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## PANDEMIC STRESS AND COPING STRATEGIES OF GUIDANCE COUNSELORS AND IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES IN PRIVATE SECONDARY SCHOOLS IN CALAMBA CITY

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### Abstract:

The main purpose of this study was to determine the influence of pandemic stress and stress coping strategies on guidance counselors' manner of implementation of guidance and counseling services in private secondary schools in Calamba City. A Project "STRESS-COPE" Program for these private secondary schools was the output of the study. This correlational study utilized the simple stratified random sampling technique for the selection of respondents. It includes six (6) private secondary schools, eight (8) guidance counselors and associates, 21 secondary teachers, and 110 secondary level students. A validated adapted survey questionnaire was utilized along with two (2) standardized questionnaires for gathering the data needed. A four-point Likert Scale and Pearson Product Moment Correlation (Pearson's  $r$ ) were also utilized resulting in the collected findings of the study. These findings showed that most of the pandemic stress on guidance counselors was slightly manifested while most of the stress coping strategies were also being implemented. Guidance counselors and associates were also able to fully implement most of the guidance and counseling services through the three (3) important domains namely academic, personal/social, and career development. The findings further revealed that there was a significant relationship between the manifestation of pandemic stress and the stress coping strategies specifically the Avoidant and Approach Coping. There was also a significant relationship being demonstrated between the manifestation of pandemic stress and the Career Development domain of guidance and counseling services. Lastly, a significant relationship was shown between the Avoidant Coping strategy and the Academic Development domain of guidance and counseling services.

**Keywords:** pandemic stress, coping strategies, guidance counselors, domain areas, guidance and counseling services

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## INTRODUCTION

Stress has been regarded as an unavoidable problem for all people, regardless of their social status — whether rich or poor, young or old, a student or currently employed, stress knows no one to avoid. The American Psychological Association (APA) Dictionary of Psychology (2020) defined stress as the physiological or psychological response to internal or external stressors. It entailed changes to nearly every system in the body, influencing how people feel and behave.

Furthermore, the Mental Health Foundation (2020) defined it as the degree to which one would feel overwhelmed or unable to cope as a result of unmanageable pressures. It only means that in our daily lives, stress could occur when we encounter stressors that appear to be beyond our control, resulting in feelings of frustration and confusion about what to do to resolve the conflicts and, eventually, remove the stressors. These stressors could take the form of something new or unexpected, something that threatens one's sense of self, or the feeling that one has little control over a situation. In addition to this, Onoyase (2015) stated that many researchers have identified crucial stressors over the years of studying stress, resulting in them being classified, as something related to career development, such as a lack of job security, a career mismatch, over or under promotion, which often leads to disappointment and frustration.

Presently, the COVID-19 pandemic was taking a toll on a lot of people nowadays. Phillips (2020) pointed out in an article that this pandemic had been affecting everyone individually. Few were coping due to job loss, some of which were risking their lives caring for those infected individuals, and several others are deep in thought about their existence, mortality, and the meaning and purpose of life.

According to United Nation's Educational, Scientific, and Cultural Organization (UNESCO), specifically by Sundarasan, Chinna, Kamaludin, Nurunnabi, Baloch, Khoshaim, Hossain and Sukayt (2020), the COVID-19 pandemic had interrupted the learning of more than one billion students in 129 countries around the world. Several Universities and institutions had suddenly switched to emergency remote teaching (ERT) via online platforms, which further induced anxiety and stress among students.

It appears that students are one of those people who are constantly facing stress brought about by this pandemic. De Guzman, Pastor, Estira, Ventayen, and David (2020) mentioned in their study that most of the students in the Philippines with their families were unprepared for

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the pandemic situation that is currently happening. Most of them reported a lot of sources of their stress caused by the community quarantine like educational work, socialization, and financial instability knowing that the Philippines is known as a low middle-income country wherein the majority of the households' income is greatly affected due to changes in the working environment amid this pandemic.

Furthermore, with stress being inevitable for everyone, the only way to cope with this was to develop proper coping and management. The profession of counseling was one area that has promoted the assistance of stress coping strategies for most people, especially for guiding students in their journey of learning. A guidance counselor was, described by Dean (2020), a great source of help for both parents and students alike, a person who could help you understand educational goals and meet them.

In line with this, Schmaltz (2016) stated that guidance counselors regularly provide services to students dealing with complex situations such as suicide attempts, grief and loss issues, pregnancy, substance abuse, child abuse, bullying, and school violence which could all cause overwhelming and stressful feelings to guidance counselors. Additionally, Mullen and Gutierrez (2016) mentioned that stress experienced by guidance counselors could adversely affect the services they provide to their students. As part of their work, school counselors often incur high levels of stress that may tend to produce negative consequences for the work rendered by the guidance counselors and could result in lesser effectiveness of the services rendered for the students.

Meanwhile, Boudreau (2020) emphasized in an article that Harvard Graduate School of Education has conducted a study regarding the impact of the pandemic on school counselors. The result suggested that 948 guidance counselors reported some conflicts in their services during the pandemic. One of these conflicts has prevented guidance counselors to spend more time working directly with students who are experiencing socio-emotional issues, post-higher education planning, and career planning. They have also reported that they often lacked clear direction from school and district leadership, and they were rarely involved in COVID-19 school planning.

Therefore, this study was conducted to raise awareness regarding the mental health of the guidance counselors which is commonly overlooked as they are well-known for being resilient. Thus, the researcher hopes to educate other designated guidance counselors/associates on how

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to develop effective coping strategies to combat stress due to the increasing demands of their job and high expectations of them as resilient front liners in supporting the mental health of students.

## METHODOLOGY

This study utilized the quantitative research method specifically the descriptive correlational research method, as defined by McCombes (2020), was referred to as a research method that measures a relationship between two variables without the researcher controlling either of them. It aimed to find out whether there was either: (1) positive correlation wherein both variables change in the same direction; (2) negative correlation wherein the variables change in opposite directions; or (3) zero correlation wherein there is no relationship between the variables.

The data gathered in this study was from the private secondary schools in Calamba City. These schools provided sufficient information and data needed to support the objectives and significance of this study. Moreover, the researcher preferred to conduct this study in Calamba City due to accessibility which was more commodious for the completion of this study. A simple stratified random sampling technique was also utilized for the selection of the total respondents of the study. This results into having a total of 8 designated guidance counselors/personnel, 21 secondary level teachers, and 110 secondary level students.

