

Guidance Counselors' Constructs of their Role Performance in Interventions Nurturing Academe-community- Workplace Interface

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Abstract

This qualitative inquiry explored guidance counselors' constructs of their roles in interventions that nurture academe-community-workplace interface. These interventions were spearheaded by the Mariano Marcos State University (MMSU) and Northwestern University (NU) in Ilocos Norte from January 2007 to December 2009. Data sets were gathered via in-depth interviews with six MMSU and ten NU guidance counselors. The explored constructs of their roles were grouped into themes and sub-themes.

Three major groups of interventions that nurture academe-community-workplace interface were identified. The most commonly-mentioned included those under academic development, followed by those under career development, and the least, those under personal-social development. All the interventions involved at least two groups of individuals like students and guidance counselors or concerned university personnel, while almost all involved members of the community (such as parents, guardians, and relatives) and workplaces (employers and staff), as well as those of the academe (both teaching and non-teaching personnel and students or even peer counselors).

Moreover, the roles identified were grouped as follows: administrative, communicative, technical, coordinative, instructional, leadership, and facilitative. All of which were evident in the roles performed by the counselor-informants when they engaged themselves in academic development interventions. Across the interventions, which were grouped into three, the counselor-informants construed the roles they played in terms of their purposes. These intentions were found to be directed toward the academic growth and welfare of students, the visibility of the concerned academic institutions, the effectiveness and relevance of the guidance and counseling program, the involvement of parents and prospective employers of graduates, and the sustainability of relationships between and among partners in the academe, community, and workplaces.

Aside from viewing the roles played by the counselor-informants based on their purpose, they were also interpreted in terms of their nature, importance, justification/rationale, strategies employed, and outcomes. When taken together, all these findings serve as anchor in ensuring a more comprehensive yet practical training—either formal or non-formal—for guidance counselors regardless of whether they are serving in a public or private institution of higher learning. Such training is needed in enabling guidance counselors to manage opportunities that nurture and maximize interfacing interventions.

Keywords: *guidance counseling, guidance counselor's interventions, role performance, academe-community-workplace interface*

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Introduction

Today, education is not only seen as a pivotal factor in national development, but as the main component of a nation's advancement as well. However, a relatively large number of contemporary higher learning institutions falter in their mission to prepare students in assuming a multitude of responsibilities in the future. In the face of widespread uncertainty about the academe's appropriate role in highlighting virtuosity, issues of personal and social responsibility have been brushed aside. Likewise, the ways of addressing them only disconnects students, academic work, and personal exploration that inevitably occur as they pursue their educational careers (Grusec & Goodnow, cited in Bear, Telzrow and de Oliveira, 1997).

Nevertheless, some of these higher education institutions recognize their commitment to students' meaningful practices that prepare them to fulfill their obligations in the academe and in their social and global communities. By undertaking their social responsibility and by examining the collective implications of knowledge, college students learn to address the effects of actions and social policies and to take the lead in shaping the world as a better place to live in (Association of American Colleges and Universities, 2006).

In molding students to become holistically-responsible citizens, Baker (2000) asserts that guidance and counseling in the academe are integral components. Likewise, guidance and counseling support the institution in realizing its educational objectives through assisting, coordinating, and implementing relevant policies for student welfare and development. As such, guidance counselors face the challenge of preparing students to meet the expectations of higher academic standards and to become productive members of society. Specifically, they use the skills of leadership, advocacy, and collaboration to promote systematic change as appropriate. Likewise, they focus their skills, time, and energy on direct service to students and their families. Indeed, guidance counselors' collaborative efforts as members of the educational team create an environment that promotes student achievement.

At the collegiate level, guidance counselors assume a number of roles; all of which are important and potentially critical in affecting a student's future (Burnham and Jackson, 2000). These roles, as disclosed further by Burnham and Jackson (2000), are translated in a variety of interventions: academic, career, and psycho-social. In other words, guidance counselors' roles do not only encompass educational management but they extend to mental health, interpersonal relations, social adjustment, career planning, and work adjustment as well. In performing their varied roles, the professional commitment of counselors is directed at promoting and maximizing the potentials of students as they relate with their peers and professors, collaborate with their family and community, and nurture synergy with their future colleagues and superiors in the workplace.

In the Philippines, guidance services are an integral part of familial culture. Since academic institutions assume more and more roles of the family in the multifaceted development of students, a guidance and counseling center takes on an important role in the academic structure. Through the various guidance services, according to Salazar-Clemena (1997), the center follows the development of students from the time they enter the university until the time they leave school to enter into the world of work. The same author claims that guidance counselors are in the best position to provide administrators, teachers, parents, and students with appropriate and timely information needed by students to set their goals and realize such.

The guidance and counseling center is a sub-unit in the service office of a university under the Student Services and Development Office. Higher education institutions envision the Filipino guidance counselors as caring, nurturing, and affirming persons striving for wholesome lifestyles and endeavoring to form a community of disciples, together with the administrators, faculty, employees, and students (Salazar-Clemena, 1997).

Almost everyday students are referred to the guidance office for counseling due to misbehavior, absenteeism, and tardiness. Inferring from the various problems of students, it is essential to undertake a study that could redefine guidance counselors' roles and determine the skills they need in implementing a comprehensive guidance and counseling program of higher-education institutions. All of which would redound to more responsive and proactive intervention programs that deliver guidance services to all students and to significant others who influence their development. Among them are faculty members, academic administrators, parents, and other community residents.

By working collectively, the academe, families, and communities can prepare for a more promising future. In fact, communities searching for opportunities to revitalize themselves in a technologically-sophisticated society can discover ways to bring themselves into the information age by intertwining school and community improvement initiatives. For instance, Cawelti (1999) found in his research that parents' involvement in activities designed to support the school's curriculum and standards resulted in the most substantial gains in academic achievement.

Hence, it is positive and convincing that many forms of family and community engagement positively influence student achievement at all ages. It has become imperative for academic institutions to develop partnership programs with concerned members of families, communities, and workplaces. Those engagements are designed to assist academic institutions in two ways: a) to examine their present practices and develop strategies for family involvement and b) to provide tools and resources to colleges and universities so they can choose what to share with families and community members (Stone and Dahir, 2006).

Moreover, a review on the research done by the Southwest Educational

Developmental Laboratory (Henderson and Mapp, 2002) provides a framework for strengthening family-school-community-workplace partnerships. The study reflects on how families can support students in their education in meaningful ways. Outputs of the reflections serve as inputs in redefining the concept of engaging families, schools, and communities in an interactive relationship to support students' learning and development.

