

Demographic Variables as Translated to Parents' Awareness and Acceptance of Guidance Counselor's Roles and Functions

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Abstract

Demographic variables are set of information gathered on the basis of statistical studies pertaining to the characteristics of the various inhabitants of the locality. This study aimed to explore the level of awareness and acceptance of parents regarding the guidance counselor's roles and functions of Tañon College. It investigates how demographic variables such as age, gender, and educational attainment influence parents' awareness and acceptance. The data were collected using a validated questionnaire and the analysis employed appropriate statistical tools such as descriptive statistics (*mean, frequency count, and percentage*), ANOVA, and Pearson Correlation. Result showed that parents generally exhibit a high level of awareness and acceptance with some variations across age groups and educational backgrounds. On the other hand, older parents tend to have higher levels of awareness and acceptance while females generally have a more positive views than males. Additionally, educational attainment significantly influences parental perspectives, with more educated parents showing greater awareness and acceptance. Thus, these results theorizes that *the age, sex and educational attainment can diversify one's perception and response towards awareness and acceptance in every given situation.*

Keywords: Guidance services, Parents-school collaboration, school's academic community, Community expectations, educational attainment, and School's stakeholders

The Problems and Background

Introduction

The parent-child relationship is a unique familial relationship among Filipinos since time immemorial. This concept that until now parents still played an indispensable role in nurturing and providing their children's basic needs that includes among others the school that can provide quality education and development. Li J, Huang J, Hu Z and Zhao X (2022) espouses that parent-child relationship indirectly affect their children's needs and behavior.

Many studies have stressed the importance of parents' roles in monitoring their children's academic performance, achievement and school success. As an autonomous entity, the school aims to offer quality programs, services, and integrated system that will capture parents' preferential options relevant to their choices in choosing a school that shape their child's future (Kusumadewi & Karyono, 2019); (Kurnaedi et al., 2020); & (Melitina Tecualu, et al.)

In the context of Tañon College, the implementation of the guidance services is challenged with various perspective of parents towards the roles and functions of the Guidance Counselor. This scenario is manifested of their behavior and responses when guidance-related problems arise from students that needs parents' cooperation of which will affect the quality of decision making on the part of the guidance counselor for the benefit of the student's concern.

Basically, quality standard and guidance leadership will be attained through parents-school collaboration to ensure student success using evidence-based practices (Reeves, 2011); (Barr & Saltmarsh, 2014); (Jeynes, 2018); & (Kartika Yulianti, et al. 2022). As a catalyst of quality success, the school guidance center is one of the crucial services such as counseling and career guidance are among the school's top fundamentals. So, counselors' professional needs are capitalized since it is where the best planning for guidance and counseling services are developed, assessed and improved that will boil down to objectively identify and design appropriate teachers' enhancement trainings for the improvement of instruction and students' learning outcome. (Sukriti Sen, 2019) & (Mandy Savitz-Romer, et al. 2021).

As member of the school's academic community, the researcher would like to explore the importance of parental awareness of the roles and functions of counselors and their implications on the level of parents' acceptance related to the roles and functions. Doing this will lead the school's policy and decision makers enlightened of what needs to be done to improve the delivery of the guidance services as well as the parents' involvement and participation with their awareness and acceptance of the guidance counselor's roles and functions in school and to their children.

Background of the study

Guidance and Counseling in the Philippines have been recognized as a profession, carrying specific responsibilities and ushered by the community expectations. The code of ethics recognizes "the role of the Guidance Counselor" as beneficial to the lives of an individual based on competence, excellence, integrity, trust, and service." Hodson (2017), during his talk in the Principles of Guidance class by Prof. Engelbert Hernandez, discussed breakthroughs in counseling worldwide. He stressed the importance of how professional counselors treat their clients, respect their unique character, acceptance of each individual and the client's status in life (St. Scholastica's College, 2018).

Despite the multitudes of responsibilities guidance counselors have in school and their indispensable efforts in the student's academic and social aspects, their roles and functions have encountered many challenges since then. These challenges were empirically emancipated from the reality that the roles and functions of guidance counselors in the Philippines are less recognized.

Finally, many studies have been conducted emphasizing the contributions of counselors to the lives of many people, the schools' efforts to become more relevant to the needs of the community, and valuing parents' engagement capacity in support of the programs. Thus, the researcher found the gap in the areas of parent participation and engagement in school that need to be investigated, and explore the literatures behind why some parents are ambivalent in recognizing the teleological value on the roles and functions a school guidance counselor has in general.

Theoretical Framework

The researcher primarily anchored his concept on "Role theory" and "System theory" as supporting theories.

Role theory

Role theory was conceptualized by three significant contributors in the 1930s, by Ralph Linton, an anthropologist, posited that role theory was an instrument for understanding and knowing social systems. Roles were made as "the dynamic aspects" of societally recognized social positions. On the contrary, George Herbert Mead, a social philosopher, viewed roles are caused by a complex interaction between and within individual dynamics. The person acts according to how one defines the situation; its priority is the current situation. This theory is essential to this research since it helps guidance counselors and parents better understand the relationship between the child and the school. Moreover, Jacob Moreno is a psychologist; he saw roles as the habitual, sometimes harmful, tactics adopted by persons within primary relationships. He argued that imitative behavior ("role-playing") was a helpful strategy for learning new roles.

The role theory considers the most popular for everyday activities to be acting out of socially defined categories (parent, school, educator, and counselor). Each role has a set of rights, duties, expectations, norms, and even behaviors that each person has to face and fulfill. The model is based on the observation that people behave predictably and that an individual behavior is context specific, based on social position and other factors (Becker, Howard S. (2018).

Role theory concerns the tendency for human behaviors to create characteristic patterns that may be foreseen if one is aware of the social context in which those behaviors appear. It states those behavior patterns (or roles) by assuming that persons in a context appear as members of known social identities and positions and that they and others hold ideas (expectations) about behaviors in that setting (Encyclopedia.com).

In this study, the guidance counselor's roles are defined as certified or licensed educator who works across all grade levels and implements a comprehensive school counseling program to support students' development in three domains: academic, social-emotional, and postsecondary (ASCA, 2019). Their responsibilities ranges from individual counseling, group counseling, and classroom lessons to family outreach and college and career readiness counseling (ASCA, n.d.). However, despite national standards, a professional model, and guidance on appropriate roles, these professionals face varying expectations of their role and responsibilities from students, parents, school principals, teachers, and even counselors themselves (Baker et al., 2021; Lewis et al., 2020; Zyromski et al., 2018). This is partial because roles are contextualized, meaning an individual's understanding of the expectations for their role is influenced by organizational features in their environment.

Systems theory

System theory generally originated in the 1940s by Ludwig von Bertalanffy, a biologist who initially sought a new approach to studying life or living systems. He envisioned general system theory to address the increasing complexity of the world's problems (Griffiths & Tabery, 2013).

In this study, the researcher considered family the most important institution for the Filipino community. The nuclear family is best described as the central family unit, and bonds are often tightly knitted among extended families. For Filipinos, family relationships transcend one's sanguine connections which always include distant relatives, close neighbors, or friends, which is exponentially intense (heirarchystructure.com).

The System theory supports the researcher's view that the Filipino family system helps determine the diversity of human life. It discusses how Filipinos interact with their environment and how the family

system affects the child and family functioning over time. *Human behavior* is the essential concept associated with this theory. Through system theory, one could detect one's attitudes since every person is in a continual transaction with the environment. For the researcher, the school, as an institution with essential authority, always acts relevantly in its environment. Whereas the student's quality-functioning thought is always shaped by the family's way of functioning, the school ought to align this functioning based on its core values and institutional identity. Hence family systems plus the school's core values will always create wellness within the child.

Conceptual Framework

The researcher aimed to measure the level of awareness and acceptance of college students on the roles and functions of guidance counselor among the college students of Tañon College. Moreover, the researcher also determined the implications on the level of awareness and acceptance as to the nature of parents' responsiveness and engagement system in all programs under the supervision of a school guidance counselor. To better understand the study, the schematic diagram is being designed as a blue-print of the study.

