
An Evaluation of a School's Guidance and Counseling Program Utilizing Stufflebeam's CIPP Evaluation Model

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ABSTRACT

This study aims to evaluate a school's guidance and counseling program in responding to the needs of the basic education students (grades 1-10). Utilizing Stufflebeam's CIPP evaluation model, this study looks into the four areas of the guidance and counseling programs in terms of Context, Input, Process, and Product. The study utilizes a validated researcher-made instrument which was administered to thirty-two grade 6 students, thirty-two grade 10 students, and ten teachers. The guidance program has a set of goals and objectives that it aims to attain and it has designed some activities and strategies in order to achieve them. It conducts student profiling survey, psychological tests, orientation to students and teachers, study habit seminar, anti-bullying seminar, counseling services, follow up services, and research and evaluation. However, when comes to the implementation of its programs and services, the students and the teachers have a little knowledge or are not aware of their conduct or implementation. They are not sure if they have been implemented or not. Because of the apparent lack of knowledge or information of the implementation of the programs and services, the students and the teachers are generally apprehensive whether the goals and objectives of the guidance program have been achieved or met. Hence, it can be inferred that the guidance office needs to do a lot of things if it were to achieve its goals and objectives that will be felt by the students and the teachers. And the most important thing it could do is to improve further its orientation and information dissemination of its programs and services to the students, and its collaboration or partnership with the teachers should also be established and enhanced.

Keywords: *Guidance and Counseling, CIPP Evaluation Model, Evaluation Designs*

INTRODUCTION

Guidance and counseling programs are an essential part of a school's educational mission. They are designed to make sure all students are afforded with opportunities for meaningful and worthwhile educational experiences. Hence, the organization and administration of guidance programs and improvement of their services have always become a challenge to administrators, teachers, and counselors (Athanasou, 2008).

In the Philippines, published research and studies on evaluating school's guidance and counseling program are very scant, and studies on addressing the needs of basic education students are much even rare. Hence, this study aims to evaluate the guidance and counseling program of a school offering grades one to ten classes, results of which can be used to further improve the program in responding to the needs of basic education students.

Guidance and counseling, as defined in this study, refers to services that can be identified, defined, and evaluated. One area for guidance activities in the grade school has centered around helping classroom teachers and the duties of assisting students with development tests and grouping according to their abilities and developmental level. These guidance programs and services are needed to help children respond successfully to their environmental demands. This is so because according to Bernes (2007), the child is a complex whole with specialized needs, hopes, and desires and will be better prepared and adjusted with the contributions of a basic education guidance counselor that enables him to keep in proper perspective all of the forces affecting his daily living.

The recurring problems in today's society create a need to evaluate or examine the purpose and application of guidance at the basic education school levels. Students, teachers, parents, and administrators need to be informed and updated on the importance and progress of the guidance programs throughout the school. And this is very much true and applicable in the current study. It has been observed that the programs and services of guidance and counseling office were not very much observable. This study utilizes Daniel Stufflebeam's (1983) CIPP evaluation model as its framework in which the *Content, Input, Process, and Product* aspects of the guidance and counseling program will be evaluated.

Statement of Objectives

This study aims to evaluate a school's guidance and counseling program in responding to the needs of grade one to ten students using the CIPP Evaluation model. More specifically, it seeks to answer the following questions.

1. What are the goals and objectives of the guidance and counseling program? (Context)
2. What are the strategies and activities designed to achieve its goals and objectives? (Input)
3. Are the strategies and activities being done or implemented? (Process)
4. To what extent are the programs and objectives being met? (Product)
5. Based on the findings, what recommendations or suggestions can be made which would further improve the programs and services of the Guidance Office?

The Framework of the Study

Daniel Stufflebeam proposed the CIPP evaluation model (Context, Input, Process, and Product) in 1983. By evaluating every aspect of a program –that is, the context, input, process, and product, this model provides a holistic view of the success of the program.

Context Evaluation

The main objective of context evaluation is to help assess the needs and opportunities of the given program in a given context or environment (Stufflebeam & Shinkfield, 2007). Defining, identifying and addressing the needs of the target population, identifying the problems and assessing how responsive the goals are in meeting the needs are the objectives of the context evaluation. Surveys, document reviews, data analysis, and interviews are some of the methods employed in context evaluation. Some questions being dealt with in a context evaluation include the following:

1. What are the goals and objectives the guidance and counseling program?
2. Are the aims of the guidance and counseling program appropriate or suitable?

