

INTEGRATION OF GUIDANCE SERVICES AND CLASSROOM MANAGEMENT PRACTICES IN ELEMENTARY SCHOOL SETTINGS

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ABSTRACT

The research analyzed school practices in guidance, including counseling, orientation, individual inventory, information, referral, and placement services. It highlights the importance of comprehensive and intensive guidance services in schools. This study employed descriptive-correlational research design in Region XII, focusing on counseling, orientation, information, individual inventory records, referral, and placement. The correlational design aimed to determine the relationship between intensifying guidance services practices and classroom management. The study was conducted in selected schools in Region XII using simple random sampling, stratified, and systematic random sampling to select elementary teachers with a proportionate sample size from the total population. Schools have practiced the use of individual inventory, regularly updating students' information and cumulative records to ensure accurate tracking and prompt intervention. However, anecdotal recording was less intensified compared to other practices. Overall, the data underscores the significance of effective guidance services and classroom management practices in promoting positive discipline and behavior adjustment among students. Teachers' classroom management is characterized by effective use of social interfaces, providing opportunities for effective student communication, emphasizing the advantages of collaborative learning, allowing dynamic interaction, and fostering a spirit of cooperation among students. They effectively promote collaborative learning and a positive learning environment. Learners generally exhibit strong social skills, with strengths in effective communication, relationship building, and modeling behavior. However, there are areas where further attention and enhancement may be beneficial for promoting comprehensive social skill development. Social skills are behaviors that encourage effective social relationships, enhance an individual's relationship with nature or the environment, strengthen the connection between mental and working performance, and increase the likelihood of obtaining an occupation. High-level intelligence children can usually compare and interpret information to create appropriate social interactions. Student discipline is also a significant factor in learners' behavior adjustments. Clear communication of rules and consistent enforcement are rated high, with students being involved in developing procedures for following the rules.

Keyword : - Guidance services, classroom management, elementary settings.

1. INTRODUCTION

Schools must provide guidance services to establish sound academic performances and social skills among children. These services in elementary schools serve the children as they go through the process of growth and development to become self-fulfilled and well-adjusted individuals. As such, the teachers must be competent enough in performing their duties and responsibilities toward the learners to proficiently perform school-related tasks.

Cheruiyot and Orodho (2015) emphasized the need for guidance services in schools due to the increasing complexities in schools and societies. The children face numerous personal, academic, and socio-emotional needs as well as problems which if unattended, may cause greater undesirable behaviors among children and youth (Pashaeypoor et al, 2016).

The stated situations imply the need for teachers to become guidance-oriented in carrying out their duties to make an impact on the learners' social skills development. Additionally, guidance services are essential elements in ensuring a higher degree of discipline among learners (Mihalec-Adkins & Cooley, 2020). Similarly, Blandford and Cotton (2015) concluded that pupils' discipline is an important factor in determining the intellectual outcome of students and schools.

Corollary to guidance and counseling, classroom management also encourages the students to find the tasks more meaningful through effective teaching strategies (Cardenas & Cerado, 2016). Classroom management predicts student learning motivation so that the structured atmosphere can influence learning (Saifi, et al 2018). Hence, classroom management is an essential aspect of teaching and learning.

However, there were no recent formal studies in the Philippine workplace about administering guidance services with pupils' behavior adjustments due to the alteration of a school-wide guidance program into homeroom guidance where the class advisers are given time to conduct guidance services (Blandford & Cotton, 2015). Similarly, teachers' classroom management and how they affect learners' discipline. It is therefore vital to understand classroom management to know the ways of managing the class that can contribute social skills development of learners (Vallejo 2019).

Hence, this study intends to assess the guidance services rendered as well as classroom management in elementary schools. The results may serve as a basis for offering functional guidance programs in schools to help learners improve their social skills aside from discipline in the two cities and two provinces of SOCCSKSARGEN: Kidapawan City Division, Koronadal City Division, North Cotabato Division and Sultan Kudarat Division.

2. METHODOLOGY

The correlational design was used in determining the degree of relationship between intensifying guidance services practices as well classroom management with boosting pupils' behavior adjustments. This study was conducted in the selected schools in Region XII utilizing a simple random sampling technique. Further, this will be done by listing down the names of schools from the four selected Division of SOCCSKSARGEN region specifically Kidapawan City Division , Koronadal City Division, Cotabato Division and Sultan Kudarat division employing the "Fishbowl" technique. The respondents in this study were the selected Grade IV elementary teachers from the four selected Divisions of SOCCSKSARGEN region specifically Kidapawan City Division , Koronadal City Division, Cotabato Division and Sultan Kudarat division through stratified sampling and systematic random sampling utilizing Sloven Formula. A researcher-made survey questionnaire was used to gather the data needed for the study.

In the process of gathering data for the variables being included in this study for conduct, the researcher prepared a letter addressed to Regional Director and furnish a copy to the Schools Division Superintendent of each selected division signifying the intent to conduct of such study. Further, it covered permission to gather data from the respective respondents stating therein the purpose of conducting the presented study. Upon approval of the letter of the Regional Director the researcher will proceed in transmitting the approved letter to the Schools Division Superintendent and to the district supervisor of the selected schools of Kidapawan City Division, Koronadal City Division, North Cotabato Division and Sultan Kudarat Division.