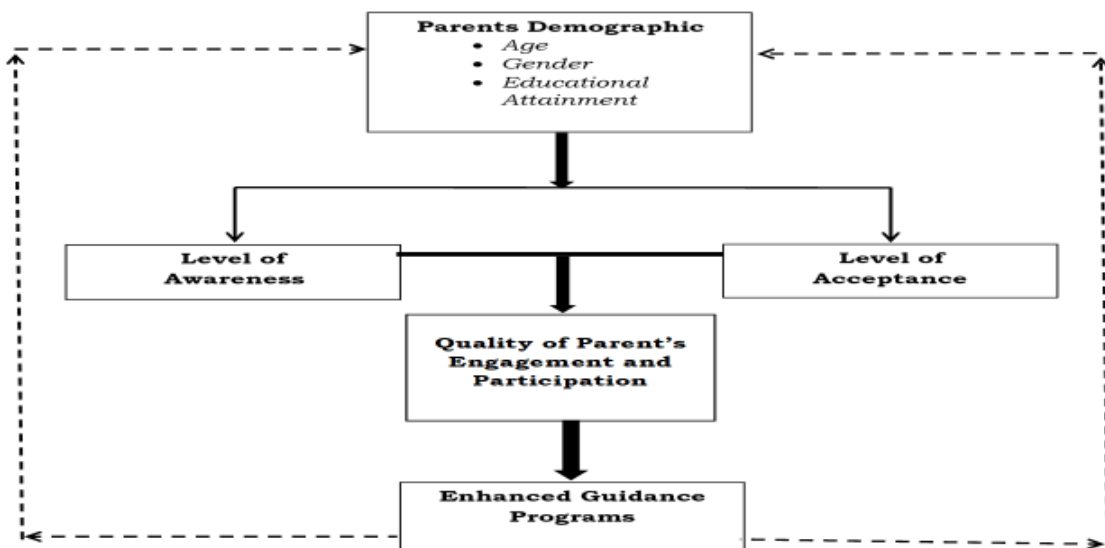


Figure 1. The Schematic Diagram

The study's schematic diagram, as shown in figure 1, demonstrates that the level of awareness and acceptance of a guidance counselor's roles and responsibilities will influence the involvement and engagement among parents of college students with the following variables: age, gender, and educational attainment. The school guidance intervention program will be aligned as a mechanism for continuous improvement.

Statement of the Problem

This study aimed to determine the impact of demographic variables on the levels of awareness and acceptance among parents of college students on the roles and functions of guidance counselor in Tañon College, San Carlos City, Negros Occidental during school year 2022-2023.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following?

1.1 Age

1.2 Gender

1.3 Educational Attainment

2. What is the level of awareness of the among the parents of college students on the roles and functions of guidance counselor in Tanon College when grouped according to?

2.1 Age

2.2 Gender

2.3 Educational attainment

3. What is the level of acceptance among the parents of college students on the roles and functions of guidance counselor in Tanon College when grouped according to?

3.1 Age

3.2 Gender

3.3 Educational attainment

4. Is there significant difference in the level of awareness among the parents of college students on the roles and functions of guidance counselor in Tanon College when grouped according to?

4.1 Age

4.2 Gender

4.3 Educational attainment

5. Is there significant difference in the level of acceptance among the parents of college students on the roles and functions of guidance counselors in Tanon College when grouped according to?

5.1 Age

5.2 Gender

5.3 Educational attainment

6. Is there significant relationship between the level of awareness and level of acceptance among the parents of college students on the roles and functions of guidance counselors in Tanon College when grouped according to?

5.1 Age

5.2 Gender

5.3 Educational attainment

Assumptions

The researcher assumed that the respondents answered truthfully and objectively the questions on the instruments.

Hypothesis

1. There is no significant difference in the level of awareness of among the parents of college students on the roles and functions of guidance counselor when grouped according to age, gender, and educational attainment.
2. There is no significant difference in the level of acceptance among the parents of college students on the roles and functions of a guidance counselor when grouped according to age, gender, and educational attainment.
3. There is no significant relationship between the level of awareness and acceptance among the parents of college students on how roles and functions of guidance counselor are implemented in Tanon College when grouped according to age, gender, and educational attainment.

Significance of the Study

The results of the study will be beneficial to the following:

- 1. Parents.** The primary respondents of the study will be able to assess their current appreciation of the roles and functions of the guidance and counselors while strengthening the degree of their engagement in school programs under the supervision of the school guidance counselor.
- 2. Guidance Counselors.** As the implementing personality of all the programs and services in school, the result of this study will help them utilize resources to establish a more friendly environment and substantially deepen parent-school collaboration efforts in ensuring child development.
- 3. School Administrators.** As the approving entity of the school policies and programs, the result of this study will help them design activities and programs that will benefit the interactive quality of parents supporting the initiatives of the school and making all school programs relevant to the needs of the stakeholders.
- 4. Future Researchers.** The results of this study can be helpful for future researchers in finding the gap in the changing counseling trends and as their reference thereof.

Scope and Limitations of the Study

The study will focus among the parents of college students regarding the roles and functions of guidance counselor of Tañon College during school year 2022-2023. Additionally, in the light of safety concerns resulting from the pandemic, the researcher opted not to conduct interviews with respondents.

Moreover, guidance services are integral to the guidance counselor's responsibilities and was given less focus in this study. The main objective of this study was to determine the level of awareness and acceptance of among the parents of college students on the roles and functions of guidance counselor of Tañon College based on the respondent's age, gender, and educational attainment. Thus, the necessary data was gathered using researcher-made survey questionnaires.

Definition of Terms

Acceptance. In this study, acceptance refers to the respondent's approval, which resonates with their awareness of the roles and functions of the counselors.

Age. In this study, age refers to the respondent age group: 20 – 30, 31 – 40, 41 – 50, 51 – 60, and 61 and above.

Awareness. In this study, awareness refers to the degree of stakeholder knowledge or understanding concerning a particular program, activity, and experiences based on information or experience which encourages stakeholder members to participate in all initiatives or programs an institution wishes to do.

A guidance Counselor. In this study, a guidance counselor is a person who is employed, usually in a school, to offer advice on problems, help troubled emotionally students, and assist them in their career choice or college plans.

Parents. In this study, the term is refer to individuals, either by blood or affinity, who gives birth and/or taking care of their children and provide resources to meet the basic need of their children. They protect, feed, and provide personal care for their children from birth through adulthood.

Roles and Functions. In this study, role and function refer to the responsibilities embedded in the profession of a guidance counselor. In comparison, school guidance counselor is always associated with their roles and functions.

Stakeholders. In this study, stakeholders refer to all the people, sectors and organizations that are directly and indirectly affected by the operations of the school. Specifically, in school, they are the individual students, parents or families, institutions or organizations, local government units, business, industries, and global communities.

Literature Review

Moving from elementary to secondary education is an important stage in a child's development and they must cope with academic, physical, emotional, psychological, or social transformations during the transition period (ontario.ca/edu.,2017. rev. 2022) & (Marie-Claude Ouellet, 2022). Most pupils face important changes in their school life, such as attending a new and bigger schools, some are coming from public to private schools, adjusting to new acquaintances and environment with different backgrounds, and meeting new teachers are some of the transitory realities which need mentorship.

The school counselors are competent people who design and implement comprehensive counseling programs that are needed to uplift students' academic performance, career choices, and personal, social, and emotional growth within and outside the school (Grimes, 2020; ASCA, 2021 & Mandy Savitz-Romer et al., 2021). Though most counseling practices vary according to context, the trends and roles of a counselor could be differentiated based on their relevance within school counseling or setting (ASCA, 2019); Rayle & Adams, 2007; and Aldridge (2021).

Schools may use the template they had developed for comprehensive counseling programs as their guiding design when establishing their counseling trends and programs. In this study, it is assumed that school guidance counselors are always associated with their roles and functions, and they are effectively fulfilling their roles and dedicatedly doing their job functions where school counselors' roles focus on the student's academic life domains: career, social/emotional, and academic (Fye et al., 2018 & Aldridge, 2020).

Various studies were conducted emphasizing the importance of school guidance counselors. In China, school counselors are seen as professionals whose functions significantly shape students' positive outlook on their academic, personal-social, career, and psychopathology, which help them alleviate anxiety, depression, and problem behaviors. (Qing Xiong, et al. 2021).

The study released by the Federal Republic of Nigeria (FRN, 2013) stressed that guidance and counseling helped the students improve themselves by making the right decision. Amadike E1 and Adiela B. K2 (2018) presented the pragmatic essence of guidance and counseling in students' lives when they adapt more to their disorientated environment. The study further emphasized that a school counselor is necessary in guiding how students decide on their future career choices (Amadike E1 and Adiela B. K2, 2018).

