

Guidance Program Services and the Emotional Intelligence of Public Secondary School Learners

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ABSTRACT

The Secondary School Career Guidance and Counseling Act, or Republic Act No. 11206, aims to ensure the overall development of youth by fostering suitable education that will produce human resources. The Comprehensive Guidance and Counseling Program for All School Children Act (2016), also known as House Bill 3542, mandates that the State provide a comprehensive guidance and counseling program that will adequately address the mental, behavioral, developmental, and emotional needs of school children in order to improve their ability to learn and maintain good behavior.

This study adopted a survey method with the use of a conceptualized questionnaire based on the statement of the problems to gather information on Guidance Program Services and the Emotional Intelligence of the public secondary school learners. . Collected data were tabulated, analyzed and interpreted using appropriate statistical tools to determine the significant difference of the assessment of respondents on the identified variables and respective correlations among variables under study.

This finds that 7 out of 7 or 100 percent of the selected public high schools under study in Caloocan City North, District I and II are offering the Guidance Program Services identified as Homeroom Guidance, Counselling, Orientation and Information Dissemination.

Likewise, finding of this study shows that the level of Implementation of Guidance Program Services as assessed by the teachers, master teacher, guidance teachers and department heads in terms of Attainment of Guidance Program Objectives is generally perceived as highly implemented recording its highest numerical rating on both encouraging students' academic, social, emotional and personal development and helping the students get vocational advice so that the students can choose a career for themselves.

Assessments of respondents on the Availability of Services Resources is generally viewed as moderately implemented signifying its highest numerical rating on both availability of separate room with enough space for staff and records of the entire school population and maintenance of proceedings register to record all the activities concerning guidance program services regularly followed by availability of walls, bulletin boards, display racks and display windows with proper lighting arrangement while availability of books related to guidance and counseling, other electronic gadgets like take recording, computer, projector and etc is viewed as the least among the indicators following behind information materials like posters, charts, leaflets, monographs, newsletters, notification of jobs and training courses, advertisement of scholarships also displayed.

In terms of Assessment of Learners, the overall rating of both groups of respondents implies Highly Implemented showing its highest numerical rating on both helping students to be prepared for the challenges of the future by supporting their academic, career and personal/social development and community participation and facilitating career exploration and planning.

in terms of Referral and Reporting is viewed as Highly Implemented manifesting its highest numerical rating on both monitoring the learner's progress/status by securing the contact information of the professional and

agency or organization where the learner is referred and documenting accurate and complete records of the counseling activities and other services that conform to ethical standard.

Assessment of the groups of respondents on the level of Emotional Intelligence of Public Secondary Learners in terms of Self-Awareness is generally viewed as Moderately High recording its highest rating on identifying when starting to feel under pressure followed by recognizing when feelings may be impacting on self-judgment while acting confidently when there is some relevant expertise or experience comes on the third rank. Meanwhile, taking decisions without approval or support is viewed as the least indicator for self-awareness.

The level of Emotional Intelligence in terms of social awareness is viewed as Moderately High implying its highest numerical rating on sensing when others are feeling down or upset followed by anticipating customer needs while addressing the needs and concerns of others shows on the third spot followed by alerting others when the harmony within the group is under strain. Placing at the bottom ranks is being sensitive to political undertones in the organization following behind spotting where personality clashes may impact on work performance.

Assessment on Relationship Management is perceived as Moderately High signifying its highest numerical rating on cooperating fully with others to achieve goals slightly followed by listening attentively while supporting others on their learning and development posted on the third rank. Meanwhile, influencing the thinking of others is viewed as the least among the identified indicators following behind working through informal networks to get things done.

Likewise, Empathy is generally perceived as Moderately High indicating its highest numerical rating on believing in 'Action this Day' followed by understanding of being unreasonable while believing other individuals are not 'difficult' just 'different' and reasoning for disagreements are always clear are equally rated with the same rank

Assessment on Self-Motivation is generally perceived as Moderately High showing its highest numerical rating on always meeting deadlines equally followed by never wasting time and not prevaricating while both delaying gratification is a virtue that hold to and always induce self-motivation even when feeling low are equally rated on the same rank.

Keywords- Guidance Program Services, Emotional Intelligence, Masters in Education Major in Educational Management, University of Caloocan City.

INTRODUCTION

Guidance program services have developed in educational institutions throughout the world, guidance is a primary service in education, it is the integral part of education. It helps students to maximize learners' potentials, make appropriate career plans, get suitable education and make satisfactory adjustment in the society. Guidance program services in school have become imperative in order to promote the well-being of learners. As a learner-centered institution the DepEd wants them to know how to improve themselves and realize their potential, not only academically but also emotionally.

The Secondary School Career Guidance and Counseling Act, or Republic Act No. 11206, aims to ensure the overall development of youth by fostering suitable education that will produce human resources. The Comprehensive Guidance and Counseling Program for All School Children Act (2016), also known as House Bill 3542, mandates that the State provide a comprehensive guidance and counseling program that were adequately address the mental, behavioral, developmental, and emotional needs of school children in order to improve their ability to learn and maintain good behavior.

In the Philippines, the Guidance program provides different guidance services, such as orientation services, that provides learners information and understanding on the school's rules and regulations, rights and responsibilities of students and parents in the school. Individual inventory, that gathers necessary information

of students (freshmen and transferee). Career Guidance and Counseling, that helps and assists students in determining and guiding them in realizing their career decision. Child Protection Policy Seminar, that helps students to be aware of their responsibilities and rights as a student. Counseling, that helps students with their problems and difficulties. School Learning Clinic, is an intervention/enrichment program that allows students to receive assistance that they need during the school days. The Homeroom Guidance Program is also one of the services offered in the Guidance Program, this promotes rational thinking, healthy behavior and positive disposition of students. Because of these services offered by the Guidance program it addresses the developmental and adjustment needs of the students. The main goal of this is to support students in developing their academic, social, emotional, personal, and professional skills. All learners are exposed to guidance services, which are an essential component of the school's overall educational process and contribute to enhancing students' emotion.

Since the pandemic hit during a challenging time, the study of guidance services has been functional. A variety of services are established by the guidance program services with the goal of assisting students in improving their understanding and identifying answers to common issues. Guidance Services plays an essential part to the learner's emotional intelligence.

Most of the researchers that deal with academic achievements of students focused on intelligence, Intellectual Quotient (IQ) and personal cognitive abilities, little attention is given only to student's emotions. Learners should also develop their emotional skills, such as their Emotional Intelligence.

Understanding feelings is a necessary component of emotional intelligence, resulting in managing and handling people's emotions in the classroom may aid students in connecting with their emotions and reaching the most important decisions that matters. This may help to have a better relationship because being aware of one's emotions can help us talk about feelings more clearly, may avoid or resolve conflicts better, and move past difficult feelings more easily.

The researcher wish to undertake research on the implementation of Guidance program services in order to determine its effectiveness to Emotional Intelligence of the public secondary learners.

Background of the Study

People with low Emotional Intelligence or EQ often struggle to understand and control their emotions. On the other hand, Emotional Intelligence of students may help them develop improved self-motivation and more effective communication skills that are essential skills to helping students become more confident learners.

Teachers, guidance advocates, and counselors are among the most powerful and important groups that implement programs for providing guidance services. It supports students' educational, professional, and psychological potentials for the best results and optimal adjustment in a variety of life scenarios. Today, guidance program services are a major concern. There are several issues with these services, such as a lack of specific timelines, inadequate facilities, a lack of cooperation from children and parents, a lack of parental support, a lack of counseling resources, etc.

The Secondary Career Guidance and Counseling Act of 2019 (Republic Act No. 11206), also known as the Secondary Career Guidance and Counseling Act of 2019, aims to: (a) institutionalize career guidance and counseling programs for students in all public and private secondary schools nationwide to give them proper direction in pursuing subsequent tertiary education; (b) give secondary education students the skills to make informed career decisions and expose them to relevant labor markets; and (c) promote career development among secondary students.

The Department of Education (DepEd) is permitted by Rule V of the Implementing Rules and Regulations of the Basic Education Act of 2013 to properly guide secondary level students in choosing career tracks that they intend to pursue through informed career decisions in order to become productive and contributing individuals.

In this sense, emotional intelligence (EI) is an important skill that aids learners in managing their emotions and dealing with changes and difficulties that disturb their emotional balance and have a substantial impact on their decisions. The purpose of this study is to investigate the efficacy of the implementation of Guidance Services Program and the Emotional Intelligence of public secondary learners.

In North District I and II Caloocan City there are seven public secondary schools included in the study namely; Amparo High School, Bagong Silang High School, Benigno Aquino High School, Camarin High School, Cielito Zamora Junior High School, Horacio Dela Costa High School and Kalayaan National High School. These seven public secondary schools aim to provide Guidance Services Programs to all their students.

Statement of the Problem

This study aimed to evaluate the guidance program services and the emotional intelligence of public secondary learners. It sought to answer the following questions:

1. What are the Guidance Program Services being offered in the selected public schools in Caloocan as to:
 - 1.1 counseling;
 - 1.2 information dissemination;
 - 1.3 orientation and
 - 1.4 homeroom guidance?
2. What is the level of implementation of the identified Guidance Program Services as assessed by the Teachers, Master teachers, Head teachers, and Guidance teachers in terms of:
 - 2.1 attainment of Guidance Program Services objectives;
 - 2.2 availability of Guidance Program Services resources;
 - 2.3 assessment of learners and
 - 2.4 referral and reporting?
3. Is there a significant difference in the level of implementation of Guidance Program Services in terms of the aforementioned variables?
4. What is the level of emotional intelligence of the public secondary learners based on standardized test in terms of:
 - 4.1 self awareness;
 - 4.2 social awareness;
 - 4.3 relationship management;
 - 4.4 empathy and
 - 4.5 self motivation?
5. Is there a significant relationship between the level of implementation of Guidance Program Services and Emotional Intelligence of the learners?
6. Based on the findings of the study what Guidance Program enhancement plan may be proposed?

Hypotheses

The following hypotheses were tested in this study:

H0₁. There is no significant difference between the level of implementation of the Guidance Program Services in terms of the aforementioned variables.

H0₂. There is no significant relationship between the level of implementation of Guidance Program Services and Emotional Intelligence of the learners.

Scope and Delimitation of the Study

This study focused on the implementation of Guidance Program Services as assessed by the guidance teachers, teachers, master teacher, head teachers in Caloocan North District 1 and 2 in the following schools: Amparo High School, Bagong Silang High School, Benigno Aquino Jr High School, Camarin High School, Cielito Zamora Junior High School, Horacio Dela Costa High School and Kalayaan National High School. They were more knowledgeable in the implementation of the different services of the guidance office.

This study was delimited to 160 teachers and master teachers, and 7 head teachers and 23 Guidance teachers from the participating school. It is limited to the assessment of teachers, guidance teachers, master teachers, and head teachers in Caloocan North I and II District.

They were randomly selected as in-depth data gathering which was relevant to the study. This study focused to the efficacy of the implementation of Guidance Services Program to the Emotional Intelligence of public secondary learners.