## Table A

*Respondents of the Study*

No.	Respondents of the Study	Sample of Respondents				Percentage
		Guidance Counselors / Personnel	Teachers	Students	Total	
1	School A	1	5	32	38	27.34 %

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2	School B	3	0	8	11	7.91%
3	School C	1	9	24	34	24.46%
4	School D	1	0	0	1	0.72%
5	School E	1	4	25	30	21.58%
6	School F	1	3	21	25	17.99%
<b>TOTAL</b>		<b>8</b>	<b>21</b>	<b>110</b>	<b>139</b>	<b>100.00%</b>

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Table A represents the distribution of respondents according to schools within the area of the research locale. In School A, this study was able to gather one (1) designated guidance personnel, five (5) secondary level teachers, and 32 secondary level students with a total of 38 respondents which was equivalent to 27.34%. While in School B, there were three (3) designated guidance personnel and 8 secondary level students with a total of 11 respondents which was equivalent to 7.91%. Thirdly, School C had one (1) designated guidance personnel, nine (9) secondary level teachers, and 24 secondary level students with a total of 34 respondents which was equivalent to 24.46%. On the other hand, in School D, they only had one (1) designated guidance personnel as their respondent which was equivalent to 0.72%. Aside from that, in School E, it had one (1) designated guidance personnel, four (4) secondary level teachers, and 25 secondary level students with a total of 30 respondents which was equivalent to 21.58%. Lastly, School F had one (1) designated guidance personnel, three (3) secondary level teachers, and 21 secondary level students with a total of 25 respondents which was equivalent to 17.99%. All in all, this study was able to gather eight (8) designated guidance personnel, 21 secondary level teachers, and 110 secondary level students. Altogether there were 139 respondents gathered and were equivalent to 100%.

Furthermore, a standardized survey questionnaire was utilized by this study which was administered to the guidance counselors or any guidance designated personnel from private secondary schools in Calamba City. This was used to measure the level of manifestation of pandemic stress of the guidance counselors in terms of their perception of stressful experiences,

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the frequency of their negative thoughts and feelings, and their ability to control their emotions and coping up with unexpected events.

Another set of standardized survey questionnaires was administered to the guidance counselors or any guidance designated personnel from private secondary schools in Calamba City. This one was used to measure their level of implementation of stress coping strategies in terms of avoidant coping (self-distraction, denial, substance abuse, behavioral disengagement, venting, and self-blame), approach coping (active coping, use of emotional support, use of instrumental support, positive reframing, planning, and acceptance), humor, and religion.

Additionally, in terms of conducting this study, the researcher also utilized another adapted survey questionnaire which was administered to the teachers and students from various private secondary private schools in Calamba City. This survey questionnaire was utilized in this study to determine the assessment of the teachers and students in terms of the implementation of guidance and counseling services in their respective institutions.

As regards the easier administration, scoring, and assessment of these research instruments, this study utilized a Likert scale for obtaining sufficient data needed for this study. The four (4) point scale was ranging from four (4) being the highest and one (1) being the lowest.

Moreover, the researcher gathered the data relevant for this study by employing a letter of request sent to the School Heads of the private secondary schools in Calamba City. This was to ask for the permission of conducting this study from the guidance counselors, teachers, and students in private secondary schools in Calamba City. By the time the request was approved, the researcher immediately proceeded to gather the data needed. The questionnaires were distributed and retrieved using various online platforms. Finally, the results were tabulated, analyzed, and interpreted by the researcher.

In relation to this, the following were the statistical treatments to be applied in this study as suggested by the statistician using the Statistical Package for Social Sciences (SPSS): (1) mean and the five-point Likert scale of the standardized self-report instrument, Perceived Stress Scale (PSS-10), were used in describing the level of manifestation of pandemic stress of the guidance counselors or any other designated guidance personnel in the private secondary schools in Calamba City; (2) mean and the four-point Likert scale of the standardized self-report instrument, Brief-COPE Inventory, were also utilized in describing the level of implementation of stress coping strategies of the guidance counselors or any other designated guidance personnel in the private

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secondary schools in Calamba City; (3) mean and a four-point Likert scale of an adapted survey questionnaire were also utilized in terms of describing the assessment of teachers and students with the level of implementation of guidance and counseling services in private secondary schools in Calamba City; in analyzing the relationships between (4) the pandemic stress level and coping strategies of the guidance counselors, (5) the pandemic stress level and implementation of guidance and counseling services, as well as (6) the stress coping strategies of the guidance counselors concerning the implementation of the guidance and counseling services, the Pearson Correlation Coefficient (Pearson's r) was utilized.

## RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the gathered data in an attempt to determine the level of manifestation of pandemic stress level and the coping strategies of guidance counselors, as well as the level of implementation of guidance and counseling services in private secondary schools in Calamba City. The research also sought to answer the following questions:

**Problem 1: What is the level of manifestation of pandemic stress among guidance counselors in private secondary schools in terms of perception of stressful experiences, frequency of negative feelings and thoughts, and ability to control emotions and unexpected events?**

The tables that follow provide the findings on the problem stated above.

### 1.1 Perception of Stressful Experiences

**Table 1.1** *Level of Manifestation of Pandemic Stress among Guidance Counselors in Private Secondary Schools in terms of Perception of Stressful Experiences*

Indicators in terms of Perception of Stressful Experiences	$\bar{X}$	VI
1. In the last month, how often have you felt that things were going your way?.	2.43	SM
2. In the last month, how often have you found that you could not cope with all the things that you had to do?.	1.86	SM
3. In the last month, how often have you felt that you were on top of things?.	3.00	M

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4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?.	2.00	SM
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**GENERAL ASSESSMENT** **2.32** **SM**

Legend: 3.25-4.00 Highly Manifested (HM) 2.50-3.24 Manifested (M) 1.75-2.49 Slightly Manifested (SM) 1.00-1.74 Not Manifested (NM)

Table 1.1 illustrates the level of manifestation of pandemic stress among guidance counselors in private secondary schools in terms of Perception of Stressful Experiences. The general assessment was 2.32 which was verbally interpreted as Slightly Manifested. Furthermore, the indicator "In the last month, how often have you felt that you were on top of things?" had the highest computed mean of 3.00, which was verbally interpreted as Manifested, while the indicator "In the last month, how often have you found that you could not cope with all the things that you had to do?" attained the lowest computed mean of 1.86, which was verbally interpreted as Slightly Manifested. It implies that guidance counselors' perception of stressful experiences does not greatly contribute to their level of pandemic stress. They often feel that things are under their control and that they could efficiently handle any situation that may come their way, be it stressful or not. In support of this, Tayoto (2019) has added that guidance counselors are people who have an innate personality of being a service-oriented person which explains that they are gaining satisfaction and self-fulfillment through helping others. Thus, they are aware of effectively perceiving and coping with stressful experiences so that they could continue helping and guiding students to develop their effective coping strategies towards stressful situations.

