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The Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners in Tigaon District, Division of Camarines Sur

Agnes B. Fabricante[1]

[1]Master of Arts in Education, University of Northeastern Philippines

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ABSTRACT

This study determined the impact of guidance and counseling activities in improving the performance of Grade 3 learners in Tigaon District, Division of Camarines Sur, during School Year 2024–2025. It specifically assessed the extent of these activities, identified challenges and proposed solutions, tested the agreement on their rank orders, and formulated policy recommendations. The study employed the descriptive-evaluative-correlational method. Data were analyzed using frequency count, weighted mean, percentage, rank, and Kendall's Coefficient of Concordance W.Findings revealed that guidance and counseling activities were Much Evident, particularly engaging multisensory activities (3.99), providing systematic and cumulative instruction (3.89), and developing study habits (3.50), while personalizing learning paths was Evident (3.02). Significant agreement was found in the rank orders of the activities. Major challenges were insufficient access to reading materials (4.30), economic disparities (4.23), and lack of a conducive reading environment and limited parental involvement (4.12). The most urgent solutions were conducting parental literacy workshops (4.63) and establishing school- and community-based reading hubs (4.58). Significant agreement was also found in the rank orders of challenges and solutions.The study concluded that guidance and counseling activities are evident in supporting Grade 3 learners' performance. It recommended strengthening evidence-based reading interventions, providing adequate resources and training, establishing standardized guidelines, and sustaining school-community literacy initiatives. Future studies may examine long-term effects and compare different guidance and counseling models.

1. Introduction

Education goes beyond acquiring facts and skills; it develops individuals, creates opportunities, and strengthens communities. Schools serve not only as places for academic learning but also as environments where learners develop socially and emotionally. In this context, guidance and counseling programs provide essential support as learners deal with academic difficulties, personal concerns, social relationships, and future aspirations. When effectively implemented, these programs help develop confident, resilient, and well-rounded learners.

Globally, guidance and counseling are recognized as important components of student development. Many countries have established programs that support learners' academic, personal, social, and career needs. In the Philippines, however, the implementation of these services continues to face challenges, including limited resources, inadequate numbers of trained counselors, and limited awareness of their importance.

The 1987 Philippine Constitution, Article XIV, Section 1, mandates the State to protect and promote the right of all citizens to quality education at all levels and to make such education accessible to all. This responsibility includes providing support services that address learners' academic, social, and emotional needs. Similarly, Republic Act No. 9258, or the Guidance and Counseling Act of 2004, professionalizes guidance and counseling and ensures the delivery of quality services by qualified practitioners. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, promotes effective school-based support systems, while Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013, supports a holistic approach to learner development.

National and international education initiatives also emphasize learner support. The Sustainable Development Goal 4 (SDG 4)promotes inclusive and equitable quality education. Programs such as Education for All (EFA), the 10-Point Basic Education Agenda, School First Initiative, School-Based Management (SBM), and the Continuous Improvement Program (CIP) encourage schools to address learners' diverse academic and socio-emotional needs. Likewise, DepEd

Order No. 013, s. 2023, adopting the National Learning Recovery Program (NLRP)**, highlights the need to support learners experiencing learning gaps and socio-emotional concerns. The MATATAG Agenda also emphasizes relevant learning, improved education services, learner well-being, and teacher support.

Reading remains a major concern in Philippine education. Results from international assessments such as PISA have highlighted reading difficulties among Filipino learners, prompting interventions such as the Every Child A Reader Program (ECARP). In Bicol, DepEd Region V's "6B: Bawat Batang Bicolano Bihasang Bumasa at Bumilang" initiative seeks to strengthen learners' reading and numeracy skills. These efforts demonstrate the continuing need for interventions that address both academic difficulties and the personal factors that influence learning.

In Tigaon District, Camarines Sur, schools have demonstrated achievements in academic performance, learner development, and school improvement. Vinagre Elementary School received a 3-star rating in the Division's WASH in Schools program, while Mabalodbalod Elementary School ranked 6th among the Top Performing Elementary Schools in the 4th Congressional District. Tigaon Central Pilot School also achieved success in the National Festival of Talents, where Kathren Mae I. Plazo placed first in Fabric Design in NFOT 2023. These accomplishments reflect the district's commitment to providing a supportive environment for learners.

Despite these achievements, improving reading performance among Grade 3 learners remains an important concern. Difficulties in reading can affect learners' academic progress and confidence. Although guidance and counseling activities are provided in schools, their actual contribution to improving reading performance remains unclear. Limited resources, insufficient trained personnel, inadequate parental involvement, and competing with school priorities may also affect the effective implementation of these services.

According to Arrieta et al. (2021), elementary education provides the foundation for lifelong learning, making appropriate academic, emotional, and social support essential during the early years. Sanchez-Maddela et al. (2024) emphasize the importance of evaluating guidance programs to determine which interventions are effective and which need improvement. Meanwhile, Harrison et al. (2023) identify barriers such as limited resources, lack of trained personnel, and insufficient parental involvement as factors that may affect the effectiveness of counseling services. Addatu-Cambri et al. (2020) similarly note that inadequate financial and material resources, shortages of qualified counselors, and limited awareness of guidance services can hinder program implementation. Hocson et al. (2024) further emphasizes the need for data-driven and policy-supported approaches to strengthen guidance programs and ensure that interventions respond to learners' academic and socio-emotional needs.

These concerns highlight the importance of examining how guidance and counseling activities contribute to learners' reading development. Therefore, this study aims to investigate the impact of guidance and counseling activities on the reading performance of Grade 3 learners in Tigaon District. Specifically, it seeks to assess the effectiveness of these activities in addressing learners' academic and socio-emotional needs, determine the challenges encountered in their implementation, and provide practical recommendations for strengthening guidance and counseling services. Ultimately, the study seeks to contribute to a more responsive and holistic approach to supporting young learners in their reading development and overall educational growth.

1.1 Statement of the Problem

This study determined the guidance and counseling activities in improving the performance of the Grade 3 learners in Tigaon District, Division of Camarines Sur for School Year 2024-2025. Specifically, it sought answers to the following questions:

1. To what extent were the guidance and counseling activities employed in improving the performance of the Grade 3 learners along:
1.1 Developing study habits,
1.2 Providing systematic and cumulative instruction,
1.3 Engaging multi-sensory activities, and
1.4 Personalizing their learning path?
2. How significant is the agreement on the rank orders of the extent of the guidance and counseling activities employed in improving the performance of the Grade 3 learners along the aforementioned aspects?
3. What challenges were encountered on the guidance and counseling activities employed in improving the performance of the Grade 3 learners?
4. What solutions were offered to address the challenges encountered?
5. How significant is the agreement on the rank orders of the challenges encountered and the solutions offered?
6. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The following were the assumptions made in this study:

1.The extent of the guidance and counseling activities employed in improving the performance of the Grade 3 learners can be determined along Developing study habits, providing systematic and cumulative instruction, engaging multi-sensory activities, and personalizing their learning path.
2.The challenges encountered with the guidance and counseling activities employed in improving the performance of the Grade 3 learners can be identified.
3.The solutions offered to address the challenges encountered on the guidance and counseling activities in improving the performance of the Grade 3 learners can be recognized.
4.The policy recommendations can be formulated based on the findings of the study

1.3 Hypotheses of the Study

The following were the hypotheses formulated:
1.There is a significant agreement on the rank orders of the extent of the guidance and counseling activities employed in improving the reading performance of the Grade 3 learners along the aforementioned aspects.
2.There is a significant agreement on the rank orders of the challenges encountered and the solutions offered on the guidance and counseling activities employed in improving the performance of the Grade 3 learners among the different groups of respondents.

2. Literature Review

This section presents relevant local and international literature and studies on the impact of guidance and counseling programs on the reading performance of Grade 3 learners. It discusses Guidance and Counseling Activities, Challenges, Solutions, and Policy Recommendations, highlighting key insights, trends, and research gaps. It also presents the similarities and differences among studies, their inputs, synthesis of the state of the art, the gap addressed by the study, and the theoretical and conceptual frameworks with their corresponding paradigms.