Subsequently, the researcher will give the letter approved by the RD/ SDS and noted by the school principal to the respondents of the study to start the data-gathering process. Finally, after administering the questionnaires to the respondents, the researcher will personally retrieve them and express thanks to them for the time and effort expended on this study.

The statistical tools used in this study were descriptive correlation statistics which employed the mean and weighted mean, standard deviation and thematic analysis for discussion to answer the issues and problems, challenges, advantages, and disadvantages of intensifying guidance services and classroom management as well as for boosting pupils' behavior adjustment.

3. RESULTS AND DISCUSSION

Relationship between Intensifying School Practices in Guidance Services and Learners' Behavior Adjustments

Intensifying School Practices in counseling and Learners' Behavior Adjustments

Table 1 illustrates a highly significant correlation between teachers' classroom-based practices and counseling services ($r= 0.490^{**}$ and $p= 0.000$). This suggests that as teachers implement effective classroom practices, there tends to be a corresponding improvement in the utilization and effectiveness of counseling services. Similarly, there is a highly significant correlation between the learners' behavior adjustments and counseling services ($r=0.695^{**}$ with $p=0.000$). This indicates that learners who receive counseling services tend to exhibit positive holistic development outcomes. Further, as the counselling services are intensified, the learners' behavior adjustments on social skills and discipline will be enhanced.

Intensifying School Practices in orientation services and Learners' Behavior Adjustments

There is a highly significant correlation between teachers' classroom-based practices and orientation services ($r= 0.488^{**}$ with $p= 0.000$). This suggests that effective classroom practices are associated with increased utilization and effectiveness of orientation services. Further, as the teachers' classroom-based practices and orientation services are intensified, the learners' behavior adjustments on social skills and discipline will be enhanced.

Likewise, there is a highly significant positive correlation between learners' behavior adjustments and orientation services ($r=0.749^{**}$ with $p= 0.000$). The probability values ($p=0.000$) that are lesser than the 5% level of significance reflect that the stated hypothesis in this part of the study is rejected.

Table 1 Correlation matrix showing the relationship of the teachers' classroom-based practices and learners' behavior adjustments.

		Social Skills	Student Discipline
Spearman's rho	Counseling	Correlation Coefficient	.490^{**}
		Sig. (2-tailed)	.000
	Orientation Services	Correlation Coefficient	.488^{**}
		Sig. (2-tailed)	.000
	Information Services	Correlation Coefficient	.583^{**}
		Sig. (2-tailed)	.000
	Individual Inventory	Correlation Coefficient	.642^{**}
		Sig. (2-tailed)	.000
	Testing Services	Correlation Coefficient	.263^{**}
		Sig. (2-tailed)	.000
	Referral Services	Correlation Coefficient	.286^{**}
		Sig. (2-tailed)	.000
	Placement Services	Correlation Coefficient	.140[*]
		Sig. (2-tailed)	.015

** Highly Significant

*Significant at 5% level

Moreover, there are highly significant positive correlations between teachers' classroom-based practices and these various services, as well as between learners' behavior adjustments and these services. In each case, as teachers implement effective classroom practices, and as learners utilize these services, they tend to be in a

corresponding positive impact on learners' behavior adjustments. Further, these indicate that learners who receive orientation services tend to experience behavior adjustments.

Furthermore, the correlation matrix suggests that there is a strong relationship between teachers' classroom-based practices and the utilization and effectiveness of various support services within the educational context. Additionally, there is a strong association between the utilization of these services and positive behavior adjustments outcomes among learners. These findings highlight the interconnectedness of classroom practices and support services in promoting behavior adjustments and underscore the importance of collaboration and coordination among educators and support staff to optimize outcomes for learners.

The implication supports the concept that when teachers support the positive behavior with fidelity, negative student behaviors decrease. Vojtechova et al. (2021) concluded that schools can enhance motivation and engagement to create positive climates that promote setting and achieving social and academic. Thus, teachers need to be more engaged and motivated to properly nurture positive behavior toward students. Hence, a relationship between motivation and engagement happens.

4. CONCLUSIONS

The findings in this study shed light on the concerted efforts for guidance services.

From personalized counseling to collaborative orientation programs, schools are striving to cater to the diverse needs of their students. Furthermore, the emphasis on effective classroom management highlights the pivotal role teachers in nurturing positive behavior and facilitating collaborative learning experiences.

By fostering a supportive atmosphere and recognizing students' social development, educators contribute significantly to creating an environment where learners can thrive academically and socially.

Moreover, the findings underscore the importance of social skill development and disciplined behavior in students' overall adjustment and performance. While students demonstrate strengths in various social skills, there is recognition of areas where further enhancement could be beneficial.

Generally, the study underscores the critical role of comprehensive guidance services, effective classroom management, and social skill development in promoting a holistic educational experience. By prioritizing individualized support, fostering collaborative learning environments, and nurturing social and disciplinary competencies, educators contribute significantly to students' academic success and overall well-being.

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