current findings supports that the association of attitude, awareness and availability of guidance services has an impact to the development of the students individual domain. The real service effects and give some evidence that school guidance services are useful for student growth in universities. School administrators are urged to take into account the indirect impacts of guidance services on student development while paying attention to the variations in delivery methods, as this helps the development and integration of complete guidance services.

Keywords: *attitude, awareness, availability, guidance services, individual domains*

Introduction

Guidance services aid students in making decisions and selecting proper solutions to problems. According to research, students need guidance services at every stage of their journey. Guidance services that is provided in primary, middle, and high schools all the way up to tertiary level can go a long way in influencing students' personal, social, educational, and career goals, and those who especially need guidance services are those youth who are in tertiary level and pursuing a degree in their chosen courses.

The services offered in guidance may affect every element of societal life, and as a result, are seen as being of uttermost relevance, value, and importance to the educational process. Both students and faculty like the counseling process at school, and it has a significant impact on connections between the school, parents, and community. Therefore, guidance services were described by Salawu and Abdulkadir (2011) as a technique primarily focused with helping the individual client understand himself and the environment around him in order to be able to live a normal and well-adjusted life. To put it another way, it could be seen of as a learning-oriented process that often takes place in an interactive partnership with the goal of assisting a person in learning more about themselves and using that information to enable the person to become an effective member of society.

Guidance services are important in the educational system because they assist students in adjusting to new environments. Other students, however, disregard the importance of guidance services for various reasons; students prefer to solve their own problems rather than seek professional assistance, lack of awareness about the various guidance services, poor communication between personnel and the students and the attitude of the students towards the guidance services offered by the institution, are reason for not availing the services even if it is existing in the institution. Students need assistance but others rely only on themselves in decision making, which is not enough to attain their goal, adjust with the environment and enhancing their abilities.

While guidance services are certainly an effective way of providing guidance or assistance to someone who needs it, not everyone may be willing to accept the recommendations given to them. Individuals specifically students may not cooperate with the assistance given to them which can cause an obstruction in the way of guidance services. The aim of the study is to discuss that the association of attitude, awareness, and availability in guidance services for individual inventory, counselling, testing, and career services, has a relationship to the development of individual domains among tertiary students, this study also focused on the development of students' Individual domains such as personal, social, academic and career. The attitude of students towards the guidance services has something to do

with their awareness on what is happening in the guidance services that exist in education system, students may differ in their attitude towards guidance services its either be positive or negative depending on their awareness about services happened in the guidance.

According to Gibson and Mitchell (2015), guidance is an activity wherein the teacher introduces students to the world as it is and helps them in making appropriate choices in every aspect of their lives. One might claim that guidance is proactive and preventive since it looks ahead. The goal of guidance services, on the other hand, is to help an individual accept a difficult circumstance they are in by assisting them to determine an informed choice from any and all of the options available. Guidance services are curative in this regard because it attempts to help the person make a choice from all of the options available. In essence, guidance and services is offered to a person who is already experiencing a problem, whereas guidance is given to someone who is not yet experiencing a problem.

Guidance services are developmental procedures that help people understand, embrace, and use their abilities and skills to the fullest extent possible. They also help people make wise decisions and deal with difficulties on their own. Therefore, it is specialist services designed to help people use their competencies and talents to the fullest by knowing their potential and overcoming any negative feelings they may harbor about their accomplishments. When given properly, guidance and counseling will help people recognize their talents and shortcomings and use them to their advantage to take decisive action that will assure a meaningful, satisfying, and advantageous existence.

The results of this study aims to support the notion that even during pandemic there is still guidance services which stands as a helping profession because counselors demonstrated insights that were replete with value and placed a particular emphasis on resilience, reflectiveness, and innovation. Their positive attitudes may have contributed as a quality that kept them going in this trying time, in addition to their training in dealing with crises methodically and individually (Brown, 2018) even during COVID-19 pandemic. Moreover, the availability of guidance services is still with an ethical approach according to Munir (2018) is crucial. It is important that counselors further develop their professional and personal competence through continuous knowledge, values, attitudes, and skills according

to the dictates of time (Utami & Latiana, 2018). Self-development in the use of technology assists the counselors in implementing guidance services and can be obtained through different capacity-building activities and the provision of facilities (Prawiro, 2019).