In fact, Constantino (2003) claims that academic leaders who want positive change and believe that all students can achieve at high levels of academic performance need to put in place those partnerships and processes that will move the school from 'good to great'. Great schools believe that every student can learn at high levels and that every professor can help all students achieve at high levels. Great schools also believe that forging a positive, healthy, and meaningful interfacing with families and communities will bring about expectations and learning that enormously benefit students.

Understanding such interfacing outcome is anchored on the principle of synergy as set forth by the general systems theory, to wit: *the whole is greater than the sum of its parts*. According to Smith (2001), synergy encapsulates human factors, cooperative attitudes, and collective actions, which produce desired and even overarching benefits. Goldstein (1999) characterized synergy as having a) radical novelty (evolving features not previously observed in a system, b) coherence (integrated systems maintain themselves over the same period of time, c) global or 'macro' perspective (property of wholeness), and d) ostensive dynamics (evolving and emergent, yet observable).

The principle of synergy likewise emphasizes on interrelationships of components or partners who experience a high degree of ownership and responsibility of their roles and their implications (Senge, 1990). Consequently, partners, like guidance counselors involved in academe-community-workplace interfacing interventions, act on their roles because they fulfill their needs and sense of responsibility, as well as those of others on behalf of the whole system and its goals.

As guidance counselors engage themselves in those interfacing interventions, their horizons expand via experiential learning. Kolb (1994) describes such learning as one that provides immediate and concrete experiences, which serve as basis for observations and reflections. That is so, because they are prompted to perform a wide range of roles, which they may or may not have learned or encountered early on. Roles can define behavior, which should be exhibited and those that should not be. Roles likewise help communicate responsibilities and set expectations for appropriate responses from others (Kolb, 1994).

Such experiences become an anchor in construing their views of those interventions as well as the way they perform their roles to realize such. An empirical understanding of those constructions is used as take-off points in proposing for non-

formal and formal training programs that seek to sustain guidance counselors' commitment in nurturing interfacing interventions with the communities and workplaces.

This research study is focused mainly on the roles of guidance counselors' interventions that foster students' academic performance and welfare. Such performance-based initiatives were quantitatively assessed in the past, which highlighted the overall outcomes of those interventions or the collective contributions of the concerned individuals and groups including those of guidance counselors themselves.

Those outcomes may have provided some bases in continuing and improving existing practices in guidance and counseling work. However, those might have been limited in providing a comprehensive understanding of those interventions and of the guidance counselors' view of their roles in realizing the profound goals of the interventions. Such understanding is essential in forwarding empirical bases for initiating efforts to enhance their commitment in nurturing academe-community-workplace interfaces needed in ensuring holistic welfare among students, as well as in enriching and sustaining the quality of services they deliver.

This research generally attempted to explore guidance counselors' constructs of their roles in nurturing their academe-community-workplace interfaces.

Specifically this study sought to a) determine the common and distinct interventions engaged in by guidance counselors in selected public state university and private universities in Ilocos Norte that nurture academe-community-workplace; b) classify the roles played by guidance counselors in nurturing academe-community-workplace interface; and c) unpack the roles played by guidance counselors' interventions that nurture academe-community-workplace interface.

Methodology

The multi-case phenomenological study uncovered guidance counselors' constructs of their interventions in nurturing interfaces with their a) service communities and b) graduates' prospective employers, as well as those of the c) performance of their roles in realizing such. Hence, the qualitative research perspective was used to uncover those meanings. Inasmuch as two universities in Ilocos Norte—the Mariano Marcos State University (MMSU) and the Northwestern University (NU) – were involved in this study, the meanings of the key informants' constructs of their roles were likewise compared.

The key informants of the study included the guidance counselors involved in the interventions that seek to nurture academe-community-workplace interface. Specifically, they were involved in at least one intervention from its planning until its evaluation phase from January 2007 to December 2009. They were screened based on

their direct and active participation in those activities to ensure that they had experiences in each intervention, thus enabling them to interpret such accordingly.

The study used an in-depth interview (IDI) guide to determine the different interventions in the academe-community-workplace interface that each key informant got involved in. Following the IDI guide, the key informants were interviewed individually in their most preferred places and during their most convenient time. The interviews were done simultaneously or consecutively in the locale of the study depending upon their availability.

Moreover, discourse analysis was used in drawing out meanings of the key informants' constructs of their roles in interface-nurturing interventions. Data were analyzed using collective meanings emerging from each group of key informants representing one university at a time.

Initially, data analysis was done by selectively coding the transcribed interview documentation. Selective coding focused on the meanings of the interventions and the performance of the guidance counselors' roles. The coded data served as anchor in surfacing the themes and sub-themes of the key informants' constructs.

Results and Discussion

Guidance Counselors' Interventions Fostering Academe-Workplace-Community Interface

Three major groups of interventions that nurture academe-community-workplace interface were identified by the key informants: academic, career, and personal-social development interventions. These run parallel with the typologies forwarded by Burnham and Johnson (2000).

The first group of interventions includes activities that are meant to deal with academic problems as well as monitor the learning and achievement of students. Meanwhile, the second covers those that seek to assess students' interests, personality, values, and skills, and to help them explore career options such as deciding or choosing a major field/career path, transitioning into the world of work. Likewise, it includes career placement, career planning, and student development. Lastly, the third group encompasses initiatives that attempt to increase students' skills and knowledge, which are needed in understanding their own selves and the relationship between 'self and others' as they grow and develop, thus, building interrelationships between themselves and establishing partnerships with others across diverse groups in the world around them. An integral dimension of this strand is generating an understanding of the nature and importance of individual, group, team or community identity and an ability to work cooperatively.

Under the first group, 18 interventions were specifically identified. The guidance counselor-informants from both universities were involved in seven of the academic development interventions. These include orienting freshmen and new students, delivering individual inventory service, counseling via interviews, testing IQ levels, monitoring students' grades/marks, conducting parent-student-teacher conference and counseling, issuing guidance forms and administering study habits and attitudes test. Meanwhile, five were distinctly engaged in by the counselor-informants from the state university. These include the following: holding guidance relevant sessions on test taking, time management, and study skills; communicating with parents via correspondence, monitoring class attendance; monitoring students' conduct and discipline; and conducting home visits. Five other interventions involved the counselor-informants from the private university. These are as follows: administering study habits and attitudes test, conducting seminar-workshop on power communication skills; counseling scholars, holding informal talks with students, and providing assistance to students applying for loan.

Moreover, seven were identified under the career development interventions. Three of which needed the involvement of counselor-informants; these are outreach seminars for graduating students, career seminars for graduating high school students, and career counseling and testing. On the other hand, two were exclusive to the state university informants. These are intelligence testing for incoming graduate students and exit interviews for graduating students. Meanwhile, two other interventions were participated in by the private university students. These are educational tours to local industries and job fair.