Significance of the Study

The findings of the study may be of great help to those who are concerned with the Guidance Services Program and Emotional Intelligence of the Public Secondary learners. Benefiting the study are the following stakeholders and individuals:

Learners. The result of this study may help the students cope with emotions in the academic environment specially with Guidance Program services. It could be a great help to the learners to know the implementation of Guidance Program Services for their Emotional Intelligence.

Guidance Teachers. This study may help the guidance teachers achieve the goals of implementing and enhancing the Guidance Program services through enhancement program plan.

Parents. The study will help parents to apprehend that their involvement in the education of their children have emotional benefits for their children and teachers.

Teachers. This study may help teachers in accommodating guidance teacher with strategies for successful implementation of Guidance Services Program.

Master Teachers. This study may help them to keep an eye on enhancing and improving the Guidance services program that may serve the efficacy of emotional Intelligence of learners.

Head Teachers. This study may help them to provide technical assistance to teachers and guidance teachers to achieve program plans for curriculum and instructions.

School Heads. The study may serve as a basis for providing enhancement programs to Guidance Services for the learners.

Department of Education. This study may help the government initiate more motivational programs for teachers in achieving the desired learning growth of the Filipino students.

Researcher. This study will be indeed a gratifying memento to the researcher. This served as a legacy to such an unending quest for success and continuous search for greater knowledge.

Future Researchers. The future researchers will be encouraging to provide further studies on the variables which will help for the continuous development and enhancement of the Guidance Program Services.

REVIEW OF RELATED STUDIES AND LITERATURE

This chapter presents the related literature and studies reviewed by the researcher, the synthesis of the reviewed studies, theoretical framework and conceptual framework of the study.

Related Literatures and Studies

The development of students' emotional intelligence, guidance and counseling are all significant goals of the guidance program services. They must also be able to create a program for guidance and counseling services to address the social, emotional, academic, and emotional difficulties that learner's encounter. Guidance programs provide a variety of services, including counseling, information dissemination, orientation, and homeroom guidance programs.

When creating a thorough guidance program, the mission, vision, goals, and objectives of the school must be taken into account. Section 3 of this Act aims to accomplish the following goals: (a) institutionalize a career guidance and counseling program for students in all public and private secondary schools across the nation to give them the right direction in pursuing a subsequent tertiary education; (b) give secondary education students the skills to make informed career decisions and expose them to relevant labor markers; and (c) make sure graduates of tertiary education meet the requirements for entry-level positions. It is also stressed in Section 2 of the Comprehensive Guidance and Counseling Program for All School Children Act (2016), which is contained in House Bill No. 3542. The State shall promote and preserve the physical, moral, spiritual, intellectual, and social well-being of children and youth. The State also recognizes and protects students' right to guidance and counseling in schools so they can choose the options most suited to their potential and pursue careers in those disciplines. Furthermore, under the Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013 under Republic Act 10533, Rule V Career Guidance and Counseling Advocacy, under Section 18, Career Advocacy Activities. Career advocacy activities refer to activities that will guide secondary level students in choosing the career tracks that they intend to pursue. Career advocacy activities involve provision of career information and experiences, advising, coordinating and making referrals, and may include, but not limited to, career talks, career and job fairs, parents' orientations, seminar-workshops on career decision-making. Moreover, under Section 19, Career Advocates, states that, Notwithstanding the provision of Section 27 of Republic Act No. 9258, otherwise known as the Guidance and Counseling Act of 2004, career advocates shall be allowed to conduct career advocacy activities for secondary-level students of the schools where they are currently employed. As stated in Section 20, the role of DepEd is to (a) integrate career concepts in the curriculum and undertake teaching in relevant learning areas; (b) conduct career assessments; (c) conduct regular career advocacy activities; (d) conduct continues professionalization and capacity building of guidance counselors, career advocates, and peer facilitators; (e) develop or accredit training programs on career advocacy; (f) establish a career advocacy unit and provide adequate office space in high schools; and (g) designate guidance supervisors at the division level and career advocates at the school level.

Based on the article on Guidance Services in Schools: Introduction, Committees and Scope (2018), the school as the most important agency provides guidance in (1) manifesting and maximizing the potentialities of every pupil; (2) assessing the pupil's need, interests, abilities, capabilities, in doing any work of his suitability, (3) making appropriate decision plan for his/her future; (4) taking right and appropriate decision in right time; (5) taking proper decision regarding selection of a suitable education career; (6) finding a suitable vocation; (7) making satisfaction adjustments in home, school and community in a desirable manner, and (8) achieving self-realization, self-direction and self-development.

According to the Arkansas Guidance and School Counseling (2018), student-focused and data-based school counseling programs are a crucial component of the academic mission of the institution. It supports academic

success, future planning, and social and emotional growth in students. The primary means by which the comprehensive program is delivered to pupils directly is through the guidance program services. The guidance program services contains a number of guidance service activities such as the Comprehensive Guidance and Counseling Program for All School Children Act (2016), House Bill 3542, section 2, in order to achieve the purpose of the comprehensive guidance and counseling program, the State shall: (a) Strengthen the existing guidance and counseling services in elementary and secondary schools by recruiting, hiring A guidance program is a series of planned, organized and coordinated guidance activities over a period of time. The guidance program developed is a clear and clear guideline for supervisors in schools so that guidance activities in schools can be carried out smoothly, effectively, efficiently and can be evaluated both on the program, process and results. According to Suherman (2015) a well-organized and mature guidance program will certainly provide many benefits, namely both for participants who get services and for guidance teachers or guidance staff who implement them.

In the research article Effectiveness of Guidance and Counselling Programme in Enhancing Students Academic, Career and Personal Competencies. A Case of Secondary Schools in Nyamira District, Kenya (Namai, Manyasi and Mobegi, 2019) identified Guidance and counselling is becoming an increasingly important programme in Kenyan secondary schools as it assists students to handle day-to day psychological and social problems arising from their transition from childhood to adulthood and modern challenges afflicting the Kenyan Society. It recommends that: 1. There is need to organize for seminars and workshops to offer continuing education in guidance and counselling. This will equip the teacher counsellors with latest theories and techniques of counselling to make them more effective counsellors; 2. School administrators should endeavour to provide all resources for guidance and counselling. These include not only a counselling office equipped with reference materials, but also students' personal files and adequate career resource materials; 3. There is need for school administration to offer guidance and counselling department the necessary support it deserves to make it effective such as financial and moral support; 4. All stake-holders in the school should be mobilized to assist in creating awareness and advising students on the need for them to seek counselling services to help enhance their academic, career and personal competencies; and 5. Teacher counsellors should be relieved of some of their heavy teaching load so as to get enough time to concentrate on the provision of counselling services to students.

Based on the article on Counseling Challenges in the New Normal : Inputs for Quality Guidance and Counseling Program (2021), with no face-to-face classes until a vaccine is available, schools have to adjust and learning must continue in different modalities. In the Philippines, online learning delivery is the primary mode of learning with many private schools adapting it. Learning continuity plan was created and the Department of Education set the most essential learning competencies for school year 2020-2021. Since education is a holistic approach, the mental and emotional well-being of the students must also be given significant attention.

Lunenburg (2018) concluded in his research paper that guidance and counseling services play an integral part in the overall student services department of any elementary or secondary schools. The aim of the guidance and counseling programs in school are to assist individuals to develop the ability to understand themselves, to solve their own problems and to make appropriate adjustments to their environment. Major guidance series include student appraisal, information giving, placement and follow-up, and counseling.

The guidance program is an organized group of services established for the purpose of assisting each student to attain maximum potential development and their emotional stability.

Odeleye (2017) stated in his study that guidance is concerned primarily and essentially with the personal development of the individual. All guidance activities must emphasize the will of each student to learn more about him/herself in an accurate and systematic manner.

According to the study of Dantay (2017), the assessment of the basic guidance services will be enhanced through the proposed revitalized guidance program. It is recommended that the focal point and area of concentration for revitalization are information, orientation, pre-admission, placement, and remedial services.

The parents, guardians and significant others of the students may be periodically informed and consulted with the guidance staff and counselors regarding their children's concern.

According to the DepEd Order 67 s. 1997, Implementation of the Revitalized Homeroom Guidance Program, this programs develop students' personality through understanding of self and environment and discover or enhance the aptitude/interests of the student to prepare for the world of work and higher academic or non-academic studies.

Curry and Bickmores (2018) research findings reinforced the significance of collective effort of schools and guidance counselors in achieving learner's success through collaborative delivery of guidance services.

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The University of the Philippines Manila, Guidance and Counseling Program website (2022) delineate The Guidance and Counseling Program of the Office of Student Affairs provides psycho-social and academic assistance to students to enhance their academic skills, set career goals, manage healthy relationships, cope with problems, deal with adjustment difficulties and other developmental issues they face in college. These are carried out through friendly, relaxed and confidential one-on-one counseling sessions. The program is based on the philosophy that each individual is unique, important and capable of personal growth and development. The Guidance and Counseling Program offers the following services:

Counseling. Counseling is the assistance given to students to enable them to understand themselves, gain deeper awareness of their problems, make intelligent decisions, and help them grow to become self-sufficient and mature persons;

"Tawag Na!" This is a telephone counseling hotline available for students who prefer to share problems and concerns over the phone. Trained counselors are always around ready to assist callers in distress;

First Year Enhancement Program. This package of activities designed for First Year Student facilitates academic and psycho-social adjustment to University life; Orientation and Information. This consists of accumulation and dissemination of information about the different guidance activities, vocational opportunities, and educational information for better adjustment and personal growth;

Psychological Testing and Assessment. This refers to the yearly assessment of students based on tests of mental ability, aptitude, personality and interests;

Training/Seminar/Workshop. Mini-workshops on various topics are held regularly or as requested. These include but not limited to stress management, study skills training, values formation, self-search, career life planning, team building, self-esteem building, conflict management and peer facilitator's training; Career Information and Placement Service (CIPS). CIPS is an assistance given to graduates and graduating students in

their preparation for the world of work. Preemployment seminars and on-campus recruitment by selected companies are held annually; Association of Parents-Counselors of UPM, Inc. Is an organization of parents of UPM students involving a collaboration between parents and guidance counselors to foster closer counselor-parent cooperation to achieve desired goals. Faculty Counselors and GCP Collaborators. Faculty members and administrative staff are tapped as partners in reaching out to and helping, students. Seminar-workshops are conducted, and a referral system is used;

Research studies are carried on topics such as student needs, student problems, academic achievement, academic delinquency, student stress and other relevant issues and Referral System. Cases which require the services of medical specialists beyond the scope and expertise of the Guidance program are referred to the appropriate agencies/institutions.

Salgong, Ngumi and Chege (2016) stated that from their study findings, it was conceived that the approaches put in place were not effective in enhancing guidance and counseling. As a result, there is need for teachers to use small-group counseling approach and understand and respect the society created by students. Online systems should also be used to provide individual and group counseling. Additionally, student-focused interventions should be implemented in order to enhance guidance and counseling. There is also need to embrace dialogue in resolution of conflict. This can be enhanced through building a strong relationship between the students, counselors, teachers and administrators to an extent that they are free to speak out issueless the affect both parties.