Input Evaluation

To be able to provide information and other details for identifying the resources used to achieve the goals of the guidance program is the purpose of the input evaluation. Human resources, infrastructure, and other physical resources, and the program itself are some of these resources. The following are some of the questions being addressed under input evaluation.

1. What are the strategies and activities designed to achieve its goals and objectives?
2. Who are the people directly involved in the planning and designing of the programs and activities?

Process Evaluation

Implementing and administering the guidance program is the focus of the process evaluation. In the implementation phase, the inputs should be effectively utilized so that the desired aims and objectives of the guidance program will be achieved. Under process evaluation, the evaluator should be able to understand how the guidance program works and identify which aspects are responsible for its efficiency. Hence, the implementation decision should be considered in this phase (Patil & Kalekar, 2014). Conduct of some seminars such as the anti-bullying and study habit seminars, inventory, counseling, and follow-up services are some of the processes being implemented in the guidance and counseling program being focused in this study. The following questions are being dealt with under process evaluation.

1. Are the strategies and activities being done or implemented?
2. Who are the people directly involved in the implementation of the programs and activities?

Product Evaluation

The main focus of the product evaluation is whether or not the goals and objectives of the guidance program are attained. Hence, in product evaluation the following important questions are being addressed:

1. To what extent are the programs and objectives being met? (Product)
2. What recommendations or suggestions can be made which would further improve the programs and services of the Guidance Office?

The CIPP model deals with outcomes or products of the guidance and counseling program during different phases – planning and designing, and implementation. These outcomes are then mapped with the given objectives, and weaknesses are identified so that changes can be made to further improve the guidance and counseling program.

As a summary, the evaluation of the guidance and counseling program involves the evaluation of the four areas, the *context* which includes the goals and objectives of the program, the *input* which includes the strategies and activities, the *process* which is the implementation of the inputs, and *product* which is all about the attainment of goals and objectives.

REVIEW OF RELATED LITERATURE AND STUDIES

This study aims to evaluate a school's guidance and counseling program in responding to the needs of basic education students. Gladding & Batra (2007) expressed that there is a need to evaluate the guidance and counseling program because it is only by doing so that the program's success and effectiveness will be determined especially in meeting the needs of the students. They added that conducting evaluation is a must as it is inherent in every program's continuous improvement.

In addition, Shaw (1993) expressed that the aim of evaluating guidance and counseling programs based on the stated objectives is to identify whether or not the objectives are being met. This was earlier suggested by the Wyoming State Department of Education which published a guidance handbook suggesting the evaluation should be done primarily to determine if the guidance program is accomplishing what it is supposed to accomplish.

Katz (1991) asserted that counselors and other stakeholders should evaluate the school guidance and counseling programs for three reasons - to do the work better, to convince others that the work is worth supporting, and to provide students with a model for decision-making behavior. In the words of Cunha and others (1992), guidance programs should be evaluated as a way of determining what happened, what is happening, and what should happen. They further recommended that evaluation procedures should be designed not to "prove" the guidance programs further but to "improve".

It is in this connection that this study was conducted. It is not really more about proving but on finding more ways for improving. It is however acknowledged that in doing such, obstacles and challenges are inevitable. Hence, this is the very reason for conducting evaluative studies.

Meanwhile, in spite of the general recognition, the importance of evaluation for the progress of guidance programs and services, Downing (1968) observed that studies dealing with evaluating the guidance programs and services are limited. He suggested that periodic evaluation should be done so that constant improvement in the program will be achieved. In addition, Pulvino and Sanborn (1992) already warned those responsible for the guidance and counseling programs that they often failed to conduct systematic steps to evaluate the things that they do. As a result, there is little evidence to support the worth of guidance programs and activities.

Hence, this warning of Pulvino and Sanborn (1992) is really one of the main reasons for conducting this study. The current guidance and counseling program has never been evaluated and there is little evidence to support its worth and purpose.

METHODOLOGY

This study utilizes a descriptive-evaluative research design. It adopts the framework of Stufflebeam's CIPP evaluation model in which the Content, Input, Process, and Product aspects of the guidance and counseling program will be evaluated.