Additionally, two psycho-social development interventions were identified. Both of which solely involved the counselor-informants from the state university. These are organizing a peer counselors' club and forging linkage with the Human Rights Commission.

Furthermore, most of the interventions identified were done the whole-year round, while some were regularly done once a semester. There were also those conducted once in specific month or period of the year.

All the interventions involved at least two groups of individuals like students and guidance counselors or concerned university personnel, while almost all involved members of the community (such as parents, guardians, and relatives) and workplaces (employers and staff), as well as those of the academe (both teaching and non-teaching personnel and students or even peer counselors).

Guidance Counselors' Roles in Interventions Nurturing Academe-Community-Workplace Interface

Every counselor-informant pinpointed at least one role that she played in the

interventions that nurtured academe-community-workplace interface. The different roles identified were grouped as follows: administrative, communicative, technical, coordinative, instructional, leadership, and facilitative. These roles are consistent with themes that underlie the guiding principles of Transforming School Counseling Initiative (2007).

Specifically, administrative roles include those that directly facilitate the daily operations of an educational institution, particularly those that contribute to its guidance and counseling thrusts. Meanwhile, the communicative roles encompass those that foster interaction or engagement between and among partners and stakeholders towards understanding each other's intentions, points of views, interests, and concerns. In contrast, technical roles are those requiring the use or application of expert knowledge and related competencies in the field of guidance and counseling. On the other hand, coordinative roles are called as such because they seek to unify, integrate, and synchronize efforts of all partners and stakeholders in academe-community-workplace interventions so that they can collectively realize common goals.

What makes facilitative roles distinct is that of helping the individuals and groups involved in guidance and counseling services to focus on their energies on a task on hand by suggesting methods and procedures and making sure that everyone has an opportunity to participate.

All of those groups of roles were evident when the counselor-informants engaged themselves in the academic development interventions. Meanwhile, all, except the instructional group of roles, were performed by the informants involved in career development interventions. Although there were only two personal-social interventions, five groups of roles were performed by the informants when they got involved in them.

The most frequently performed role by the counselor-informants was categorized as administrative. This was followed by communicative and technical roles. The least dominant roles include those classified as facilitative and leadership. These trends were primarily observed under the academic and career development interventions.

Comparing the groups of roles performed by the counselor-informants from the two universities when they were engaged in academic and career development interventions, those from the state university were more inclined with communicative, technical, instructional, facilitative, and leadership roles than those of their counterparts in the private university. However, those in the private university were more inclined with the administrative roles than those of their counterparts in the other university. Meanwhile, both had more or less the same inclination to coordinative roles.

Meanwhile, instructional roles include geared towards fostering change in one's behavior after going through the teaching-learning process. Lastly, leadership roles

encompass the blending of motivational, strategic, and management skills of guidance counselors. These are needed in aligning focus, energy, and drive while creating a culture that encourages group thinking and attainment.

Meanings of the Roles Played in Nurturing Academe-Community-Workplace Interventions

Three groups of academe-community-workplace interventions were uncovered from the documented IDI sessions with the guidance-counselor informants from the two universities in Ilocos Norte. Specifically, these are academic, career, and psycho-social development interventions. The IDI sessions focused on the meanings of the roles played by the key informants in those interventions.

Academic Development Interventions

Orientation program for freshmen and new students. As shown in Table 1, the key informants from both universities construed the roles they played during the orientation program for freshmen and new students in terms of their purposes and importance. The purposes of the said intervention pertain to the direction that the key informants' and their concerned partners' or stakeholders' involvement would like to collectively take them. On the other hand, importance refers to the possible contribution of implementing the intervention.

In terms of purpose, the first academic development intervention has six purposes. Three of them were commonly shared by the key informants from both universities, while the rest were distinct to the state university informants .

Specifically, the commonly-shared purposes are directed towards ascertaining administrative support, ensuring proper guidance services orientation, and ascertaining students' participation. Meanwhile, those purposes, which were distinctly shared are focused on ensuring credibility of information shared, initiating favorable working relationships, and facilitating adjustment.

Moreover, one common and one distinct sub-theme on the importance of the first academic development intervention emerged from the key informants' constructs of their roles. For both groups of key informants, the orientation program was indispensable because it provided the students with opportunity to know their professors and university support staff. The key informants from the state university added that the same intervention re-assured them of the sense of belongingness among freshmen and transferees.

Individual inventory service. It was found that their roles in providing individual inventory service were viewed in terms of their nature, purpose, and importance. Those themes of meanings were more or less similar with those in the preceding intervention, except that of nature. Nature of roles played points to the overall characteristic of an

Table 1. Themes and sub-themes of the meanings of roles played by universities A and B guidance counselors in academic development interventions.

THEME and SUB-THEME	MEANING OF ROLE PLAYED		
	University A (MMSU) Role Played	Meaning	University B (NU) Role Played
1. Orientation Program for Freshmen & New Students			
A. Purpose			
– Follow protocol to ascertain administrative support	Prepared letter of request to conduct the activity and for the budget needed	Implores support from school administrators	Disseminated the schedule of the activity to students, deans, college representatives & faculty
– Ensure proper orientation on the guidance services	Prepared and distributed pamphlets and brochures containing information on the guidance services	Encourages students to avail of the guidance services	Issued handouts & flyers on guidance services. Provides relevance to students' entry to college life
– Ascertain the presence & participation of students	Sought peer counselors' assistance in preparing for the program & in monitoring students' attendance & registration	Guarantees complete attendance	Discussed the guidance services during the department orientation
B. Importance/ Contribution			
– Opportunity to know the staff and faculty members of the college	Invited head of offices to introduce their staff & faculty	Ensures students' adjustment to university life & environment	Requested college representatives to present the colleges faculty and staff from the start
2. Individual Inventory Service			
A. Nature			
– Basis for focused & relevant counseling	Issued Individual Inventory Form to freshmen for them to fill up	Directs counseling	Instructed students to fill up their Student Inventory Record form if data from the registrar's office are not available
			Identifies students for counseling Facilitates the progress of counseling

Table 1. con't.