Study findings also showed that unfriendliness and cheating in examination was prevalent among the students. Also, findings showed that students were involved in destruction of plants and improper placement of visual aids/instructional materials. As a result there is need for guidance and counseling measures to focus on correcting insecurity and poor socialization among the students so that they are friendly to each other. Further, students should be guided on how to take care of their environment and also the need of taking care of learning materials. It was also inferred from the findings that there is lack of required facilities to nurture students to become functioning members of the ever-changing society.

Precisely, there is lack of guidance and counseling materials such as resource materials and private rooms. Consequently, effective guidance and counseling programs should be put in place as essential part of the school and school administrators should provide counseling materials in the budget. Furthermore, the ministry should come up with a functional guidance and counseling department which encourages teachers at all level to be trained and get equipped with guidance and counseling skills.

In the study, Theresa (2016) mentioned that inclusion guidance and counselling is tinted toward preventing the child from indulging in negative vices and helping the child to choose the right parts in life to be successful in the pursuit of future ambition. It is necessary that the counsellor build the confidence of the child to trust him/her to be able to give him/her the rightful information needed in helping its client (students). This is so, because clients that trust counsellors normally open with vital information to their counsellors which may enable the client to introduce any other person with counselling need to the counsellor. Counselling also helps students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career path. The education of a child needs constant mentoring hence guidance is inimical to their growth and development in the complex society that we are today.

Namai, Manyasi and Mobegi (2019) recognized in their study that Guidance and Counseling policies and procedures were effective in developing values among learners in most of the Public Secondary Schools in Nakuru County. The most effective approaches that appeared to contribute to the effectiveness of Guidance and Counseling Policies and Procedures in developing values among learners included: career guidance / educational counseling, vocational counseling, social counseling health counseling, and personal counseling. The effectiveness of the G/C policies and procedures was affected by challenges such as undisclosed information by students due to fear of teachers knowing their personal life, inadequate guiding and counseling offices, inadequate trained counselors, insufficient time for carrying out G/C, lack of role models from the parents, lack of sincerity, lack of total commitment to the work of guiding and counseling, and lack of seriousness in the uptake of G/C services.

Gallardo and Chavez (2022) created research and evidence-based interventions to improve well-being and maintain work satisfaction among guidance counselors. The current research recommends utilizing the proposed wellness and retention program framework and offered mental health and wellness programs of Filipino Guidance Counselors.

Students must develop this kind of ability, intellectually and also emotionally. Intelligence, in the general sense, is the ability to learn new concepts and apply to the knowledge to problems. While the Emotional Intelligence (EQ) is the ability to learn about themselves and apply that wisdom to the world around them. The Ability Model by Mayer and Salovey who are the pioneer researchers of the construct emotional intelligence underpins this study. The Ability Model proposes that emotional intelligence entails the following abilities: appraisal and expression of emotion: the ability to show and to understand own and others' verbal and non-verbal emotion expressions, regulation of emotion: the ability to control own and others' emotions, and the utilization of emotion: the ability to use emotion to enhance flexibility, creativity, and motivation by facilitating logical thinking processes.

The model posits that emotionally intelligent people can feel emotions of the self and others and use that knowledge to influence and change the environment thus enhancing resilience and quality of life (Mayer and Salovey, 1990; Katungu, 2018). Therefore, in a school setting, emotional intelligence will equip educators to manage daily stressors with patience, insight, and innovation, as well as to navigate interpersonal interactions with empathy (Park and Rhee, 2020). Pavliscak (2018) confirms emotional intelligence is a gateway to a balanced-life as it is essential to every quality of life component. Studies therefore indicate that emotional intelligence can enhance the quality of life, because people feel a sense of well-being when one's work and lives are meaningful (Hsiang, 2016; Anjum and Swathi, 2017; Koçak, 2021). Emotional Intelligence requires ownership of feelings, to learn to recognize, appreciate feelings for oneself and others and respond appropriately, apply them effectively to emotional energy in everyday life both social life and person life.

Synthesis of Reviewed Studies

All studies presented in this chapter are all significant to the study for the reasons that most of them focused on the meaning, function and the importance of the implementation of the guidance program services.

To further understand the present study, an analysis of the related studies is necessary. This made use of both local and foreign references, to obtain meaning, functions and significance of the services offered by the guidance centers. Since it has been operating in all public secondary schools, the researchers focused on the relationship between the guidance services and learners' Emotional Intelligence that is included in the study.

Barrot (2019) found that the curriculum needs to improve its specificity, internal coherence, and integration of some essential principles of 21st century learning and language teaching and learning. He concluded that with the possible challenges in implementing the curriculum, suggestions for future design and implementation, and implications for future studies.

According to the study of Dantay (2017), the assessment of the basic guidance services will be enhanced through the proposed revitalized guidance program. It is recommended that the focal point and area of concentration for revitalization are; information, orientation, pre-admission, placement and remedial services.

Based from Salgong, Ngumi and Chege (2016), intervention should be implemented in order to enhance guidance program services, they suggested to enhance through building a strong relationship between the students, counselors, teachers and administrators to an extent that they are free to speak out issueless the affect both parties. As a result there is need for guidance and counseling measures to focus on correcting insecurity and poor socialization among the students. The findings on their study also shows lack of required facilities to nurture students to become functioning members of the society.

The description above can be concluded that emotional intelligence is the ability of individuals to regulate life in order to understand the feelings of others and feelings of themselves and can motivate and be able to build relationships in personal life and social life. Based on the different literatures and studies gathered, the

researchers found out that there is a need for an enhancement plan in the Guidance Program Services and the Emotional Intelligence of secondary public school learners in Caloocan City.

Theoretical Framework

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). Salovey and Mayer suggested that one's ability to understand, regulate and use emotions could actually be actually measured and studied.

The publication of Goleman's emotional intelligence book in 1995 signified the beginning of a new trend. As a result, this concept became much more widely recognized. According to Daniel Goleman's emotional intelligence theory, people possess an intelligence called emotional intelligence that assesses their ability to perceive, understand, manage, and make use of their own and other people's emotions. The concepts of intrapersonal and interpersonal intelligence in Gardner's multiple intelligence theory are remarkably similar to those in this theory. Despite the fact that emotional intelligence may appear highly ethereal, research has shown that having a high emotional intelligence correlates with having successful relationships and jobs.



Figure 1. Goleman's Emotional Intelligence Model

Reference: <https://personalityandintelligenceportfolio.weebly.com/daniel-goleman.html>

Conceptual Framework

This study used a conceptual framework with the variables found in the statement of the problem. It focused on the implementation of guidance program services, emotional intelligence of the learners and the proposed enhancement plan.

As cited in the study of Dantay (2017), since guidance program concerned with meeting students needs, it can be structured properly only as a services to aid the student in identification of his abilities, aptitudes, interests and attitudes; to help him to understand, accept and utilize his traits; to help him in obtaining experiences which will assist him in the making of free and wise choices; to assist him in developing his potentials to the optimum so that he may become the individual he is capable of becoming; to aid him in becoming more and more self-directive. To achieve this manifold objectives, an effective guidance program services will have to be enhanced more.

This study is based on Figure 2 wherein the researcher aimed to evaluate the guidance program services and the emotional intelligence of the public secondary learners

The output of this study focused on the proposed enhancement plan.

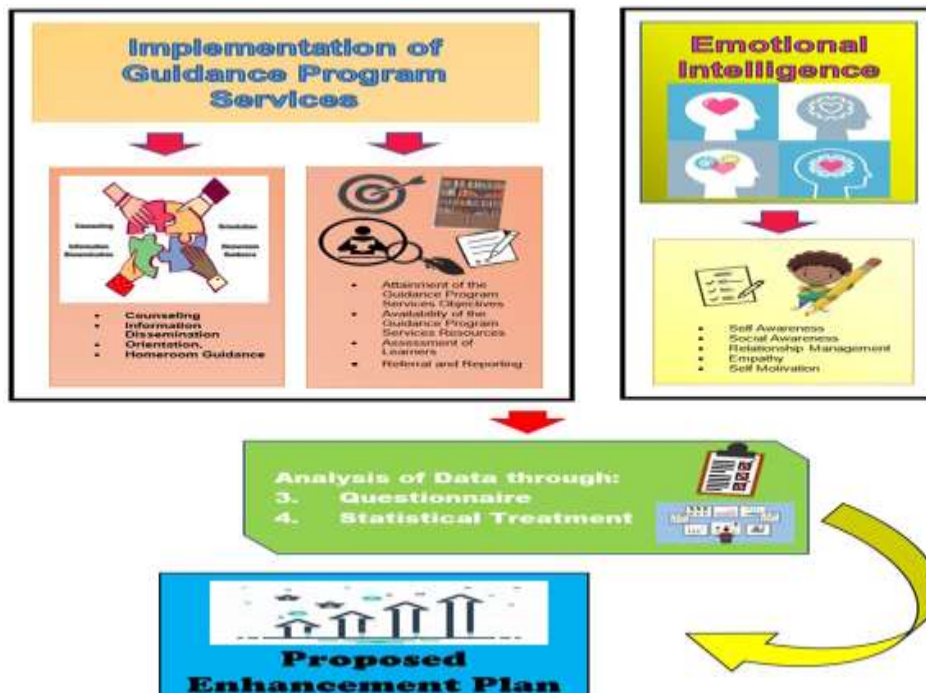


Figure 2. Conceptual paradigm of the study

Definition of Terms

For better understanding of the study, the following terms are operationally and conceptually defined.

Assessment of Learners. It refers to measuring the progress of student learning. Assessment is defined as a “process of gathering data to better understand the strengths and weaknesses of student learning” (Harris and Hodges, 1995).

Counseling. It is a well-planned, goal-oriented, and short-term intervention that aims to help learners manage and overcome issues or concerns that hinder them to attain success. Its process aids learners to define the problems, its sources, options, and pros and cons, which facilitate them to decide and act appropriately. (DepEd Memo). It is the heart of the guidance services. This service establishes a professional relationship between a counselor and a client in which the counselor attempts to assist the counselee to adjust to his/her aspects of life affecting his/her optimal development in social, physical, emotional, psychological, mental, career, and spiritual. (sanbada.edu.ph)

Emotional Intelligence. Otherwise known as emotional quotient or EQ, is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments.

Empathy- The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

Enhancement Plan. Enhancement is a process of improvement. In relation to higher education quality, enhancement may refer to: (1) individual learners when it means improvement of the attributes, knowledge,

ability, skills, and potential of learners; (2) the improvement in the quality of an institution or study programme. (igi-global.com)

Guidance Program Objectives. This refers to the attainment of different objectives of the guidance program services. Objective refers to what you aim to do or achieve.

Guidance Program Services. The major aim of Guidance Counseling Services is to encourage students' academic, social, emotional and personal development. To reach this aim, guidance counseling services help students get to know themselves better and find effective solutions to their daily problems. (blisankara.org)

Guidance Program Resources. This refers to the availability of the different needs and resources that is needed in guidance program services. Resources refers to a stock or supply, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively.