## 1.2 Frequency of Negative Feelings and Thoughts

**Table 1.2** Level of Manifestation of Pandemic Stress among Guidance Counselors in Private Secondary Schools in terms of Frequency of Negative Feelings and Thoughts

Indicators in terms of Frequency of Negative Feelings and Thoughts	$\bar{X}$	VI
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.29	SM
2. In the last month, how often have you felt nervous and "stressed"?	2.14	SM

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## GENERAL ASSESSMENT

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2.21

SM

Legend: 3.25-4.00 Highly Manifested (HM) 2.50-3.24 Manifested (M) 1.75-2.49 Slightly Manifested (SM) 1.00-1.74 Not Manifested (NM)

Table 1.2 shows the level of manifestation of pandemic stress among guidance counselors in private secondary schools in terms of Frequency of Negative Feelings and Thoughts. The general assessment was 2.21, which was verbally interpreted as Slightly Manifested. Furthermore, the indicator "In the last month, how often have you been upset because of something that happened unexpectedly?" gained the highest computed mean of 2.29, which was verbally interpreted as Slightly Manifested, while the indicator "In the last month, how often have you felt nervous and "stressed?" attained the lowest computed mean of 2.14, which was verbally interpreted as Slightly Manifested. This may be inferred that the frequency of negative feelings and thoughts of the guidance counselors is only slightly contributing to their level of pandemic stress. They are often able to handle various negative feelings and thoughts and rarely do they feel very upset, nervous, or too stressed in unexpected happenings in their lives, thus, less likely to contribute to their pandemic stress as well. To support this, Behrend (2016) pointed out that guidance counselors often claim that they essentially love their jobs which helps them to keep going and maintain their motivation despite all of the frequency of negative feelings and thoughts brought by the pandemic stress.

### 1.3 Ability to Control Emotions and Unexpected Events

**Table 1.3** *Level of Manifestation of Pandemic Stress among Guidance Counselors in Private Secondary Schools in terms of Ability to Control Emotions and Unexpected Events*

Indicators in terms of Ability to Control Emotions and Unexpected Events	$\bar{X}$	VI
1. In the last month, how often have you felt that you were unable to control the important things in your life?	2.14	SM
2. In the last month, how often have you felt confident about your ability to handle your personal problems?	2.57	M
3. In the last month, how often have you been able to control irritations in your life?	2.43	M

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4. In the last month, how often have you been angered because of the things that were outside of your control?	1.86	SM
<b>GENERAL ASSESSMENT</b>	<b>2.25</b>	<b>SM</b>

Legend: 3.25-4.00 Highly Manifested (HM) 2.50-3.24 Manifested (M) 1.75-2.49 Slightly Manifested (SM) 1.00-1.74 Not Manifested (NM)

Table 1.3 shows the level of manifestation of pandemic stress among guidance counselors in private secondary schools in terms of Ability to Control Emotions and Unexpected Events. The general assessment was 2.25, which was verbally interpreted as Slightly Manifested. Furthermore, the indicator "In the last month, how often have you felt confident about your ability to handle your personal problems?" obtained the highest computed mean of 2.57, which was verbally interpreted as Manifested, while the indicator "In the last month, how often have you been angered because of the things that were outside of your control?" acquired the lowest computed mean of 1.86, which was verbally interpreted as Slightly Manifested. It insinuates that guidance counselors can control their emotions and remain calm even during unexpected events. In support of this, Mullen and Gutierrez (2016) stated in their study that guidance counselors could manage and control their emotions, thereby permitting them to fulfill their tasks and function fully enough to sustain the needs and welfare of the students.

**Problem 2: What is the level of implementation of coping strategies among guidance counselors in private secondary schools in terms of Avoidant coping, Approach coping, Humor, and Religion?**

The tables that follow indicates the findings on the problem stated above.

**2.1 Avoidant Coping**

**Table 2.1** Level of Implementation of Coping Strategies among Guidance Counselors in Private Secondary Schools in terms of Avoidant Coping

Indicators in terms of Avoidant Coping		$\bar{X}$	$\bar{X}$	VI	
1.	Self-Distraction	I've been turning to work or other activities to take	2.86	<b>2.86</b>	I

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		my mind off things.			
		I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	2.86		
2.	Denial	I've been saying to myself, "this isn't real"	1.57	<b>1.71</b>	NI
		I've been refusing to believe that it has happened.	1.86		
3.	Substance abuse	I've been using alcohol or other drugs to make myself feel better.	1.00	<b>1.00</b>	NI
		I've been using alcohol or other drugs to help me get through it.	1.00		
4.	Behavioral disengagement	I've been giving up trying to deal with it.	1.43	<b>1.64</b>	NI

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		I've been giving up the attempt to cope.	1.86	
		I've been saying things to let my unpleasant feelings escape.	2.00	
5.	Venting		<b>2.21</b>	PI
		I've been expressing my negative feelings.	2.43	
		I've been criticizing myself.	1.57	
6.	Self-blame	I've been blaming myself for things that happened.	<b>1.50</b>	NI
<b>GENERAL ASSESSMENT</b>			<b>1.82</b>	<b>PI</b>

Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 2.1 illustrates the level of implementation of guidance and counseling services in private secondary schools in terms of Avoidant Coping. The general assessment was 1.82, which was verbally interpreted as Partially Implemented. Furthermore, the indicators *"I've been turning to work or other activities to take my mind off things."* and *"I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping."* both classified as a Self-Distraction type of Avoidant Coping attained the highest computed mean of 2.86, which was verbally interpreted as Implemented, while the indicators *"I've been using alcohol or other drugs to make myself feel better."* and *"I've been using alcohol or other drugs to help me get through it"* both classified as Substance Abuse type of Avoidant Coping had the lowest computed mean of 1.00, which was verbally interpreted as Not Implemented. It entails that most of the negative classifications of Avoidant Coping are not being utilized by guidance counselors as their way of coping with pandemic stress. They are the professionals who are strictly following ethical codes to maintain

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professionalism and respect for the profession. Negative classifications of Avoidant Coping such as Substance Abuse may put their profession at risk, as well as their reputation as a guidance counselor. Hence, they are not involving themselves in any of these unhealthy ways of coping with pandemic stress. Meanwhile, they are using the Self-Distraction type of Avoidant Coping more often as it is not a self-destructive way of coping and a much healthier way compared with the mentioned negative ones. Aside from that, they also use the Venting type of Avoidant Coping for them to express their emotions healthily by means of acknowledging them and expressing them creatively, hence, allowing them to be the one to control it and avoid being controlled by their emotions. Supporting these details, Fye, Gnilka, and McLaulin (2018) explained that guidance counselors tend to focus on reducing the use of emotion-avoidance coping processes and strengthening the use of problem-solving and emotionally active coping processes that helps them to reduce stress symptoms.