This study was conducted in one public school offering elementary to high school grades in Cebu City, Philippines. While the basic education students are the ones who will primarily

benefit from this study, the guidance and counseling office with its programs and services will be the focus of this evaluation study.

To evaluate the program, data from the following stakeholders will be gathered, namely, the guidance and counseling staffs, the students, and the teachers. Hence, this study will utilize a purposive sampling technique, gathering information from the participants who are directly involved in this evaluative study.

A researcher-made questionnaire (See Appendix A) was used in evaluating the guidance and counseling program of the school. The tool incorporates the four aspects of Stufflebeams' CIPP model. It is composed of four parts that correspond to each of Stufflebeam's Context, Input, Process, and Product aspects. It was constructed using Harrison (1975) as its model or reference. The questionnaire was first subjected to expert validation. Three experts of the field of guidance counseling were asked to validate the construct or contents of the tool. After the contents have been finalized, the tool was field tested to thirty-three grade 5 students, generating an exactly 0.7 Cronbach's alpha value which means that the tool is now fit for use.

Selection of the Respondents

The thirty-two grade 6 and the thirty-two grade 10 students were chosen as the respondents of the study. For the reason that of all the elementary and high school students, based on maturity and the number of years of stay in school, they are in the most appropriate students who could tell and share their experiences and observations with the guidance and counseling office. Aside from them, the ten teachers who hold for at least two years of advisory class positions will also be respondents of this study. Aside from appropriate consents and approval from the principal of the school, the respondents of the study both the students and the teachers were properly informed of the study and they were asked not to write their names in the questionnaire to further confidentiality and to protect their identity.

RESULTS AND DISCUSSION

This study aims to evaluate the guidance and counseling program of a public school in Cebu City, Philippines based on the four aspects of Stufflebeam's CIPP evaluation model. Hence, the results of the data gathered are discussed in sequence starting with the context, then input; next is *process*, and then *product*. The data presented here are gathered from questionnaires completed by the respondents. There are 10 teachers, 32 grade 6 pupils, and 32 grade 10 students. A questionnaire for the *process* and another for *product* was each completed by the 3 groups of respondents. Discussion for the *context* and *input* is based on the guidance and counseling program and objective for school given by the counselor herself.

The goals and objectives of the guidance and counseling program (Context)

The Guidance and Counseling office is supervised by one licensed guidance counsellor. The counselor has no staff but from time to time there would be one or two psychology interns assigned to assist her. The office caters to the need of around 700 students.

The guidance program aims to achieve the following goals: (a) to have holistically mature, well-balanced, and better individuals who are value-laden, and better citizens of the country, (b) to develop a responsive person who is prepared for the challenges of the 21st century through academic, career, and personal and social development; (c) to instil professionalism,

positive work attitude, and capability in serving the community in particular and the global society in general. However, its objectives are tailored to the specific needs of the basic education students of the laboratory school. The objectives are expressed in terms of the services that the guidance center provides to its clientele, and there are seven of them, namely: (1) individual inventory service, (2) appraisal service, (3) information service, (4) follow-up service, (5) counselling service, (6) consultation service, and (7) service to teachers and administration. Each of these services is described as follows.

Individual Inventory Service

The objective of this service is to provide a synthesis of information about the students which can be used to gain an understanding of their potentials. At the start of the school year, the guidance office conducted a survey through the Student Personal Profile to gather and update the personal profile of each student enrolled in the school. This inventory helps the school stakeholders in different ways. This helps the students develop deeper and fuller self-awareness and create appropriate plans for improving the quality of their lives based on this awareness and self-understanding. For the counselors, teachers, and parents, this would allow them to understand the students better, thus identify appropriate strategies to respond or address their needs and interests.

Appraisal Service

The main objective of this service is to provide objective data about the students regarding their abilities, intelligence, and personality traits. Results of these tests are very important to teachers as these help them prepare the curriculum and strategies that cater to the needs of the students. Students with special needs whether academic or behavioral will be identified and immediate attention and solution to problems and difficulties will be promptly addressed.