Amanda and Clark (2005) categorize the administrators' perceptions in terms of "the innovative school leader, the collaborative case consultant, the responsive direct service provider, and the administrative team player" a counselor plays in school, while (Fatih Aydin, and Hatice Odachi, 2020) emphasized the importance of counseling in predicting job satisfaction through self-efficacy, trait anxiety, and cognitive flexibility. Although it is common for school counselors to participate in trauma-aware education practice, in Australia it is advised that support be provided to array out trauma-aware practice in educational settings effectively. (Judith Howard, et al., 2022).

Similarly, several research showed how many teachers have insightful attitudes toward the duties of guidance counselors. According to studies, most administrators and instructors have diverse perspectives on the functions of school counselors. Additionally, these roles and functions have received praise for

assisting students in overcoming obstacles from various perspectives (Matthew Militello, and Randy Meisenhelder, 2020).

The significance of these roles and functions in various life contexts has been assessed by numerous research. Behavioral issues, acclimatization to prison life and rehabilitation programs are addressed by counselors in the prison system, per studies (LaShawnda D. Key & Lynchburg, Virginia, 2021). Counseling also facilitates government intervention programs for HIV-positive people (Rosa Maria Gonzalez-Guarda, et al. 2021). According to TeShaunda Hannor-Walker, et al. (2021), school counselors continuously "provide mental health services counseling and assist students with social and emotional needs" during and after the pandemic. Most students view professional counselors as academic advisors and career coaches, and teachers see and expect the counselor to be knowledgeable about school courses, curricula, and educational matters as well as personal and social issues.

Additionally, the study of Central Asia Institute in 2019 stressed the positive impact on the psycho-social well-being of a child once a well-structured educational system of a school will be established. It helps the student learn the growth process, guides them to make the right career choices, and facilitates emotional maturity. Hence, the school should provide awareness mechanisms so the community will feel comfortable about its programs, objectives, purpose, and services offered by the school. Any form of communication will do to reinforce parental engagement.

In the Philippines, bills are being sponsored, prioritizing the jobs that fall on the shoulders of guidance counselors. These bills' premise is to meet counselors' basic needs and regulate the behavioral conditions of today's youth. These are societal concerns rooted in the realities seen in the behaviors of young people in general. According to an article by Marlon Purificacion (2020), "today's youth behavior is different. It is difficult to understand and often difficult to control. Modern technology and the internet are always associated with these sudden changes in behavior where many activities and programs seen on various social media platforms are said to have influenced their thinking and beliefs".

Regarding issues that deviate young people's behavior at school and in the community, not only do the parents and teachers play an essential role in forming the directions of these individuals but analogously, the school counselors are more trusted by them. Apart from this, some challenges must be addressed in matters related to the roles and functions of counselors. Some kids and parents "are misled into considering the advice office as a disciplinary office rather than a guidance center," claims a 2021 Rappler article.

When students are called for guidance, they expect to be punished for whatever misbehavior they had. Whereas now, guidance counselors are no longer becoming popular in schools (Purificacion, 2020) & (Magsambol, 2021), and for some reasons, many schools do not hire separate guidance counselors because it entails more cost and also only few students avail the services. Although there are issues with how most people see guidance counselors' work, this is not meant to prevent students and parents from learning more about the significance of these responsibilities and duties of a counselor in the school.

The challenges, as mentioned above, have motivated the researcher to pursue this study and want to determine if the degree of "awareness and acceptance" coined together, will reflect the relationship between the ways parents engaged in all the programs that school counselors supervise. It has been essential to this study because the annual report by the European Commission for Counselling in Early Childhood and School Education (2020) underscores the value of designing a system that supports the psychological and pedagogical dimensions of the community, including the parents. Encouraging the school administrators by providing basic counseling or guidance sessions, training, and workshops, the

school would help enhance parents' skills in addressing their children's fundamental learning difficulties, career confusion, and emotional problems at home.

The parent's active involvement in school not only harnesses the sense of awareness but also fosters a parent-school collaborative system, which makes the child more appreciative, become more dynamic, adaptive to reality, and acquire a good sense of identity, which will help them progress in school and their community respectively (Halle Rubin, 2018); (Mehmet Akif Erdener, Robert C. Knoeppel, 2018); & (Kartika Yulianti, et al. 2022).

Awareness is always seen as a concept that the community understands that something exists based on information or experience which stimulates stakeholder participation in forms of initiatives and programs institutions wish to do (Vasilev, Y., et al. 2021). The essence of awareness is to build mutual involvement with the significant participating roles who willingly collaborate to realize the programs' core objectives (wildlifehc.org/pg, 2022).

Knowing the gap of literatures as reviewed in this study, the researcher sees this situation that greatly offers an opportunity to work with for continues quality improvement of the existing guidance practices in support to the school's mission and vision for quality education.

Parent Awareness is a prerequisite for acceptance. Counselors' roles and function awareness must be cultivated throughout the educational system, since, social acceptance depends on the degree of parents' perception of the program, its benefits, and its impacts on how parent make choices (Panunciar, 2018). Studies show that attitude (Janhunnen, et al. 2018), knowledge, disposition, and beliefs (Vasilev, Y. et al. 2021), affect social acceptability. Moula and colleagues (2013), further revealed that socioeconomic background, age group, educational degree, usefulness, and costs influence acceptability. "Whereas the degree of public approval is determined by the level of public awareness on any particular endeavor". However, as far as the implementation of the organization's necessary programs, the concept of acceptability is not a pre-requisite for its perfection (Vasilev, Y.; et al. 2021).

The idea of parents' involvement is one of the challenges that many institutions are experiencing around the world (Gopinath, R., 2019). This involvement will increase the reliability of an organization's value-creation system to sustain its identity in the long run. Educating each community participant is by letting them know about the organization's best practices will stimulate participant desire for "belongingness", an expression of their satisfaction with the organization (Gopinath,R., 2019). On the contrary, the atmosphere of discomfort will impede the sense of belongingness, which in turn discourages participation. In the context of this research, for the school programs relevant to the need of the stakeholders, there should be designed information campaign activities to muster community awareness not only on the inclusive programs the school have for parents but also on the roles and functions of the counselors. According to the study, inclusive programs in a school will stimulate parents' engagement capacity so the school will not only create "values" but also establish an institutional trust in the community by valuing its social resources. (Mehmet Akif Erdener, Robert C. Knoeppel, 2018) & (Meador, 2019). By addressing the situational difficulties and how these demographics reflect or translate parents' level of awareness and acceptance of the roles and functions of a guidance counselor, the researcher hopes to close the knowledge gap.

Tanya Glover in her article in 2021, "The art of self-awareness and self-reflection," emphasized that awareness is the ability of a person to look within himself to get a clear snapshot of an individual's thoughts, beliefs, emotions, motivations, and personality." Eckroth-Bucher (2010) describes self-

awareness as integral human cognitive activity of self-reflection. Consequently, awareness is a referential tool for self-assessment in analyzing behavior and helps a person relate well to any scenario and increases the institution's ability to achieve its goals (Manalo, 2018).

The concept of awareness aims to determine the way parents feel about the school and its causes. It also bolsters the individual capacity to explore true feelings, motivations, and critiques from the outside. Whereas awareness programs may facilitate how consumers can figure out the program's benefits and, in return, will stimulate willingness. The researcher agrees, therefore, that campaigns that raise awareness aid in identifying important elements for which intervention programs were unsuccessful in changing people's involvement.

Furthermore, numerous initiatives to increase parents' involvement in school activities and procedures have realistic results. From the standpoint of this study, the researcher thinks that develop efficient awareness mechanisms, it is essential to comprehend how parent-willingness-to-engaged works. More than just delivering knowledge about the programs is needed to change someone's behavior instead a collaborative structure that encourages reactive behaviors is needed by identifying which scenario of parent participation be explored more (Maria Bada, et al. 2019).

Finally, in light of the researcher's reflection, it is widely acknowledged that a person's age, gender, and educational attainment, experiences, views, attitudes, and beliefs, are the primary pre-determinants of their active involvement in school. Christopher Spera, (2022) cited Kathryn R. Wentzel, et al. (2016) findings that majority of parents with high levels of education demonstrates active school involvement, participation, and aspirations for their children learning (William H. Jeynes, 2022).

Parent Acceptance is an essential factor that influences their decision-making. A proxy for "policy success" and "potential for longer-term program viability" is "parents' acceptance" (Charalampos Kyriakidis, et al. 2023). While a decision is always connected with the individual's past experiences, it also has something to do with the individual's variety of cognitive biases.

The essential tenet of parental acceptance is that, once the parents are properly informed about the school's intervention programs the more their attitudes to positively change. These changes will eventually result in the improvement of their acceptance to school's policies that will benefit the children's learning outcome as indicated across learning areas (China Zhekuan Peng, et al. 2022).