MEANING OF ROLE PLAYED		
THEME and SUB-THEME	Role Played	Meaning
3. Interview with Counseling		
A. Purpose		
– Figure out students' concerns as inputs in planning for responsive guidance-related activities	Employs future lecture series on personal life enhancements, how to manage stress, how to build one's self-confidence, etc.	Facilitates counseling
– Provide choices for more rational decision making	Presented options to assist students in their decision making	Increases students' ability to make wise decisions.
– Remind students of school policies	Issued call slips to students who missed their classes for counseling	Ensures complete class attendance
– Seek reinforcement from parents' ensuring students' class attendance	Wrote parents to inform of students' absences & tardiness	Implores parents' help in monitoring students' class attendance
B. Outcome		
– Enabled students' to realize their aspirations	Counseled students before they are issued admission slip	Ensures academic success
4. IQ Testing		
A. Purpose		
– Help students improve their academic performance	Interpreted test results together with students	Enhances students' understanding of their strengths & weaknesses
– Inform the administration to implement the activity	Prepared letter request to conduct the activity and implement the proposed schedule of test administration	Ensures protocol & school administrators' full support

Table 1. con't.

THEME and SUB-THEME	MEANING OF ROLE PLAYED		
	University A (MMSU)	University B (NU)	Meaning
5. Students' Grades/Marks Monitoring			
A. Nature			
– Part of responsibility	Administers responsibility to monitor students' grades	Keeps responsibility to improve students' grades	
	Acquired copies of students' grades from advisers	Requested copies of grades from the Centre of Information Communication Technology (CICT)	
	Scheduled counseling with students with failing grades	Issued call slip to referred students for failing grades	Carries out obligation to foster positive study skills & attitude
B. Strategy			
– Determining reasons behind failures	Accommodating students to discuss problems affecting their grades	Interviewed students about their failing grades	Improving students' attitude towards their studies
	Held consultative meetings between students and faculty	Provided counseling	Ensuring productive academic life
	Facilitating students' adjustment to school pressure		
	Ensuring productive academic life		
6. Parent-Student-Professor Conference and Counseling			
A. Strategy vis-à-vis Outcome			
– Involving parents in monitoring attendance of their children	Fostering partnership with parents in assisting students	Notified parents for consultative meeting about students' attendance	Allowing parents' involvement in monitoring students' attendance
	Organized meetings with parents of students referred for low performance & misbehavior		
	Implementing a comprehensive guidance and follow-up		

Table 1. con't.

MEANING OF ROLE PLAYED		
THEME and SUB-THEME	Role Played	Meaning
	University A (MMSU)	
<ul style="list-style-type: none"> - Establishing rapport with parents - Counseling students with low grades 	<ul style="list-style-type: none"> Notified the department concerned about the parent-student-teacher conference Counseled students about consequences of low grades & its implication to school rules and regulations 	<ul style="list-style-type: none"> Fostering responsible relationship with parents to solve students' problems before they get worse Facilitating students' realization of the consequence of failing their academic and personal life
7. Guidance Forms Issuance (call slip, admission slip, referral slip)		
A. Nature		
<ul style="list-style-type: none"> - Part of students' protocol for readmission - Requisites for students' readmission to class 	<ul style="list-style-type: none"> Issued admission slip Provided counseling 	<ul style="list-style-type: none"> Part of students' protocol for readmission
B. Purpose		
<ul style="list-style-type: none"> - Identify students whose needs should be prioritized - Find out/diagnose students' problems - Remind students about the function of the guidance office 	<ul style="list-style-type: none"> Issued calls slip to call students for counseling Discussed with students their problems Distributed flyers on the guidance services 	<ul style="list-style-type: none"> Identifies students' reasons for absence & tardiness Pinpoints students who need assistance Enlightens students about the guidance office functions Encourages students to take advantage of the guidance services
8. Administration of Study Habits and Attitudes Test		
A. Intention		
<ul style="list-style-type: none"> - Information sharing 	<ul style="list-style-type: none"> Discussed purpose of test before it was administered 	
B. Importance		
<ul style="list-style-type: none"> - Basis for counseling 	<ul style="list-style-type: none"> Counseled students based on test results 	

Table 1. con't.

THEME and SUB-THEME		MEANING OF ROLE PLAYED University B (NU)	
	Role Played	Meaning	
9. Seminar -Workshop on Power Communication Skills			
A. Strategy			
– Following school protocol	Wrote letter request for approval	Ensures protocol and administrative support	
– Keeping students alert & participative	Invited speakers to discuss topics on personality development	Improves students' personality and participation in class	
10. Counseling to Scholars			
A. Purpose			
– Keep exemplary performance of scholars	Conducted group sessions to scholars	Motivates more scholars to keep on excelling	
B. People involved			
– Scholars (particularly those needy)	Identified scholars from poor families	Supports students' to excel in academics despite financial difficulty	
11. Informal Talks with Students			
A. Purpose			
– Build rapport	Approached students at their student centers to ask about their studies and school life	Builds rapport and encourages students to discuss their problems freely	
B. Outcome			
– Developed students' willingness to avail of guidance services	Inquired about students' problems while having informal talks with them	Relates students' problems with those experienced from other courses	
12. Students' Assistance During Loan Application			
A. Purpose			
– Ensure students' welfare	Acted as loan guarantor of students' application for student loan	Makes possible for students to pay tuition fees for issuance of exam permit	

Table 1. con't.

MEANING OF ROLE PLAYED	
THEME and SUB-THEME	University A (MMSU)
	Role Played
	Meaning
13. Parents' Orientation	
A. Purpose	
– Inform parents about university/ college rules and regulations	Enlightens parents on school rules and regulations
– Initiate working relationship with parents	Develops rapport with parents
B. Outcome	
– Partnered with parents in instilling students' discipline	Implores parents' relevance as partners in disciplining students
– Wrote letters to parents to explain the purpose of the activity.	
– Requested students to inform their parents that attendance to the activity is compulsory	
– Invited speakers to discuss school rules and regulations	
– Developed guidance session modules	
– Prepared letter request to conduct the activity, venue, facilities and fund to be used	
– Facilitated unfreezing games at the start of the sessions	
– Arranged schedule of the activity and informed students about it	
– Wrote letter for approval to school authorities	
– Lectured on time management	
– Help students enhance their habits and time management strategies	
14. Relevant and Urgent Guidance Sessions on Test Taking, Time Management & Study Skills	
A. Strategy	
– Enhancing guidance session	Facilitates the conduct of sessions
– Following protocol	Solicits approval and support from school authorities
– Motivating students to participate	Inform college dean and the SSDO about the activity
– Ensure students' attendance	Builds rapport with students before -Enhances students' interest in the activity
– Assure complete attendance of students	
– Ensure success of the activity	
– Builds students' skill to manage their time well for academic success	

Table 1. con't.