Information Service

The objective of this service is to provide progressive personal growth and development skills, habits, and values through group guidance sessions and other related activities and training. This information orients the students on the activities and the services that they can avail from the guidance center. These services are implemented through seminars and room to room campaigns and information materials are also made available to the students through the Guidance bulletin board and other informative materials. Results of the appraisal service are also made available to the students and parents making them more aware of their children's needs and interests as well as their strengths and weaknesses.

Follow-up Service

Primarily, the objective of this service is to monitor students who are associated with behavioral and academic concerns. Teachers especially the classroom advisers refer to the guidance counselor students who have manifested behavioural and academic difficulties. Once the referred students have been attended to by the counselors, the students are sent back to their class and are being closely followed up by them.

Counseling Service

Counseling being the heart of the guidance and counseling office is primarily to help students in their problems and difficulties and assist them to become self-reliant individuals capable of solving their difficulties and making decisions and good judgments. This service is very

much related to the follow-up service. Before any follow up is being made, students being referred to the office are given the appropriate counseling and guidance. Although teachers also function as counselors, there are problems and situations that are already beyond their expertise thus needing the professional help of the guidance counselors.

Consultation Service

The main objective of this service is to provide consultation opportunities for parents and teachers with regards to students' concerns and their development. With this service, the parents are given opportunities to talk with the teachers and counselors regarding their concerns and other related developments of their children in school. Often, the guidance office serves as an avenue where parents and teachers convene to talk about matters that concern the welfare of the students. Hence, it serves as the link between the school and its stakeholders especially the parents and the community.

Service to Teachers and Administration

The guidance office provides a support service to the teachers in particular and the school administration in general. Through collaboration with the teachers and school administrators, the office can provide feedback for student program and curriculum development to the teachers, and in return, teachers can also give comments and evaluate guidance programs and activities to better meet and address students' needs.

The strategies or activities being done to achieve the goals and objectives (Inputs)

For each of the seven services rendered by the guidance center to its clientele, it has designed activities or strategies in order to achieve them. For Individual Inventory Service that aims to provide a synthesis of information about the students, at the start of the school year, the guidance office conducted a survey using the Student Personal Profile Sheet to gather and update the personal profile of each student enrolled in the laboratory school.

For the Appraisal Service that aims to provide objective data about the students regarding their abilities, intelligence, and personality traits, the students are given psychological tests and are interpreted by the guidance counselors. These tests help the students assess and understand their abilities, capacities, interests, personality and pressing concerns.

For the Information Service, the guidance center conducts room to room orientation and lectures to orient the students on the activities and the services that they can avail from the guidance center. These services are implemented through seminars and training and information materials are also made available to the students, teachers, and parents through the Guidance bulletin board and other informative materials.

For the Follow-up Service which is primarily done to monitor students who are associated with behavioral and academic concerns, the guidance office called up students who have been referred to them by the teachers and interviewed or inquired them on their progress. Follow up is also done through letters, telephone calls, and other forms of communication.

For the Counseling Service which primarily aims to help students in their problems and difficulties, guidance counselors conduct counseling services to students often times to those being referred to them by the teachers, especially the class advisers. Students can also drop by or visit the guidance center should they have something to inquire on or ask for help. In connection to follow-up and counseling services, the guidance center has conducted room-to-

room information drive on anti-bullying as this seems to be the most recent issue or challenge confronting the students. Other information services are done through seminars and information materials are also made available at the guidance office and through the Guidance bulletin board.

For the Consultation Service, the guidance center arranges for parents and teachers conferences and consultation opportunities. With this, the parents are given opportunities to talk with the teachers and counselors regarding their concerns and other related developments of their children in school.

As service to teachers and the administration, the guidance center assists the teachers in dealing with students' personal, behavioral, and academic challenges. Many of these problems can only be best handled by professionals who are specializing in these concerns, they are the guidance counselors. The guidance center also provides data and findings to teachers for further research and evaluation.

The strategies and activities being done or implemented (Process)

Data presented here are gathered through a questionnaire which was administered to the respondents asking them whether or not the stipulated strategies and activities of the guidance office were being done or have been implemented since last school year. Table 1 presents whether the given programs and services were done or being implemented, as perceived by the grade 6 students. It shows that for most of the services, the students are not sure if the given program was implemented or not. What they are very sure of is the conduct of the anti-bullying seminar in which all of the students confirmed it. They also confirmed the conduct of the study habits seminar, bulletin board displays, and orientation to teachers.