However, various realities are downplaying the individual's capacity to accept. It impacts the decision-making process before any decisions have been made including age, socioeconomic status, educational degree, and belief system, which has something to do with personal relevance. The desire for parents to get involved in any program can be attributed to the school's top management's priorities. It is also necessary to note that parents' awareness is vital to an effective organizational strategy formulation (Bate & Houlihan, 2018).

Finally, awareness and acceptance promote an individual's emotional intelligence. While understanding and acceptance increase emotional intelligence, it helps guidance counselors and parents relate to their feelings and sympathy, which in the end, harnesses the relationships between parents and the school.

Summary

A multitude of studies highlighted the value and usefulness of the roles and functions of guidance counselors in the life of many individuals. Counselors uplift students' academic output, career choices,

and personal, social, and emotional growth in and outside the school (Grimes, 2020; ASCA, 2021 & Mandy Savitz-Romer et al., 2021).

Although counseling practices are uniquely implemented worldwide, it boils down to the student's life domain which makes the school programs relevant to the needs of the time (Fye et al., 2018 & Aldridge, 2021). In comparison, most school counseling programs are patterned to ASCA guidelines which help many schools to establish their own (American School Counselor Association, 2019; & Aldridge, 2021). The Federal Republic of Nigeria (FRN, 2013) emphasized that guidance and counseling helped students make the right decisions in life. Amadike E1 and Adiola B. K2 (2018) presented the pragmatic essence of guidance and counseling where students adjust to different types of environments.

A school counselor significantly improved students' positive outlook on their future choices and helped alleviate mental illness. Travis Lewis, et al. (2020) articulated how these roles and functions are positively recognized by the school administrators and teachers respectively.

In prison and correctional facilities, counselors facilitate in addressing prisoners' behavioral issues and rehabilitation program encourages to adapt health, mental and psychological practices (Rosa Maria Gonzalez-Guarda, et al. 2021). In the Philippines the roles and functions of guidance counselors play an essential role in shaping young people (Purificacion, 2020); and the European Commission for Guidance and Counselling in Early Childhood and School Education (2020), it underscores the value of designing a system that support community including the parents.

Panunciar (2018) mentioned on the importance of awareness and acceptance since awareness is a prerequisite for acceptance. On the other hand, the studies of Janhunen, Hujala, & Patari (2018) and Vasilev, Y, et al. (2021) also supported Panunciar's position that attitude, knowledge, disposition, and beliefs affect parent acceptability.

Moreover, that socioeconomic background, age group, educational degree, usefulness, and costs influence acceptability (Vasilev, Y., et al. 2021). "Whereas the degree of public acceptance is determined by the level of public awareness on any particular endeavor" (Vasilev, Y., et al. 2021).

Hence capturing stakeholders' loyalty for a particular product and service is associated with the institution's best practices (Elmassah, S., et al. 2021). One of the issues that institutions face globally is the concept of parental loyalty (Gopinath, R., 2019). All the more, making the parents aware of these best practices, can increase their sense of satisfaction and "belongingness" (Gopinath, R., 2019). According to the study, inclusive programs in a school will stimulate parents' engagement (Mehmet Akif Erdener, Robert C. Knoeppel, 2018) & (Meador, 2019).

Tanya Glover's article in 2021, "The art of self-awareness and self-reflection," describes awareness as a clear snapshot of an individual's thoughts, beliefs, emotions, motivations, and personality." Eckroth-Bucher (2010) describes self-awareness as the integral human cognitive activity of introspection. In contrast, acceptance, which influences decision-making before any decisions have been made will takes into account factors like age, socioeconomic status, educational degree, and belief system related to personal relevance. Hence, both factors affect the person's ability to relate to any situation and the institution's capacity to accomplish its objectives (Bate & Houlihan, 2018).

Methods and Procedure

This chapter describes the research methods, respondents of the study, the instruments, data gathering procedures, and the statistical tools used.

Research Design

This study utilized the descriptive comparative method of research. This design aims to describe the relationship between and among variables (Dulock, H.L. 1993). Furthermore, the study describes the correlations between the levels of awareness and acceptance among the college parents on the roles and functions of guidance counselors among of Tañon college.

This design was used because in correlational research, it analyzes the data using a correlation coefficient. Salkind (2011) states that "A correlation coefficient is a numerical index that reflects the relationship between two variables."

Research Procedure

The following methods were used to conduct this study as presented in Figure 2. This guided the researcher before, during and after the implementation of the study.

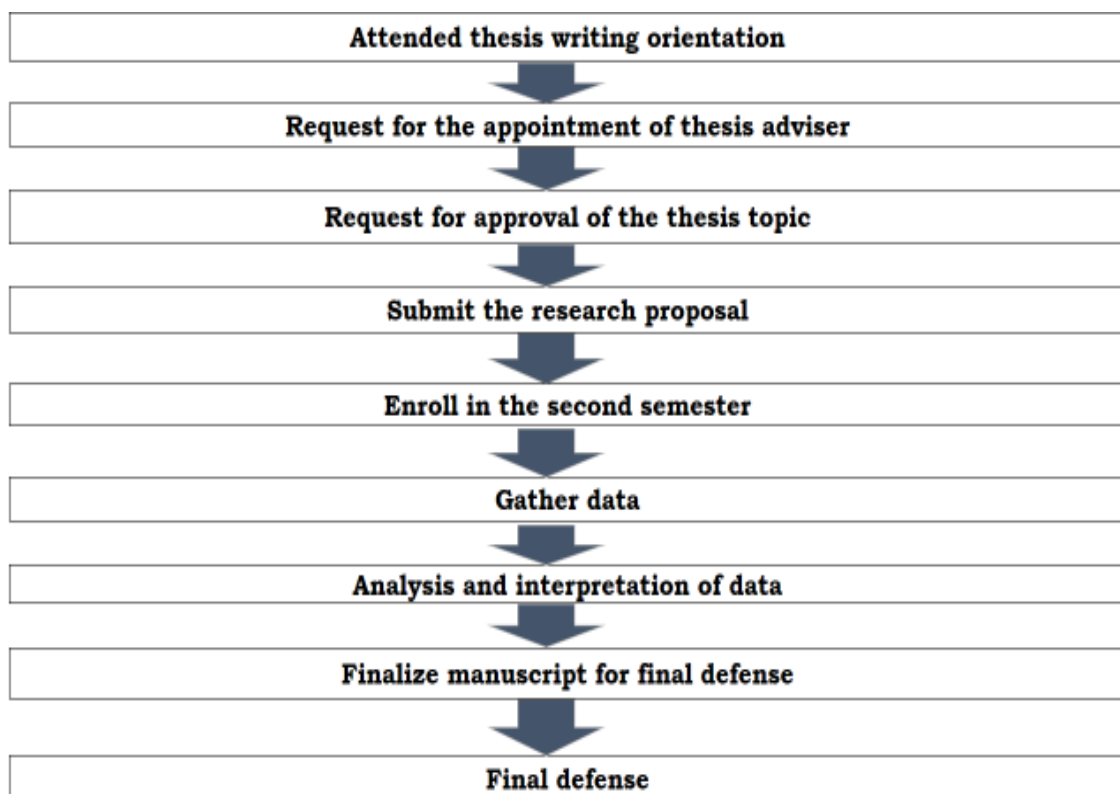


Figure 2. Procedural flow chart

The setting of the study

This study was conducted among the parents of college students in Tañon College during school year 2022-2023.

The colleges involved are the Financial Management, Marketing Management, Secondary and Elementary Teacher Education courses of Tanon College.

Respondents of the Study

The respondents of this study will be the parents of college students of Tañon College. Table 1 presents the total population of the respondents from four college courses.

Table 1. Respondents of the Study

Private Schools	No. of Respondents	Percentage
Financial Management	317	36.8%
Marketing Management	14	1.6%
Elementary Teacher Education	309	35.9%
Secondary Teacher Education	220	25.6%
Total	861	100%

The researcher will, after administering the survey questionnaire will identify the corresponding populations from different schools.

Sampling Techniques

In this study, the researcher utilized stratified random sampling. The respondents were the parents of college students Tañon College.

Instruments

The research instruments used to acquire the information required for this study consists of two parts.

- 1. Demographic Profile Sheet.** Used to gather personal information from the respondents, such as age, gender, and educational attainment.
- 2. Researchers- made survey questionnaires.** Due to the distinct dynamics of the research, the researcher opted to establish researcher-made questionnaires to reach its purpose.