MEANING OF ROLE PLAYED		
University A (MMSU)		
THEME and SUB-THEME	Role Played	
	Meaning	
C. Outcome		
– Better coping behavior with the demands of college life	Distributed handouts on study habits, test taking skills and stress management	Boosts students' stress management
D. Importance		
– Having better strategies to pass exams	Provided information on how to successfully pass exams	Increases students' confidence to achieve academic success
15. Communicating with parents via correspondence		
A. Purpose		
– Update parents with their children's class standing	Wrote letters to inform parents on missed classes of students	Increases parents' awareness of students' school performance
B. Strategy		
– Soliciting parents' help to remedy their children's problems on academic performance	Schedule consultation with parents of students who have 20% failing grades	Enforces remedial measures to failing grades
		Implores parents' participation to plan for appropriate services to avoid failing grades
16. Class Attendance Monitoring		
A. Purpose		
– Proactively save students from failures due to absenteeism	Provided individual sessions for students referred for absenteeism	Instill importance of class attendance to improve grades
– Foster closer working relationship with faculty & students	Interviewed students about background of their problem	Discovers students' pattern of behavior that indicates serious issues and problems that need to be resolved
	Issued call slip via subject teachers	Establishes constant connection with students and faculty

Table 1. con't.

MEANING OF ROLE PLAYED	
THEME and SUB-THEME	University A (MMSU)
Role Played	Meaning
<ul style="list-style-type: none"> - Determine the real picture of students' class attendance and punctuality 	Allocates preventive measures for failed grades due to frequent absences
<p>B. Outcome</p> <ul style="list-style-type: none"> - Improved students' attendance and behavior 	Recognizes students who need help Discourages students' absenteeism and misbehavior in school
<p>C. Strategy</p> <ul style="list-style-type: none"> - Showing concern to students 	Illustrates care and concern for students' performance in school
<p>D. Importance</p> <ul style="list-style-type: none"> - Basis for seeking parents' help in monitoring students' attendance & punctuality 	Signifies parents' involvement in improving students' behavior toward school
<p>17. Student Conduct & Discipline Monitoring</p>	
<p>A. Purpose</p> <ul style="list-style-type: none"> - Enhances students' responsiveness to rules & regulations 	Fosters students' respect and discipline
<p>18. Home Visits</p>	
<p>A. Reason behind/justification</p> <ul style="list-style-type: none"> - Have some basis in tracing students' problems vis-à-vis their contributing factors - Assist students to change for the better 	<p>Recorded names of students referred for absenteeism</p> <p>Provided counseling</p> <p>Scheduled follow-up sessions until problems are clarified.</p> <p>Scheduled parents' consultation to discuss students' truancy</p> <p>Provided students with copies of the College Student Handbook</p> <p>Discussed issues of students with their parents during home visits</p> <p>Visited home of students referred for habitual absences</p>
	Provides hints on cause of students' problems
	Assists students to transform their attitude towards school and become more responsible

activity. For both groups of key informants, they claimed that the outputs of the said intervention could serve as bases for focused and relevant counseling.

Unlike in the first intervention, the other themes of meanings like purpose and importance of the roles played in the second intervention were distinctly presented by either group of key informants. For the state university informants, they viewed their roles in terms of purpose, which is directed towards exploring students' abilities and ensuring a comprehensive approach to guidance. On the other hand, those of the private university construed their roles based on importance. For them, the roles they played are essential because they were given an anchor for discussing students' problems.

Interview with counseling. All in all, two themes of meanings of the roles played by the key informants when they did the third academic development intervention emerged: purpose and outcome. The second theme refers to the consequence or result of role performance.

In terms of purpose associated with the roles played by the two groups of key informants, they commonly figured out the essence of soliciting students' concerns, because they serve as planning inputs for more responsive guidance services.

Meanwhile, only the informants from the state university revealed that the roles they played in this intervention were directed towards providing choices for students' rational decision making, reminding students of school policies, and seeking reinforcement from parents when absenteeism arises.

IQ testing. Purpose, importance, and outcome are the three themes of meanings of the roles performed by the key informants during students' IQ testing. Nevertheless, it was only the purpose of such roles, which was commonly shared by both groups of informants. For them, performing their roles was meant to help students improve their academic performance and to follow the protocol in implementing school activities.

Only the informants from the private university viewed their roles in terms of importance and outcome. Specifically, they pointed out that by playing their roles, they were provided with springboard in deciding on what counseling service is needed in a given situation. After having played their roles, they consequently experienced a brand new feeling of satisfaction.

Students' grades/marks monitoring. Four themes of meanings of the roles played by the key informants when they monitor students' grades were uncovered. These are nature, purpose, outcome, and strategy. Strategy points to the specific approach used in performing one's roles in an academe-community-workplace intervention. Both groups commonly construed the roles they played in this fifth academic development intervention in terms of their purposes and nature. For them,

one useful monitoring strategy is that of determining the reasons behind students' failing grades through consultative meetings and face-to-face interviews.

It was only the informants from the state university who viewed their roles in this intervention in terms of their purpose, which is to initiate honest-to-goodness communication with parents whose children flunked in their course requirements.

Meanwhile, only the informants from University B interpreted their roles based on their outcome, which includes feeling frustrated when students quit school and experiencing fulfillment when they strive to improve their academic performance.

Parent-student-professor conference and counseling. Only one theme of meanings of the roles played by the key informants from both universities emerged, which is the strategy they employed in performing their roles. Specifically, the informants involved parents in monitoring their children's class attendance .

Other constructs of strategy used in playing the roles of the state university informants include establishing rapport with parents and counseling students who get relatively low marks.

Guidance forms issuance. The key informants interpreted their roles in issuing forms required or needed by the guidance office based on their rationale or justification, nature, purpose, and outcome. The first theme pertains to the reasons behind role performance in this intervention.

Both groups of informants rationalized playing an important role in the seventh intervention by pointing to the fact that many students are reluctant to seek help from the guidance office when there is no concrete mechanism to forge their interrelationships. Meanwhile, according to the state university informants, they performed their roles in this intervention because it prompted students to seek help or assistance from the guidance office when needed.

The other themes of meanings of the roles played in this intervention exclusively came from the same group of informants who said that these were integral in the protocol for students' readmission to their classes after violating some policies. Furthermore, they claimed that the same roles were geared toward prioritizing students' needs, diagnosing causes of students' problems, and eventually reminding students about how the guidance office can serve them. By realizing those purposes, the roles played were construed to have paved the way for minimizing students' tardiness and absenteeism.

Administration of study habits and attitudes test. It was exclusively the group of informants from the private university who presented the roles they played in administering study habits and attitudes test and interpreted them in terms of their intention and importance. For them, performing their roles was meant to solicit salient

information from students, which is subsequently used as basis for counseling.