Homeroom Guidance. It is a comprehensive, developmental and proactive program designed to equip K to 12 learners with life skills on three domains: Academic Development, Personal and Social Development, and Career Development. (DepEd Memo)

Information Dissemination. This service makes available to students certain information and to distribute information to all learners.

Orientation. To update and acquaint the students, faculty, and parents of the existing Guidance Programs and Services made available to them.

Planning. is the process of thinking regarding the activities required to achieve a desired goal.

Self Awareness. It is the ability to understand your own emotions and their effects on your performance. You know what you are feeling and why – and how it helps or hurts what you are trying to do.

Self Motivation. The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

Social Awareness. This refers to the ability to accurately pick up on emotions in other people and understand what is really going on.

Referral and Reporting. It refers to the guidance program services on the follow ups and monitoring on the students' progress. Referral is one of the guidance services where learners are facilitated to avail other assistance or services that address their mental health or other concerns. This requires a wide range of internal partners (i.e. counselors, teachers, nurses, and school administrators), external partners (i.e. government, nongovernment agencies, organizations), and individuals in different professions, fields, and interest. (TeacherPh.com)

Relationship Management. Is the ability to use awareness of emotions and others' emotions to manage interactions successfully.

RESEARCH DESIGN AND METHODOLOGY

This chapter discussed the methods of research that were utilized in the study such as the research design, the respondents of the study, the sampling technique, the research instrument used, and the data gathering procedure that was employed. This chapter were also discussed the statistical tests that were used in the analysis and treatment of data.

Research Design

This study utilized a descriptive– correlation research or any scientific process begins with description, based on observation, of an event or events, from which theories may later be developed to explain the observations.

In psychology, techniques used to describe behavior include case studies, surveys, naturalistic observation, interviews, and psychological tests to determine the relationship of guidance program services and the emotional intelligence of public secondary learners: basis for enhancement plan.

Respondents of the Study

The respondents of the study were one hundred ninety (190) teachers, Master Teachers, Guidance Teachers, and Department Heads from public secondary schools in Caloocan City (North I and II). Here as follows: Amparo High School, Bagong Silang High School, Benigno Aquino Jr. High School, Camarin High School, Cielito Zamora Junior High School, Cielito, Horacio Dela Costa High School, and Kalayaan National High School during the academic year 2022-2023. The study involved two group of respondents, which are one hundred sixty (160) teachers and master teachers, and thirty (30) Guidance teachers and Department heads who were more knowledgeable in the implementation of the guidance services of the guidance office.

Sampling Technique

In this study, the purposive sampling technique was utilized because the researcher purposely select the respondents that most likely contribute appropriate data, both in terms of relevance and depth. The purposive sampling technique is a type of non-probability sampling that us most effective when one needs to study a certain cultural domain with knowledgeable experts within. In this study, the guidance teachers, department heads, teachers and master teachers are the direct people who use the different services in the guidance office and they are more knowledgeable in the implementation of the guidance program services that helps the learners enhance their emotional intelligence.

Research Instrument

In order to acquire necessary data from the respondents, a survey questionnaire was used to gather the respondents' feedback. The questionnaire/checklist used to secure, interpret, analyze, and complete the information needed in the study. The questionnaire was used for securing answers to questions that ideally constituted the given problem. The questionnaire, as the main instrument developed by the researcher, were utilized to assess the guidance program services and the emotional intelligence of public secondary schools, based on the assessment of the teachers, master teachers, Guidance teachers, and Department Heads.

The checklist was consisted of the following items which have been divided into following parts:

Part I was a checklist of the Guidance Program Services offered in the schools. Which contains the following: Counseling, Information Dissemination, Orientation and Homeroom Guidance.

Part II was about the presentation of the Implementation of Guidance program services. Which includes the following components: attainment of Guidance Program Services Objectives, availability of Guidance Program Services Resources, Assessment of Learners and Referral and reporting.

Part III, involved the assessment of the Emotional Intelligence of Public Secondary Learners in terms of; Self awareness, Social awareness, Relationship Management, Empathy and Self Motivation, this test is adopted to a standardized test by Daniel Goleman's Emotional Intelligence Test.

The validity of the research instrument is evaluated by one (1) Guidance Counselor, three (2) UCC Graduate School Professors, one (1) UCC Graduate School Statistician, and one (1) Master Teacher. As such, the questionnaire is sent to the selected validators to undergo series of necessary recommendations and corrections since they had a firsthand information concerning the questions enumerated.

Data Gathering Procedure

The data from the study followed by a documentation procedure. This were by taking into account the details from the questionnaire used in the study. Once the approval of the final draft of the questionnaire by the research adviser is given, this questionnaire is subjected to validation of experts. After completing the process,

the researcher distributed the questionnaire to the teachers, master teachers, guidance teachers and department heads of the schools in North District I and II of Caloocan City.

The researcher sought permission to conduct study in secondary schools in Caloocan City (North I and II): Amparo High School, Bagong Silang High School, Benigno Aquino Jr. High School, Camarin High School, Cielito Zamora Junior High School, Cielito Zamora Senior High School, Horacio Dela Costa High School, and Kalayaan National High School from the Superintendent of Schools Division Office of Caloocan City thru a formal letter. Upon approval, the researcher personally administered the questionnaire to the respondents including all teachers, master teachers, guidance teachers and department heads. Procedures on how to answer the questionnaire were carefully explained by the researcher to obtain accurate result. The questionnaires were retrieved personally by the researcher to ensure its safe return with a projected 100 percent retrieval. Tabulation, analysis, statistical treatment and interpretation of data were conducted with the help of the statistician. The data gathered was been used for statistical treatment and analysis.

Statistical Treatment of Data

The data gathered were collated, categorized, tallied, tabulated, and processed electronically to determine the precise interpretation of the results. Matrix tables were made to organize, summarize, and analyze the data gathered. The following statistical tools will be use in the analysis of data.

Weighted Mean. The equivalent point was been assigned to each item to measure the extent of existence of the conditions as perceived by the respondents. It determined by estimating each weighted average. The corresponding verbal descriptions was also been assigned for interpretation of results of the level of implementation of the Guidance Program Services.

Option	Range	Interpretation	Symbol
4	3.50 – 4.00	Highly Implemented	HI
3	2.50 – 3.49	Moderately Implemented	MI
2	1.50 – 2.49	Less Implemented	LI
1	1.00 – 1.49	Not Implemented	NI

The Level of the Emotional Intelligence of the public secondary learners are assessed by the respondents were interpreted using the table below.

Option	Range	Interpretation	Symbol
4	3.50 – 4.00	Very High	VH
3	2.50 – 3.49	Moderately High	MH
2	1.50 – 2.49	Low	L
1	1.00 – 1.49	Very Low	VL

The equivalent point in each item indicates the existing conditions as perceived by the respondents were determined by estimating each weighted average which becomes the verbal description.

Pearson r. This is used to test the significant relationship in the assessment of the two groups of respondents. This will help to determine the strength of correlation between the level of implementation of guidance program services and the emotional intelligence of the public secondary learners.

Presentation Of Data, Analysis And Interpretation

This chapter presents the analysis, interpretation and discussion of the results of gathered information on the implementation of the Guidance Program Services and the Level of Emotional Intelligence of the public secondary school learners: basis for a proposed enhancement plan in North District I and II, Caloocan City.

Findings are hereby revealed by presenting statistical tables to answer each question presented in the statement of the problems of the study.

Guidance Program Services Offered in Selected Public Schools in Caloocan

The Guidance Program services offered by selected public schools in Caloocan namely CND1 and CND2, Amparo High School, Bagong Silang High School, Benigno Aquino Jr High School, Camarin High School, Cielito Zamora Jr High School, Horacio Dela Costa High School, and Kalayaan National High School are shown in Table 1, in terms of Counseling, Information Dissemination, Orientation and Homeroom Guidance Program.

Table 1. Number of Guidance Program Services offered in selected public schools by Indicators

Guidance Program Services Offered	Number	Percent
Counseling	7	100
Information Dissemination	7	100
Orientation	7	100
Homeroom Guidance	7	100

Table 1 shows that 7 out of 7 or 100 percent of the selected high schools under study in Caloocan City North, District I and II are offering the Guidance Program Services identified as Homeroom Guidance, Counselling, Orientation and Information Dissemination. This manifests that the aforementioned guidance program becomes basic services that every school is offering.

As cited on the article on Guidance Services in Schools: Introduction, Committees and Scope (2018), the school as the most important agency should provide guidance program services that would help learners.

Level of Implementation of the Identified Guidance Program

The tables below (table 2 to 5) present the assessment on the Level of implementation of guidance program services by the teachers/master teachers and guidance counselors/department heads in terms of attainment of guidance program objectives, availability of services resources, assessment of learners and referral and reporting.

Table 2. Assessment on the Level of Implementation of Guidance Program Services in Terms of Attainment of Guidance Program Objectives

Indicators	Teachers/ Master Teachers		Guidance Counselor/ Department Heads		Overall	
	WM	VI	WM	VI	WM	VI
1. Encouraging students' academic, social, emotional and personal development.	3.20	MI	3.77	HI	3.49	HI

2. Helping the students get to know themselves better and find effective solutions to their daily problems.	3.12	MI	3.77	HI	3.45	HI
3. Helping the students get vocational advice so that the students can choose a career for themselves.	3.21	MI	3.77	HI	3.49	HI
4. Conducting orientation on school rules and regulations, physical facilities and school performance.	3.29	HI	3.50	HI	3.40	HI
5. Addressing the academic, personal/social, and career development needs of the learners in the developmental, comprehensive, and proactive manner.	3.12	MI	3.63	HI	3.38	HI
OWM	3.19	MI	3.69	HI	3.44	HI

Scale:1.00-1.74- Not Implemented (NI),1.75-2.49-Less Implemented (LI), 2.50-3.24 Moderately Implemented (MI),3.25-4.00 Highly Implemented (HI)

Table 2 shows that the level of Implementation of Guidance Program Services as assessed by the teachers, master teacher, guidance teachers and department heads in terms of Attainment of Guidance Program Objectives is generally perceived as highly implemented yielding an overall numerical rating of 3.44. It manifests its highest numerical rating on both encouraging students' academic, social, emotional and personal development and helping the students get vocational advice so that the students can choose a career for themselves with an equal overall numerical rating of 3.44 each. This rating is followed by helping the students get to know themselves better and find effective solutions to their daily problems with 3.45 while addressing the academic, personal/social, and career development needs of the learners in the developmental, comprehensive, and proactive manner is viewed as the least among the identified indicators recording the lowest numerical rating of 3.38.

