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Voices of Support: Understanding the School Counseling Practices in Noveleta Cavite

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Abstract

The conducted study entitled Voices of Support: Understanding the School Counseling Practices in Noveleta Cavite seeks to provide insights on the counseling practices utilized in Noveleta Cavite. A sequential-exploratory mixed-method research design is applied in the study to supply in-depth enlightenment, discussion, and investigation of the evaluated variables. The respondents were selected using Purposive Sampling, a non-probability sampling technique.

Findings of the examined variables revealed that; Individual, Small Group and collaboration counseling is the most utilized counseling practice in noveleta. On the other hand, the respondents have an extremely high level of counseling skills; Observational Skills (m=3.21), Exploration Skills (m=3.99) and Practical Skills (m=3.89). Study concluded that school counseling do more than just helping students achieve academic goals.

Keywords: Guidance Counseling, Students, Cavite

Introduction

Guidance counseling is one of the school system's lifelines. Its function has been deemed essential, and its existence is very necessary in educational settings. The best services must be provided for the students to develop holistically. Counseling is one of these offerings. As mentioned by Reese (2021)^[10], school counseling is vital to a school setting as it supports each student's academic, career, and social-emotional growth. Students today face a variety of issues, including stress, pressure, sadness, and much more. In addition to that it is crucial to know and determine the strategies a school counselor implements as school counselors play an important role in identifying resources and assessing children's capacity to overcome such problems. According to Mohammadpour *et al.* (2021)^[5], school counselors assist students in identifying and coping with stress.

In the study of Nuraeni *et al.* (2024)^[8], they stated that, since most interventions focus on a single form of bullying, it is critical to comprehend the issue of cyberbullying among adolescents and develop a solution. To address this issue, a more comprehensive strategy that prioritizes prevention is required. Applying a counseling perspective to the Cognitive activity approach is one way to lessen social anxiety resulting from cyberbullying activity. Numerous researches states that counseling can assist children in resolving emotional issues, acquiring problem-solving techniques, adapting to various circumstances, establishing discipline, and fostering better relationships within the school community. Students require this capacity for resilience to reach their academic potential. Nuryanto *et al.*, (2022)^[9] also states that, pupils' resilience skills considerably improved after attending both traditional and online cognitive behavioral therapy, as well as in the test of follow-up, the resilience.

These findings make it clear that additional research is required to clarify which school counseling strategy is best to be used and apply on school organization to help the students overcome challenges and develop. As a result, the main goal of the current research is to determine the different school counseling practices and determine the most effective counseling strategy for students. The results of this study have the potential to improve our knowledge of different counseling practices and how they relate to children's behavioral improvement, emotional stability, and academic success.

Objectives of the Study

This study seeks to (1) know the predominant counseling approaches utilized in schools of Noveleta Cavite (2) identify the roles of School Counselors in Noveleta Cavite (3) determine the counseling skills and counseling effectiveness of noveleta counseling practices (4) determine what program can be made to take advantage of the results of the study.

Methods and Materials

The researchers used a mixed-method type of research that involved the integration of both qualitative and quantitative data collection and analysis techniques. This method allows for a comprehensive exploration of the topic, offering a more holistic understanding (Creswell 2021). Qualitative research is a type of research that explores and provides deeper insights into real-world problems (Tenny *et al.*, 2022) [13]. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babbie & Earl 2020) [11].

The researchers used sequential exploratory design. Sequential exploratory design starts with qualitative data collection and analysis, followed by quantitative data collection and analysis. This design allows researchers to first explore the nuances and complexities of school counseling practices through qualitative methods. Subsequently, quantitative data is gathered to validate and generalize findings, providing a thorough and robust understanding of the subject (George (2023) [3]. Researchers used a sequential exploratory mixed method research design in the study "Voices of Support: Understanding School Counseling Practices in Noveleta Cavite" to gain a comprehensive understanding of the topic. This design involves an initial qualitative phase followed by a quantitative phase, allowing for a deeper exploration of the research question. The qualitative phase helps in developing themes that drive the creation of quantitative instruments for further exploration. By integrating both qualitative and quantitative data, researchers can address the research question more effectively and gain valuable insights into the subject matter (Shiyanbola *et al.*, 2021) [12].