Validity

The researcher investigated the content validation using "Law she." Ten (10) professionals with extensive research experience, field research training, and counseling skills validated the survey questionnaires created by the researcher. One extensive C. H. Lawshe (Lawshe, Charles H. (1975) devised one extensively used approach to testing content validity as a way to determine whether judges or raters agree on the importance of a certain item.

Reliability

To ensure the survey questionnaire's reliability and consistency, the researcher employed stratified random sampling to determine the reliability quotient. This method was applied to three distinct educational institutions: St. Mary of the Lake Mission School, Inc., located in Don Salvador Benedicto, Negros Occidental; East Negros Academy, Inc., situated in the Municipality of Toboso, Negros Occidental; and Mt. Carmel College of Escalante, Inc., located in Escalante City, Negros Occidental. The distribution of participants, categorized by age, gender, and highest educational attainment, is presented in Table 1.

Table 2. Distribution of Participants

Variable	N	%
Age		
20 - 30 years old		
31 - 40 years old		
41 - 50 years old		
51 - 60 years old		

	61 years old and above
	Total
Gender	
	Male
	Female
	Total
Educational Attainment	
	PhD Holder
	Master's Degree
	College Graduate
	College Undergraduate
	Vocational/Technical Courses
	High School Graduate
	High School Undergraduate
	Elementary Graduate
	<hr/> Total <hr/>

Measures

A questionnaire created by the researcher and intended for the respondents served as the data collection tool. The survey gauged how well-informed and accepting parents are of a guidance counselor's responsibilities. There are three (3) components to the questionnaire. Part I, reflects the respondents' demographic data such as age, gender, and educational attainment. Part II, contains items that measure the level of awareness, and Part III, contains items that measure the level of acceptance. The participants responded to the statements on the questionnaire by checking the box based on their choice. The choices for the level of awareness were interpreted according to (1) extremely aware, (2) very aware, (3) somewhat aware, (4) Not so aware, and (5) Not aware at all. For the level of acceptance, (1) firmly accepted, (2) mostly accepted, (3) slightly accepted, (4) mostly unaccepted, and (5) strongly unaccepted.

Data Gathering.

The researcher asked permission from the school administrator to conduct the survey to the parents of college students in Tañon College.

Before the conduct of the survey, the researcher thoroughly discussed the purpose and rationale, effects, uses, and implications of the study.

During the implementation, the researcher personally provided parents with detailed information regarding the study's objectives, the necessary questionnaire completion requirements, and the vital role of their participation in the research. Subsequently, the survey questionnaires were distributed to the parent respondents. After the implementation of the data gathering, the data collected were tallied, tabulated, interpreted and analyzed using appropriate statistical tools.

Ethical consideration

The researcher conducted an orientation to the parents regarding their participation and involvement of the study ensuring their right to anonymity and confidentiality of all the data gathered from them. Such

that, their names were coded and all the filled-in survey questionnaires were shredded after the data were analyzed to make sure that there will be no trace of their identity.

More so, the respondents (parents) were given the freedom to disclose or not their answers to specific questions and their right to be respected of their views was strictly observed. Finally, the parents right to participate, not to participate, to withdraw and/or skip items they felt not comfortable to answer or respond were likewise emphasized and observed.

Data analysis

A "5-point Likert Scale" was used for parents' responses to questions in the research instrument to determine their level of awareness and acceptance of the roles and functions of the guidance counselor.

For problems one and two, which sought to determine the level of awareness of among the parents of college students on the roles and functions of a guidance counselor when viewed together and arranged by age, gender, and educational attainment, *descriptive analysis* was used. Descriptive analysis provides simple summaries of the sample and the measures. Together with simple graphical analysis, it formed the essential virtual representation of any quantitative data analysis. With descriptive analysis, one describes what is or what the data shows (socialresearchmethods.net, retrieved 2018).

For Problem three, the researcher seeks to find the level of acceptance of college parents on the roles and functions of guidance counselors when they are grouped according to age, gender, and educational attainment, scaled descriptive data analysis through weighted mean was used. The inferential analysis for the succeeding problems allowed the researcher to generalize from the samples about the communities they were drawn from. Using *t-test*, the significant difference between the two means were determined. *Analysis of variance* (ANOVA) was employed to determine the significant difference of more than two variables (McLellan, 2018).

In addressing problem 4, the researcher utilized inferential analysis to investigate the impact of parental awareness and acceptance of a guidance counselor's roles and responsibilities among the college parents. Respondents were categorized based on their age, gender, and educational attainment. Using inferential analysis, the researcher aimed to leverage the collected samples for broader inferences about the larger populations they represented. For the assessment of significant differences between two or more means, the *paired t-test* was deemed a valuable tool. It should be noted, however, that this test is most effective when dealing with only two variables.

Furthermore, to measure the degree of association between variables, the researcher used *Pearson correlation*. This widely recognized method, commonly used in educational and psychological research, proved essential in context of this study. Correlational analysis played a pivotal role in uncovering meaningful insights. (yourarticlelibrary.com/education/statistics/correlation-in-statistics/90048, retrieved 2018).

The researcher used the following statistical tools to ensure the validity and reliability analysis and interpretation of data.

- 1. Frequency Count.** This tool was used to organize and describe data using tables or graphs regarding the respondents' demographic profile, e.g., age, gender, and educational attainments.
- 2. Mean or Median.** These statistical treatments determined the distribution hub and the degree of understanding and acceptance of high school parents.

3. **Standard Deviation.** These statistical treatments were used to determine the spread or dispersion of the data based on the level of awareness and acceptance. These also helped the researcher formulate insights into the data compared to the population.
4. **Spearman correlation.** This non-parametric statistical test measured the level of association between two variables that do not meet the assumptions for Pearson-Moment Correlation.
5. **Analysis of Variance (ANOVA).** This statistical test determined the significant difference between three or more variables, e.g., age, gender, and educational attainment.
6. **Cronbach Alpha.** The researcher used coefficient alpha to measure measuring internal consistency of tests and measures and the interrelatedness of a researcher's made questionnaire.

Results and Discussions

This portion of the research presents the results and its discussions. Analysis and interpretation were likewise discussed in this chapter.

Profile of the Respondents

First objective of the study was to determine the profile of the respondents in terms of age, gender, and educational attainment. Table 3 presents the data pertinent to this problem.

Table 3. Profile of the Respondents when Grouped According to Age

Groups	Frequency	Percentage
Age		
20 - 30 years old	70	8.1%
31 - 40 years old	320	37.2%
41 - 50 years old	317	36.8
51 - 60 years old	116	13.5 %
61 years old and above	38	4.4%
Total	861	100.0%
Gender		
Male	233	27.1%
Female	628	72.9%
Total	861	100.0%
Educational Attainment		
PhD Holder	2	0.2%
Master's Degree	28	3.3%
College Graduate	397	46.1%
College Undergraduate	85	9.9%
Vocational/Technical Courses	10	1.2%
High School Graduate	155	18.0%
High School Undergraduate	108	12.5%
Elementary Graduate	76	8.8%
Total	861	100.0%

As shown in table 3 on the demographic composition of the respondents by age group, the greatest number of respondents falls within the middle age group 31- to 40-year-old which is 37.2% of the total sample. On the opposite wavelength, the age group 61 and above is the lowest of 4.4% indicating a relatively smaller representation among the surveyed participants. These findings show that there is a predominance of middle-aged participants in the study.

Meanwhile, on the findings from the gender distribution of the respondents revealed a notable disparity in the composition of the survey sample. Among the 861 respondents, 72.9% are females, while 27.1% identify as males. This shows a substantial gender imbalance within the study, with a higher representation of females than the males.

While on the educational attainment among the respondents shows a more comprehensive view of the sample's diverse educational backgrounds. The majority of participants, at 46.1%, are college graduates, indicating a well-educated portion of the population. The presence of high school graduates and undergraduates, comprising 30.5% of the sample, highlights the significance of individuals in various stages of secondary education and followed by the 8.8% who have finished elementary education. A smaller but noteworthy group segments are: 3.3% hold master's degrees, 1.2% have completed vocational/technical courses, and a 0.2% possess PhDs. This data highlights the educational diversity within the sample and suggests the need to consider this diversity when interpreting the study's results, as educational background can influence respondents' perspectives and responses.

Level of Awareness on the roles & functions of guidance counselors

The second objective of this study aimed to determine the level of awareness of parents of college students regarding the roles and functions of guidance counselors in Tañon College This involved grouping respondents based on their age, gender, and educational attainment. An arbitrary 5-point Likert Scale below was used to determine the level of awareness of the parents.