It is observed that perception of the group of Guidance Counselor and Department Heads on all the indicators for the Attainment of Guidance Program Objectives implies a highly implemented. Remarkably, it yields an equal numerical rating of 3.77 for all the three indicators such as, encouraging students' academic, social, emotional and personal development; helping the students get to know themselves better and find effective solutions to their daily problems and Helping the students get vocational advice so that the students can choose a career for themselves, followed by addressing the academic, personal/social, and career development needs of the learners in the developmental, comprehensive, and proactive manner has a numerical rating of 3.63, while Conducting orientation on school rules and regulations, physical facilities and school performance is seen at the least among the aforementioned indicators with the lowest numerical rating of 3.50

Meanwhile, perception of the group of Teachers and Master Teachers implies that conducting orientation on school rules and regulations, physical facilities and school performance is taken as the top implemented Guidance Program Services in terms of attainment of guidance yielding the highest numerical rating of 3.29 followed by helping the students get vocational advice so that the students can choose a career for themselves with 3.21. Followed by encouraging students' academic, social, emotional and personal development has a numerical rating of 3.20. While helping the students get to know themselves better and find effective solutions to their daily problems and addressing the academic, personal/social, and career development needs of the learners in the developmental, comprehensive, and proactive manner has a same numerical rating of 3.12.

In the study, Theresa (2016) stated that inclusion guidance and counselling is tinted toward preventing the child from indulging in negative vices and helping the child to choose the right parts in life to be successful in

the pursuit of future ambition. It is one of the guidance program objectives that would help give the rightful information needed in helping its client (students).

Table 3. Assessment on the Level of Implementation of Guidance Program Services in terms of Availability of Resources

Indicators	Teachers/ Master Teachers		Guidance Counselor/ Department Heads		Overall	
	WM	VI	WM	VI	WM	VI
1. Availability of separate room with enough space for staff and records of the entire school population	3.07	MI	3.53	HI	3.30	HI
2. Information materials like posters, charts, leaflets, monographs, newsletters, notification of jobs and training courses, advertisement of scholarships also displayed also.	2.86	MI	3.57	HI	3.22	MI
3. Availability of walls, bulletin boards, display racks and display windows and has a proper lighting arrangement.	2.98	MI	3.57	HI	3.28	HI
4.Maintenance of proceedings register to record all the activities concerning guidance program services regularly.	3.02	MI	3.57	HI	3.30	HI
5. Availability of books related to guidance and counseling, other electronic gadgets like take recording, computer, projector and etc.	2.78	MI	3.43	HI	3.11	MI
OWM	2.94	MI	3.53	HI	3.24	MI

Scale:1.00-1.74- Not Implemented (NI),1.75-2.49-Less Implemented (LI), 2.50-3.24 Moderately Implemented (MI),3.25-4.00 Highly Implemented (HI)

Table 3 shows that assessments of respondents on the level of Implementation of Guidance Program Services in terms of availability of services resources is generally viewed as moderately implemented recording an overall numerical rating of 3.24. It signifies its highest numerical rating on both Availability of separate room with enough space for staff and records of the entire school population and maintenance of proceedings register to record all the activities concerning guidance program services regularly signifying an equal overall numerical rating of 3.30 each followed by availability of walls, bulletin boards, display racks and display windows with proper lighting arrangement with 3.28 while availability of books related to guidance and counseling, other electronic gadgets like take recording, computer, projector and etc is perceived as the least among the indicators yielding the lowest overall numerical rating of 3.11 following behind Information materials like posters, charts, leaflets, monographs, newsletters, notification of jobs and training courses, advertisement of scholarships also displayed with 3.28.

Remarkably, it is also noted that the point of views of the group of Guidance Counselor and department Heads recorded a common numerical rating for the following indicators, such as; Information materials like posters, charts, leaflets, monographs, newsletters, notification of jobs and training courses, advertisement of scholarships also displayed; availability of walls, bulletin boards, display racks and display windows with proper lighting arrangement and maintenance of proceedings register to record all the activities concerning guidance program services regularly with an equal 3.57 each and viewed as Highly Implemented. This

identical rating is followed by availability of separate room with enough space for staff and records of the entire school population with 3.53 while availability of books related to guidance and counseling, other electronic gadgets like take recording, computer, projector and etc. recorded as the least indicator with 3.43.

On the other hand, the group of Teachers and Master Teachers believed that all the identified indicators are moderately implemented and pointed that Availability of separate room with enough space for staff and records of the entire school population is the top implemented Guidance Program Services in terms of Availability of Services Resources recording a numerical rating of 3.07 followed by Maintenance of proceedings register to record all the activities concerning guidance program services regularly with 3.02.

This shows that availability of walls, bulletin boards, display racks and display windows with proper lighting arrangement posted on the third spot with 2.98. However, it pointed out that availability of books related to guidance and counseling, other electronic gadgets like take recording, computer, projector and etc. is seen as the least among the indicators with the lowest numerical rating of 2.78 following after availability of walls, bulletin boards, display racks and display windows with proper lighting arrangement.

As cited in the study of Salgong, Ngumi and Chege (2016), they mentions that there is therefore a need for schools to provide facilities like counseling offices, magazines, audio and video tapes among others. Also, the guidance and counseling department should create a well-structured program that will enable it to address issues of discipline among students. Study findings have also shown that guidance and counseling is crucial in enhancing discipline among the students. It is therefore necessary for the Ministry of Education to organize in-service training for administrators, teachers and guidance and counseling teachers on how guidance and counseling should be used to manage students discipline in school. It was also deduced that there are a number factors that hinder guidance and counseling in schools in Koibatek. Findings revealed that majority of the students agreed that guidance services were available to them in public secondary schools; majority of the respondents agreed that there were high incidences of indiscipline in public secondary schools in the North Senatorial District of Delta State; there was significant relationship between guidance services and the levels of students' indiscipline in public secondary schools in the North Senatorial District of Delta State.

Based on the findings, it was recommended that principals and other school administrators in public secondary schools should put in place guidance services and provide an office where privacy is made a priority.

Table 4. Assessment on the Level of Implementation of Guidance Program Services in Terms of Assessment of Learners

Indicators	Teachers/ Master Teachers		Guidance Counselor/ Department Heads		Overall	
	WM	VI	WM	VI	WM	VI
1. Helping students be prepared for the challenges of the future by supporting their academic, career and personal/social development and community participation.	3.14	MI	3.57	HI	3.36	HI
2. Teaching the skills for a lifetime of learning, career self-management, and social interaction.	3.07	MI	3.60	HI	3.34	HI
3. Broadening knowledge of our challenging world.	3.08	MI	3.53	HI	3.31	HI
4. Facilitating career exploration and planning.	3.14	MI	3.57	HI	3.36	HI
5. Assisting students to cope with the realities						

and challenges brought by academic, social and physical endeavors.	3.08	MI	3.57	HI	3.33	HI
OWM	3.10	MI	3.57	HI	3.34	HI

Scale: 1.00-1.74- Not Implemented (NI), 1.75-2.49-Less Implemented (LI), 2.50-3.24 Moderately Implemented (MI), 3.25-4.00 Highly Implemented (HI)

Table 4 shows that the level of Implementation of Guidance Program Services in terms of Assessment of Learners is collectively seen as Highly Implemented indicating an overall numerical rating of 3.34. It shows its highest numerical rating on both helping students to be prepared for the challenges of the future by supporting their academic, career and personal/social development and community participation and facilitating career exploration and planning registering an equal overall numerical rating of 3.36 each followed by teaching the skills for a lifetime of learning, career self-management, and social interaction with 3.34 while teaching the skills for a lifetime of learning, career self-management, and social interaction placed on the third rank with 3.34 slightly followed by assisting students to cope with the realities and challenges brought by academic, social and physical endeavors with the lowest overall numerical rating of 3.33. Moreover, all of the identified indicators are believed to be highly implemented.

However, perception of the group of Guidance Counselor and department Heads implies that teaching the skills for a lifetime of learning, career self-management, and social interaction is the top implemented Guidance Program Services in terms of Assessment of Learners yielding the highest numerical rating of 3.60 equally followed by three other indicators such as helping students be prepared for the challenges of the future by supporting their academic, career and personal/social development and community participation; facilitating career exploration and planning and assisting students to cope with the realities and challenges brought by academic, social and physical endeavors manifesting an equal numerical rating of 3.57 while Broadening knowledge of our challenging world recorded at the bottom numerical rating with 3.53 but still viewed as highly implemented.

Meanwhile, perception of the group of Teachers and Master Teachers is pointing to helping students be prepared for the challenges of the future by supporting their academic, career and personal/social development and community participation and facilitating career exploration and planning as the top implemented Assessment of Learners with an equal numerical rating of 3.14 each equally, followed by broadening knowledge of our challenging world and assisting students to cope with the realities and challenges brought by academic, social and physical endeavors with 3.08 each, while teaching the skills for a lifetime of learning, career self-management, and social interaction is seen as the least among the indicators with 3.07.

Based on the findings, it was recommended that principals and other school administrators in public secondary schools focus on broadening knowledge of our challenging world, by reinforcing vital competencies of individuals in our challenging world.

Table 5. Assessment on the Level of Implementation of Guidance Program Services in Terms of Referral and Reporting

Indicators	Teachers/ Master Teachers		Guidance Counselor/ Department Heads		Overall	
	WM	VI	WM	VI	WM	VI
1. Widening range of internal partners (i.e. counselors, teachers, nurses and school administrators), external partners (i.e. government, nongovernment agencies, organizations), and individuals in different	2.97	MI	3.57	HI	3.27	HI

professions, fields and interest.						
2. Follow ups in checking the current functioning of those who underwent counseling and other guidance services.	2.95	MI	3.57	HI	3.26	HI
3. Assessing, evaluating, and providing the schedule for intake interview or other services that may be deemed necessary to address the needs of the learners.	2.97	MI	3.50	HI	3.24	MI
4. Monitoring the learner's progress/status by securing the contact information of the professional and agency or organization where the learner is referred.	3.02	MI	3.63	HI	3.33	HI
5. Documenting accurate and complete records of the counselling activities and other services that conform to ethical standards.	3.05	MI	3.60	HI	3.33	HI
OWM	2.99	MI	3.57	HI	3.28	HI

Scale:1.00-1.74- Not Implemented (NI),1.75-2.49-Less Implemented (LI), 2.50-3.24 Moderately Implemented (MI),3.25-4.00 Highly Implemented (HI)

Table 5 shows that the level of Implementation of Guidance Program Services in terms of Referral and Reporting is generally viewed as Highly Implemented manifesting an overall numerical rating of 3.28. It yields its highest numerical rating on both monitoring the learner's progress/status by securing the contact information of the professional and agency or organization where the learner is referred and documenting accurate and complete records of the counseling activities and other services that conform to ethical standards recording an equal overall all numerical rating of 3.33 each. This rating is followed by widening the range of internal partners (i.e counselors, teachers, nurses and school administrators), external partners(i.e. government, nongovernment agencies, organizations), and individuals in different professions, fields and interest with 3.27 while assessing, evaluates, and provides the schedule for intake interview or other services that may be deemed necessary to address the needs of the learners is seen as the least among the implemented Referral and Reporting placing behind Following ups to checks the current functioning of those who underwent counseling and other guidance services.

It is noted that the group of Guidance Counselor and department Heads believed that monitoring the learner's progress/status by securing the contact information of the professional and agency or organization where the learner is referred with a numerical rating of 3.63 followed by documenting accurate and complete records of the counseling activities and other services that conform to ethical standards with 3.60.