Research Questions

The purpose of this research was to determine the Association of the Guidance Services and the Development of the Individual Domain among Tertiary Students. To accomplish the study objective, specifically, this looks to answer the following questions.

How do the students perceived to guidance services in terms of:

- 1.1 Attitude;
- 1.2 Awareness; and
- 1.3 Availability?
2. What is the perceived development of Individual domains in terms of:
 - 2.1 Personal;
 - 2.2 Social;
 - 2.3 Academics; and
 - 2.4 Career?
3. Is there a significant relationship between the association of guidance services and development of individual domains?

Literature Review

Studies say that students with higher awareness about the availability of guidance services benefit from guidance services more effectively. Studies to identify the awareness levels of students in terms of school guidance services and studies that aim to increase their awareness levels considered as a crucial factor that increases the impact of guidance services to the individual domains of the students. The attitude of the students may differ, it depends if they have experience or not the guidance services, however it is important to develop positive attitude towards guidance services to have a positive outcome.

In the study of Ubom (2012) he mentioned that attitude as an individual perception and reaction to a task which is more likely to be conducted in a group, institution, school setting or an organization. Attitude defines to be positive or high when individual response to the task or programmed is favorable and when they show commitment to their duties. When pupils make a noncommittal reaction to what is expected of them in

the scenario, it might be seen as negative or low. The way a person reacts to the services they receive or an event they have has an impact on their attitude, according to the statement. According to the study, the middle of adolescence is the time when new cognitive skills start to emerge. The young person's intellectual horizons suddenly broaden significantly. Students are becoming more independent, even if their peers still have a significant influence on their lives. Their worries regarding peers are primarily focused on those of the opposite sex. This is also the time when one's efforts to develop psychological independence from their parents pick up speed. Preparing for adult roles and making early judgments about career objectives occupy a significant portion of their psychological resources. Despite occasional acts of delinquency, middle adolescence is a time when children are more inclined toward what is good and proper. In addition to learning to curb their impulsivity, they are growing in behavioral maturity. For them to be helped as they advance to the next stage of their lives, guidance services are a necessity.

Additionally, tertiary-level students are helped by competent guidance services, either individually or in groups, to develop the skills necessary to adapt to their surroundings, deal with various situations, and make wise decisions in life, according to Mutie and Ndambuki (2011). They also pointed out that modern societies' social, educational, and occupational frameworks are becoming more complex, necessitating the use of advisory services. Ngeno and Amos (2014) focused their guidance services on youngsters, people, and their future. The context of guidance as it pertains to education is the individual and the judgments that only they are capable of making. One of the goals of guidance services is to ensure that students, their teachers, and parents are aware of how the various stages of an individual's development interact with one another and have an impact on the growth, adjustment, and decision-making processes of the students. The researcher mentioned that classroom teachers were urged to view each student as a unique individual.

Methodology

According to the findings of this study, Association of attitude, awareness and availability of guidance services have an impact on the development of student's Individual domains. In this investigation, the descriptive-correlation method was employed. According to the descriptive method described researcher, the study focuses on the current situation. Finding new truth is the goal, which can be

accomplished in a variety of ways, including by gaining more knowledge, making new generalizations, gaining greater insight into the components at play, identifying new causal relationships, better defining the issue at hand, and many other things. Since this study measured data that already exists and the number of respondents is not large, the descriptive- correlation method of studies is best suited.

Participants

The respondents in this study were one hundred (100) tertiary students were selected from Laguna State Polytechnic University-San Pablo City Campusone (1) school through random sampling technique.