2.1 Guidance and Counselling Activities

Dionaldo and Espinosa (2024) assessed the implementation of guidance services in secondary schools in General Santos City and identified gaps in addressing students' academic and behavioral concerns. Both their study and the present research recognize the importance of guidance services in improving learner outcomes. However, their study focused on secondary learners and general guidance interventions, while the present study focuses on Grade 3 learners and reading performance.
Aguilar-Ramat (2022) examined the implementation of guidance programs in public schools in Urdaneta City, including the availability of personnel, resources, and services. Similar to the present study, it assessed guidance program effectiveness; however, the present research specifically links guidance services to the reading performance of Grade 3 learners.
Hocson et al. (2024) examined the state of school counseling in the Philippines, highlighting counseling practices, policy support, and the shortage of professional guidance personnel. While both studies emphasize guidance in learner development, the present study specifically investigates its relationship with reading skills among young learners.
Gallardo and Chavez (2022) explored the well-being and challenges of guidance counselors, particularly their workload and limited resources. Unlike their focus on counselor welfare, the present study examines student outcomes, particularly reading performance.
Sambile et al. (2023) investigated the influence of school counseling on senior high school students' self-efficacy, confidence, and motivation. While both studies examine student outcomes, the present research focuses on younger learners and reading development.

2.1.1 Challenges

Arrieta and Valeria (2021) examined challenges in implementing guidance programs during the new normal, particularly the difficulties associated with online counseling and reaching learners. Lacson et al. (2024) highlighted the shortage of guidance counselors and its effects on student well-being and academic development. Tangco-Siason and Paulino (2025) examined experiences with online counseling and the challenges of delivering guidance services through virtual platforms. These studies establish common implementation concerns, while the present study focuses on challenges affecting guidance services and their contribution to Grade 3 reading performance.

2.1.2 Solutions

Lagon et al. (2022) developed a Comprehensive Guidance and Counseling Program for junior high school students in Iloilo City to address academic, emotional, and social needs. Fernandez and Avelino (2023) examined the relationship between structured school counseling and student outcomes, including academic performance. Domingo (2023) developed strategic plans for online guidance services in universities to improve digital counseling delivery. While these

studies propose or examine solutions for strengthening guidance services, the present study evaluates existing programs in relation to reading performance among elementary learners.

2.1.3 Policy Recommendations

Balajadia and Fabella (2023) examined the experiences of guidance advocates in managing counseling and referral systems in public elementary schools during the pandemic. Dilag (2022) highlighted the role of counseling in improving learning motivation, academic engagement, and persistence. Volante and Olua (2022) assessed the implementation of the Homeroom Guidance Program in the Pangasinan II Division, focusing on academic and behavioral concerns. Llanillo (2022) developed a guidance program for Glan Central Elementary School to strengthen counseling services and support learners' academic and personal development. These studies emphasize the need for effective guidance programs, while the present research specifically examines their contribution to Grade 3 reading performance.

2.2 Synthesis of the State-of-the-Art

The reviewed literature demonstrates that guidance and counseling programs contribute to learners' academic, behavioral, emotional, and social development. Studies on Guidance and Counseling Activities (Dionaldo & Espinosa, 2024; Aguilar-Ramat, 2022; Hocson et al., 2024; Gallardo & Chavez, 2022; and Sambile et al., 2023) emphasize program implementation, learner outcomes, and counselor-related concerns.Studies on Challenges (Arrieta & Valeria, 2021; Lacson et al., 2024; and Tangco-Siason & Paulino, 2025) identify concerns involving limited resources, insufficient guidance personnel, and difficulties in delivering counseling services, particularly through online platforms.Studies on Solutions (Lagon et al., 2022; Fernandez & Avelino, 2023; and Domingo, 2023) propose structured programs, evidence-based approaches, and improved counseling systems to strengthen service delivery.

Meanwhile, studies on Policy Recommendations (Balajadia & Fabella, 2023; Dilag, 2022; Volante & Olua, 2022; and Llanillo, 2022) emphasize strengthening counseling systems, improving learner motivation, enhancing homeroom guidance, and developing responsive school-based programs. Collectively, literature shows that guidance and counseling can support learners' academic and personal development. However, most studies focus on general student outcomes, program implementation, counselor concerns, or behavioral and motivational development rather than specific literacy outcomes.

2.3 Gap Bridged by the Study

Despite the growing body of research on guidance and counseling programs in schools, no existing study has been found to directly examine their impact on the reading performance of Grade 3 learners. While previous studies, have explored the role of counseling in learning motivation, the implementation of homeroom guidance, and the development of school-based counseling programs, none have explicitly linked these interventions to early literacy outcomes. The existing literature primarily focuses on general student development, behavioral support, and program implementation rather than on the direct academic effects of guidance services on reading proficiency. This study bridges the gap by providing empirical evidence on how structured guidance programs contribute to literacy improvement, offering new insights that could inform both educational policies and instructional practices in primary education.

2.4 Theoretical Framework of the Study

This study was anchored on Constructivist Learning Theory, (Piaget, 1950); Self-Determination Theory, (Deci & Ryan, 1985); Theory of Planned Behavior, (Ajzen, 1991); Transformational Leadership Theory, (Bass, 1985); and Solution-Focused Brief Therapy, (de Shazer, 1985) as shown in Figure 2.

Constructivist Learning Theory, (Piaget, 1950). It posits that learners actively construct knowledge based on their experiences and interactions with their environment. In the context of this study, guidance and counseling programs serve as an essential support system that provides structured interventions to help students develop strong study habits, improve reading performance, and navigate academic challenges. By fostering a supportive learning environment, these programs enable learners to build on prior knowledge and develop essential literacy skills.Self-Determination Theory, (Deci & Ryan, 1985). It emphasizes the importance of intrinsic motivation, autonomy, and competence in learning and personal development. This theory is relevant to the study as it examines how guidance and counseling programs foster students' motivation to improve their reading skills and academic performance. By promoting a sense of control and self-efficacy, guidance interventions can enhance learners' engagement and persistence in literacy-related activities.Theory of Planned Behavior, (Ajzen, 1991). It suggests that an individual's behavior is influenced by attitudes, subjective norms, and perceived behavioral control. In the context of guidance and counseling, this theory supports the idea that students' engagement in reading and learning activities is shaped by their perceptions of their abilities, the expectations of their teachers and peers, and the level of control they believe they have over their learning progress. The study applies this theory to analyze how counseling interventions help shape positive attitudes and behavioral intentions toward academic improvement.

Transformational Leadership Theory, (Bass, 1985). It focuses on the ability of leaders—such as guidance counselors, teachers, and school administrators—to inspire, motivate, and support individuals in achieving their full potential. This study integrates the theory by examining how school leaders and guidance counselors play a vital role in implementing effective counseling programs that foster students' academic and personal growth, particularly in enhancing their reading skills. Solution-Focused Brief Therapy, (de Shazer, 1985). It emphasizes finding solutions rather than focusing on problems. This theory aligns with the study as it explores how guidance programs apply practical, goal-oriented strategies to help students overcome learning difficulties, improve reading performance, and develop effective study habits. By emphasizing strengths and potential solutions, counseling interventions can empower students to take proactive steps toward academic success. Researcher's Theory. Thus, the researcher came up with her theory that analyzing the guidance and counseling activities in improving the performance of the Grade 3 learners will lead to the formulation of policy recommendations towards quality education.

3. Methodology

This section provides a comprehensive overview of the methodology employed It also presents the research design, sampling techniques, and the respondents. The instrument used in data gathering, study procedure, and the statistical tools in treating the data collected.