However, the group of Teachers and Master Teachers is signifying to documenting accurate and complete records of the counseling activities and other services that conform to ethical standards followed by monitoring the learner's progress/status by securing the contact information of the professional and agency or organization where the learner is referred. More so, the group of Guidance Counselor and department Heads believed that all identified indicators are highly implemented but the point of view of the group of Teachers and Master Teachers manifests a moderate implementation.

Moreover, it is everyone in the school system that gets access to guidance services, regardless of whether the child has a problem or not, just as everyone sees a doctor whether they are sick or not, follow ups, check ups, referral and reporting should be done it is mentioned in the study by Odeleye (2017), he also mentioned that all staff members at the school should participate in highly specialized activities known as guidance services,

which are largely focused on helping and assisting each student in making educated, prudent, and sensible decisions in his or her academic, becoming a professional person, and gain personal growth.

Significance Difference in the Level of Implementation of Guidance Program Services

The table shows results of the hypothesis testing on the significant difference in the assessment of respondents on the given variables such as Attainment of Guidance Program Objectives; Availability of Service Resources, Assessment of Learners and Referral and Reporting.

Table 6. Significant difference in the assessment of respondents on the aforementioned variables.

Source of Variation	SS	Df	MS	F Computed Value	P-value	F Critical Value	Decision on Ho:	Interpretation
Between Groups	6.04	3	2.01	4.479	0.004	2.617	Rejected	Significant
Within Groups	339.64	756	0.45					
Total	345.68	759	0					

Table 6 reveals that the null hypothesis on the significant difference in the level of implementation of Guidance Program Services in terms of the aforementioned variables is rejected since the computed F-value does not exceed the Critical F-values.

This finding concludes that there is a significant difference in the assessments of the groups of respondents on the level of implementation of Guidance Program Services in terms of the identified variables.

The research by Curry and Bickmores (2018) confirmed the value of collaboration between schools and guidance counselors in achieving learner achievement through the provision of guidance services. Findings revealed that mattering manifest through interactions with administrators, positive student connections and student success, and collaborations with others.

Moreover, in the research of Lunenburg (2018), reveals that guidance and counseling services plays an integral part in the overall student services of any elementary and secondary schools, it also mentioned in his study that the goal of the school's counseling and guidance program is to help students develop the skills they need to understand themselves, solve their own problems, and adapt to their environment.

Level of Emotional Intelligence of the Public Secondary Learners Based on Standardized Test

The tables below (tables 7 to 11) present the level of secondary learner's emotional intelligence as assessed by the teachers, masters teachers and guidance teachers, department heads based on the following variables namely: Self awareness, Social awareness, Relationship Management, Empathy and Self motivation.

Table 7. Assessment on the Level of Emotional Intelligence of Public Secondary Learners in terms of Self Awareness

Indicators	Teachers/Master Teachers		Guidance Counselor/ Department Heads		Overall Rating	
	WM	VI	WM	VI	WM	VI
1. Acting confidently when there is some relevant expertise or experience.	2.78	MH	3.53	VH	3.16	MH
2. Taking decisions without approval or	2.41	L	3.47	VH	2.94	MH

support.						
3. Evaluating when being close to the limit of capabilities.	2.71	MH	3.50	VH	3.11	MH
4. Sharing with others uneasy about taking on task.	2.74	MH	3.50	VH	3.12	MH
5. Managing much when put under pressure.	2.68	MH	3.53	VH	3.11	MH
6. Identifying when starting to feel under pressure.	2.81	MH	3.63	VH	3.22	MH
7. Being open about the emotional impact events that may have.	2.68	MH	3.50	VH	3.09	MH
8. Recognizing when feelings may be impacting on self-judgment.	2.74	MH	3.63	VH	3.19	MH
9. Anticipating accurately on reaction to events.	2.73	MH	3.47	VH	3.10	MH
10. Admitting when behaviour may have been unreasonable.	2.78	MH	3.50	VH	3.14	MH
Self Awareness	2.71	MH	3.53	VH	3.12	MH

Scale:1.00-1.74- Very Low (VL),1.75-2.49- Low (L), 2.50-3.24 Moderately High (MH),3.25-4.00 Very High (VH)

Table 7 shows that the level of Emotional Intelligence of Public Secondary Learners in terms of Self-Awareness is generally viewed as Moderately High recording an overall numerical rating of 3.12. It signifies its highest numerical rating on identifying when starting to feel under pressure with an overall numerical rating of 3.22 followed by Recognizing when feelings may be impacting on self-judgment with 3.19 while acting confidently when there is some relevant expertise or experience comes on the third rank with 3.16. Meanwhile, taking decisions without approval or support is viewed as the least indicator for self-awareness recording the lowest overall numerical rating of 2.94 following behind being open about the emotional impact events that may have; and anticipating accurately on reaction to events with 3.09 and 3.10 respectively.

Assessment of the group of Guidance Counselor and department Heads implies that both identifying when starting to feel under pressure and recognizing when feelings may be impacting on self-judgment are equally leading as top indicators for Self-Awareness with an identical numerical rating of 3.63. This rating is equally followed by acting confidently when there is some relevant expertise or experience and managing much when put under pressure with 3.53 each while taking decisions without approval or support and anticipating accurately on reaction to events recorded at the bottom place with weighted mean of 3.47 following behind evaluating when being close to the limit of capabilities and the rest of the other identified indicators has a weighted mean of 3.50.

Likewise, the group of teachers and Master Teachers is also pointing to identifying when starting to feel under pressure as the top indicator with 2.81 followed by both acting confidently when there is some relevant expertise or experience and admitting when behaviour may have been unreasonable with 2.78. Recognizing when feelings may be impacting on self-judgment and sharing with others uneasy about taking on task has a weighted mean of 2.74, then anticipating accurately on reaction to events has a weighted mean of 2.73, And evaluating when being close to the limit of capabilities has a weighted mean of 2.71, followed by managing much when put under pressure and being open about the emotional impact events that may have with weighted

mean of 2.68, while taking decisions without approval or support is at the bottom place with a weighted mean of 2.41 as Low.

However, they viewed all the indicators as Moderately High but rated as very high by the group of Guidance Counselor and department Heads. Moreover, identifying when starting to feel under pressure is consistently seen as the top indicator followed by acting confidently when there is some relevant expertise or experience.

Table 8. Assessment on the Level of Emotional Intelligence of Public Secondary Learners in Terms of Social Awareness

Indicators	Teachers/Master Teachers		Guidance Counselor/ Department Heads		Overall Rating	
	WM	VI	WM	VI	WM	VI
1. Sensing when others are feeling down or upset.	2.92	MH	3.53	VH	3.23	MH
3.Alerting others when the harmony within the group is under strain.	2.78	MH	3.53	VH	3.16	MH
4. Taking accounts of others' agendas and priorities when making presentations.	2.70	MH	3.60	VH	3.15	MH
5. Being sensitive to political undertones in the organization.	2.65	MH	3.37	VH	3.01	MH
6. Spotting where personality clashes may impact on work performance.	2.71	MH	3.47	VH	3.09	MH
7. Identifying where alliances could be built with other areas.	2.71	MH	3.53	VH	3.12	MH
8. Appreciating the pressures under which others are operating.	2.66	MH	3.57	VH	3.12	MH
9. Anticipating customer needs.	2.81	MH	3.57	VH	3.19	MH
10. Generating ideas that others find attractive.	2.78	MH	3.50	VH	3.14	MH
Social Awareness	2.75	MH	3.52	VH	3.14	MH

Scale:1.00-1.74- Very Low (VL),1.75-2.49- Low (L), 2.50-3.24 Moderately High (MH),3.25-4.00 Very High (VH)

Table 8 shows that the level of Emotional Intelligence of Public Secondary Learners in terms of Social Awareness is generally viewed as Moderately High recording an overall numerical rating of 3.12. This indicator yields its highest numerical rating on sensing when others are feeling down or upset with 3.23 followed by anticipating customer needs with 3.19 while addressing the needs and concerns of others shows on the third spot with 3.18 followed by alerting others when the harmony within the group is under strain with 3.16. Placing at the bottom ranks is being sensitive to political undertones in the organization with the lowest overall numerical rating of 3.01 following behind spotting where personality clashes may impact on work performance and the rest of the other indicators.

Meanwhile, It is observed that the group of Guidance Counselor and department Heads perceived that taking accounts of others' agendas and priorities while making presentations is topping the indicator for social awareness with 3.60 followed by both appreciating the pressures under which others are operating and anticipating customer needs with an equal numerical rating of 3.57 each. But the point of view of the group of Teachers and Master Teachers implies that sensing when others are feeling down or upset is the top leading indicator followed by addressing the needs and concerns of others.

Table 9. Assessment on the Level of Emotional Intelligence of Public Secondary Learners in Terms of Relationship Management

Indicators	Teachers/Master Teachers		Guidance Counselor/ Department Heads		Overall Rating	
	WM	VI	WM	VI	WM	VI
1. Taking the lead whenever there is an opportunity to do so.	2.72	MH	3.53	VH	3.13	MH
2. Working through informal networks to get things done.	2.58	MH	3.53	VH	3.06	MH
3. Influencing the thinking of others.	2.58	MH	3.47	VH	3.03	MH
4. Presenting ideas in a way that engages others and inspires them to achieve.	2.73	MH	3.53	VH	3.13	MH
5. Providing feedback which others act on.	2.75	MH	3.53	VH	3.14	MH
6. Supporting others on their learning and development.	2.93	MH	3.57	VH	3.25	MH
7. Communicating clearly and effectively.	2.85	MH	3.60	VH	3.23	MH
8. Listening attentively.	2.93	MH	3.63	VH	3.28	MH
9. Cooperating fully with others to achieve goals.	2.98	MH	3.60	VH	3.29	MH
10. Handling disagreements and confrontations positively.	2.86	MH	3.57	VH	3.22	MH
Relationship Management	2.79	MH	3.56	VH	3.18	MH

Scale: 1.00-1.74- Very Low (VL), 1.75-2.49- Low (L), 2.50-3.24 Moderately High (MH), 3.25-4.00 Very High (VH)

Table 9 shows that the level of Emotional Intelligence of Public Secondary Learners in terms of Relationship Management is generally taken as Moderately High with an overall numerical rating of 3.18. It signifies its highest numerical rating on cooperating fully with others to achieve goals with an overall numerical rating of 3.29 slightly followed by listening attentively with 3.28 while supporting others on their learning and development posted on the third rank with 3.25. Meanwhile, influencing the thinking of others is perceived as the least among the identified indicators for Relationship Management following behind working through informal networks to get things done with 3.06.

Assessment of the group of Guidance Counselor and department Heads implies listening attentively is the top leading indicator with the highest numerical rating of 3.63 equally followed by both communicating clearly and effectively and Cooperating fully with others to achieve goals while supporting others on their learning

and development and handling disagreements and confrontations positively comes on the third spot. However, the group of Teachers and Master Teachers pointed to cooperating fully with others to achieve goals as the top indicator followed by both supporting others on their learning and development and Listening attentively but viewed as Moderately High compared to very high rating on the point of views of the group of Guidance Counselor and department Heads.