The results could imply that activities that are very relevant to the students could be well remembered by them, thus creating a lasting impression on their part.

TABLE 1 – Implementation of Programs and Services (As Perceived by the Grade 6 Pupils)

	Programs & Services	Mean	Interpretation	
1	Student Profile survey	2.06	NS	<i>Not Sure if being implemented</i>
2	Psychological Testing	2.06	NS	<i>Not Sure if being implemented</i>
3	Orientation to students	2.06	NS	<i>Not Sure if being implemented</i>
4	Orientation to teachers	2.44	IM	<i>Implemented</i>
5	Orientation to parents	2.22	NS	<i>Not Sure if being implemented</i>
6	Bulletin Board displays	2.66	IM	<i>Implemented</i>
7	Study Habits seminar	2.59	IM	<i>Implemented</i>
8	Anti-bullying seminar	3.00	IM	<i>Implemented</i>
9	Counseling services	2.28	NS	<i>Not Sure if being implemented</i>
10	Follow-up services	2.28	NS	<i>Not Sure if being implemented</i>
11	Research & evaluation	2.13	NS	<i>Not Sure if being implemented</i>

N=32

Table 2 presents the grade 10 students' perceptions of whether the given programs and services were done or being implemented. It shows that for most of the services, the grade 10 students are not sure if they were being implemented or not. These include the psychological testing, orientation to teachers, orientation to parents, study habits seminar, counseling services, follow up services, and research and evaluation. What they are very sure of is the conduct of the anti-bullying seminar, bulletin board displays, and the student profile survey. On the other hand, the students expressed that orientation to students on the services that they can avail from the guidance office was not done.

TABLE 2 – Implementation of Programs & Services (As Perceived by the Grade 10 Students)

	Programs & Services	Mean	Interpretation	
1	Student Profile survey	2.94	IM	<i>Implemented</i>
2	Psychological Testing	1.88	NS	<i>Not Sure if being implemented</i>
3	Orientation to students	1.63	NI	<i>NOT implemented</i>
4	Orientation to teachers	2.16	NS	<i>Not Sure if being implemented</i>
5	Orientation to parents	2.13	NS	<i>Not Sure if being implemented</i>
6	Bulletin Board displays	2.47	IM	<i>Implemented</i>
7	Study Habits seminar	1.97	NS	<i>Not Sure if being implemented</i>
8	Anti-bullying seminar	2.78	IM	<i>Implemented</i>
9	Counseling services	2.09	NS	<i>Not Sure if being implemented</i>
10	Follow-up services	2.00	NS	<i>Not Sure if being implemented</i>
11	Research & evaluation	2.13	NS	<i>Not Sure if being implemented</i>

N=32

Table 3 reveals the teachers' perceptions of whether the given programs and services were done or being implemented. It shows that of the eleven services, only the conduct of the student profile survey and counseling services are confirmed by them. The rests they could no longer ascertain its conduct or implementation or not implemented. For the teachers, the following were not being done or implemented: psychological testing, orientation to parents, study habits seminar, and research and evaluation.

The apparent affirmation of the teachers that the planned activities and programs of the guidance office were not implemented could be due to lack of coordination of the office with the teachers. If the teachers were not oriented or informed of the services that the students can avail from the office, they would likewise not know if they were done or not.

TABLE 3 – Implementation of Programs & Services (As Perceived by the Teachers)

	Programs & Services	Mean	Interpretation	
1	Student Profile survey	2.80	IM	<i>Implemented</i>
2	Psychological Testing	1.50	NI	<i>NOT implemented</i>
3	Orientation to students	2.00	NS	<i>Not Sure if being implemented</i>
4	Orientation to teachers	2.00	NS	<i>Not Sure if being implemented</i>
5	Orientation to parents	1.20	NI	<i>NOT implemented</i>
6	Bulletin Board displays	1.80	NS	<i>Not Sure if being implemented</i>

7	Study Habits seminar	1.40	NI	<i>NOT implemented</i>
8	Anti-bullying seminar	2.10	NS	<i>Not Sure if being implemented</i>
9	Counseling services	2.60	IM	<i>Implemented</i>
10	Follow-up services	2.00	NS	<i>Not Sure if being implemented</i>
11	Research & evaluation	1.50	NI	<i>NOT implemented</i>

N=10

The extent to which the programs and objectives are being achieved or met (product)

Table 4 presents the grade 6 students' perceptions on whether the goals and objectives of the guidance office have been achieved or met. It shows that of the eight objectives, only two were perceived by the students to have been achieved and the rests they were no longer sure if they have been achieved. The students are certain that orienting them on some issues that concerned them and the guidance office collaboration with the teachers have been achieved.