Table 4 Level of Parents’ Awareness on the roles and functions of the guidance

SCALE	DESCRIPTIVE EQUIVALENT	MEANING
4.21 – 5.00	Not Aware	<i>This means that all parents are not aware of the roles and functions of the guidance counselor</i>
3.41 – 4.20	Not So Aware	<i>This means that only few parents are aware of the roles and functions of the guidance counselor</i>
2.61 – 3.40	Somewhat Aware	<i>This means that at least 50% of the parents are aware of the roles and functions of the guidance counselor</i>
1.81 – 2.60	Very Aware	<i>This means that most parents are aware of the roles and functions of the guidance counselor</i>
1.00 – 1.80	Extremely Aware	<i>This means that all parents are aware of the roles and functions of the guidance counselor</i>

The data relevant to this objective are presented in Tables 4, 5 and 6 for reference and analysis.

Table 5 Level of Parents’ Awareness on the roles and functions of the guidance counselors when grouped according to age.

Age	Mean	Interpretation
20 - 30 years old	2.25	Very Aware
31 - 40 years old	2.07	Very Aware
41 - 50 years old	2.13	Very Aware
51 - 60 years old	2.12	Very Aware
61 years old and above	2.18	Very Aware
Overall Mean	2.15	Very Aware

As presented in table 4, the mean awareness scores are relatively consistent across all age groups, ranging from 2.07 to 2.25. These data suggest that parents across different age brackets are generally "Very Aware".

The overall mean awareness score of 2.15 which is interpreted as “Very Aware” which means that majority of the parents of college students are aware of the roles and functions of guidance counselor in Tañon College. Thus, such awareness is a mechanism for better parents-school engagement, collaboration and support.

Table 6 Level of Parents’ Awareness on the roles and functions of the guidance counselors when grouped according to gender.

Gender	Mean	Interpretation
Male	2.15	Very Aware
Female	2.11	Very Aware
Overall Mean	2.13	Very Aware

As shown in table 5, the level of awareness of parents concerning the roles and functions of the guidance counselor when grouped according to sex revealed that both male and female parents exhibited a high level of awareness which is interpreted as “Very Aware”. This means that most parents are aware of the roles and functions of the guidance counselor.

Table 7 Level of Parents’ Awareness on the roles and functions of the guidance counselors when grouped according to Educational Attainment

Educational Attainment	Mean	Interpretation
Doctorate Degree	1.83	Very Aware
Master's Degree	1.73	Extremely Aware
College Graduate	2.05	Very Aware
College Undergraduate	1.97	Very Aware
Vocational/Technical Courses	2.61	Somewhat Aware
High School Graduate	2.17	Very Aware
High School Undergraduate	2.36	Very Aware
Elementary Graduate	2.24	Very Aware
Overall Mean	2.12	Very Aware

It can be gleaned from in table 6 that parents across various educational backgrounds exhibit a high level of awareness. Parents having doctorate degrees has a mean score of 1.83, categorized as "Very Aware." Those with master's degrees demonstrate an even higher level of awareness, falling into the "Extremely

Aware" category with a mean score of 1.73. College graduates and undergraduates also have robust awareness, both are in "Very Aware" threshold. Noticeably, parents with vocational/technical course backgrounds show that they are "Somewhat Aware" with the roles of the guidance counselors with a mean score of 2.61. Moreover, high school and elementary graduates exhibit strong awareness levels, with mean scores of 2.17 and 2.24, respectively and still are interpreted as "Very Aware. The overall mean awareness score of 2.12 underscores the effectiveness of the school's communication efforts across diverse educational backgrounds.

This suggests that parents who have achieved higher levels of education, tend to exhibit a heightened level of awareness compared to other groups. This heightened awareness can likely be attributed to their deeper understanding of the significance of counseling services in schools, as well as their firsthand experiences with such services.

Such observation aligned with the findings of several studies, including those cited by Christopher Spera (2022) and Kathryn R. Wentzel, et al. (2016). These studies highlighted that parent with higher levels of education, strong school involvement, a willingness to participate, and high aspirations for their children, as indicated by William H. Jeynes (2022), also tend to demonstrate a substantial degree of involvement and a readiness to engage actively in their children's education.

Table 7. Level of Parents’ Acceptance on the roles and functions of the guidance counselors when grouped according to Educational Attainment

SCALE	DESCRIPTIVE EQUIVALENT	MEANING
4.21 – 5.00	Strongly Unaccepted	<i>This means that all parents are not have not accepted the roles and functions of the guidance counselor</i>
3.41 – 4.20	Mostly Unaccepted	<i>This means that only few parents are accepted the roles and functions of the guidance counselor</i>
2.61 – 3.40	Mostly Accept	<i>This means that at least 50% of the parents accepted the roles and functions of the guidance counselor</i>
1.81 – 2.60	Very Aware	<i>This means that most parents accepted of the roles and functions of the guidance counselor</i>
1.00 – 1.80	Strongly Accept	<i>This means that all parents accepted the roles and functions of the guidance counselor</i>

The third objective of this study was to determine the level of acceptance among the parents of college students regarding the roles and functions of guidance counselor in Tañon College when grouped according to age, gender, and educational attainment. An arbitrary 5-point Likert Scale below was used to determine the level of acceptance among the parents.

The data relevant to above mentioned objectives are presented in tables 7, 8 and 9 for reference and analysis.

Table 8 Level of Parent's Acceptance on the roles and functions of guidance counselors when grouped according to age.

Age	Mean	Interpretation
20 - 30 years old	1.95	Mostly Accept
31 - 40 years old	1.68	Strongly Accept

41 - 50 years old	1.71	Strongly Accept
51 - 60 years old	1.84	Mostly Accept
61 years old and above	1.89	Mostly Accept
Overall Mean	1.83	Mostly Accept

The data reveals a generally positive perception among the respondents. When examining the data by age groups, it becomes apparent that parents in the 31 – 40 and 41 – 50 years old categories with 1.68 and 1.71 mean scores, hold a particularly strong acceptance, which is indicated as "Strongly Accept". This indicates a high level of support and appreciation for the guidance counselors' roles and functions. On the other hand, the rest of parents' age groups fall under "Mostly Accept" category. Overall, majority of parents belonged to "Mostly Accept" category. This indicates a generally favorable attitude towards the guidance counseling services offered by the school.

Table 9 Level of Parent's Acceptance on the roles and functions of guidance counselors when grouped according to gender.

Gender	Mean	Interpretation
Male	1.81	Mostly Accept
Female	1.72	Strongly Accept
Overall Mean	1.77	Strongly Accept

In table 8, shows the levels of acceptance among parents regarding the roles and functions of guidance counselors when grouped according to sex where male parents exhibit a favorable outlook with a mean acceptance score of 1.81 interpreted as "Mostly Accept". On the same parameter, female parents displayed a higher level of acceptance, as evidenced by their mean score of 1.72 interpreted as "Strongly Accept". Although female parents have higher acceptance level than male parents but the margin between them that ranges from *strongly accept* to *mostly accept* is too close that there is no significant weaknesses to affect their overall perception and response to the roles and functions of the guidance counselor.

Table 10 Level of Parent's Acceptance on the roles and functions of the guidance counselor when grouped according to educational attainment.

Educational Attainment	Mean	Interpretation
PhD Holder	1.34	Strongly Accept
Master's Degree	1.51	Strongly Accept
College Graduate	1.70	Strongly Accept
College Undergraduate	1.69	Strongly Accept
Vocational/Technical Courses	1.64	Strongly Accept
High School Graduate	1.74	Strongly Accept
High School Undergraduate	1.96	Mostly Accept
Elementary Graduate	1.83	Mostly Accept
Overall Mean	1.68	Strongly Accept

Table 9 shows a consensus of acceptance among parents, regardless of their educational backgrounds. Remarkably, parents with higher educational attainment demonstrate a highly positive view, with a mean

score of 1.34, interpreted as "Strongly Accept" except those high school level and elementary graduate parents that fall under "Mostly Accept" category.

The overall mean acceptance score of 1.68 indicates "Strongly Accept," underscoring a shared belief in the essential contributions of guidance counselors to their children.

Significant difference in the level of awareness among parents when grouped according to age, gender, and educational attainment.

The fourth objective of the study was to determine whether there is a significant difference to the level of awareness of among parents of college students on the roles and functions of guidance counselors when grouped according to age, gender, and educational attainment. Data pertaining to this problem is presented in table 10.