Table 10. Assessment on the Level of Emotional Intelligence of Public Secondary Learners in Terms of Empathy

Indicators	Teachers/Master Teachers		Guidance Counselor/ Department Heads		Overall Rating	
	WM	VI	WM	VI	WM	VI
1. Always able to see things from the other person's viewpoint.	2.97	MH	3.40	VH	3.18	MH
2. Excellent at empathizing with someone else's problem	2.98	MH	3.34	VH	3.16	MH
3. Telling if someone is not happy with me	2.99	MH	3.35	VH	3.17	MH
4. Telling if a team of people are not getting along with each other	3.03	MH	3.39	VH	3.21	MH
5. Understanding why people are being difficult towards me	2.99	MH	3.42	VH	3.20	MH
6. Believing other individuals are not 'difficult' just 'different'	3.02	MH	3.41	VH	3.22	MH
7. Understanding of being unreasonable	3.04	MH	3.45	VH	3.24	MH
8. Believing in 'Action this Day'	3.08	MH	3.43	VH	3.26	MH
9. Sometimes seeing things from others' point of view	3.05	MH	3.31	VH	3.18	MH
10. Reasoning for disagreements are always clear	3.04	MH	3.39	VH	3.22	MH
4.4 Empathy	3.02	MH	3.39	VH	3.20	MH

Scale:1.00-1.74- Very Low (VL),1.75-2.49- Low (L), 2.50-3.24 Moderately High (MH),3.25-4.00 Very High (VH)

Table 10 shows that the level of Emotional Intelligence of Public Secondary Learners in terms of Empathy is generally taken as Moderately High with an overall numerical rating of 3.20. It indicates its highest numerical rating on believing in 'Action this Day' with 3.26 followed by understanding of being unreasonable with 3.24 while believing other individuals are not 'difficult' just 'different' and reasoning for disagreements are always clear equally gained an identical numerical rating of 3.22 followed by telling if a team of people are not getting along with each other with 3.21. Followed with understanding why people are being difficult towards me with a weighted mean of 3.20, and always able to see things from the other person's viewpoint and sometimes seeing things from others' point of view with both 3.18 weighted mean. It is noted that excellent at empathizing with someone else's problem is seen as the least indicator with 3.16 following behind Telling if someone is not happy with me with weighted mean of 3.17.

Perception of the group of Guidance Counselor and department Heads manifests that understanding of being unreasonable is topping the indicators with a numerical rating of 3.45 followed by believing in 'Action this Day' with 3.43 while understanding why people are being difficult towards me is viewed on the third place with 3.42 slightly followed by believing other individuals are not 'difficult' just 'different' with 3.41. Then, always able to see things from the other person's viewpoint with 3.40. Telling if a team people are not getting along with each other and reasoning for disagreements are always clear has a weighted mean of 3.39 equally. On the other hand, sometimes seeing things from others' point of view is perceived as the least indicator for empathy with the lowest numerical rating of 3.31 following behind Excellent at empathizing with someone else's problem and telling if someone is not happy with me with 3.34 and 3.35 respectively.

Meanwhile, assessment of the group of Teachers/Master Teachers shows that believing in 'Action this Day' is the top leading indicator with a numerical rating of 3.08 followed by sometimes seeing things from others' point of view with 3.05 while understanding of being unreasonable and reasoning for disagreements are always clear are equally taken in the same rank with 3.04 each. And telling if a team people are not getting along with each other has a weighted mean of 3.03. Followed by believing other individuals are not 'difficult' just 'different' with 3.02. However, always able to see things from the other person's viewpoint rank the lowest with weighted mean of 2.97, following behind is excellent at emphasizing with someone else's problem with 9.98, and telling if someone is not happy with me with weighted mean of 2.99. Moreover, this group perceived all identified indicators for Empathy as Moderately High.

Table 11. Assessment on the Level of Emotional Intelligence of Public Secondary Learners in Terms of Self Motivation

Indicators	Teachers/Master Teachers		Guidance Counselor/ Department Heads		Overall Rating	
	WM	VI	WM	VI	WM	VI
1. Able to always motivate self to do difficult tasks	2.98	MH	3.42	VH	3.20	MH
2. Usually able to priorities important activities at work and get on with them	2.99	MH	3.41	VH	3.20	MH
3. Always meeting deadlines	3.04	MH	3.45	VH	3.25	MH
4. Never wasting time	3.08	MH	3.39	VH	3.24	MH
5. Not prevaricating	3.05	MH	3.44	VH	3.24	MH
6. Believing in doing difficult things first	3.02	MH	3.35	VH	3.18	MH
7. Delaying gratification is a virtue that hold to	3.04	MH	3.39	VH	3.22	MH
8. Understanding why actions sometimes offend others	2.99	MH	3.43	VH	3.21	MH
9. Always induce self-motivating even when feeling low	3.03	MH	3.40	VH	3.21	MH
10. Motivations has been the key to success	3.06	MH	3.38	VH	3.22	MH
Self-Motivation	3.03	MH	3.41	VH	3.22	MH

Scale:1.00-1.74- Very Low (VL),1.75-2.49- Low (L), 2.50-3.24 Moderately High (MH),3.25-4.00 Very High (VH)

Table 11 shows that the level of Emotional Intelligence of Public Secondary Learners in terms of Self-Motivation is generally perceived as Moderately High with an overall numerical rating of 3.22. It indicates its highest numerical rating on always meeting deadlines with an overall numerical rating of 3.25 equally followed by never wasting time and not prevaricating with 3.24 each while both delaying gratification is a virtue that hold to and always induce self-motivating even when feeling low are equally rated on the same rank with 3.22. Likewise, understanding why actions sometimes offend others and always induce self-motivating even when feeling low are also sharing an equal numerical rating in the same rank with 3.21 each. Meanwhile, believing in doing difficult things first is seen at the bottom rank with the least overall numerical rating of 3.18.

Perception of the group of Guidance Counselor and department Heads implies that always meeting deadlines tops the leading indicators with a numerical rating of 3.45 slightly followed by Not prevaricating with 3.44 while understanding why actions sometimes offend others recorded on the third rank with 3.43 followed by able to always motivate self to do difficult tasks. Whereas, assessment of the group of Teachers/Master Teachers signifies that Never wasting time is the top leading indicator with 3.08 followed by Motivations has been the key to success with 3.06 while Not prevaricating comes on the third ranks with 3.05.

Test of Significant Relationship Between the Level of Implementation of Guidance Program Services and Emotional Intelligence of the Learners

The tables 12 to 15 shows are the results of the hypothesis testing on the significant difference in the level of implementation of Guidance Program Services and the Emotional Intelligence of Learners.

Table 12. Result of Hypothesis Testing on the significant relationship between the level of implementation of Guidance Program

Services in terms of Attainment of Objectives and Emotional Intelligence of the learners using Pearson R Correlation

Variables	Computed r-Value	Critical r-Value	P-Value	Degree of Correlation	Decision on H_0 :	Interpretation
4.1 Self Awareness	0.57	0.12	0.00	Moderate Relationship	Rejected	Significant
4.2 Social Awareness	0.54	0.12	0.00	Moderate Relationship	Rejected	Significant
4.3 Relationship management	0.30	0.12	0.00	Very Weak Relationship	Accepted	Not Significant
4.4 Empathy	0.64	0.12	0.00	Moderate Relationship	Rejected	Significant
4.5 Self-Motivation	0.50	0.12	0.00	Weak Relationship	Accepted	Not Significant

Table 12 reveals that the significant relationship between the level of implementation of Guidance Program Services and Emotional Intelligence of the learners in terms Attainment of Objectives is depending on the corresponding indicators of the Emotional Intelligence as manifested by the computed r-values.

This finding concludes that Attainment of Objectives manifests moderate correlations to Emotional Intelligence in terms of Self Awareness; Social Awareness and Empathy but implies a weak correlation to Self-Motivation and a very weak correlation to Relationship management.

Table 13. Result of Hypothesis Testing on the significant relationship between the level of implementation of Guidance Program Services in terms of Availability of Guidance Program Services Resources and Emotional Intelligence of the learners

Variables	Computed r-Value	Critical r-Value	P-Value	Degree of Correlation	Decision on Ho:	Interpretation
4.1 Self Awareness	0.56	0.12	0.00	Moderate Relationship	Rejected	Significant
4.2 Social Awareness	0.57	0.12	0.00	Moderate Relationship	Rejected	Significant
4.3 Relationship management	0.38	0.12	0.00	Weak Relationship	Accepted	Not Significant
4.4 Empathy	0.56	0.12	0.00	Moderate Relationship	Rejected	Significant
4.5 Self-Motivation	0.58	0.12	0.00	Moderate Relationship	Rejected	Significant

Table 13 reveals that the significant relationship between the level of implementation of Guidance Program Services and Emotional Intelligence of the learners in terms Availability of Guidance Program Services Resources is depending on the corresponding indicators of the Emotional Intelligence as manifested by the computed r-values.

This finding concludes that Availability of Guidance Program Services Resources manifests moderate correlations to Emotional Intelligence in terms of Self Awareness; Social Awareness; Empathy and Self-Motivation but implies a weak correlation to Relationship management.

As it reveals in the study of Pavliscak (2018) confirms emotional intelligence as a gateway to a balanced-life as it is essential to every quality of life component. It also indicates that emotional intelligence can enhance the quality life, because people feel a sense of well-being when one's work and lives are meaningful as it is said in the studies of Hsiang (2016), Anjum and Swathi (2017) and Koçak (2021).

Table 14. Result of Hypothesis Testing on the significant relationship between the level of implementation of Guidance Program Services in terms of Assessment of Learners and Emotional Intelligence of the learners using Pearson R Correlation

Variables	Computed r-Value	Critical r-Value	P-Value	Degree of Correlation	Decision on Ho:	Interpretation
4.1 Self Awareness	0.57	0.12	0.00	Moderate Relationship	Rejected	Significant
4.2 Social Awareness	0.57	0.12	0.00	Moderate Relationship	Rejected	Significant
4.3 Relationship management	0.30	0.12	0.00	Very Weak Relationship	Accepted	Not Significant

4.4 Empathy	0.74	0.12	0.00	Strong Relationship	Rejected	Significant
4.5 Self-Motivation	0.79	0.12	0.00	Strong Relationship	Rejected	Significant

Table 14 reveals that the significant relationship between the level of implementation of Guidance Program Services and Emotional Intelligence of the learners in terms Assessment of Learners is depending on the corresponding indicators of the Emotional Intelligence as manifested by the computed r-values.

This finding concludes that Assessment of Learners manifests strong correlations to Empathy and Self-Motivation; while it also signifies moderate correlations to Emotional Intelligence in terms of Self Awareness; Social Awareness but implies a very weak correlation to Relationship management.