## 2.2 Approach Coping

**Table 2.2** *Level of Implementation of Coping Strategies among Guidance Counselors in Private Secondary Schools in terms of Approach Coping*

Indicators in terms of Approach Coping		$\bar{X}$	$\bar{X}$	VI
1. Active Coping	I've been concentrating my efforts on doing something about the situation I'm in.	2.86	3.00	I
	I've been taking action to try to make the situation better.	3.14		
2. Use of Emotional Support	I've been getting emotional support from others.	3.14	3.14	I
	I've been getting comfort and understanding from someone.	3.14		
3. Use of Instrumental Support	I've been trying to get advice or help from other people about what to do.	3.43	3.00	I
	I've been getting help and advice from other people.	2.57		
4. Positive Framing	I've been trying to see it in a different light, to make it seem more positive.	3.43	3.43	FI
	I've been looking for something good in what is happening.	3.43		

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5. Planning	I've been trying to come up with a strategy about what to do.	3.29	<b>3.07</b>	I
	I've been thinking hard about what steps to take.	2.86		
6. Acceptance	I've been accepting the reality of the fact that it has happened.	3.14	<b>3.07</b>	I
	I've been learning to live with it.	3.00		
<b>GENERAL ASSESSMENT</b>			<b>3.12</b>	<b>I</b>

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Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 2.2 presents the level of implementation of guidance and counseling services in private secondary schools in terms of Approach Coping. The general assessment was 3.12, which was verbally interpreted as Implemented. Furthermore, the indicators *"I've been trying to see it in a different light, to make it seem more positive."* and *"I've been looking for something good in what is happening."* both classified as a Positive Reframing type of Approach Coping obtained the highest computed mean of 3.43, which was verbally interpreted as Fully Implemented, while the indicators *"I've been concentrating my efforts on doing something about the situation I'm in."* and *"I've been taking action to try to make the situation better."* classified as an Active Coping type of Approach Coping, as well as the indicators *"I've been trying to get advice or help from other people about what to do."* and *"I've been getting help and advice from other people."* classified as a Use of Instrumental Support type of Approach Coping had the lowest computed mean of 3.00, which was verbally interpreted as Implemented. This signifies that guidance counselors could deal with stressful situations by means of a healthy way of coping just like the classifications of Approach Coping. Positive reframing is the most implemented type of Approach Coping which indicates that guidance counselors' optimistic perception of negative situations helps them come up with healthier behaviors on how to deal with them. They've been also trying to use instrumental support through seeking advice from trusted people although most of the time, someone who's always ready to provide a less judgmental listening pair of ears would be more helpful than providing mere advice on what to do. In favor of all of these, according to Oteer (2015) mentioned

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as well that guidance counselors usually possess personality traits, personal mood, and thinking styles that will have an immense impact on their professional performance and career life. Thereby proving that guidance counselors are aware of the coping strategies that will have a positive impact on their implementation of guidance and counseling services for the students.

### 2.3 Humor

**Table 2.3** Level of Implementation of Coping Strategies among Guidance Counselors in Private Secondary Schools in terms of Humor

Indicators in terms of Humor	$\bar{X}$	VI
1. I've been making jokes about it.	2.71	I
2. I've been making fun of the situation.	2.29	PI
<b>GENERAL ASSESSMENT</b>	<b>2.50</b>	<b>I</b>

Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 2.3 shows the level of implementation of guidance and counseling services in private secondary schools in terms of Humor. The general assessment was 2.50, which was verbally interpreted as Implemented. Furthermore, the indicator "I've been making jokes about it" attained the highest computed mean of **2.71** which was verbally interpreted as **Implemented** while the indicator "I've been making fun of the situation" had the lowest computed mean of **2.29** which was verbally interpreted as **Partially Implemented**. It denotes that at times, guidance counselors use Humor as a way of coping with stressful situations, although not as often as Approach Coping. They may have tried using jokes to lighten up their mood and possibly as a way of controlling intense and/or heightened emotions. For further supporting details, Oteer (2015) discussed in his study that guidance counselors could deal with their problems in a professional manner. Moreover, Dixon (2020) found out that humor may be an effective coping strategy which further suggests that after a stress relief could be considered as a physiological benefit that comes with humor.

### 2.4 Religion

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**Table 2.4** *Level of Implementation of Coping Strategies among Guidance Counselors in Private Secondary Schools in terms of Religion*

Indicators in terms of Religion	$\bar{X}$	VI
1. I've been trying to find comfort in my religion or spiritual beliefs.	3.86	FI
2. I've been praying or meditating.	3.71	FI
<b>GENERAL ASSESSMENT</b>	<b>3.79</b>	<b>FI</b>

Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 2.4 illustrates the level of implementation of guidance and counseling services in private secondary schools in terms of Religion. The general assessment was 3.79, which was verbally interpreted as Fully Implemented. Furthermore, the indicator "I've been trying to find comfort in my religion or spiritual beliefs" had the highest computed mean of 3.86, which was verbally interpreted as Fully Implemented, while the indicator "I've been praying or meditating." had the lowest computed mean of 3.71, which was verbally interpreted as Fully Implemented. This indicates that among the coping strategies that guidance counselors utilize in handling personal problems and stressful situations, relying on religious beliefs possesses the highest general assessment. It may not provide a solution to every problem, but it also helps one to be relaxed and calm despite the presence of certain issues. In agreement with these implications, Merrill-Washington (2020) stated that guidance counselors may use progressive muscle relaxation, meditation, yoga, tai chi, mindfulness, breath focus, and repetitive prayer for stress relief. Attoe (2020) mentioned as well that the spiritual beliefs of guidance counselors may have a positive impact on the delivery of their programs and services.

### **Problem 3: Is there a significant relationship between the level of manifestation of pandemic stress and the level of implementation of coping strategies among guidance counselors in private secondary schools in Calamba City?**

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The next table follows presents the findings to the problem stated above.

**Table 3** *Test of Significant Relationship between the Level of Manifestation of Pandemic Stress and the Level of Implementation of Coping Strategies among Guidance Counselors in Private Secondary Schools in Calamba City*

Level of Manifestation of Pandemic Stress	Level of Implementation of Coping Strategies	r value	P value	Remarks	Decision
Perception of Stressful Experiences	Avoidant Coping	.507*	.046	Significant	Reject H <sub>0</sub>
	Approach Coping	.601*	.044	Significant	Reject H <sub>0</sub>
	Humor	-.230	.619	Not Significant	Accept H <sub>0</sub>
	Religion	.213	.646	Not Significant	Accept H <sub>0</sub>
Frequency of Negative Feelings and Thoughts	Avoidant Coping	.585*	.028	Significant	Reject H <sub>0</sub>
	Approach Coping	.211*	.049	Significant	Reject H <sub>0</sub>
	Humor	.000	1.000	Not Significant	Accept H <sub>0</sub>
	Religion	.091	.846	Not Significant	Accept H <sub>0</sub>
Ability to Control Emotions and Unexpected Events	Avoidant Coping	.538*	.021	Significant	Reject H <sub>0</sub>
	Approach Coping	.702*	.049	Significant	Reject H <sub>0</sub>
	Humor	.068	.885	Not Significant	Accept H <sub>0</sub>

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Religion	.220	.635	Not Significant	Accept H <sub>0</sub>
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\*\*Correlational at the level 0.01 \*Correlational at the level 0.05(Two-tailed)