Instruments of the Study

The survey questionnaire served as a primary instrument for collecting data in this study. The data collection instrument for this study is researcher self-made questionnaire, the 4-point Likert Scale questionnaire will contain 3two parts, the first part of the questionnaire consists of questions about the demographic characteristics of respondents such as sex, year level, socio-economic status the second part contains a close ended questions about the association of attitude, awareness and availability of guidance services and the third part is also a close-ended question about the development in the individual domains among tertiary students. The substance of the questionnaire was validated by professional RGC's, Linguistic professor and a College Professor. When it comes to finalizing the questionnaire structure, their opinions and recommendations are taken into consideration, and then the questionnaires are distributed to the respondents using google forms with the approval of the research advisers. Several questionnaire totaling six (6) pages, including a letter of request, have been developed; they include students' demographic profile which includes information such as, year lever, gender, and socio-economic status. The part was composed of the perceived level of guidance services in terms of; attitude, awareness and availability.

Procedure

The original title of the study proposed by the researcher was checked, revised, and rechecked by the researcher's adviser to maintain conformity on the subject research. The self-made questionnaire-checklist that aims to draw out proper responses on the objectives of this study was presented to and validated by 5 Registered Guidance Counselor 1 college



professor and 1 language specialist teacher. The questions are randomly constructed to test the consistency of answers from the respondents. The said instrument has undergone pilot testing. A Cronbach Alpha was computed by the statistician. The survey questionnaire is transferred from hardcopy to google form since COVID pandemic is still in the country and it was distributed and collected through email. The respondents was oriented by the researcher to ensure the information and the clarity of the given questionnaires.

Ethical Considerations

The data gathered was summarized, tabulated, and processed to create important and valuable information for descriptive analysis and interpretation of data. This study used substantial measures to solve the problems of the study. Frequency distribution and percent were adapted for the profile and performances of the students-respondents. Mean is used for the perception of the respondents about the variables and lastly, the Pearson Product-Moment Correlation Coefficient was used to determine the correlation between guidance services and students related factors.

Results and Discussion

1. Most of the respondents from Laguna State Polytechnic University- San Pablo City Campus are freshmen with a frequency of sixty-two (62) in a percentage of 100. This implies that more freshmen students are active in answering the survey questionnaire. Likewise, most of the respondents are female. Out of one hundred (100) respondents seventy-five 75% are female. When it comes to the respondents’ economic status majority of the respondents’ family income is (48.00%) at 8000-below this implies that respondents’ family income is just enough to support their basic needs.

2. Out of one hundred (100) respondents, the different aspect to describe the association of guidance services and the development of individual domains among tertiary students were found to be all at a great extent. Awareness of guidance services got the highest mean score of 3.49. The average weighted mean score of attitude is 3.33. Closely with the personal, social, academic and career domain of the respondents.

3. All aspects used to represent the perceived level of individual domain in terms of personal, social, academic and career were also determined as “agree”. Career got the highest mean score of 3.21, Academic

got the second highest mean score of 3.16. Likewise, Personal and social got the same and lowest mean score of 3.14.

4. The study reveal that there is significant relationship was found between the attitude, awareness and availability of guidance services and the students’ individual domain, however in terms attitude, two variables shows no significant correlation the personal at 0.167 and academic at 0.175.

Respondents' Profile in terms of Self-Concept, Self-Esteem, and Self-Efficacy

This part is composed of the different tables for specific self-related perceptions profile variables of the study. It includes three tables, Tables 1 to 3, with the essential information about the respondents' self-concept, self-esteem, and self-efficacy. These were utilized to describe the self-related perceptions of the respondents.

Table 1. *What is the Demographic Profile of the Respondents*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	24	24.00
Female	75	75.00
Prefer Not to Say	1	1.00
Total	100	100.00

<i>Year Level</i>	<i>Frequency</i>	<i>Percentage</i>
1 st Year	62	62.00
2 nd Year	5	5.00
3 rd Year	14	14.00
4 th Year	19	19.00
Total	100	100.00

<i>Socio-Economic Status</i>	<i>Frequency</i>	<i>Percentage</i>
8000 – below	48	48.00
8001 – 12000	20	20.00
12001 – 16000	13	13.00
16001 – 20000	9	9.00
20000 above	10	10.00
Total	100	100.00