Table 15. Result of Hypothesis Testing on the significant relationship between the level of implementation of Guidance Program Services in terms of Referral and Reporting and Emotional Intelligence of the learners using Pearson R Correlation

Variables	Computed r-Value	Critical r-Value	P-Value	Degree of Correlation	Decision on H_0 :	Interpretation
4.1 Self Awareness	0.57	0.12	0.00	Moderate Relationship	Rejected	Significant
4.2 Social Awareness	0.59	0.12	0.00	Moderate Relationship	Rejected	Significant
4.3 Relationship management	0.35	0.12	0.00	Very Weak Relationship	Accepted	Not Significant
4.4 Empathy	0.68	0.12	0.00	Moderate Relationship	Rejected	Significant
4.5 Self-Motivation	0.67	0.12	0.00	Moderate Relationship	Rejected	Significant

Table 15 reveals that the significant relationship between the level of implementation of Guidance Program Services and Emotional Intelligence of the learners in terms of Referral and Reporting is depending on the corresponding indicators of the Emotional Intelligence as manifested by the computed r-values. This finding concludes that Referral and Reporting manifests moderate correlations to Emotional Intelligence in terms of Self Awareness; Social Awareness; Empathy and Self-Motivation but implies a weak correlation.

In the study of Dantay (2017), the assessment of basic guidance services suggested to enhance through the proposed revitalized guidance program. It is recommended that the focal point and area of concentration for revitalization are; information, orientation, pre-administration, placement and remedial services for the learners. This would help also the learners to enhance and improved their emotional intelligence in adopting the reality of life. And also based from the study of Curry and Bickmores (2018), finds reinforces the significance of collective effort of schools and guidance counselors in achieving learner's success through collaborative delivery of guidance services, this reveals that there is a significance in the level of implementation of guidance program services in the learner's success, and also in improving not only their intellectual intelligence but also their emotional intelligence.

The Guidance Program Enhancement Plan which may be proposed on the findings of the study.



Please See Appendix E

PROPOSED ENHANCEMENT PLAN						
The purpose of this proposed guidance program enhancement plan is to help enhance the emotional intelligence of the public secondary school learners.						
Attainment of the Guidance Program Services Objectives						
Program of Activities	Objective	Implementing Strategies	Time Frame	Persons Involved	Resources Needed	Expected Outcome
Orientation and Information Services	To become familiar with the Guidance Program Services and its objectives	Orientation about the services offered Distribution of handbooks and discussion about school rules and regulations	Start of School Year	Guidance Counselors/ Guidance Teachers Teachers Learners	None	Learners will be familiarized with all the guidance program services that is offered by the school, be aware of all the available school facilities and would be able to help in the acquisition of the lacking

						facilities
Availability of the Guidance Program Services Resources						
Program of Activities	Objective	Implementing Strategies	Time Frame	Persons Involved	Resources Needed	Expected Outcome
Counseling Services	To develop learners with good moral values and to be able to express their own feelings and thoughts	Homeroom Guidance and Counseling	Year round	Class advisers Guidance Counselors/ Guidance Teachers Learners	Counseling Room Reading Materials	The school produces learners with good moral, emotional and ethical values.
Assessment of Learners						
Program of Activities	Objective	Implementing Strategies	Time Frame	Persons Involved	Resources Needed	Expected Outcome
Personal, Emotional and Social Development Services	To help learners to understand and develop social and emotional relationship with other learners inside and outside the school campus	School programs on monthly celebrations such as -nutrition month -buwan ng wika -field day -mental health awareness month Inter-school contests and social activities	Year round	Principal Guests/Speakers Subject Department heads Trainers Learners	Budget for each activity from NGO's	Learners' skills to interact positively with others will be developed and improved
Testing Services and Interpretation	To diagnose strengths and weakness in different subject areas and also their emotional	Paper and pencil test Aptitude tests Emotional Intelligence Test	Every Quarter	Guidance Counselors/ Guidance Teachers Teachers Learners	None	Proper assistance will be given to address their weaknesses and hone their strengths

	intelligence					
Referral and Reporting						
Program of Activities	Objective	Implementing Strategies	Time Frame	Persons Involved	Resources Needed	Expected Outcome
Intervention Services	To develop learners, improve their academic performance and their emotional capabilities	Participation in academic contest Group counseling Remedial classes Individual counseling	As scheduled	Teacher in-charge Counselor Subject Teacher	Remediation activities Guidance Office	Deserving learners will receive awards and recognition due to excellent performance Learners with emotional problems will be guided by the Guidance counselor for a proper counseling
Referral Services	To help learners facilitate other assistance or services that addresses mental health or other serious concerns.	Refer to internal partners and external partners, and individuals in different professions, fields, and interest that will help the learners.	Year round as needed	Counselor Partnerships	Referral form	This will help learners or any individual that needs a serious help.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of findings, conclusions and recommendations based on the analysis and interpretation presented in the preceding chapter.

Summary of Findings

This chapter interprets and discusses the results of the gathered information on the implementation of Guidance Program Services and the level of Emotional intelligence of the public secondary school learner's basis for a proposed enhancement plan in North District I and II, Caloocan City. Specifically, it sought to answer the following questions:

1. This study finds that 7 out of 7 or 100 percent of the selected high schools under study in Caloocan City North, District I and II are offering the Guidance Program Services identified as Counselling, Orientation and Information Dissemination and Homeroom Guidance.
2. The level of Implementation of Guidance Program Services based on attainment of objectives as assessed by the teachers and master teachers manifest “Moderately Implemented” result with numerical rating of 3.19, guidance teachers and department heads manifest “Highly Implemented” result with numerical rating of 3.69, with an overall rating of 3.44.

The level of Implementation of Guidance Program Services on availability of resources as assessed by the teachers and master teachers showed “Moderately Implemented” with a numerical rating of 2.94, while guidance teachers and department heads showed “Highly Implemented” with a numerical rating of 3.53, with an overall rating of 3.24 interpreted as “Moderately Implemented”.

The level of Implementation of Guidance Program Services in terms of assessment of learners is presented in the numerical rating for teachers and master teachers is 3.10, “Moderately Implemented” and for guidance teachers and department heads is 3.57, “Highly Implemented”, with a overall rating of 3.34, “Highly Implemented”.

The level of Implementation of Guidance Program Services based on the referral and reporting is presented in wherein the total numerical rating for teachers and master teachers is 2.99 interpreted to be “Moderately Implemented” and for guidance teachers and department heads the numerical rating is 3.57 interpreted to be “Highly Implemented”, with an overall rating of 3.28 interpreted to be “Highly Implemented”.

3. The test of significant difference on the assessment of the two groups of respondents on the level of implementation of the guidance program services showed that attainment of the guidance program services objectives, availability of guidance program services, assessment of learners, and referral and reporting yielded 6.04 sum of squares due to the sources and a mean sum of 2.01 on the between groups, while the within groups had 339.64 sum of squares and a mean sum of 0.45. Hence, there is a significant difference in the assessment of the groups of respondents on the level implementation of Guidance Program Services in terms of the identified variables.
4. The level of the emotional intelligence based on self awareness of the secondary learners as assessed by the teachers/master teachers manifested “Moderately High” results with numerical rating of 2.71, while for the guidance teacher/department heads manifested “Very High” results with numerical rating of 3.53. And the overall rating is 3.12, “Moderately High”.

As to the level of emotional intelligence of secondary learners as assessed by groups of respondents in social awareness had the following overall rating of: 2.75 for teachers/master teachers, and 3.52 for guidance teachers/department heads. This finding interpreted as “Moderately High”. The assessment of the two groups of respondents in the level of emotional intelligence of the learners in terms of relationship management reflect its overall rating of “Moderately High”. For teachers/master teachers the numerical rating is 2.79 which falls under “Moderately High”, otherwise for guidance teachers and department heads the numerical rating is 3.56 which is “Very High”.

The level of emotional intelligence of secondary learners as assessed by the groups of respondents in terms of empathy shows an overall rating of 3.20 manifest “Moderately High”. For teachers and master teachers, the numerical rating is 3.02 which falls under “Moderately High”, for the guidance teachers and department heads is 3.39 which is “Very High”.

As to the level of emotional intelligence of the secondary learners as assessed by the group of respondents based on self motivation had the following overall numerical rating of: 3.03 for teachers and master teachers, and 3.41 for guidance teachers and department heads. These findings manifested as “Moderately High”.

5. It reveals that the significant relationship between the level of implementation of guidance program services and emotional intelligence of learners in the following variables: attainment of objectives, availability of resources, assessment of learners and referral and reporting manifest “Moderate Relationship” as yielded to its computed r-values.

This concludes Significant Relationships between the level of implementation of guidance program services and the emotional intelligence of the public secondary school learners.

Conclusions

Based on the findings of research, the following conclusions are here to presented.

1. The guidance program services as to counselling, information dissemination, orientation, and homeroom guidance are all offered in the selected secondary public schools in Caloocan City. It concludes that these services are important in school set ups.
2. It may conclude that all the aforementioned variables in implementation of the guidance program services are Highly implemented at the school guidance services as assessed by the teachers, master teachers, guidance teachers and department heads.
3. There is a significant difference in the assessment of the groups of respondents on the level implementation of Guidance Program Services in terms of the identified variables. Therefore, the null hypothesis is rejected.
4. Based on the findings it may conclude that the self awareness, social awareness, relationship management, empathy and self motivation of the secondary learners respondents as perceived by the teachers, master teachers, guidance teachers and department heads are interpreted as moderately high. However, in the social awareness the taking decisions without approval or support of the learner respondents as perceived by the teachers and master teachers are interpreted as Low.
5. There is a significant relationship between the level of implementation of Guidance program services and the emotional intelligence of the learners.
6. The findings may conclude to improve the implementation of various guidance program services in the public school and consistent to the salient findings of the study a Guidance Program enhancement plan is proposed.

Recommendation

The following recommendations are drawn which may provide readers and researchers quality reference and information from the findings and conclusions of this study:

1. It is highly recommended for the school heads and for the Department of Education to continue and innovate the implementation of the guidance Program Services not only in the selected Public Schools of Caloocan but also in all schools.
2. It is highly recommended for the guidance advocate most specially the stake holder of the school to properly monitor the implementation of various guidance program and services. Such as attainment of the Guidance program objectives, attainment of the guidance program resources, assessment of learners, referral and reporting.
3. To the greatest extent possible, students, teachers, master teachers, guidance teachers/counselors and the department heads also school heads may collaborate in working on the programs and activities that the school strengthen the functions and services of the guidance program.
4. It is recommended that the school proposed various programs and services which are aligned with the different policy guidelines, issuances and memorandum regarding the guidance program services and activities to enhance self awareness among learners in the public school.

5. It is highly recommended to align the guidance program services which includes enhancing the
6. emotional intelligence of the learners, instructional engagement and the learner's relationship management.
7. The researcher recommends that the implementation of guidance program services in the school be correlated with other dependent variables which includes emotional intelligence of the public secondary learners
8. The learners as the main beneficiaries of the guidance program services should meet the objectives of the services, avail the resources needed, they should have an assessment and they should be referred if needed. These services should help enhance not only intellectually but also emotionally. An assessment of the implementation of Guidance Program services for enhancing public secondary learners' emotional intelligence is hereby recommended to be pursued so that different findings varying from its scope and methods of data gathering can provide feedback for policy contextualization and recommendation. The proposed guidance program enhancement plan may be utilized by schools to serve as reference in improving the services of the guidance office.

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