3.1 Research Design

This study utilized the descriptive-evaluative-correlational method. The descriptive method was used in determining the extent of the guidance and counseling activities in improving the performance of the Grade 3 learners along Developing study habits, Providing systematic and cumulative instruction, Engaging multi-sensory activities, and Personalizing their learning path, identifying the challenges encountered on the guidance and counseling activities in improving the performance of the Grade 3 learners, and recognizing the solutions offered to address the challenges encountered on the guidance and counseling activities in improving the performance of the Grade 3 learners. The evaluative method was used to evaluate the respondent's assessment.

On the other hand, the correlational method was used to test the significant the agreement on the rank orders of the extent of the guidance and counseling activities in improving the performance of the Grade 3 learners along the aforementioned aspects, and measure the significant agreement on the rank orders of the challenges encountered and the solutions offered on the guidance and counseling activities in improving the performance of the Grade 3 learners among the different groups of respondents.

3.2 Sampling Design

The purposive sampling was used in the choice of public elementary schools in Tigaon District, Division of Camarines Sur for the School Year 2024-2025. As to the research subject, there was no sampling technique employed because the researcher utilized all the Grade 1 elementary teachers in the public elementary schools in Tigaon District, Division of Camarines Sur.

3.3 Respondents of the Study

There were 4 respondents from small schools; 20 from medium schools; and 18 from big schools. A total of 42 respondents.

3.4 Research Instruments

This study utilized a researcher-made survey questionnaire in determining the impact of the guidance and counseling activities in improving the reading performance of the Grade 3 learners in Tigaon District, Division of Camarines Sur for School Year 2024 to 2025.

3.5 Statistical Tools

For the interpretation and analysis of data, various statistical tools were applied, including Frequency Count, Weighted Mean, Percentage, Rank, and Kendall's Coefficient of Concordance (W). These methods were utilized to examine patterns, measure central tendencies, determine distribution percentages, and evaluate the degree of agreement among respondents.

In determining the extent of the guidance and counseling activities in improving the reading performance of the Grade 3 learners along Developing study habits, Providing systematic and cumulative instruction, Engaging multi-sensory activities, and Personalizing their learning path, identifying the challenges encountered on the guidance and counseling activities in improving the reading performance of the Grade 3 learners, and recognizing the solutions offered to address the challenges encountered on the guidance and counseling activities in improving the reading performance of the Grade 3 learners, the weighted mean, frequency count, and rank were used.

In testing the significant the agreement on the rank orders of the extent of the guidance and counseling activities in improving the reading performance of the Grade 3 learners along the aforementioned aspects, and measuring the significant agreement on the rank orders of the challenges encountered and the solutions offered on the guidance and counseling activities in improving the reading performance of the Grade 3 learners among the different groups of respondents, Kendall's Coefficient of Concordance W was utilized with the following formula. The corresponding chi-square (x2) formula was used to determine the significance of agreement (Siegel, 1988).

4. Findings

This section presents the findings of the study on the impact of guidance and counseling activities in improving the reading performance of Grade 3 learners in Tigaon District, Division of Camarines Sur. The data gathered from surveys was analyzed to determine how these programs contribute to the development of students.

4.1 The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Determining the guidance and counseling activities employed in improving the performance of Grade 3 learners is essential because these programs provide crucial support in addressing learning difficulties, enhancing motivation, and fostering a positive attitude toward reading. At this stage, learners are expected to develop foundational literacy skills that are critical for their academic success. In this study the extent of the guidance and counseling programs employed in improving the performance of Grade 3 learners in Tigaon District is determined along Developing study habits,. Providing systematic and cumulative instruction, Engaging multi-sensory activities, and Personalizing their learning path.

Table 1: The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Developing Study Habits

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
• Often work with students to teach them effective study techniques, time management, note-taking, and organization skills.	3.20	E	8	2.53	E	10	2.48	E	9	2.74	E	9.5
• Assist students in setting realistic goals, breaking them down into smaller steps, and tracking their progress.	3.60	ME	7	2.58	E	9	3.23	E	8	3.14	E	8
• Helps students understand their individual learning styles, strengths, and areas for improvement.	3.98	ME	4	3.18	E	6	3.72	ME	5	3.63	ME	5
• Equips students with stress m8anagement techniques.	3.74	ME	6	3.42	E	5	3.54	ME	6	3.57	ME	6
• Boost students' motivation and self-confidence by helping them recognize their accomplishments, strengths, and potential.	4.02	ME	3	3.74	ME	4	3.84	ME	4	3.87	ME	4
• Help them develop problem-solving skills.	3.86	ME	5	3.95	ME	1	4.05	ME	2	3.95	ME	3
• Point students toward additional resources that can enhance their study habits, such as online tutorials, study groups, workshops, and relevant books.	4.23	ME	2	3.85	ME	3	4.25	ME	1	4.11	ME	2
• Teach students how to create study schedules that balance academic responsibilities with other activities.	3.02	E	9	2.84	E	8	2.36	E	10	2.74	E	9.5
• Help students plan their academic paths by selecting appropriate courses and extracurricular activities.	4.50	VME	1	3.90	ME	2	3.99	ME	3	4.13	ME	1
• Use digital tools or platforms in communicating and giving feedback to learners.	2.89	E	10	3.09	E	7	3.47	E	7	3.15	E	7
Average	3.70	ME		3.31	E		3.49	E		3.50	ME	

Based on the data, out of ten (10) indicators six (6) were rated Much Evident, and four (4) were rated Evident. The weighted mean ranges from 2.74 to 4.13 which means Evident to Much Evident. The indicators rated Much Evident were: Helping students plan their academic paths by selecting appropriate courses and extracurricular activities, (4.13); Pointing students toward additional resources that can enhance their study habits, such as online tutorials, study groups, workshops, and relevant books, (4.11); Helping students develop problem-solving skills, (3.95); Boosting students' motivation and self-confidence by helping them recognize their accomplishments, strengths, and potential, (3.87); Equipping students with stress management techniques (3.57); and Helping students understand their individual learning styles, strengths, and areas for improvement, (3.63). The indicators rated Evident were: Teaching students how to create

study schedules that balance academic responsibilities with other activities, (2.74); Often working with students to teach them effective study techniques, time management, note-taking, and organization skills, (2.74); Assisting students in setting realistic goals, breaking them down into smaller steps, and tracking their progress, (3.14); and Using digital tools or platforms in communicating and giving feedback to learners, (3.15). Based on the foregoing data, the extent of the guidance and counseling programs in improving the reading performance of Grade 3 learners along Developing study habits is Much Evident with an average weighted mean of 3.50. The highest-ranked indicator, "Helping students plan their academic paths by selecting appropriate courses and extracurricular activities" (4.13), suggests that guidance and counseling programs play a crucial role in shaping students' academic journeys. This high rating may be attributed to the fact that structured academic planning provides learners with a sense of direction and purpose, which can positively impact their motivation and performance. When students have a clear path toward their goals, they become more engaged in their studies, including reading. Additionally, proper academic guidance ensures that students are placed in learning environments suited to their strengths and interests, making them more receptive to reading interventions.

On the other hand, the lowest-ranked indicators, "Teaching students how to create study schedules that balance academic responsibilities with other activities" (2.74) and "Often working with students to teach them effective study techniques, time management, note-taking, and organization skills" (2.74), suggest that these aspects may not be as strongly emphasized in current guidance programs. This could be due to a lack of structured sessions on study habits or students not fully recognizing the importance of time management in their academic success. Without proper study skills, learners may struggle with independent reading tasks, leading to difficulties in comprehension and retention. The low ranking of these indicators indicates a potential gap in counseling efforts that should be addressed to enhance overall student performance.

The findings imply that while guidance and counseling programs effectively support students in their academic planning, there is a need to strengthen interventions related to study habits and self-regulation. If students lack time management and organizational skills, they may find it difficult to allocate time for reading practice, which is essential in improving literacy. According to Dionaldo, et al. (2024), this gap highlights the necessity for counselors and teachers to collaborate in providing targeted interventions that not only focus on academic pathways but also on essential study techniques. Ensuring that students are equipped with the right skills will create a more balanced and holistic approach to learning.