Table 2. *Perceived Attitude in Guidance Services*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
I believe that Career program is beneficial.	3.62	Strongly Agree
I believe that counselling encouraged me to study.	3.45	Agree
I trust career program will help me in my career choice.	3.53	Strongly Agree
I trust guidance to keep my personal information.	3.51	Strongly Agree
I understand the significance of standardized test.	3.44	Agree
I can talk my real feelings about various things with my counselor.	3.05	Agree
I am afraid to talk about my problems with my counselor.	2.73	Agree
I am willing to go on standardized test.	3.30	Agree
I know that the guidance office will keep my personal information private and confidential.	3.60	Strongly Agree
I am interested with the career services.	3.42	Agree
I give time for career orientation.	3.38	Agree
I am willing to go on counselling services.	3.38	Agree
I am willing to give my personal information for individual inventory in guidance.	3.30	Agree
I can go to guidance office if I want to.	3.19	Agree
I need guidance services.	3.06	Agree
MEAN	3.33	Agree

Table 3. *Perceived Awareness in Guidance Services*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1 I understand that the guidance office collects our personal information as part of their individual inventory services.	3.60	Strongly agree
2 I can easily locate where is the guidance office	3.21	Agree
3 I understand that counselling is a collaborative process by counselor and counselee	3.60	Strongly agree
4 I understand that different services offered by the guidance office.	3.47	Agree
5 I am informed that guidance office keep record of my test scores and interpret them.	3.48	Agree
6 I understand that selecting appropriate career path is part of career guidance	3.52	Strongly agree
Q7 I can seek advice from the counselor about my problem	3.36	Agree
8 I understand that Testing services has meaningful interpretation of tests and other appraisal result	3.48	Agree
9 I know that in counseling services can be group, peer, and individual service	3.58	Strongly agree
10 I see that students provides personal profile for individual inventory	3.46	Agree
11 I am informed that individual inventory holds personal records needed	3.51	Strongly agree
12 I understand the process of testing services in guidance	3.41	Agree
13 I am allowed to talk about real feelings with counselor in counseling services.	3.48	Agree
14 I know Career program is to guide students on our career choice.	3.64	Strongly agree
15 Standardized test is important tool in understanding student's individual differences.	3.59	Strongly agree
MEAN	3.49	Agree

Table 4. *Perceived Availability of Guidance Services*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1 I have experienced different guidance services	2.76	Agree
2 I can easily get in touch with the guidance office if I want to	2.97	Agree
3 Career guidance helps me in my choice of career.	3.16	Agree
4 I can easily avail different guidance services if I want to.	2.94	Agree
5 My individual inventory profile is available upon my request.	3.05	Agree
6 I can easily get an appointment with the counselor	2.94	Agree
7 I utilize the testing services in guidance	3.01	Agree
8 I have access in career services	2.94	Agree
9 I go to the guidance office for testing services	2.78	Agree
Q10 I can access guidance individual inventory for my profile	2.92	Agree
11 I benefitted from the career services in choosing the right career path	3.05	Agree
12 I can easily avail counseling services if I need to.	3.00	Agree
13 I can go to guidance office for individual inventory services if I need it.	3.14	Agree
14 Guidance office have a variety of test materials that is available to students.	3.21	Agree
15 Different Guidance services are always available.	3.08	Agree
MEAN	3.00	

As a result, it is a process of assisting people in discovering and realizing their potential for both personal enjoyment and society usefulness. Additionally, it serves as a catch-all phrase for services like counseling, evaluation, information, recommendation, appraisal, and research that all aid in a person's growth in self-awareness and, as a result, in making the best decisions for their adjustment. Therefore, the term "guidance" refers to a broad range of educational activities and services intended to help people come up with and carry out suitable plans and make satisfactory adjustments. In his study, Najmha (2019) said that guidance services as a learning process in which a practitioner aids a person or

persons in learning, comprehending themselves and their environment, and being in a position to choose the proper type of behaviors that will aid them in developing, growing, progressing, ascending, maturing, and stepping up, both personally, vocationally, socially and academically. To put it another way, guidance services are a transformative process that aids students in learning everything that needs to be learned both within and outside of the school.

Conclusion

The hypothesis states that the association of attitude, awareness, and availability of guidance services has no significant correlation with development of students' individual domain. Therefore, the null hypothesis proposed in the study is partially sustained.

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