Table 11 Significant Difference of Parents' Level of Awareness

		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	36.936	32	1.154	1.278	.141	Not Significant
	Within Groups	747.645	828	.903			
	Total	784.581	860				
Gender	Between Groups	8.214	32	.257	1.314	.116	Not Significant
	Within Groups	161.732	828	.195			
	Total	169.947	860				
Educational Attainment	Between Groups	172.677	32	5.396	1.544	.029	Significant
	Within Groups	2894.599	828	3.496			
	Total	3067.275	860				

The data in Table 10 presents the analysis for the significant difference to parents' level of awareness regarding the roles and functions of guidance counselor when grouped by age, gender, and educational attainment. The analysis employs an analysis of variance (ANOVA) to assess whether there are significant differences of awareness among these groups.

For the age group, the *F-statistic* is 1.278 with a computed *p-value* of 0.141 which is greater than 0.05 level of significance. Thus, this finding fails to reject the null hypothesis which suggests that there is no significant difference to parents' level of awareness when grouped according to age.

When grouped by sex, the *F-statistic* for gender is 1.314 with a *p-value* of 0.116. Similar to the age group, the *p-value* is greater than 0.05 level of significance, indicating that based on result, it fails to reject the null hypothesis. Thus, there is no significant difference in awareness among parents when grouped according to sex.

However, when grouped in terms of educational attainment, the *F-statistic* for educational attainment is 1.544 with a computed *p-value* of 0.029 that is less than 0.05 level of significance. This goes to show that there is significant difference to parents' level of awareness when grouped by educational attainment. Therefore, the null hypothesis is rejected.

Generally, it can be concluded that there is no significant difference to parents' level of awareness according to roles and functions of the guidance counselor when grouped in terms of age and sex. However, there is significant difference in terms of awareness of parents when grouped by educational

attainment. This suggests that educational background plays an important role to parents' awareness of guidance counselors' roles and functions.

Significant difference in the level of acceptance among parents when grouped according to age, gender, and educational attainment.

The fifth objective of the study was to determine whether there is a significant difference in the level of acceptance of among parents of college students on the roles and functions of guidance counselor when grouped according to age, gender, and educational attainment. Data pertaining to this problem is presented in table 11.

Table 12 Significant Difference of Parents' Level of Acceptance to Different groups.

		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	54.553	51	1.070	1.185	.181	Not Significant
	Within Groups	730.028	809	.902			
	Total	784.581	860				
Gender	Between Groups	9.140	51	.179	.902	.670	Not Significant
	Within Groups	160.806	809	.199			
	Total	169.947	860				
Educational Attainment	Between Groups	348.308	51	6.830	2.032	.000	Significant
	Within Groups	2718.968	809	3.361			
	Total	3067.275	860				

For the age group analysis, the *p-value* is 0.181, which is greater than 0.05 level of significance. This implies that there is no significant difference in the level of acceptance among parents when they are grouped by age and therefore the null hypothesis is accepted. Evidently, the age of parents is immaterial to their acceptance on the roles and functions of the guidance counselors.

In the gender group analysis, the *p-value* is 0.670, which is also greater than 0.05 level of significance which indicates that there is no significant difference in the acceptance levels of parents when they are grouped by gender. Hence, it fails to reject the null hypothesis. Remarkably, the finding demonstrated that the gender is not a significant factor to influence the parents' acceptance of guidance counselor's roles and functions.

On the same wavelength, the educational attainment obtained a computed *p-value* of 0.000 is obviously less than 0.05 level of significance. This indicates that there is significant difference in the level of acceptance among parents when grouped in terms of their educational attainment. Thus, the null hypothesis is rejected. Such finding strongly tells that the educational attainment is an important indicator when assessing parents' acceptance of guidance counselors' roles and functions.

Relationship between the level of awareness and level of acceptance of the parents on the roles and functions of guidance counselors.

The last objective of the study was to determine whether there is an association between the level of awareness and level of acceptance of the parents on the roles and functions of the guidance counselor in

the college department when grouped according to age, gender, and educational attainment. Data pertaining to this problem is presented in table 12.

Table 13 Relationship on the Level of Awareness and Acceptance to Age

Age			Level of Awareness	Level of Acceptance
20 - 30 years old	Level of Awareness	Pearson Correlation	1	.660**
		Sig. (2-tailed)		.000
		N	70	70
	Level of Acceptance	Pearson Correlation	.660**	1
		Sig. (2-tailed)	.000	
		N	70	70
31 - 40 years old	Level of Awareness	Pearson Correlation	1	.618**
		Sig. (2-tailed)		.000
		N	320	320
	Level of Acceptance	Pearson Correlation	.618**	1
		Sig. (2-tailed)	.000	
		N	320	320
41 - 50 years old	Level of Awareness	Pearson Correlation	1	.581**
		Sig. (2-tailed)		.000
		N	317	317
	Level of Acceptance	Pearson Correlation	.581**	1
		Sig. (2-tailed)	.000	
		N	317	317
51 - 60 years old	Level of Awareness	Pearson Correlation	1	.706**
		Sig. (2-tailed)		.000
		N	116	116
	Level of Acceptance	Pearson Correlation	.706**	1
		Sig. (2-tailed)	.000	
		N	116	116
61 years old and above	Level of Awareness	Pearson Correlation	1	.795**
		Sig. (2-tailed)		.000
		N	38	38

Level of Acceptance	Pearson Correlation	.795**	1
	Sig. (2-tailed)	.000	
	N	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

Among the individuals aged 20 to 30 years old, there is a strong positive correlation (0.660**) between age and both the level of awareness and the level of acceptance with a *p-value* of (0.000) which indicates a high statistical significance. This means when individuals' age within this group increases, their level of awareness and acceptance will also increase.

Similar patterns are observed among individuals aged from 31 to 40 years old where there is a correlation (0.618**) between age and both awareness and acceptance with a *p-value* of (0.000) which indicates a high statistical significance. This suggests that the level awareness and acceptance is influenced by their age.

Within the group aged from 41 to 50 years old, a strong positive correlation (0.581**) between age and both awareness and acceptance significantly noted. This implies that as individuals within this age range their levels of awareness and acceptance is relatively high with a *p-value* of (0.000) which indicates a high statistical significance.

For individuals aged 51 to 60 years old, there is a particularly strong positive correlation (0.706**) between age and both awareness and acceptance. The data also shows a high statistical significance with a *p-value* of (0.000). This suggests that this age group get older, their levels of awareness and acceptance increase significantly.

Among individuals aged 61 years and above, there is an extremely strong positive correlation (0.795**) between age and both awareness and acceptance. This indicates that those belong in this age group has a wider level of awareness and acceptance. The *p-value* of (0.000) confirmed a high statistical significance of these correlations.

The results suggest a consistent and strong positive relationship between age and both level of awareness and the level of acceptance across all age groups. This implies that getting older, will lead to higher levels of awareness and acceptance, and this trend is statistically significant.

Table 14. Relationship on the Level of Awareness and Acceptance to Sex

Gender			Level of Awareness	Level of Acceptance
Male	Level of Awareness	Pearson Correlation	1	.646**
		Sig. (2-tailed)		.000
	N		233	233
	Level of Acceptance	Pearson Correlation	.646**	1
Sig. (2-tailed)		.000		
N		233	233	
Female	Level of Awareness	Pearson Correlation	1	.621**

	Sig. (2-tailed)		.000
	N	628	628
Level of Acceptance	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.000	
	N	628	628

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows that when grouped by sex, both male and female parents show a positive correlation of (0.646**) and (0.621**) respectively. Both groups yielded a *p-value* of 0.000 that suggests a statistically significant correlation. This indicates that gender has a significant influence on the level of acceptance and awareness and on how individuals perceive and accept the roles and functions of a guidance counselor.