To address these challenges, teachers can integrate study skill development into their daily instruction by explicitly teaching time management strategies, effective note-taking methods, and structured reading schedules. Providing students with planners or digital tools to track their academic tasks can also help instill self-discipline. Additionally, teachers can collaborate with guidance counselors to conduct workshops or small-group sessions focusing on study habits, ensuring that learners receive direct and practical support.

4.2 The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Providing Systematic and Cumulative Instruction

Based on the data, out of eleven (11) indicators, nine (9) were rated Much Evident, and two (2) were rated Evident. The weighted mean ranges from 3.37 to 4.46 which means Evident to Much Evident.

The indicators rated Much Evident were: Teaching students the meaning of key words and concepts they may encounter in reading materials, (4.46); Using standardized reading comprehension assessments, informal reading inventories, and teacher observations to gather data, (4.38); Introducing techniques like activating prior knowledge, predicting, and previewing to help students connect with the text before they start reading, (4.22); Encouraging students to ask questions about the content they expect to encounter, (4.18); Providing timely feedback to help students identify areas for improvement and celebrate their successes, (3.92); Teaching strategies such as highlighting, annotating, and summarizing to encourage active engagement with the text, (3.86); Encouraging students to reflect on their understanding and identify areas where they need further clarification, (3.73); Providing guided practice by reading passages aloud, modeling effective reading strategies, and gradually releasing responsibility to students as they become more proficient, (3.60); and Regularly assessing students' progress using comprehension quizzes, discussions, and written responses, (3.67). The indicators rated Evident were: Introducing specific strategies like visualizing, making inferences, identifying main ideas, and recognizing supporting details, (3.45); and Using digital tools such as e-books or apps to facilitate reading fluency and comprehension, (3.37).

Table 2: The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Providing Systematic and Cumulative Instruction

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Use standardized reading comprehension assessments, informal reading inventories, and teacher observations to gather data.	4.49	ME	3	4.15	ME	4	4.49	ME	2	4.38	ME	2
2. Teach students the meaning of key words and concepts they may encounter in reading materials.	4.61	VME	1	4.26	ME	2	4.51	VME	1	4.46	ME	1
3. Introduce techniques like activating prior knowledge, predicting, and previewing to help students connect with the text before they start reading.	4.53	VME	2	4.50	VME	1	3.64	ME	4	4.22	ME	3
4. Encourage students to ask questions about the content they expect to encounter.	4.48	ME	4	4.20	ME	3	3.85	ME	3	4.18	ME	4
5. Teach strategies such as highlighting, annotating, and summarizing to encourage active engagement with the text.	4.41	ME	5	3.64	ME	7	3.53	ME	5	3.86	ME	6
6. Introduce specific strategies like visualizing, making inferences, identifying main ideas, and recognizing supporting details.	3.52	ME	10	3.41	E	9	3.42	E	8	3.45	E	10
7. Encourage students to reflect on their understanding and identify areas where they need further clarification.	4.20	ME	7	3.52	ME	8	3.47	E	7	3.73	ME	7
8. Provide guided practice by reading passages aloud, modeling effective reading strategies, and gradually releasing responsibility to students as they become more proficient.	4.03	ME	8	3.38	E	10	3.39	E	9	3.60	ME	9
9. Regularly assess students' progress using comprehension quizzes, discussions, and written responses.	3.95	ME	9	3.74	ME	6	3.31	E	10	3.67	ME	8
10. Provide timely feedback to help students identify areas for improvement and celebrate their successes.	4.39	ME	6	3.89	ME	5	3.48	E	6	3.92	ME	5
11. Use digital tools in such as e-books or apps to facilitate reading fluency and comprehension.	3.46	E	11	3.38	E	11	3.28	E	11	3.37	E	11
Average	**4.26**	**ME**		**3.87**	**ME**		**3.71**	**ME**		**3.89**	**ME**	

Based on the foregoing data, the extent of the guidance and counseling programs in improving the reading performance of Grade 3 learners along Providing systematic and cumulative instruction is rated Much Evident with an average weighted mean of 3.89. The highest-ranked indicator, "Teaching students the meaning of key words and concepts they may encounter in reading materials" (4.46), suggests that vocabulary development is a crucial component of improving reading comprehension among Grade 3 learners. Understanding key words helps students decode texts more effectively, allowing them to grasp meaning and
engage more deeply with the content. This high rating may be attributed to teachers' strong emphasis on vocabulary instruction as a foundation for reading proficiency. When students recognize and understand important words, they are more likely to comprehend complex texts, participate in discussions, and build confidence in their reading abilities.

On the other hand, the lowest-ranked indicator, "Using digital tools such as e-books or apps to facilitate reading fluency and comprehension" (3.37), suggests that technology integration in reading instruction is not as prominent or effective as other strategies. This may be due to limited access to digital resources, lack of teacher training in using educational technology, or students' preference for traditional reading methods. Additionally, some teachers may prioritize direct instruction and guided reading strategies over digital tools, leading to less emphasis on e-books and reading apps. While technology has the potential to enhance reading skills, its lower ranking indicates that it is not yet a fully integrated or preferred approach in the current instructional setup.

These findings imply that while vocabulary instruction is effectively implemented, there is a need to explore and enhance digital learning opportunities in reading programs. The limited use of digital tools suggests that some learners may not be benefiting from interactive and engaging reading experiences that technology can provide. This gap highlights the importance of balancing traditional and modern approaches to ensure that all students have access to diverse learning methods that suit their individual needs. Schools and educators should recognize the potential of digital platforms in fostering reading fluency, comprehension, and motivation, particularly for struggling readers who may benefit from multimedia support.

To address this, teachers can gradually integrate digital tools into their reading instruction by incorporating e-books, interactive story apps, and online reading platforms into classroom activities. Training sessions on effective digital tool usage can help educators maximize these resources. According to Aguilar-Ramat, G. (2022), blending traditional reading instruction with technology—such as using digital stories for read-aloud sessions or interactive quizzes for comprehension checks—can make learning more engaging. Schools can also invest in accessible digital resources and ensure that both teachers and students are comfortable using them to support reading development.

4.3 The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Engaging multi-sensory activities

Based on the data, out of ten (10) indicators, one (1) was rated Very Much Evident, and nine (9) were rated Much Evident. The weighted mean ranges from 3.58 to 4.51 which means Very Much Evident to Much Evident. The indicator rated Very Much Evident was: Using role-playing exercises to explore various scenarios and interpersonal interactions, (4.51). The indicators rated Much Evident were: Engaging students in art-based activities, such as drawing, painting, or sculpting, (4.33); Incorporating mindfulness activities that involve deep breathing, visualization, and relaxation techniques, (4.26); Teaching students grounding exercises that involve focusing on their senses to stay present in the moment, (4.24); Using music to evoke emotions and facilitate discussions, (4.01); Introducing calming scents, such as lavender or chamomile, to create a soothing environment during counseling sessions, (3.99); Providing various textured objects for students to explore with their sense of touch, (3.81); Using digital tools to catch learners' attention and interest, (3.60); Leading students through guided imagery exercises where they visualize specific scenarios or places, (3.61); and Conducting or incorporating nature-based activities, (3.58).