As shown in Table 3, the r values of all the variables were interpreted as negligible correlation to moderate positive correlation to correlate the level of manifestation of pandemic stress specifically Perception of Stressful Experiences and the Level of Implementation of Coping Strategies specifically Avoidant Coping and Approach Coping, with the computed probability values of .046 and .044, which were interpreted as lesser than the level of significant ( $P < 0.05$ ); thus, the null hypothesis was rejected. The result shows that there was a significant relationship between the dependent and independent variables. This implies that the level of manifestation of pandemic stress specifically the Perception of Stressful Experiences has a moderately significant relationship with the Level of Implementation of Coping Strategies specifically Avoidant Coping and Approach Coping among Guidance Counselors in Private Secondary Schools in Calamba City. The higher the level of pandemic stress, the higher the level of implementation of coping strategies by Guidance Counselors and vice versa. Table 3 also shows that the r values of Frequency of Negative Feelings and Thoughts were interpreted as with negligible correlation to moderate positive correlation to correlate level of manifestation of pandemic stress and the level of implementation of coping strategies particularly Avoidant Coping and Approach Coping, with the computed probability values of .028 and .049 which were interpreted as lesser than the level of significant ( $P < 0.05$ ); thus, the null hypothesis was rejected. The result illustrates that there was a significant relationship between the dependent and independent variables. This may signify that the level of manifestation of pandemic stress specifically the Frequency of Negative Feelings and Thoughts has a moderate significant relationship with the level of implementation of coping strategies particularly Avoidant Coping and Approach Coping among guidance counselors in private secondary schools in Calamba City. This may also imply that the higher the level of Frequency of Negative Feelings and Thoughts, the higher the level of implementation of Avoidant Coping and Approach Coping. Lastly, Table 3 also shows that the r values of Ability to Control Emotions and Unexpected Events were interpreted as well with negligible correlation to moderate positive correlation as to correlate level of manifestation of pandemic stress and the level of implementation of coping strategies specifically Avoidant Coping and Approach Coping, with the computed probability values of .021 and .049 which were interpreted as lesser than the level of significant ( $P < 0.05$ ); thus, the null hypothesis was rejected. The result shows that there was significant relationship between the dependent and independent variables. This may infer that guidance counselors' Ability to Control Emotions and Unexpected

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Events as an indicator of the level of manifestation of pandemic stress has a significant relationship with the level of implementation of coping strategies specifically with Avoidant Coping and Approach Coping, hence, the manner of how they could control their emotions and manage to maintain unexpected events to be still under their control makes them increase their engagement with coping strategies such as **Avoidant Coping** and **Approach Coping**. Giving support to these implications, Mullen, Blount, Lambie and Chae (2018) emphasized that given the nature of their profession, guidance counselors are prone to face multiple and competing demands that may lead to stress, empathy fatigue, emotional exhaustion, counselor impairment, and such. Furthermore, Kotarski (2020) mentioned that guidance counselors will be needing to protect their mental health as much as how they try to protect the students' mental health, thus encouraging them to utilize various stress coping strategies. Additionally, Holman, Nelson, and Watts (2019) also identified that when guidance counselors engage themselves in self-monitoring and continue being proactive in planning self-care activities which could be classified as an Approach Coping and a positive type of Avoidant Coping, this may help them monitor the level of their pandemic stress and more likely leads them to seek an earlier intervention.

**Problem 4: What is the level implementation of guidance and counseling services in private secondary schools as assessed by teachers and students in terms of academic development, personal and social development, and career development?**

The following tables present the findings to the problem stated above.

**4.1 Academic Development**

**Table 4.1** *Level Implementation of Guidance and Counseling Services in Private Secondary Schools as assessed by Teachers and Students in terms of Academic Development*

Indicators in terms of Academic Development	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
Helping the students in maintaining the balance between curricular and extra-curricular activities.	3.15	I	2.97	I	3.06	I
Assisting the students in setting realistic academic goals for the adjustment to the school academic environment.	3.35	FI	2.88	I	3.12	I

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Conducting lectures with the students on to develop effective time management skills.	3.10	I	2.88	I	2.99	I
Conducting lectures with the students on to maintain good study habits.	3.05	I	2.93	I	2.99	I
Monitoring and providing remedial ing to students with slow academic progress	2.90	I	2.69	I	2.80	I
Guiding the students to discover and ice their potential skills and abilities	3.20	I	2.81	I	3.01	I
Providing ways on how students will be to cope up with distractions during their time	3.15	I	2.84	I	3.00	I
Teaching the students with proper izational skills	3.05	I	2.84	I	2.95	I
Imparting skills and tips in answering inations	3.06	I	2.73	I	2.89	I
Conducting follow-ups regarding students' ng progress and improvement.	3.02	FI	2.93	I	3.04	I
<b>GENERAL ASSESSMENT</b>	<b>3.13</b>	<b>I</b>	<b>2.99</b>	<b>I</b>	<b>2.99</b>	<b>I</b>

Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 4.1 reveals that the level of implementation of guidance and counseling services in private secondary schools as assessed by teachers and students in terms of Academic Development had a composite mean of 2.99, which was verbally interpreted as Implemented. Moreover, the indicator "Assisting the students in setting realistic academic goals for the adjustment to the school academic environment." attained the highest composite mean of 3.12 and was verbally interpreted as Implemented. Meanwhile, the indicator "Monitoring and

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*providing remedial teaching to students with slow academic progress*” had the lowest composite mean of 2.80, which was verbally interpreted as Implemented. Thus, it could be gleaned that most of the parts consisting of the guidance program of a guidance counselor, particularly of students’ Academic Development are being implemented in every private secondary school in Calamba City. Moreover, the guidance counselors are reaching out to students to help them set realistic academic goals for them to adjust to the changes in their school academic environment. On the other hand, guidance counselors also fulfill the task of monitoring the students who seemed to have slow academic progress due to several reasons. Most of them are even conducting home visits to check upon the students’ environment at home which may contribute to their slow academic progress. In support of this, Kanga (2017) mentioned in his study that guidance and counseling services were being implemented in terms of Academic Development mostly through enhancing students’ adjustment to the school academic environment. Salgong (2016) also stated that a lack of guidance and counseling services about the Academic Development of students would more likely result in indiscipline in schools and poor academic performance and progress of the students.

#### 4.2 Personal and Social Development

**Table 4.2** *Level Implementation of Guidance and Counseling Services in Private Secondary Schools as assessed by Teachers and Students in terms of Personal and Social Development*

Indicators in terms of Personal and Social Development	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Conducting counseling intervention for students with personal/family issues (e.g., parents’ annulment/separation, death of a family member, etc.).	3.40	FI	3.04	I	3.22	I
2. Teaching students to improve their verbal and non-verbal communication skills.	3.20	I	2.89	I	3.05	I
3. Providing tips on how the students will learn to respect other people as well as themselves.	3.40	FI	3.00	I	3.20	I
4. Assisting students in terms of resolving conflicts and issues with another student or teacher.	3.35	FI	2.98	I	3.17	I

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5. Monitoring and providing a follow-up session with students frequently facing family problems and/or relating with other people.	3.45	FI	2.93	I	3.19	I
6. Conducting lectures with the students on how improve one's problem-solving skills	2.90	I	2.73	I	2.82	I
7. Providing lessons on the personal growth and developmental issues of the students	3.15	I	2.67	I	2.91	I
8. Encouraging students to write a journal on a daily basis as a means of expressing thoughts and emotions in a creative way	3.25	FI	2.89	I	3.07	I
9. Mentoring peer counseling with the students on a weekly basis	3.10	I	2.57	I	2.84	I
10. Promoting the building of the camaraderie of students with one another.	3.05	I	2.57	I	2.81	I
<b>GENERAL ASSESSMENT</b>	<b>3.23</b>	<b>I</b>	<b>2.83</b>	<b>I</b>	<b>3.03</b>	<b>I</b>