The grade 6 students' perception that goal number 5 was achieved is related to the conduct of the anti-bullying seminar. Because they viewed the conduct of the activity with certainty, they also perceived that the objective of the activity was achieved or met.

TABLE 4 – Achievement of Goals & Objectives (As Perceived by the Grade 6 Students)

Goals & Objectives	Mean	Interpretation
1 To orient students of guidance services	2.22	NS <i>Not Sure if achieved</i>
2 To identify/assess students' needs	2.16	NS <i>Not Sure if achieved</i>
3 To monitor/follow up students	2.22	NS <i>Not Sure if achieved</i>
4 To counsel students	2.25	NS <i>Not Sure if achieved</i>
5 To guide/educate students on some issues	2.47	AC <i>Achieved</i>
6 To collaborate with teachers	2.44	AC <i>Achieved</i>
7 To collaborate with parents	2.22	NS <i>Not Sure if achieved</i>
8 To conduct research/studies	2.31	NS <i>Not Sure if achieved</i>

N=32

Unlike the grade 6 pupils, the grade 10 students perceived with uncertainty on guidance office attainment of its goals and objectives. As revealed in Table 5, none of the eight goals and objectives were perceived by them to have been achieved. The students are not sure if the goals have been achieved. From the answers of the students on the open-ended questions, it can be inferred that of the many years that they have stayed in school, they have really felt the presence of the guidance office. Hence, it is only likely that they would also be uncertain if the goals and objectives of the office were attained or not.

TABLE 5 – Achievement of Goals & Objective (As Perceived by the Grade 10 Students)

Goals & Objectives	Mean	Interpretation
1 To orient students of guidance services	2.25	NS <i>Not Sure if achieved</i>
2 To identify/assess students' needs	2.13	NS <i>Not Sure i achieved</i>

3	To monitor/follow up students	2.16	NS	<i>Not Sure if achieved</i>
4	To counsel students	2.06	NS	<i>Not Sure if achieved</i>
5	To guide/educate students on some issues	2.09	NS	<i>Not Sure if achieved</i>
6	To collaborate with teachers	2.16	NS	<i>Not Sure if achieved</i>
7	To collaborate with parents	2.13	NS	<i>Not Sure if achieved</i>
8	To conduct research/studies	2.25	NS	<i>Not Sure if achieved</i>

N=32

The grade 10 students' perception was somehow verified by the teachers. Table 6 revealed that teachers viewed with general uncertainty as to the attainment of the goals and objectives of the guidance office. For them, assessment of students' needs and interests, collaboration with parents, and the conduct of research and studies have not been achieved. They are not also sure if the rests of the objectives were achieved or met.

Participant 6 expressed that the guidance office lack of coordination among the teachers especially the advisers could have resulted in the teachers lack of orientation or information as to what the guidance would like to achieve. Hence, if the teachers are not aware of its objectives, they would also not be aware of whether they have been achieved or not.

TABLE 6 – Achievement of Goals & Objectives (As Perceived by the Teachers)

Goals & Objectives	Mean	Interpretation
1 To orient students of guidance services	2.10	NS <i>Not Sure if achieved</i>
2 To identify/assess students' needs	1.60	NA <i>NOT achieved</i>
3 To monitor/follow up students	1.70	NS <i>Not Sure if achieved</i>
4 To counsel students	2.00	NS <i>Not Sure if achieved</i>
5 To guide/educate students on some issues	1.70	NS <i>Not Sure if achieved</i>
6 To collaborate with teachers	2.00	NS <i>Not Sure if achieved</i>
7 To collaborate with parents	1.40	NA <i>NOT achieved</i>
8 To conduct research/studies	1.50	NA <i>NOT achieved</i>

N=10

The guidance programs and activities which the respondents find successful and their suggestions for further improvement of the program