Table 3: The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Engaging multi-sensory activities

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Incorporate mindfulness activities that involve deep breathing, visualization, and relaxation techniques.	4.10	ME	3	3.93	ME	4	4.75	VME	2	4.26	ME	3
2. Use role-playing exercises to explore various scenarios and interpersonal interactions.	4.56	VME	1	4.12	ME	2	4.86	VME	1	4.51	VME	1
3. Engage students in art-based activities, such as drawing, painting, or sculpting.	4.22	ME	2	4.23	ME	1	4.53	VME	4	4.33	ME	2
4. Teach students grounding exercises that involve focusing on their senses to stay present in the moment.	4.03	ME	4	4.08	ME	3	4.62	VME	3	4.24	ME	4
5. Use music to evoke emotions and facilitate discussions.	3.96	ME	5	3.62	ME	7	4.44	ME	5	4.01	ME	5
6. Use digital tools to catch learner's attention and interest.	3.23	E	10	3.47	E	9	4.10	ME	8	3.60	ME	9
7. Provide various textured objects for students to explore with their sense of touch.	3.65	ME	7	3.58	ME	8	4.21	ME	7	3.81	ME	7
8. Conduct or incorporate nature-based activities.	3.52	ME	8	3.31	E	10	3.90	ME	9	3.58	ME	10
9. Lead students through guided imagery exercises where they visualize specific scenarios or places.	3.47	E	9	3.71	ME	6	3.65	ME	10	3.61	ME	8
10. Introduce calming scents, such as lavender or chamomile, to create a soothing environment during counseling sessions.	3.74	ME	6	3.84	ME	5	4.39	ME	6	3.99	ME	6
Average	**3.85**	**ME**		**3.79**	**ME**		**4.35**	**ME**		**3.99**	**ME**	

Based on the foregoing data, the extent of the guidance and counseling programs in improving the performance of Grade 3 learners along Engaging multi-sensory activities is rated Much Evident with an average weighted mean of 3.99. The highest-ranked indicator, "Using role-playing exercises to explore various scenarios and interpersonal interactions" (4.51), suggests that this strategy is highly effective in helping students develop social and emotional skills. Role-playing allows learners to experience real-life situations in a controlled and supportive environment, making it easier for them to understand different perspectives, practice problem- solving, and build confidence in handling various interactions. This method actively engages students, making learning more meaningful and memorable. Teachers likely find role-playing beneficial because it fosters empathy, enhances communication skills, and encourages students to express their emotions in a constructive manner.

On the other hand, the lowest-ranked indicator, "Conducting or incorporating nature-based activities" (3.58), suggests that outdoor settings are not as commonly used in guidance and counseling programs. This could be due to logistical challenges, such as weather conditions, lack of outdoor space, or the preference for a more structured indoor environment. Additionally, some educators might feel that nature-based activities require additional planning and resources that may not always be readily available. While outdoor counseling has benefits, such as reducing stress and promoting relaxation, it may not be as practical or widely implemented compared to other strategies.These findings imply that while interactive and engaging methods like role-playing are highly valued, there is an opportunity to explore and maximize the benefits of nature-based activities. The lower rating of outdoor counseling suggests that students may be missing out on the potential benefits of a calming and less restrictive environment. Schools should consider how alternative settings can enhance students' emotional well-being, particularly for those who might feel more comfortable expressing themselves in open spaces rather than in traditional counseling rooms. As cited by Hocson, et al. (2024), balancing both structured and flexible approaches can create a more inclusive and responsive guidance program.

To address this, teachers can gradually integrate nature-based activities into counseling sessions by starting with simple outdoor mindfulness exercises, storytelling in a garden setting, or incorporating movement-based activities like walking discussions. Schools can also designate specific outdoor areas for counseling or relaxation, ensuring that these spaces are conducive to learning and emotional support.

4.4 The Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Personalizing Their Learning Path

Based on the data, out of ten (10) indicators, one (1) was rated Fairly Evident, and seven (7) were rated Evident, and two (2) were rated Much Evident. The weighted mean ranges from 2.48 to 3.86 which means Fairly Evident to Much Evident.

Table 4: Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners along Personalizing Their Learning Path

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Provide online feedbacking and tracking.	2.31	FE	10	2.30	FE	9	2.84	E	9	2.48	FE	10
2. Collaborate with students to set academic and personal goals.	2.50	E	8	2.46	FE	8	2.95	E	8	2.64	E	8
3. Develop personalized academic plans that align with students' goals and aspirations.	2.58	E	7	2.96	E	6	3.71	ME	4	3.08	E	5
4. Recommend courses that align with students' interests, strengths, and future goals.	2.61	E	6	3.01	E	5	3.58	ME	5	3.07	E	6
5. Tailor teaching and study strategies to match each student's learning style, whether they are visual, auditory, kinesthetic, or a combination of these.	2.64	E	5	3.47	E	3	3.84	ME	3	3.32	E	3
6. Identify areas where students might need additional support or skill development.	2.98	E	4	3.25	E	4	3.26	E	6	3.16	E	4
7. Connect students with mentors or professionals in fields of interest to provide real-world insights and guidance.	2.42	FE	9	2.19	FE	10	3.14	E	7	2.58	E	9
8. Recognize that students have diverse pathways to success.	3.15	E	3	3.52	ME	2	4.08	ME	2	3.58	ME	2
9. Schedule regular one-on-one meetings with students to discuss progress, address challenges, and adjust the learning path as needed.	3.43	E	2	2.53	E	7	2.42	FE	10	2.79	E	7
10. Conduct comprehensive assessments to understand each student's learning style, strengths, challenges, interests, and goals.	3.58	ME	1	3.79	ME	1	4.22	ME	1	3.86	ME	1
Average	**2.82**	**E**		**2.95**	**E**		**3.40**	**E**		**3.02**	**E**	

The indicators rated Evident were: Conducting comprehensive assessments to understand each student's learning style, strengths, challenges, interests, and goals, (3.86); Recognizing that students have diverse pathways to success, (3.58); Tailoring teaching and study strategies to match each student's learning style, whether they are visual, auditory, kinesthetic, or a combination of these, (3.32); Identifying areas where students might need additional support or skill development, (3.16); Developing personalized academic plans that align with students' goals and aspirations, (3.08); Recommending courses that align with students' interests, strengths, and future goals, (3.07); Scheduling regular one-on-one meetings with students to discuss progress, address challenges, and adjust the learning path as needed, (2.79); Collaborating with students to set academic and personal goals, (2.64); and Connecting students with mentors or professionals in fields of interest to provide real-world insights and guidance, (2.58). The indicator rated Fairly Evident was: Providing online feedbacking and tracking, (2.48).

Based on the foregoing data, the extent of the guidance and counseling programs in improving the reading performance of Grade 3 learners along Personalizing their learning path is rated Much Evident with an average weighted mean of 3.02. The highest-ranked indicator, Conducting comprehensive assessments to understand each student's learning style, strengths, challenges, interests, and goals (3.86), was rated Much Evident because it plays a fundamental role in personalized learning and academic success. By thoroughly assessing students' unique needs, teachers and counselors can tailor interventions that align with their strengths and areas for improvement. This practice ensures that instruction is student-centered, fostering engagement and better academic outcomes. Additionally, understanding students' learning preferences allows educators to implement strategies that maximize comprehension and retention, leading to improved overall performance.

On the other hand, the lowest-ranked indicator, Providing online feedbacking and tracking (2.48), was rated Fairly Evident likely due to challenges in accessibility, technological literacy, or implementation. Some students, particularly in traditional classroom settings, may not have consistent access to digital platforms for feedback and progress tracking.

Additionally, educators might face difficulties in integrating digital tools effectively or ensuring that students and parents actively engage with them. The preference for face-to-face feedback and direct interactions may also contribute to the lower ranking, as students may find personal guidance more effective than online communication.

The results imply that while personalized assessments are widely practiced and valued, the integration of digital feedback mechanisms remains a challenge. This gap may hinder students from receiving timely and constructive feedback, which is crucial for self-improvement. Without an efficient system for tracking progress and providing digital feedback, students might struggle to monitor their academic development independently. Furthermore, the lack of online tracking could limit opportunities for parents and teachers to collaborate in guiding students toward their goals.

To address this, teachers can gradually integrate digital tools alongside traditional methods to enhance feedback and tracking. Providing training sessions on using online platforms for both students and parents can improve engagement and accessibility. Domingo, A. (2023) cited that by implementing a blended approach—where digital feedback complements face-to-face discussions—can make the process more effective. Educators should also explore user-friendly applications that simplify feedback mechanisms, ensuring that students can easily access and understand their progress reports.

4.4 The Summary of the Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

The summary of the extent of the guidance and counseling activities in improving the performance of the Grade 3 learners is presented in Table 5. Based on the data, out of four (4) indicators, three (3) were rated Much Evident, and one (1) was rated Evident. The Weighted mean ranges from 3.02 to 3.99.