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Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 4.2 reveals that the level of implementation of guidance and counseling services in private secondary schools as assessed by teachers and students in terms of Personal and Social Development had a composite mean of 3.03, which was verbally interpreted as Implemented. Moreover, the indicator "Conducting counseling intervention for students with personal/family issues (e.g., parents' annulment/separation, death of a family member, etc.)." obtained the highest composite mean of 3.22 and was verbally interpreted as Implemented. Meanwhile, the indicator "Promoting the building of the camaraderie of students with one another." had the lowest composite mean of 2.81, which was verbally interpreted as Implemented. This suggests that guidance counselors are also focused on implementing programs that enhance the domain of personal and social development of the students. Accordingly, they are conducting psychological interventions such as counseling to monitor students' personal and family issues that may soon reflect and influence their academic progress. To maintain the progress of counseling sessions, guidance counselors also conduct follow-up sessions to keep track of how students are dealing with family issues and conflicts. Aside from that, the students' verbal and non-verbal communications may be developed through counseling sessions as this provides them a safe space of opening up themselves knowing that they will not be judged or criticized easily. Additionally, guidance counselors are also able to teach students some problem-solving skills,

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hence being equipped with proper knowledge of resolving conflicts with either classmates or teachers at school while still considering having respect towards one another. Effective resolving of issues and conflicts also promotes the building of camaraderie of students with one another. Lastly, guidance counselors highly encourage students to express and acknowledge their emotions as much as possible to avoid bottling up feelings and exploding exhaustively. This may be executed through arts or writing a journal which promotes personal growth as they come to know more of themselves in every aspect, as well as a social development that starts communicating through the use of non-verbal cues. To support all of these, Owino (2015) discussed in a study that the personal growth and development of students is an important consideration at the secondary school level, thereby requiring the guidance counselors to implement guidance and counseling programs and services that will aid the students in terms of developing their personality and building attitudes that will enable them to be equipped to live a happy life. Similarly, Kanga (2017) also mentioned that guidance and counseling services in Botswana aim to help the students navigate through their personal and interpersonal challenges, thus enabling the guidance counselor to monitor the progress of personal and social development of the students.

### 4.3 Career Development

**Table 4.3** *Level Implementation of Guidance and Counseling Services in Private Secondary Schools as assessed by Teachers and Students in terms of Career Development*

Indicators in terms of Career Development	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Administering career interest survey to students.	3.35	FI	3.09	I	3.22	I
2. Providing feedback and recommendations to students regarding the results of the career interest survey.	3.25	FI	2.95	I	3.10	I
3. Conducting a career guidance program to address students' dilemmas in their career-decision making.	3.25	FI	2.99	I	3.12	I
4. Assisting students in exploring their interests, strengths, abilities, and potentials.	3.30	FI	2.84	I	3.07	I
5. Setting up a career lecture for each grade level to provide basic career information.	3.00	I	2.81	I	2.91	I

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6. Organizing a quarterly career counseling with students.	3.00	I	2.53	I	2.77	I
7. Conducting career interviews with the students in preparation for their next grade level.	2.85	I	2.75	I	2.80	I
8. Facilitating a career workshop to foster students' potentials, skills, and strengths in line with their interests.	3.00	I	2.67	I	2.84	I
9. Inviting resource speakers to provide information and inspiration to students in choosing their career paths.	3.15	I	3.06	I	3.11	I
10. Providing information with regards to the scholarships and schools fitted for the student's interests, skills, and aptitude.	2.90	I	2.81	I	2.86	I

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**GENERAL ASSESSMENT**

**3.11 I 2.85 I 2.98 I**

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Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I) 1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

Table 4.3 reveals that the level of implementation of guidance and counseling services in private secondary schools as assessed by teachers and students in terms of Career Development obtained a composite mean of 2.98 which was verbally interpreted as Implemented. Moreover, the indicator "*Administering career interest survey to students*" had the highest composite mean of 3.22 and was verbally interpreted as Implemented. Meanwhile, the indicator "*Organizing a quarterly career counseling with students.*" attained the lowest composite mean of 2.77, which was verbally interpreted as Implemented. It entails that guidance counselors in private secondary schools implement guidance program that includes strengthening the Career Development domain of the students. The purpose of implementing a career guidance program is to encourage and assist the students to explore their potential skills, abilities, interests and to increase self-awareness of one's strengths. The first step that guidance counselors do to help students determine their strength is to administer to them a career interest survey and provide them with feedback regarding the results. Aside from that, conducting career counseling and interviews are also being done by most of the guidance counselors to provide the students with enough information about the transitioning they are about to go through. Furthermore, guidance counselors usually conduct a career talk by inviting a career expert to provide various information about career decision-making and career planning. In support of this, Awinsong,

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Dawson, and Gidiglo (2015) stated in their study that guidance counselors play a crucial role in the career decision-making of the students. They may influence this by means of the information they are providing for the students to arrive at better decisions when it comes to their career preferences. Ehigbor (2018) also mentioned in a study that one of the roles of guidance counselors is to provide career information and advice on disciplinary matters regarding career decision-making of the students. Such services were also being offered in the United States to help and guide the students in terms of their educational development and career aspirations.

**Problem 5: Is there a significant relationship between the level of manifestation of pandemic stress and the level of implementation of guidance and counseling services in private secondary schools in Calamba City?**

The next table that follows presents the findings to the problem stated above.

**Table 5** *Test of Significant Relationship between the Level of Manifestation of Pandemic Stress and the Level of Implementation of Guidance and Counseling Services in Private Secondary Schools in Calamba City*

Level of Manifestation of Pandemic Stress	Level of Implementation of Guidance and Counseling Services	r value	P value	Remarks	Decision
Perception of Stressful Experiences	Academic Development	.584	.168	Not Significant	Accept H <sub>o</sub>
	Personal and Social Development	.485	.270	Not Significant	Accept H <sub>o</sub>
	Career Development	.268	.561	Not Significant	Accept H <sub>o</sub>
Frequency of Negative Feelings and Thoughts	Academic Development	.384	.395	Not Significant	Accept H <sub>o</sub>
	Personal and Social Development	.450	.311	Not Significant	Accept H <sub>o</sub>

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	Career Development	.840*	.018	Significant	Reject H <sub>o</sub>
Ability to Control Emotions and Unexpected Events	Academic Development	.470	.287	Not Significant	Accept H <sub>o</sub>
	Personal and Social Development	.390	.387	Not Significant	Accept H <sub>o</sub>
	Career Development	.125	.789	Not Significant	Accept H <sub>o</sub>

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\*\*Correlational at the level 0.01 \*Correlational at the level 0.05(Two-tailed)