Grade 6:

The grade 6 students find the anti-bullying seminar very successful. They seem could not think of any other things successful but on anti-bullying. Close to 100 percent of the students' answers are on anti-bullying, and rest commented on their lack of knowledge of the guidance program and services. This is the main idea that they expressed in the second question on the suggestions they can give to further improve the guidance services. The grade 6 students want the guidance services to be heard by them as one student expressed "They should louden their voice so that everyone can hear." Many students expressed that they do not

really know much about the guidance office and its services, saying “I don’t know of their programs”. Hence, they ask for “orient the students about the guidance”, “more open to students”, and “improve their communication to the students.” And perhaps a line that could best summarize the students’ suggestions is “All their programs and activities have to be improved.”

Grade 10:

When asked what particular aspect or program of the guidance office they find successful, overwhelmingly, just like the grade 6 students, they expressed that the anti-bullying seminar was successful. They seem could not think of other things successful but on anti-bullying. Meanwhile, when asked for suggestions to further improve the services of the guidance office, most of the grade 10 students suggested that the office should conduct more information drive on the programs and services that students can enjoy or avail. This can be gleaned from their answers.

“Let yourselves be known like let us know that there actually is a guidance office.”

“Get in touched with the students more because not all of the students are aware of their activities or programs.”

“..improve their dissemination of information to the students about their programs and services, perhaps, the counselor herself/himself can do a room to room campaign to tell the students about their services.”

From these statements, it can be said that the guidance office could have been so distant from the students. It appears that the office is not known to them. Hence, the further suggest that they have to “reach out more often to the students and establish their presence” and be “more pro-active towards the students.” They should “conduct room to room campaign of the services they are capable of giving to the students,” “monitor students’ mental health” and “provide more activities and seminars to the students.”

And one catchy line from a student says “Let the students know that it is alright for them to go to the office and ask for guidance... and make their office more accessible.”

On the part of the teachers, of the ten teachers, only four have an answer to this question while the rest left it blank. Two answered they “have not observed” or “none” and other two mentioned about “counseling” and “conducting seminars to students” as the successes of the guidance office.

When asked of their suggestion for further improvement of the guidance office, the following are their answers.

- “Room to room campaign needs to be disseminated to the advisers so that the latter can make follow-ups in relation to their services”
- “Visibility of the Guidance personnel”
- “An office close to the students”
- “Do evaluation on their performance”
- “Visibility, presence, and proximity needs to be improved”
- “Assist the teachers, because there are a lot of things that are already beyond the capability of the teachers that their expertise will come in...”

Thus, based on the answers of the grade 6 and grade 10 students, and as expressed by the teachers, it can be said that the main aspect that the guidance office needs to improve further is its orientation and information dissemination of its programs and services to the students, and its collaboration or partnership with the teachers should also be established.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Based on Stufflebeam's CIPP evaluation model, this study aims to evaluate a school's guidance and counseling program of terms of *context*, *input*, *process*, and *product*. Hence, based on these aspects four main questions were asked, namely: (1) What are the goals and objectives of the guidance and counseling program? (2) What are the strategies and activities designed to achieve its goals and objectives? (3) Are the strategies and activities being done or implemented? And, (4) To what extent are the programs and objectives being met?

A validated teacher-made instrument patterned after Harrison (1993) was used to answer the questions. It is designed to identify the goals and objectives of the program (context) and the strategies and activities designed to achieve the goals and objectives (inputs) and whether or not the strategies and activities were being done or implemented (process), and to what extent are the programs and objectives are achieved or met (product).

Context. The guidance and counseling program designed for the students of the school has a set of goals and objectives it aims to attain. It aims to orient students of guidance services, to identify/assess students' needs, to monitor/follow up students, to counsel students, to guide/educate students on some issues, to collaborate with teachers, to collaborate with parents, and to conduct research or studies related to its guidance services program.

Input. The guidance office has designed some activities and strategies in order to achieve its goals and objectives. It conducts student profiling survey, psychological tests, orientation to students, teachers, and parents, bulletin board displays, study habit seminar, anti-bullying seminar, counseling services, follow up services, and research and evaluation.

Process. However, when comes to the implementation of its programs and services, the students and the teachers have a little knowledge or are not aware of their conduct or implementation. They are not sure if they have been implemented or not.