Table 5: Summary of the Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Developing study habits	3.70	ME	3	3.31	E	3	3.49	E	3	3.50	ME	3
2. Providing systematic and cumulative instruction	4.26	ME	1	3.87	ME	1	3.71	ME	2	3.89	ME	2
3. Engaging multi-sensory activities	3.85	ME	2	3.79	ME	2	4.35	ME	1	3.99	ME	1
4. Personalizing their learning path	2.82	E	4	2.95	E	4	3.40	E	4	3.02	E	4
Average	**3.66**	**ME**		**3.48**	**E**		**3.74**	**ME**		**3.60**	**ME**	

The indicator rated Much Evident were: Engaging multi-sensory activities, (3.99); Providing systematic and cumulative instruction, (3.89); and, Developing study habits, (3.50). The indicator rated Evident was: Personalizing their learning path, (3.02).

Based on the foregoing data, the extent of the guidance and counseling programs in improving the reading performance of the Grade 3 learners is rated Much Evident with an average weighted mean of 3.60. The highest-ranked indicator, Engaging multi-sensory activities (3.99), was rated Much Evident because incorporating multiple senses—such as sight, sound, and touch—enhances learning retention and comprehension. This approach caters to diverse learning styles, ensuring that students remain engaged and actively involved in the learning process. Multi-sensory activities help bridge gaps for struggling learners by reinforcing concepts in various ways, making learning more interactive and effective. Teachers likely prioritize these activities as they have been proven to enhance reading, memory, and overall cognitive development.

On the other hand, the lowest-ranked indicator, Personalizing their learning path (3.02), was rated Evident, indicating that while some efforts are being made, it is not as consistently implemented as other strategies. Personalizing learning requires detailed assessments, individual goal-setting, and flexible instruction, which can be challenging in large classrooms. Limited resources, may also hinder the full customization of learning paths.

identifying the best methods to tailor instruction to each learner's unique strengths and weaknesses.

The results imply that while multi-sensory approaches are widely embraced, there is still a need to strengthen personalized learning strategies. Without personalized learning, some students may not receive the targeted support they need to excel, potentially leading to learning gaps. A one-size-fits-all approach may not be effective for all students, especially those who require differentiated instruction to succeed. If personalizing learning remains a lower priority, students might struggle to reach their full potential due to a lack of tailored guidance.

To address this, teachers can gradually integrate more personalized learning strategies by using student data to guide instruction. Implementing flexible grouping, differentiated tasks, and individualized goal-setting can help accommodate diverse learning needs. Additionally, incorporating technology, such as adaptive learning platforms, can assist in tracking student progress and providing tailored resources. Volante et al. (2022) cited that teachers play a pivotal role in fost,ering student agency by encouraging learners to actively participate in setting their own academic and personal goals. Through this process, students are empowered to take ownership of their learning, making them more responsible and accountable for their progress. Equally important is the practice of guided reflection, where learners are given opportunities to assess their achievements, identify areas for improvement, and celebrate their growth. Such strategies create a more student-centered approach that goes beyond traditional teacher-directed instruction.

4.5 The Test of Significant Agreement on the Rank Orders of the Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

The test of significant agreement on the rank orders of the extent of the guidance and counseling activities in improving the performance of the Grade 3 learners is reflected in Table 6.

Table 6: Test of Significant Agreement on the Rank Orders of the Extent of the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Indicators	Developing study habits	Providing systematic and cumulative instruction	Engaging multi-sensory activities	Personalizing their learning path
Summation of the Squared Deviation from the Mean	666.25	916	668.50	594.5
No. of Groups	3	3	3	3
No. of Cases or Items	10	11	10	10
Coefficient of Concordance (W)	0.90	0.92	0.90	0.80
Computed Chi-square (x^2)	24.3	27.6	24.30	21.6
Degree of Freedom	9	10	9	9
Tabular x^2 0.05 0.025 0.01 0.005 0.001	 16.92 19.02 21.67 23.59 27.88	 18.31 20.48 23.21 25.19 29.59	 16.92 19.02 21.67 23.59 27.88	 16.92 19.02 21.67 23.59 27.88
Decision on the Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.005	0.005	0.005	0.025

It was determined using Kendall Coefficient of Concordance W and the computed chi-square value. Based on the results the summation of the squared deviation from the mean were: Developing study habits, 666.25; Providing systematic and cumulative instruction, 916; Engaging multi-sensory activities, 668.50; and, Personalizing their learning path, 594.5. The computed Coefficient of Concordance W and the computed chi-square value yielded to: Developing study habits, 0.90 and 24.3 ($p<0.025$); Providing systematic and cumulative instruction, 0.92 and 27.6 ($p<0.005$); Engaging multi-sensory activities, 0.90 and 24.30 ($p<0.005$) and, Personalizing their learning path 0.80 and 21.60 ($p<0.025$). Thus, the alternative hypothesis was accepted. The acceptance of the alternative hypothesis across the three school categories—small, medium, and big—indicates a strong agreement among stakeholders regarding the guidance and counseling activities in improving the reading performance of Grade 3 learners. The significant values obtained through the Kendall Coefficient of Concordance W and the chi-square test suggest that all four strategies—developing study habits, providing systematic and cumulative instruction, engaging in multi-sensory activities, and personalizing learning paths—were consistently ranked in a similar manner across different school sizes. Notably, "Providing systematic and cumulative instruction" had the highest concordance ($W = 0.93$) and the most significant chi-square value (27.90, $p < 0.005$), highlighting its critical role in reading improvement. The results confirm that these approaches are not only perceived as effective but are also consistently prioritized across diverse educational settings.

The findings carry significant implications for educators, school administrators, and policymakers. Since systematic instruction emerged as the most highly ranked factor, schools should prioritize structured and progressive teaching strategies to enhance reading performance. Moreover, the strong agreement on the effectiveness of multi-sensory learning and personalized instruction suggests that differentiated teaching methods should be integrated into reading programs. These results also reinforce the need for school-wide alignment in implementing guidance and counseling

interventions, ensuring that support services effectively complement classroom instruction. Policymakers at the district and division levels can leverage this data to develop targeted training programs and allocate resources to interventions that have the highest impact on literacy development.

To address these findings, teachers should integrate structured, multi-sensory, and personalized approaches into their reading instruction, tailoring interventions to the needs of individual learners. School heads must ensure that guidance and counseling programs align with instructional strategies by providing professional development opportunities and fostering a collaborative teaching environment.

4.6 The Challenges Encountered on the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Based on the data, out of nine (9) indicators, one (1) was rated Fairly Challenging, and two (2) were rated Challenging, and six (6) were rated Much Challenging. The Weighted mean ranges from 2.24 to 4.30.

Table 7: The Challenges Encountered on the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Insufficient access to reading materials, books, and educational resources.	4.23	MC	2	4.40	MC	1	4.27	MC	2	4.30	MC	1
2. Lack of a conducive reading environment, limited parental involvement, or distractions.	4.56	VMC	1	3.70	MC	4	4.10	MC	3	4.12	MC	3
3. Has learning disabilities or reading difficulties (like dyslexia).	2.20	FC	8	2.43	FC	9	2.08	FC	9	2.24	FC	9
4. English as a second language (ESL) learners with limited language proficiency may struggle with reading comprehension.	3.58	MC	7	3.50	MC	6	3.04	C	8	3.37	C	7
5. Lack of interest or motivation to read can lead to poor reading performance.	2.10	FC	9	3.13	C	8	3.28	C	7	2.84	C	8
6. Economic disparities can affect access to quality reading materials, technology, and opportunities for enrichment activities that support reading skills.	4.20	MC	3	4.15	MC	2	4.34	MC	1	4.23	MC	2
7. The ubiquity of electronic devices and digital entertainment can divert students' attention away from reading materials.	4.00	MC	4	3.75	MC	4	3.70	MC	5	3.82	MC	5
8. Has a demanding schedule due to extracurricular activities, part-time jobs, or family responsibilities.	3.82	MC	5	3.89	MC	3	3.88	MC	4	3.86	MC	4
9. Inconsistent teaching methods and expectations across different classes.	3.67	MC	6	3.60	MC	5	3.54	MC	6	3.60	MC	6
Average	**3.60**	**MC**		**3.62**	**MC**		**3.58**	**MC**		**3.60**	**ME**	