As shown in Table 5, the r values of all the variables were interpreted as with negligible correlation to moderate positive correlation to correlate the level of manifestation of pandemic stress particularly Frequency of Negative Feelings and Thoughts and level of implementation of guidance and counseling services particularly Career Development with the computed probability value of .018, interpreted as lesser than the level of significant ( $P < 0.05$ ); thus, the null hypothesis was rejected. The results show that there was a significant relationship between the dependent and independent variables. The results implicate that the level of manifestation of pandemic stress has a significant relationship with the level of implementation of guidance and counseling services in private secondary schools in Calamba City. This may imply that there's a possibility that if guidance counselors mostly experience a higher level of **Frequency of Negative Feelings and Thoughts**, it may greatly affect their implementation of career guidance program, hence, influencing as well the **Career Development** of the students. In agreement with all of these, Lucero (2020) has stated in a study that guidance counselors are being involved in the use of an integrated developmental approach which could include counseling, personal growth, or career development in the school setting. Due to this, it is possible for them to face various challenges either emotionally or psychologically. This may affect the implementation of the career guidance program as it is one of the most common programs being implemented by the guidance counselors aside from the counseling services.

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**Problem 6: Is there a significant relationship between the level of implementation of stress coping strategies of guidance counselors and the implementation of guidance and counseling services in private secondary schools in Calamba City?**

The next table presents the findings of the above mentioned problem.

**Table 6** *Test of Significant Relationship between the Level of Implementation of Coping Strategies and Level of Implementation of Guidance and Counseling Services in Private Secondary Schools in Calamba City*

Level of Implementation of Coping Strategies	Level of Implementation of Guidance and Counseling Services	r value	P value	Remarks	Decision
Avoidant Coping	Academic Development	.823*	.023	Significant	Reject H <sub>0</sub>
	Personal and Social Development	.617	.140	Not Significant	Accept H <sub>0</sub>
	Career Development	.642	.120	Not Significant	Accept H <sub>0</sub>
Approach Coping	Academic Development	.241	.602	Not Significant	Accept H <sub>0</sub>
	Personal and Social Development	.015	.975	Not Significant	Accept H <sub>0</sub>
	Career Development	.082	.860	Not Significant	Accept H <sub>0</sub>
Humor	Academic Development	-.113	.809	Not Significant	Accept H <sub>0</sub>
	Personal and Social Development	-.432	.333	Not Significant	Accept H <sub>0</sub>

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	Career Development	-.219	.637	Not Significant	Accept H <sub>o</sub>
	Academic Development	.397	.377	Not Significant	Accept H <sub>o</sub>
Religion	Personal and Social Development	.063	.893	Not Significant	Accept H <sub>o</sub>
	Career Development	.169	.717	Not Significant	Accept H <sub>o</sub>

\*\*Correlational at the level 0.01 \*Correlational at the level 0.05(Two-tailed)

Table 6 illustrates that the r values of all the variables were interpreted as with negligible correlation to moderate positive correlation to correlate the level of implementation of coping strategies specifically Avoidant Coping and level of implementation of guidance and counseling services particularly Academic Development with the computed probability value of **.023** which was interpreted as lesser than the level of significant ( $P < 0.05$ ); thus, the null hypothesis was rejected. The results show that there was a significant relationship between the dependent and independent variables. The result implies that the level of implementation of coping strategies specifically in terms of **Avoidant Coping** strategy of guidance counselors has a significant relationship with the **Academic Development** domain of the guidance and counseling services. This entails that when guidance counselors increase their level of implementation of avoidant coping, most probably the negative classifications of it such as *Denial, Substance Abuse, Behavioral Disengagement, and Self-blame* may affect the implementation of certain guidance programs covering the area of **Academic Development** of the students. Most of these negative classifications of **Avoidant Coping** strategy could largely influence the well-being of the guidance counselors, as well as the integrity of their profession. Hence, it will lead down to not being able to implement **Academic Development** programs effectively for the students if misbehavior and unhealthy coping strategies are being executed by the guidance counselors themselves. In agreement with all of these implications, Tayoto (2019) has suggested that guidance counselors have the personality trait of enjoying being with other people, talking, listening, and doing something for them, thus they are deemed as naturally empathetic and friendly. These qualities are considered to complement the nature of a guidance counselor's work. Along with this pile of workloads, guidance counselors are aware of implementing several coping

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strategies in a way that will not influence the programs and services that they provide for the students.

**Problem 7: Based on the findings of the study, what stress coping management program may be proposed?**

Based on the findings of the study, a Stress Coping Management Program is proposed by the researcher of the study to improve the guidance counselors’ stress coping strategies by means of providing them ways on how to deal with their pandemic stress in a positive and healthier way, thereby influencing positively the implementation of guidance and counseling services particularly the Academic Development of the students.

**Table 7** *Proposed Stress Coping Management Program*

**PROJECT “STRESS-COPE” PROGRAM**

**Project “STrengthen and REstore the Support System of Coping Outlets for the Providers of Empathy” Program**

KEY RESULT AREA	OBJECTIVES	STRATEGIES/A CTIVITIES	TIME FRAME	PERSONS INVOLVED	SOURCE OF FUND	SUCCESS INDICATORS
Dealing with stress by means of self-distraction	The program aims for the guidance counselors to:  with stress directly. se self-esteem on face stressful rces. n understanding ig advantages and ntages of self-on as a stress strategy.	Educational Webinar for an Effective Stress Coping Strategy	January 2022 - February 2022	Operating Officer 1 Resource nent ial ce Counselors	Training/  Professional Growth and Development Fee	90% of the stress coping strategies of guidance counselors as well as their level of self-esteem has been improved.
Dealing with stress by means of venting out	The program aims for the guidance counselors to:  : a proper way of ledging one’s and thoughts in a r way.	Emotions through Art Workshop: A Stress Coping Strategy	March 2022 - April 2022	Operating Officer Resource nent ial ce Counselors	Training/Professi onal Growth and Development Fee	90% of the acknowledgemen t skills and expression of emotion of the guidance

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W, creative ideas  
essing one's  
s and emotions.  
sights on the  
of venting out as a  
strategy.

Role Playing  
Workshop: An  
Art of Venting  
Out

counselors has  
been obtained.

Dealing with  
stress by means  
of meditating  
and  
strengthening  
one's spiritual  
self

The program  
aims for the  
guidance  
counselors to:

ie engagement  
f-care activities  
g meditation and  
activities.  
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d escalate self-  
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personal problems.

Stress-Coping  
Retreat and  
Recollection

May 2022 - June  
2022

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Training/Professi  
onal Growth and  
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90% of the  
spiritual aspect  
of the guidance  
counselors has  
been acquired.