Seminar-workshop on communication skills. Similar to the preceding academic development intervention, only the private university informants presented constructs of the roles they played. The themes of meanings include purpose and strategy. The roles they did in the said seminar were directed toward boosting students' communicative confidence and keeping them alert and participative in a variety of situations.

Counseling for scholars. For the third time in a row, the private university informants exclusively identified the roles they performed in this tenth intervention as well as interpreted them accordingly. The themes of meanings of the said roles are people involved and purpose. The former theme refers to the specific group of individuals for whom the intervention is meant; in this case, such group includes the scholars, particularly those who are needy but able. According to the same informants, this intervention is aimed at keeping and maximizing the exemplary performance of the scholars.

Informal talks with students. In this intervention, the private university informants were once again involved. They construed their roles in terms of their purpose and outcome. For them, performing their roles was meant to build rapport by reaching out to students. Performing such roles consequently enhanced students' willingness to take advantage of guidance services offered by the university.

Student's loan application assistance. The same group of informants likewise presented their role as guarantors of students who would like to apply for loans. Such role was construed in terms of its purpose, which is to foster the welfare of students, particularly those confronted with unexpected financial needs.

Parents' orientation. This is the first of the six academic development interventions that state university informants exclusively got involved in. Specifically, they viewed the roles they played in this intervention in terms of their purpose and outcome. For them, such roles were meant to inform parents about university and college policies, rules, and regulation as well as to initiate a favorable working relationship with parents. By realizing such purposes, the concerned informants likewise construed them in terms of their outcome, which is the forging of relationship with parents in instilling discipline among students. As one informant pointed out:

Urgent guidance sessions on test taking, time management, and study skills. Just like the preceding intervention, only the state university informants performed roles in the guidance sessions, which they interpreted accordingly. Three themes of meanings emerged from the transcribed interviews with the same group of informants; these are purpose, importance, strategy, and outcome.

According to the same group of informants, the roles they played in this

intervention were directed towards ensuring students' attendance in their classes and improving their study habits and time management strategies.

Meanwhile, the same roles were viewed in terms of strategies, which were instrumental in realizing the purposes. These include enhancing guidance sessions, motivating students to participate, and following university protocol.

Lastly, the key informants interpreted their roles through their outcome, which is focused on students' more meaningful coping mechanisms needed in facing the demands of college life.

Communicating with parents via correspondence. For the third time, this intervention required the role performance of the state university informants. Such roles had two themes of meanings---purpose and strategy. The roles played were specifically directed toward updating parents with their children's class standing. A strategy that runs parallel with that purpose is soliciting help from the former to solve problems related to academic performance of the latter.

Class attendance monitoring. Taking off from the transcribed responses of the same informants on how they viewed the roles they played in class attendance monitoring, four themes emerged. These are purpose, importance, strategy, and outcome. For the informants, their roles in this intervention were meant to determine the real picture of students' class attendance and punctuality, save students from failing, and foster closer working relationship with students and faculty. With that, the informants' roles were considered important because by performing them, they had some bases in requesting help from parents to solve the accompanying problems. Moreover, the same roles were construed in terms of strategy, which is to constantly manifest concern for students' academic success. Consequently, the same roles led to students' favorable attitude towards class attendance and discipline.

Students conduct and discipline monitoring. This intervention is the second to the last on the list whereby state university informants participated in. The role they played was solely interpreted based on its purpose. For the concerned informants, providing copies of the college handbook to students was meant to enhance their responsiveness to rules and regulations. On the part of the private university informants, they construed their roles in this intervention in terms of their outcomes. For them, performing such roles facilitated job hunting on the part of graduating students, as well as led to their personal and professional gratification which is a noble accomplishment.

Home visits. Performing roles in this last academic development intervention was viewed by the same group in terms of its rationale or justification. According to the said informants, playing their respective roles gave them some bases in tracing root causes of students' problems as well as in helping students change for the better.

Career Development Interventions

Table 2 presents the roles played by the key informants from both universities in seven career development initiatives vis-à-vis the themes and sub-themes of their meanings, which are interpreted and discussed in the subsequent paragraphs.

Outreach programs for graduating high school students. Three themes of meanings of the roles played by the informants from state and private universities were uncovered from their responses to the IDI questions. These include nature, purpose, and outcome. The first two themes were commonly shared by informants from both universities. In terms of nature, the informants claimed that performing their roles was in accordance with their respective university's outreach programs. Likewise, the purpose of their roles while engaging themselves in the said intervention was construed as one that is geared toward ensuring visibility of their academic institutions.

Career seminars for graduating students. In this second career development intervention, more themes of meanings of the roles played by the informants were evident, namely: nature, purpose, strategy, and outcome.

Career counseling and testing. Each group of informants had their own interpretations of the roles they played in career counseling and testing. Specifically, the state university informants construed their roles in terms of their purpose, that of matching students' abilities and interests with their chosen degree programs. Meanwhile, the private university informants interpreted the same in terms of their importance. For them, their roles were essential in enabling students to decide correctly and keep track of their career decisions.

Both groups of informants, however, highlighted the outcomes of their roles. Their sub-themes though were distinct in each group. For the private university informants, their roles led to confirmation of and gratification for a job-well done. On the other hand, the outcomes of the state university informants' roles were viewed in terms of satisfactory performance of students in their chosen degree programs.

Educational tour to industries. This is one of the two interventions, which private university informants exclusively got involved in. They construed their roles in this intervention in terms of their purpose. This is directed towards guiding prospective college students in selecting possible degree programs to pursue.

Job fair. The other intervention that University B informants participated in is job fair. For them the roles they played were interpreted based on their rationale or justification. According to them, performing their roles is worthwhile because of the following: first, it provided students with close-to-real job hunting experiences; second, it developed students' self confidence in looking for employment; and third, it facilitated access to job vacancies and opportunities.

Table 2. Themes and sub-themes of the meanings of roles played by the universities A and B guidance counselors in career development interventions.

THEME and SUB-THEME	MEANING OF ROLE PLAYED		
	University A (MMSU)	University B (NU)	Meaning
1. Outreach Program for High School Graduating Students			
A. Nature			
– Compliance with the university's outreach program	Served as committee member for the outreach program of the university	Complies with university's outreach program	Performed as resource speaker
	Enlightens high school students about degree course to enroll	Enlightens high school students about degree course to enroll	Lectured on selecting the right course to enroll in college
			Provides opportunity to promote the programs/courses of the university
B. Purpose			
– Ensure visibility of the institution	Talked on the course offerings of the university	Enlightens would-be program takers about course offerings & their prospects.	Invited college representatives to discuss programs/courses of the university
C. Outcome			
– Increased enrollment	Convinced students to enroll the offered courses of the university	Boosts enrollment of the university	
2. Career Seminars for Graduating Students			
A. Nature			
– Opportunity to develop student's sense of responsibility	Invited speakers to share their success stories	Carry out role to develop students' responsibility to become successful after graduation	

Table 2. con't.