The indicator rated Much Challenging were: Insufficient access to reading materials, books, and educational resources, (4.30); Economic disparities affecting access to quality reading materials, technology, and enrichment activities, (4.23); Lack of a conducive reading environment, limited parental involvement, or distractions, (4.12); The ubiquity of electronic devices and digital entertainment diverting students' attention from reading materials, (3.82); Has a demanding schedule due to extracurricular activities, part-time jobs, or family responsibilities, (3.86); and Inconsistent teaching methods and expectations across different classes, (3.60). The indicators rated Challenging were: English as a second language (ESL) learners with limited language proficiency struggling with reading comprehension, (3.37) and Lack of interest or motivation to read leading to poor reading performance, (2.84). The indicator rated Fairly Challenging was: Has learning disabilities or reading difficulties (like dyslexia), (2.24). Based on the foregoing data, the challenges encountered on the guidance and counseling programs in improving the reading performance of the Grade 3 learners is Much Challenging with an average weighted mean of 3.60. The highest-ranked indicator, Insufficient access to reading materials, books, and educational resources (4.30, Much Challenging), suggests that many students struggle with reading comprehension due to a lack of available learning materials. This challenge may stem from underfunded libraries, limited classroom resources, or economic barriers preventing students from acquiring books. Without adequate reading materials, learners miss opportunities to develop their reading skills, leading to poor comprehension and overall academic struggles. Addressing this issue requires schools and communities to ensure that students have access to diverse and engaging reading resources.

The lowest-ranked indicator, Has learning disabilities or reading difficulties (like dyslexia) (2.24, Fairly Challenging), indicates that while this is a concern, it may not be as prevalent or as urgent as other challenges affecting students' reading comprehension. Schools may already have interventions in place, such as special education programs, individualized learning plans, or remedial reading sessions, which help support students with learning disabilities. However, the lower ranking does not mean this challenge should be ignored, as struggling readers still require specialized strategies.

The implications of these findings highlight the urgent need for schools to prioritize the availability of reading materials. If students continue to face a lack of access to books and educational resources, their literacy growth will remain stunted, affecting their overall academic performance. Lacson, et al. (2024) cited that the presence of economic disparities and distractions from digital entertainment further complicates the reading environment. Also, Arrieta, et al. (2021) believed that schools must recognize that while learning disabilities are a concern, broader systemic issues, such as resource allocation and parental involvement, play a more significant role in shaping students' reading comprehension skills.

To address these challenges, school heads should advocate for increased funding for libraries and classroom resources, ensuring that students have access to a wide variety of books and digital learning tools. Teachers should implement creative strategies, such as community reading programs and book-sharing initiatives, to encourage reading despite resource limitations. Public Schools District Supervisors (PSDS) must oversee reading intervention programs and ensure that schools implement structured literacy activities. Finally, DepEd key officials should develop policies that mandate sufficient learning resource provisions for all schools, especially those in underserved communities, to bridge the gap in reading accessibility.

4.7 The Solutions Offered to Address the on the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Based on the data, out of nine (9) indicators, two (2) were rated Very Much Urgent, and seven (7) were rated Much Urgent. The Weighted mean ranges from 3.72 to 4.63.

Table 8: Solutions Offered to Address the on the Guidance and Counseling Activities in Improving the Performance of the Grade 3 Learners

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Establish school and community-based reading hubs with free access to books and digital resources.	4.36	MU	2	4.68	VMU	1	4.71	VMU	2	4.58	VMU	2
2. Conduct parental literacy workshops to educate parents on creating a supportive reading environment.	4.52	VMU	1	4.54	VMU	2	4.84	VMU	1	4.63	VMU	1
3. Provide early screening and intervention programs for students with reading difficulties.	3.65	MU	8	3.74	MU	9	3.76	MU	9	3.72	MU	9
4. Use bilingual instructional materials and scaffold reading exercises.	3.77	MU	7	4.19	MU	6	3.86	MU	8	3.94	MU	7
5. Introduce gamified reading interventions and reward-based reading programs.	3.54	MU	9	3.88	MU	8	4.19	MU	7	3.87	MU	8
6. Promote flexible reading schedules and short, engaging reading activities.	4.21	MU	3	4.41	MU	3	4.48	MU	5	4.37	MU	3
7. Incorporate educational apps and e-books to make reading interactive and engaging.	3.96	MU	5	4.38	MU	4	4.56	VMU	3	4.30	MU	4
8. Advocate for government-funded reading programs and subsidies for low-income learners.	4.13	MU	4	3.92	MU	7	4.32	MU	4	4.12	MU	6
9.Standardize reading instruction strategies through professional development training.	3.85	MU	6	4.26	MU	5	4.29	MU	6	4.13	MU	5
Average	**4.00**	**MU**		**4.22**	**MU**		**4.33**	**MU**		**4.18**	**MU**	

The indicators rated Very Much Urgent were: Conduct parental literacy workshops to educate parents on creating a supportive reading environment, (4.63) and Establish school and community-based reading hubs with free access to books and digital resources, (4.58). The indicators rated Much Urgent were: Provide early screening and intervention programs for students with reading difficulties, (3.72); Use bilingual instructional materials and scaffold reading exercises, (3.94); Introduce gamified reading interventions and reward-based reading programs (3.87), Promote flexible reading schedules and short, engaging reading activities ,(4.37); Incorporate educational apps and e-books to make reading interactive and engaging, (4.30), Advocate for government-funded reading programs and subsidies for low-income learners, (4.12); and Standardize reading instruction strategies through professional development training, (4.13).

The data revealed that the solutions offered to address the challenges encountered on the guidance and counseling programs in improving the reading performance of the Grade 3 learners is rated Much Urgent with an average weighted mean of 4.18. The highest-ranked indicator, "Conduct parental literacy workshops to educate parents on creating a supportive reading environment" (4.63, VMU), highlights the crucial role of parents in fostering reading habits at home. When parents are equipped with literacy strategies, they can provide meaningful support, ensuring that children develop a love for reading beyond the classroom. This ranking suggests that educators and stakeholders recognize the urgent need for parental involvement in shaping students' reading proficiency and comprehension skills. Without active participation from parents, school-based efforts may have limited impact, making these workshops a critical intervention.

On the other hand, the lowest-ranked indicator, "Provide early screening and intervention programs for students with reading difficulties" (3.72, MU), suggests that while important, it may not be as immediately prioritized as parental literacy initiatives or community-based reading hubs. This could be due to challenges such as a lack of trained personnel, resources, or structured early detection programs in schools. However, early intervention is essential in addressing learning disabilities and reading challenges before they become long-term barriers to academic success. The lower ranking might also indicate that schools already have some screening mechanisms in place but require enhancements for effectiveness.

The implications of these findings underscore the interconnectedness of home and school environments in literacy development. While schools provide structured learning, parental support reinforces and sustains reading habits. The need for early screening, though ranked lower, remains significant in identifying and assisting struggling readers before they fall further behind. If left unaddressed, students with reading difficulties may experience academic setbacks, reduced self-confidence, and disengagement from learning. These findings call for a balanced approach that strengthens both home-based and school-based literacy initiatives.

To address these concerns, school heads should prioritize the establishment of literacy workshops and reading hubs, ensuring accessibility for parents and students. According to Lagon, et al. (2022), teachers must actively collaborate with parents in order to strengthen children's reading development. This partnership can be fostered by sharing practical and effective reading strategies that parents can apply at home, thereby extending learning opportunities beyond the classroom. In addition, teachers are encouraged to conduct regular assessments to identify struggling readers at the earliest possible stage. Early detection allows for timely intervention, ensuring that learners receive the specific support they need to overcome reading difficulties. At the same time, Public Schools District Supervisors (PSDS) are called to play a vital role by facilitating professional development programs that equip teachers with innovative and research-based approaches to reading instruction. Through continuous training, educators can refine their skills in delivering targeted interventions, designing engaging literacy activities, and implementing evidence-based practices.