Yoga and  
Meditation for  
Coping with  
Stress

## CONCLUSIONS

Based on the aforementioned findings of the study, the following conclusions have been attained: (1) That the guidance counselors' Perception of Stressful Experiences, Frequency of Negative Feelings and Thoughts, and Ability to Control Emotions and Unexpected Events do not greatly contribute to their level of pandemic stress. They often feel that things are under their control and that they could efficiently handle any situation that may come their way, be it stressful or not. Evidently due to this, they also often feel that they could cope with the pile of things they had to do despite the presence of stress in their surroundings. Moreover, they are often able to deal with negative feelings and thoughts and rarely do they feel very upset, nervous, or too stressed in unexpected happenings in their lives although they're also aware that these negative feelings and thoughts may be present at times and are quite inevitable. Lastly, they have this high level of self-confidence that they could control their negative emotions specifically sudden irritations as they are aware of the things that are only included inside their circle of control, hence, lessening the possibilities of being angered when they encounter things outside of their control; (2) that the several negative classifications of Avoidant Coping were not being implemented by guidance counselors such as Denial, Substance Abuse, Behavioral Disengagement, and Self-Blame while there are other classifications of Avoidant Coping such as

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Self- Distraction and Venting were being implemented by the guidance counselors as a way of coping with pandemic stress. Some negative classifications of Avoidant Coping were not being implemented since it may cause harm to their profession and put their reputations at risk, thus diverting themselves into healthier classifications of Avoidant Coping which primarily helps them redirect their focus and attention, release negative feelings, and freely express their emotions and thoughts in a much creative way. On the other hand, Approach Coping, Humor, and Religion were all being implemented by the guidance counselors as coping strategies towards stressful experiences due to the reason that they were all more effective and efficient considering the nature of work the guidance counselors have; (3) that the manifestation of pandemic stress specifically Perception of Stressful Experiences, Frequency of Negative Feelings and Thoughts, and Ability to Control Emotions and Unexpected Events has a significant relationship with the implementation of coping strategies among guidance counselors particularly Avoidant Coping and Approach Coping. On the contrary side, the manifestation of pandemic stress especially Perception of Stressful Experiences, Frequency of Negative Feelings and Thoughts, and Ability to Control Emotions and Unexpected Events has no significant relationship with the implementation of coping strategies among guidance counselors particularly Humor and Religion. This means that the higher the level of manifestation of pandemic stress, the higher the level of implementation of coping strategies except for Humor and Religion as they may not be possibly the primary coping strategies that are usually used by the guidance counselors once they encounter a stressful situation; (4) that implementation of guidance and counseling services among secondary private schools were all being accomplished specifically in the areas of Academic Development, Personal and Social Development, as well as Career Development of the students. Guidance counselors were able to implement their guidance and counseling services and programs efficiently with the consideration of monitoring the students' learning progress and academic adjustment, their ways of handling personal problems while developing their interpersonal skills, and also guiding and helping them explore their interests and career preferences to improve effective career decision-making; (5) that the manifestation of pandemic stress among guidance counselors specifically Perception of Stressful Experiences and Ability to Control Emotions and Unexpected Events does not significantly influence the guidance counselors' implementation of guidance and counseling services among secondary private schools particularly the Academic, Personal and Social, and Career Development. The same goes for the other indicator of manifestation of pandemic stress, the Frequency of Negative Feelings and Thoughts, although it may influence the implementation of guidance and counseling services among secondary private schools, especially in the area of Career Development. This is probably for the reason that a huge part of the implementation of guidance and counseling services typically concerns the career preferences and decision-making of the students. Thus, when guidance counselors were bombarded with frequent negative feelings and thoughts, it may influence the delivery of career guidance programs as it covers the

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whole area of academic, personal, and social development of the students. Their career preferences will foretell their learning progress, decision-making skills on how to handle personal problems, as well as their interpersonal skills in terms of interacting with other people; (6) that the implementation of coping strategies among guidance counselors such as Approach Coping, Humor, and Religion has a significant influence on the implementation of guidance and counseling services among private secondary schools particularly in the areas of Academic, Personal and Social, and Career Development. Similarly, it applies the same thing to another indicator of implementation of coping strategies among guidance counselors, specifically Avoidant Coping although the results show that it has a significant influence on the implementation of guidance and counseling services particularly in the area of Academic Development. The reason for this is that most of the classifications of Avoidant Coping have a negative impact on the profession of a guidance counselor. Hence, when being applied, it may significantly impact the Academic Development of the students as this is one of the primary areas of concern wherein students express misbehavior. If guidance counselors were to be seen by the students as misbehaving by means of utilizing the Avoidant Coping strategy, they might not be able to implement Academic Development programs effectively towards the students as they might be questioned regarding their misbehavior; and (7) that the proposed stress coping management program may be considered as an effective way of providing the guidance counselors with mind-training activities that will help them improve their way of handling problems and executing stress coping strategies.

## RECOMMENDATIONS

Based on the summarized findings of the study and finalized conclusions, the following recommendations are highly encouraged: (1) The guidance counselors may be able to strengthen their resiliency skills against the manifestation of pandemic stress for them to maintain it at a normal level wherein they could still handle their perceived stress even when they are helping the students manage their stress; (2) the guidance counselors may try to consistently seek professional help and supervision for maintaining the control by utilizing some classifications of Avoidant Coping such as Self-distraction and Venting, as these two may provide initial relief from stress, it may not fully resolve the stress handling issues and might only cause them to pile up. Seeking further professional help and supervision may help the guidance counselors to lessen the usage of Avoidant Coping, hence, maintaining them at a controlled level; (3) the human resource department of every institution may give attention to the guidance counselors' welfare as an employee that works hard to perform and function in accordance with their position, especially in the areas of providing them monthly or quarterly training and workshops to maintain an established coping strategy in terms of handling stressful situations; (4) the guidance counselors may improve the implementation of guidance and counseling services by means of focusing on

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the areas of providing quarterly lectures to closely monitor, improve the students' learning progress, conduct a group counseling for the promotion of building camaraderie and interpersonal skills of the students, and conduct career interviews and workshops for the student's improvement in the area of career decision-making skills; (5) the guidance counselors may be able to further learn how to manage frequent appearances of negative feelings and thoughts by means of using Approach Coping strategies, engaging oneself in fun self-care activities, as well as improving one's spiritual aspect of the self by means of involving with spirituality enhancement programs and activities, thereby increasing self-reflection skills for them to implement an effective and efficient Career Development programs among others; (6) the guidance counselors may be able to abstain from continuously using and relying on any classification of Avoidant Coping as it may negatively influence their job performance, especially when it comes to implementing their guidance and counseling services and programs, particularly in the area of Academic Development. This may be obtained through the continuous seeking of advice from a supervisor or mentor that may possibly guide them to establish an effective coping strategy; (7) the guidance counselors may be able to utilize the proposed stress coping management program for them to monitor and manage their stress symptoms as well as to improve their stress coping strategies. This way, the effectiveness of their implementation of guidance and counseling services may also follow; and (8) future researchers may consider pursuing this study by means of altering the target respondents. From the secondary level of teachers and students, they may try to look at the perception of Senior High School students or even college students, depending upon their Grade or Year Level, as well as with their respective Strands and College Programs regarding the implementation of guidance and counseling services among other institutions located in other cities.

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