THEME and SUB-THEME	MEANING OF ROLE PLAYED		
	University A (MMSU)	University B (NU)	
	Role Played	Meaning	Role Played
B. Purpose			
– Inform the administration about the activity	Prepared letter request to conduct the activity	Ensures protocol	
– Foster competitiveness of would-be graduates when job hunting	Provided information on how to successfully pass job interviews	Endows students competitiveness in job seeking	
C. Strategy			
– Sharing tips on how to become successful professionals	Invited resource persons to discuss strategies in handling job interviews, resume and application letter making, handling Psychological tests for employment	Enhances students' preparation to apply for jobs after graduation	
– Providing choices/ Alternatives	Posted job vacancies in bulletin boards	Increases students' knowledge about available jobs in the community	
D. Outcome			
– Facilitate job application	Assisted students in their online job application	Promotes utilization of speedy job application thru the internet	
E. Benefit derived			
– Personal & professional gratification			Obtain list of alumni employed Heightens feeling of fulfillment when students are immediately employed after graduation

Table 2. con't.

THEME and SUB-THEME	MEANING OF ROLE PLAYED		
	University A (MMSU)	University B (NU)	Meaning
3. Career Counseling and Testing			
A. Purpose			
– Match students' abilities & interests with degree program chosen	Provided career counseling	Administered, scored & interpreted the Self Directed Exam results to shifters	Increases knowledge of students' abilities and inclination
B. Contribution/Importance			
– Enabling students to decide correctly and keep track of their decisions	Conveys the value of a well matched students' aptitude & interest with their degree program enrolled		
– Personal & professional gratification			
– Confirmation of a job well done			
– Students' satisfactory performance in their chosen degree program	Realizes the value of a correct career choice in students' success in their degree program	Discussed test results to students Provided counseling	Experiences relation when students are assisted to correctly choose from career options presented to them Verifies that the guidance counselors role is realized
4. Educational tour to industries			
A. Purpose			
– Guide prospective college students in selecting their course	Accompanied the guidance counselors of the high school in the educational tour of the high school students Assisted the guidance counselors to discuss job opportunities in the industries visited		Enlightens high school students in choosing the right course to enroll in college

Table 2. con't.

MEANING OF ROLE PLAYED			
THEME and SUB-THEME	University A (MMSU)	University B (NU)	
	Role Played	Role Played	Meaning
5. Job Fair			
A. Intention/Reason			
– Provide students with close- to- real job hunting experience		Organized a simulated job interview	Increases students' preparedness for job hunting
– Develop self- confidence in job hunting		Invited speakers to discuss the importance of personality development in job hunting. Posted job vacancies around school campus	Increases students' knowledge on what makes them feel insecure and how to positively address it Provides students with an easy and free access to job vacancies
– Provide access to vacant jobs and job opportunities			
6. Exit Counseling Interview			
A. Purpose			
– Gather students' feedback regarding delivery of guidance services	Interviewed students individually		Strengthens commitment of the university to serve the students thru its Student Personnel Services
– Solicit suggestions to improve on the services	Obtained suggestions from the students about possible revision on the provision of the services		Maintains the development of student services Promotes student learning

Table 2. con't.

MEANING OF ROLE PLAYED		
THEME and SUB-THEME	Role Played	Meaning
University A (MMSU)		
B. Importance		
– Reassuring and strengthening one's commitment as guidance counselor	Discussed the objectives of the guidance program before students are made to answer the exit interview form	Strengthens commitment to achieve objectives of the university guidance program
– Understanding students' goals in order to help them realize such accordingly	Provided counseling	Enhances assistance to students via an increase recognition of their goals
– Sustaining support even beyond students' completion of their chosen degree	Scheduled counseling sessions to students recommended to graduate	Grants assistance to students even if they are about to graduate
C. Outcome		
– Sustained communication, cooperation and coordination with students even after finishing their degree	Conducted exit interview and counseling to graduating students	Encourages students maintain close contact with their alma mater even after graduation.
D. Strategy		
– Sustaining support even beyond students' completion of their chosen degree	Scheduled counseling sessions to students recommended to graduate	Grants assistance to students even if they are about to graduate
7. Intelligence Testing for Graduate Students		
A. Purpose		
– Ensure preparedness for advanced studies	Coordinated the test schedule with the dean of the Graduate school	Conforms to function to help students qualify for admission and education placement for graduate study

Exit counseling interview. This is one intervention that was exclusively identified by the state university informants. Specifically, the informants construed the roles they played in terms of purpose, importance, and outcome.

For them, their roles were directed toward gathering students' feedback on the delivery of guidance services as well as soliciting suggestions to improve on them. Likewise, the informants considered their roles as essential because playing such enabled them to understand students' goals and helped them realize such accordingly. It also reassured and strengthened their commitment to the guidance and counseling advocacy.

Additionally, the performance of their roles was interpreted based on their outcome, which is that of having sustained communication, cooperation, and coordination with students even after the completion of their college education.

Intelligence testing for graduating students. This last career development intervention was also exclusively participated in by the state university informants. For them, performing their roles was construed in terms of its purpose. This is directed towards ensuring preparedness of would-be graduate students for advanced studies.

Personal-social Interventions

There were two psycho-social interventions, which were identified and participated in by the state university informants. These are organizing peer counselors' club and forging linkage with the Human Rights Commission. The meanings of the roles played by the concerned informants are shown in Table 3 and are interpreted and discussed as follows:

Organizing peer counselors' club. All in all, two themes of meanings of the roles played by the same group of informants in this intervention were uncovered: purpose and outcomes. For them, their roles were directed toward training students to become para-professionals who can reinforce the manpower of the guidance office and at the same time help their fellow students.

Consequently, those roles led to some outcomes such as forging meaningful relationships with students and peer counselors, developing peer counselors' confidence in resolving conflicts, exploring creative expressions of ideas and opinions, and being supportive and responsive to academic challenges and opportunities.

Forging linkage with the Human Rights Commission. This last intervention, this was exclusively done by the state university informants. The informants' roles when engaging in this intervention were construed in terms of their purpose and importance. According to the informants, their roles were meant to channel efforts in responding to human-rights needs of students. Realizing such is important because they were able to appreciate knowing their human rights, which contributed to their favorable adjustment

Table 3. Themes and sub-themes of the meanings of roles played by University A (MMSU) guidance counselors in personal-social interventions.