4.8 The Test of Significant Agreement on the Rank Orders on the Challenges Encountered and the Solutions Offered on the Guidance and Counseling Activities in Improving the Reading Performance of the Grade 3 Learners

The test of significant agreement on the rank orders on the challenges encountered and the solutions offered on the guidance and counseling programs in improving the reading performance of the Grade 3 Learners is reflected in Table 9. It was determined using Kendall Coefficient of Concordance W and the computed chi square test (x2).

Table 9 Test of Significant Agreement on the Rank Orders on the Challenges Encountered and the Solutions Offered on the Guidance and Counseling Activities in Improving the Reading Performance of the Grade 3 Learners

Indicators	The Challenges Encountered	The Solutions Offered
Summation of the Squared Deviation from the Mean	482	488
No. of Groups	3	3
No. of Cases or Items	9	9
Coefficient of Concordance (W)	0.90	0.90
Computed Chi-square (x^2)	21.6	21.60
Degree of Freedom	8	8
Tabular x^2		
0.05	15.51	15.51
0.025	17.54	17.54
0.01	20.09	20.09
0.005	21.96	21.96
0.001	26.12	26.12
Decision on the Alternative Hypothesis (H_1)	Accepted	Accepted
Significance of Agreement	0.01	0.01

Based on the results the summation of the squared deviation from the mean were: Improving learners' ability the challenges encountered, 482; and, the solutions offered, 488. The computed Coefficient of Concordance W and the

computed chi square test (x2) came out to be: the challenges encountered, 0.90 and 21.6 ($p<0.01$) and, the solutions offered, 0.90 and 21.60 ($p<0.01$). Thus, the alternative hypothesis was accepted.

The three school categories—small, medium, and big—indicates a strong consensus on both the challenges encountered and the solutions offered in the guidance and counseling programs aimed at improving the reading performance of Grade 3 learners. The high values of the Kendall Coefficient of Concordance ($W = 0.89$ for challenges and $W = 0.90$ for solutions) and the significant chi-square test results ($p < 0.01$) suggest that stakeholders consistently identified and ranked these factors similarly across different school sizes. The findings highlight that regardless of the school's classification, there is a shared recognition of the barriers affecting learners' reading abilities and agreement on the most effective interventions to address these issues.

These results carry important implications for teachers, school administrators, and policymakers. Since the computed concordance values are close to 1, it suggests that the challenges and solutions are nearly universally acknowledged, making them critical areas for intervention. The high agreement on challenges implies systemic issues that require strategic responses at multiple levels. Likewise, the consensus on solutions underscores the necessity of standardized yet adaptable guidance and counseling frameworks that cater to the diverse needs of learners. Policymakers can use this data to refine literacy and counseling programs, ensuring they align with the actual difficulties faced in classrooms while promoting interventions that have been proven effective in various school settings.

To address these findings, teachers must actively implement the identified solutions, integrating targeted support mechanisms into their reading instruction and counseling sessions. School heads should prioritize professional development programs that equip teachers with effective intervention strategies while fostering collaboration between educators and guidance counselors. Meanwhile, key DepEd officials should refine national policies on literacy and student support programs, ensuring adequate funding and structured implementation across all schools.

4.4 Policy Recommendations

The policy recommendations formulated based on the findings of the study were:

1. The teachers must integrate study skill development into their daily instruction by explicitly teaching time management strategies, effective note-taking methods, and structured reading schedules.
2. The teachers should integrate digital tools into their reading instruction by incorporating e-books, interactive story apps, and online reading platforms into classroom activities
3. The school heads must designate specific outdoor areas for consultation or relaxation, ensuring that these spaces are conducive to learning and emotional support.
4. The teachers must gradually integrate digital tools alongside traditional methods to enhance feedback and tracking.
5. The teachers can regularly integrate more personalized learning strategies by using student data to guide instruction.
6. The teachers should integrate structured, multi-sensory, and personalized approaches into their reading instruction, tailoring interventions to the needs of individual learners.
7. The school heads must ensure that guidance and counseling plans align with instructional strategies by providing professional development opportunities and fostering a collaborative teaching environment.
8. DepEd key officials should use the insights to refine literacy policies, allocate funding for teacher training, and establish frameworks that encourage the adoption.
9. The school heads should advocate for increased funding for libraries and classroom resources, ensuring that students have access to a wide variety of books and digital learning tools.
10. The teachers should implement creative strategies, such as community reading programs and book-sharing initiatives, to encourage reading despite resource limitations.
11. The Public Schools District Supervisors (PSDS) must oversee reading intervention programs and ensure that schools implement structured literacy activities.
12. The DepEd key officials should develop policies that mandate sufficient learning resource provisions for all schools, especially those in underserved communities, to bridge the gap in reading accessibility.
13. The school heads should prioritize the establishment of literacy workshops and reading hubs, ensuring accessibility for parents and students.
14. The Teachers must collaborate with parents by sharing effective reading strategies and conducting regular assessments to identify struggling readers.
15. The Public Schools District Supervisors (PSDS) should facilitate professional development programs for educators to improve reading instruction and intervention strategies.
16. The DepEd key officials must advocate for policies that fund parental literacy programs, ensure early screening is standardized across schools, and support initiatives that integrate bilingual materials, gamified reading interventions, and digital resources into the curriculum.
17. The teachers must actively implement the identified solutions, integrating targeted support mechanisms into their reading instruction and refer for counseling sessions to a Registered Guidance Counselor.

5. Conclusion and Recommendations

This section presents the conclusions and recommendations of this study. The researcher formulated the recommendations drawn from the conclusions. The recommendations for further research are also found at the end of this part.

5.1 Conclusion

The conclusions were summarized as follows:

1.The extent of the guidance and counseling activities employed in improving the performance of the Grade 3 learners is Much Evident.
2.There is a significant agreement on the rank orders of the extent of the guidance and counseling activities employed in improving the performance of the Grade 3 learners.
3.The challenges encountered on the guidance and counseling activities are Much Challenging.
4.The solutions offered to address the challenges encountered are Much Urgent.
5.There is a significant agreement on the rank orders of the challenges encountered and the solutions offered.
6.There are policy recommendations formulated based from the findings of the study.

5.2 Recommendations

The following recommendations were drawn from the findings and conclusions of the study:

1.The teachers should further enhance the guidance and counselling programs by integrating evidence-based reading interventions.
2.The DepEd key officials should establish standardized guidelines for the effective implementation of the guidance and counselling programs.
3.The school heads must ensure that counselors and teachers have adequate resources, training, and support to effectively assist struggling readers.
4.The DepEd key officials must allocate sufficient resources, including funding for literacy materials, additional manpower for counseling services, and the integration of technology-assisted reading interventions.
5.The public school district supervisors Schools should create professional learning communities where educators, counselors, and stakeholders can share insights and collaboratively develop innovative solutions to improve reading performance.
6.The policy recommendations formulated based on the findings of the study should be adopted.

5.3 Recommendation for Future Research

The following are recommended for future investigations:

1.Investigate the sustained effects of guidance and counseling programs on learners' reading performance beyond Grade 3.
2. A study comparing various guidance and counseling models for reading intervention across different school settings (urban vs. rural, public vs. private) can help identify which strategies are most effective in specific contexts.
3.Explore the role of emotional intelligence, motivation, and self-efficacy in improving reading skills. Understanding these factors may lead to the development of more holistic intervention programs.
4.Assess the effectiveness of technology-assisted counseling interventions, such as literacy apps, online counseling sessions, and AI-driven reading support systems, in enhancing learners' reading proficiency.
5.Investigate the extent of parental involvement in school-based reading interventions and its impact on learners' reading progress.

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