Table 15. Relationship on the Level of Awareness and Acceptance to Educational Attainment

Educational Attainment			Level of Awareness	Level of Acceptance
Doctorate Holder	Level of Awareness	Pearson Correlation	1	-1.000**
		Sig. (2-tailed)	.	.
		N	2	2
Master's Degree	Level of Acceptance	Pearson Correlation	-1.000**	1
		Sig. (2-tailed)	.	.
		N	2	2
College Graduate	Level of Awareness	Pearson Correlation	1	.559**
		Sig. (2-tailed)	.002	.002
		N	28	28
College Undergraduate	Level of Acceptance	Pearson Correlation	.622**	1
		Sig. (2-tailed)	.000	.000
		N	397	397
College Undergraduate	Level of Awareness	Pearson Correlation	1	.692**
		Sig. (2-tailed)	.000	.000
		N	397	397

		N	85	85
	Level of Acceptance	Pearson Correlation	.692**	1
		Sig. (2-tailed)	.000	
		N	85	85
Vocational/ Technical Courses	Level of Awareness	Pearson Correlation	1	-.201
		Sig. (2-tailed)		.578
		N	10	10
	Level of Acceptance	Pearson Correlation	-.201	1
		Sig. (2-tailed)	.578	
		N	10	10
High School Graduate	Level of Awareness	Pearson Correlation	1	.674**
		Sig. (2-tailed)		.000
		N	155	155
	Level of Acceptance	Pearson Correlation	.674**	1
		Sig. (2-tailed)	.000	
		N	155	155
High School Undergraduate	Level of Awareness	Pearson Correlation	1	.604**
		Sig. (2-tailed)		.000
		N	108	108
	Level of Acceptance	Pearson Correlation	.604**	1
		Sig. (2-tailed)	.000	
		N	108	108
Elementary Graduate	Level of Awareness	Pearson Correlation	1	.640**
		Sig. (2-tailed)		.000
		N	76	76
	Level of Acceptance	Pearson Correlation	.640**	1
		Sig. (2-tailed)	.000	
		N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in the table, individuals with a doctorate degree, reveals a perfect negative correlation of -1.000** between educational attainment and both awareness and acceptance. This means that those who belong to doctorate level their awareness and acceptance decreases significantly. It can also be seen that this correlation is based on a very small sample size (N=2), which limits the generalizability of this finding.

For individuals with a master's degree, there is a moderate positive correlation (0.559**) with a *p-value* (0.002) indicates that this correlation is statistically significant.

In the College graduates' group, it exhibits a strong positive correlation (0.622**). This means that as individuals complete their college education, their levels of awareness and acceptance tend to increase significantly. The *p-value* of (0.000) confirms the statistical significance of these correlations.

Like college graduates, college undergraduates also show a strong positive correlation (0.692**) with a *p-value* of (0.000) which indicates a statistical significance.

For individuals with vocational or technical education, there is a weak negative correlation (-0.201) between educational attainment and both awareness and acceptance. However, this correlation is not statistically significant as indicated by the high *p-value* of (0.578). The small sample size (N=10) also limits the reliability of this finding.

High school graduates exhibit a strong positive correlation of (0.674**) between educational attainment and both awareness and acceptance with a *p-value* of (0.000) indicates a statistical significance.

There is also a statistical significance based on a *p-value* of (0.000) among individuals with elementary education where exists a strong positive correlation of (0.640**). This means that those who finished elementary education, their levels of awareness and acceptance tend to increase significantly.

The data on the respondents' educational attainment reveals that higher educational attainment is associated with increased awareness and acceptance. This means that as the higher educational attainment, one's level of awareness and acceptance to the roles and functions of the guidance counselor also increases and these associations are statistically significant for most groups.

Recommendations

This chapter presents the summary of findings, conclusions, and recommendations formulated based on the research findings.

Summary of Findings

The following findings were drawn from the analysis of the data.

Most responses are between ages 31 and 70, indicating a prevalence of middle-aged participation. Notably, the age range of 31 to 50 years old made for a substantial portion of the sample. There was also a significant gender disparity among responders, with females outnumbering males. Furthermore, the data revealed a wide diversity of educational backgrounds among respondents, with 46.1% having a bachelor's degree and lesser percentages having master's degrees, vocational/technical courses, and even doctorate level.

Across different age groups, parents exhibited a high level of awareness. Both male and female parents also showed a high level of awareness. Moreover, the study unveiled that parent with higher educational attainment, including master's degree holders, college graduates, and even doctorate degree holders, tend to have heightened awareness compared to other groups. This suggests that education plays a significant role in shaping awareness of guidance counselors' roles and functions.

There is a general positive perception among the respondents to the roles and functions of guidance counselor. Most parents expressed strong acceptance, with some variations across age groups. Female parents tend to have a more positive views compared to male parents. Interestingly, parents with higher educational attainment, including doctorate degree holders, master's degree holders, and college graduates, exhibited particularly high levels of acceptance. This suggests that education and gender play roles in shaping parents' acceptance of guidance counselors' roles.

Age and gender did not significantly impact parents' awareness levels. However, educational attainment did significantly influence awareness, with higher education levels corresponding to higher awareness. This underscores the importance of considering educational background when assessing parents' awareness of guidance counselors.

There are significant differences in acceptance levels among parents when grouped by age, gender, and educational attainment. The analysis revealed that age and gender did not significantly affect parents' acceptance levels. However, educational attainment significantly influenced acceptance, with higher education levels corresponding to higher acceptance. This highlights the role of education in shaping parents' acceptance of guidance counselors.

The findings indicated a strong positive relationship between age and both awareness and acceptance across all age groups, suggesting that older individuals tend to have higher levels of awareness and acceptance. Gender significantly influenced awareness and acceptance, with both males and females exhibiting high levels of both. Moreover, educational attainment was positively correlated with awareness and acceptance, indicating that individuals with higher educational attainment tend to have greater awareness and acceptance of guidance counselors' roles and functions.

Conclusion

Based on the findings of the study, several key conclusions were drawn:

1. Parents of college students in Tanon College generally exhibited a high level of awareness regarding the roles and functions of guidance counselors. They also express a positive and accepting outlook toward the roles and functions of guidance counselors.
2. Older parents tend to have higher levels of awareness and acceptance.
3. Gender significantly influences parental perspectives, with both male and female parents generally displaying high levels of awareness and acceptance. However, female parents tend to have a more positive view than male parents. This gender disparity underscores the need for gender-sensitive engagement strategies to ensure that both male and female parents are equally informed and involved in their learning and development through guidance services.
4. Moreover, Educational attainment plays a crucial role in shaping parental awareness and acceptance. The study reveals that parents with higher levels of educational attainment, including master's degree holders, college graduates, and even PhD holders, tend to exhibit higher levels of awareness and acceptance of guidance counselors' roles. This highlights the importance of education in shaping perspectives and suggests that more educated parents may have a deeper understanding of the significance of guidance counseling services.
5. There is a generally positive attitude and acceptance of guidance counselors' roles among the parents of college students in Tanon college. This indicates a supportive environment for guidance counseling services.
6. The study highlights the diversity in educational backgrounds among parents, with a range of qualifications from vocational/technical courses to doctorate level. This diversity underscores the need for tailored communication strategies that consider or caters the varying levels of educational attainment among parents.

Recommendations

Based on the foregoing conclusions, the researcher recommends the following:

1. Strengthen Advocacy of the Guidance Program

Implement awareness campaigns and programs to inform parents about the roles and functions of guidance counselor, ensuring that the content is accessible to various age groups and educational backgrounds. This may involve utilizing diverse communication channels and formats. Specific attention be given to parents with lower educational attainment, and communication efforts should employ plain language and relatable examples to effectively convey essential information about guidance roles, programs and functions.

2. Feedback Mechanisms

Establish appropriate feedback mechanisms that enable parents to express their concerns and provide suggestions regarding guidance services. This two-way communication fosters increased parental involvement and satisfaction. Moreover, the use of collaborative platforms, such as online forums or discussion groups, should be created to facilitate open dialogues among parents, teachers, and guidance counselors regarding counseling services and student well-being.

3. School Management

Implement a diversity training programs for staff to address gender disparities in parental involvement. These initiatives aim to promote equitable engagement and create a more inclusive school environment.

4. Gender Equity Initiatives

Introduce gender equity initiatives within the school environment to ensure that both male and female parents receive equal information and opportunities for involvement in the guidance services for their children. Encourage male parents to actively participate in parent-teacher meetings and counseling sessions by implementing gender-sensitive outreach strategies, which may include organizing special events or discussions that address the specific concerns and expectations of male parents.

5. Parent-Teacher Associations (PTAs)

PTAs can play a pivotal role in bridging the communication gap between parents and the school. They should take proactive steps to engage parents in meaningful discussions about counseling services, advocating for increased awareness and acceptance. Schools should organize parent engagement workshops that cater specifically to parents with lower educational attainment. These workshops should deliver resources and information in a manner that is easily accessible to this demographic.

6. Future Researchers

Future researchers undertaking similar studies should consider expanding their sample sizes, particularly for categories with limited representation, such as doctoral areas. This expansion enhances the generalizability of research findings. To gain deeper insights, researchers should conduct longitudinal studies that track the evolution of parental perspectives over time. Such studies can also assess the long-term impact of guidance counseling on students' academic and personal development.

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