THEME and SUB-THEME		MEANING OF ROLE PLAYED
	Role Played	Meaning
Organizing Peer Counselors' Club		
A. Purpose		
– Train students to become para-professionals	Organized peer counselor's training	Prepares students to become peer counselors
B. Outcome		
– Forged meaningful relationship	Interviewed students to explain peer counseling and ascertain their interest in participating	Motivates students to enlist as peer counselor
– Established creative expressions of ideas/opinions	Scheduled 10-hour training session	Enhances communication and listening skills and, understanding others
– Developed confidence in resolving conflicts	Conducted informal talks after counseling	Reinforces the principles learned in the training sessions specially in helping relationships and handling negative criticism and relationship problems
– Prompted responsiveness to academic challenges & Opportunities	Required peer counselors to involved in support giving and problem-solving with individual students and also served as group co-leaders	-Provides a positive impact on the school environment - Decreases drop-outs - Increases time spent to listen to students' problems
Forging Linkage with the Human Rights Commission		
A. Purpose		
– Channel efforts to respond to human rights needs of students	Invite speakers to discuss on human rights of students	Increases students' knowledge of their basic human rights
B. Importance		
– Facilitating adjustment to college life and realities by knowing one's human rights	Distributed handouts on human rights	Enhances students adjustment to college life & their awareness to the university student services

to college life.

In a nutshell, the counselor-informants construed the roles they played in terms of the purposes or the directions where their involvement would like to collectively take them. These purposes were found to be directed toward the academic growth and welfare of students, the visibility of the concerned academic institutions, the effectiveness and relevance of the guidance and counseling program, the involvement of parents and prospective employers of graduates, and the sustainability of relationships between and among partners in the academe, community, and workplaces.

In addition, the roles were interpreted in terms of their nature, importance, justification/rationale, strategies employed, and outcomes. The nature of the roles played points to their overall attributes such as their being ascribed in counselor-informants' expected duties and responsibilities; their being expected by virtue of following university policies and procedures; and their being reasonably offered in a service-oriented institution.

Moreover, the roles played were viewed by the counselor-informants in terms of their importance or contributions to help realize their respective purposes. Specifically, importance puts premium on what is best for the students. Nevertheless, such theme of meanings considers all components of the system, which are instrumental in maximizing the capabilities, resources, and opportunities of students.

Furthermore, justification or the rationale of performing some roles on the part of counselor-informants was figured out. This theme reinforced the importance or the contributions of the roles played by emphasizing on the specific reasons why each role was needed in some interventions. One example of a role's justification is its urgency or even its relevance in order to properly respond to a student's need.

Additionally, the roles played by the counselor-informants were construed in terms of the strategies required in their execution. The strategies revealed by the informants were based on formally-accepted procedures applied in routine activities and even on spontaneously- or creatively-crafted in candid situations.

Lastly, the counselor-informants construed the roles they performed in terms of their outcomes or the consequence of doing such. Findings showed favorable outcomes of the roles played such as: a) positive improvement on students' academic performance, discipline, and personality; b) meaningful relationships with parents and other members of the community; c) reliable partnership with workplaces; and d) feeling of gratification and satisfaction on the part of the academic community, specifically on guidance personnel, administrators, faculty members, non-teaching staff, and the students themselves.

Although the counselor-informants seemed to have commonly construed the

various roles they played, there were instances when one group of informants or the other distinctly viewed more or less the same roles.

Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn:

All in all, 27 interventions that nurture academe-community-workplace interface were identified. These activities, being grouped into academic, career, and personal-social development interventions, were either implemented the whole-year round or during specific times within the school year. Inasmuch as every intervention involved at least two groups (academe-community or academe-workplace) in a guidance counseling initiative, it contributed indispensable inputs in nurturing the needed interface. The implementation of these interventions implies the variety of opportunities that manifest meaningful co-existence between and among the members of the academe, the community, and even the workplace. The contributions of each intervention and those involved in it likewise imply their willingness to engage in and sustain initiatives whose benefits are shared among the concerned groups or individuals as well as ramify to other systems outside of the academe.

Moreover, there was a wide array of roles played by the counselor-informants. These were grouped into seven, namely: administrative, communicative, technical, coordinative, facilitative, leadership, and instructional. For both groups of counselor-informants, the most commonly-performed roles were those classified as administrative. Nevertheless, those in the state university were more inclined to play communicative and technical roles than their counterparts in the private university. These multiple groups of roles played in academe-community-workplace interfacing imply the guidance counselors' versatility and openness in accommodating duties and responsibilities (with corresponding authority and accountability) that are beyond their expectations and even individual capacity. Taking off from such accommodating tendency further implies maximizing creativity through collective interfacing efforts.

Additionally, the roles performed by the counselor-informants in the different interventions were construed in terms of purpose, nature, importance, justifications/rationale, strategies (used), and outcomes. All of which are well-integrated dimensions surrounding the management of meaningful initiatives. The reference points in interpreting a multiplicity of interfacing roles imply the far-reaching dedication and commitment of guidance counselors and their partners in the community and workplace to productively and proactively engage themselves in activities that are not only essential in ensuring academic success but are tantamount to build and nurture indispensable relationships as well.

Taking-off from the implications of the findings and conclusions, the following

recommendations are forwarded:

In order for guidance counselors to maximize their time, those interventions, they should plan how to possibly integrate interventions whose intentions and strategies could be interrelated and intensified.

With the diversity of roles played by guidance counselors, institutions of higher learning, both at the graduate and undergraduate levels, should integrate lessons on all the roles in revising guidance and counseling curriculum so that they could be flexibly interwoven and eventually be performed professionally. Doing this could further be reinforced by training programs that hone the performance of multiple roles expected from guidance counselors all the more. After which, roles performed could be comprehensively evaluated as bases in continuously intensifying such.

The plurality of the meanings and dimensions attributed to the roles played by guidance counselors in nurturing academe-community-workplace interface could serve as anchor in intensifying teaching-learning processes that are centered on managing roles needed in interfacing interventions. As such, academic institutions that provide training and instruction for would-be guidance counselors or staff should take-off from the qualitative findings of this study.

Inasmuch as this study solely focused on the roles played by guidance counselors together with their meanings, expanding this research by exploring those of other interfacing partners like concerned community and workplace members is recommended. Findings of which could further serve as inputs in efforts that maximize interfacing opportunities.

Considering the novelty of the findings brought about by doing a qualitative inquiry on role performance in interfacing initiatives vis-à-vis the depth of understanding such reality in the field of guidance and counseling, similar phenomena could be researched on following the methodology employed in this study.

Acknowledgment

The authors would like to thank all the key informants who whole-heartedly shared their quality time in providing the data needed in this study.

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