Product. Because of the apparent lack of knowledge or information of the implementation of the programs and services, the students and the teachers are generally apprehensive whether the goals and objectives of the guidance program have been achieved or met.

Hence, it can be inferred that the guidance office needs to do a lot of things even more if it were to achieve its goals and objectives that will be felt by the students and the teachers. And the most important thing it could do is to improve further its orientation and information dissemination of its programs and services to the students, and its collaboration or partnership with the teachers should also be established and enhanced. Though the result of this evaluation study does not necessarily reflect the performance of the guidance and counseling services of other public schools in the Philippines, this might well serve as a reference or guide for their future evaluation.

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**APPENDIX A
QUESTIONNAIRE**

Dear Students,

We are conducting a study about the programs and services of the Guidance Office. Hence, we are asking a favor from you by answering the following questions. Be assured that all information you provided will be kept anonymous and confidential. Hence, you need not write your name on this paper. Your answer to this questionnaire will be of great help to further improve the programs and services of the Guidance Office. It will only take you 5 to 10 minutes to complete this questionnaire. Thank you so much.

Directions: Each of the statements below refers to the objectives, programs, and activities of the Guidance Office. Based on your own knowledge, kindly answer each question by putting a check mark (/) under YES, NO, or UNSURE.

- | | <u>YES</u> | <u>NO</u> | <u>UNSURE</u> |
|--|------------|-----------|---------------|
| 1. Has the Guidance Office conducted a <i>survey</i> using the Student Profile Sheet to gather students' personal information and background? | ___ | ___ | ___ |
| 2. Has the Guidance Office conducted a <i>psychological test</i> to identify students' abilities, interest and personality traits? | ___ | ___ | ___ |
| 3. Has the Guidance Office conducted a <i>room to room campaign</i> orienting the pupils on the activities and services they can avail from the Guidance Office? | ___ | ___ | ___ |
| 4. Has the Guidance Office conducted an <i>orientation or consultation with the teachers</i> about the guidance activities and services for the ILS? | ___ | ___ | ___ |
| 5. Has the Guidance Office conducted an <i>orientation or consultation with the parents</i> about the guidance activities and services for their children? | ___ | ___ | ___ |
| 6. Has the Guidance Office put up <i>bulletin board displays or exhibits</i> about its activities and services? | ___ | ___ | ___ |
| 7. Has the Guidance Office conducted <i>study habit seminars/lessons</i> to students? | ___ | ___ | ___ |
| 8. Has the Guidance Office conducted <i>anti-bullying seminars/lessons</i> to students? | ___ | ___ | ___ |

- | | | | |
|---|-----|-----|-----|
| 9. Has the Guidance Office been conducting <i>counseling services</i> to help students being referred with behavioural or academic concerns? | ___ | ___ | ___ |
| 10. Has the Guidance Office been conducting <i>follow-up services</i> by giving feedback to teachers or calling-up the students being counselled? | ___ | ___ | ___ |
| 11. Has the Guidance Office conducted a <i>research or study</i> related to the its function to the ILS students? | ___ | ___ | ___ |
| 12. Has the Guidance Office asked feedback or comments from the students for further improvement of its programs and services? | ___ | ___ | ___ |
| 13. Has the Guidance office oriented or informed the students on the activities and services they can avail from the office? | ___ | ___ | ___ |
| 14. Has the Guidance office identified or assessed the needs & interests of the students? | ___ | ___ | ___ |
| 15. Has the Guidance office helped the students gain learning or insights through its room to room campaign on topics that concern the students? | ___ | ___ | ___ |
| 16. Has the Guidance office monitored or followed up students who have been referred with behavioural or academic concerns? | ___ | ___ | ___ |
| 17. Has the Guidance office helped the students express their emotions and problems in life? | ___ | ___ | ___ |
| 18. Has the Guidance office helped the students with their problems and concerns related to their personal and academic life? | ___ | ___ | ___ |

In 1 to 3 sentences, kindly express your answer on the following questions.

1. What particular aspect/s of the Guidance program or activities do you find successful, or you like the most?
2. What particular aspect/s of the Guidance program or activities do you think needs further improvement?
3. What suggestions would you offer to further improve the services of the Guidance Office?