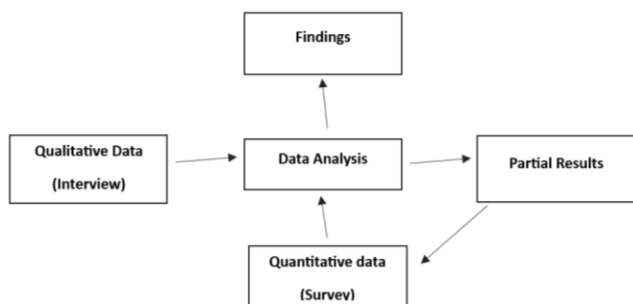


Fig 1: Conceptual Framework of the Study

In this sequential exploratory mixed methods study on "Voices of Support: School counseling practices in Noveleta, Cavite" researchers likely used a conceptual framework to guide their investigation. This framework would have outlined the key concepts and their relationships relevant to school counseling. The study unfolds in two phases. Phase one utilizes qualitative methods like interviews with school guidance counselors. These interviews will be analyzed to identify recurring themes and patterns related to the concepts in our framework. Analyzing these interviews would help identify themes and patterns in counseling practices. In phase two, the researchers could develop a survey based on the qualitative findings. This survey, administered to a larger sample, could quantify the prevalence of the identified practices. The conceptual framework would ensure all research methods aligned with

the study's objectives, leading to a more comprehensive understanding of school counseling in Noveleta, Cavite.

Results and Discussion

This study section thoroughly discusses the acquired results from the gathered data. It is divided into a two-part analysis and discussion anchored on sequential- exploratory design, wherein the qualitative data will be collected and analyzed first before gathering the quantitative data. The qualitative data will be collected first and undergoes the thematic analysis process. After themes are presented a set of questionnaires is then crafted for the quantitative phase.

Problem 1: What are the predominant counseling approaches utilized in schools of Noveleta Cavite?

Depending on the grade level, the requirements of the student, and the resources available, school counseling strategies might change, but some typical methods include:

Theme 1: Individual Counseling

The researcher developed the first theme, individual counseling, as a result of the respondents' responses. School counselors address concerns or problems by having one-on-one conversations with the involved student through individual counseling.

As stated by respondent number 2:

"I employ different approach depends on the needs of the student. When a student has committed or done something that may have hurt other student or himself, as a counselor I would first talk to him for me to know his reason of doing so"

According to respondent number 4:

"The very first thing I do as a school counselor when there is an issue or problem between students is I talk to the students who are involve individually and ask their sides or reasons to why they are involve in the issue"

Respondent number 5 stated that:

"It is really important as a school counselor to know the reason or side of a student for me to be able to come up of a way to help the student. For instance, there was this one time when 3 students were involved in cheating. I talk to them separately and individually"

Respondent number 7 also stated that:

"Students are more able to share their emotions when I talk to them individually. They feel more free to share and let their emotion flow when no other people listens except me as a counselor"

The findings demonstrate that when there is just one person or student involved in a case, Noveleta Cavite school counselors typically use the individual counseling practice. When students start sharing feelings it facilitates a healthy release that lowers stress and fosters emotional equilibrium. As stated by Rimé *et al.*, (2020) [11] assisting students in openly expressing their emotions, is a fundamental component of effective communication, by listening to their

experiences and feelings without passing judgment. Students learn to speak and express themselves freely when they share their emotions. Effective counseling requires the counselor and the client to establish a safe, trustworthy relationship, which is something that this approach helps with.

Theme 2: Small Group Counseling

Using the information gathered from the respondents, the researcher created a theme that illustrates how school counselors in Noveleta Cavite use a variety of group counseling strategies. Small group sessions focused on specific topics like bullying prevention, study skills development, or grief support.

As stated by respondent number 1:

"There are also times and instances where I counsel a group of people or students consisting 3-5 individuals. I do it on some cases like when I need to talk to the student with their parents present with him"

Respondent number 7 stated:

"On some cases there is more than just one student that I need to counsel, sometimes there are 2 or 3 of them. If both students are involved with the same issue I talk to both of them"

Respondent number 9 also stated that:

"There are different issues that I handle as a school counselor example of that is bullying and on cases like that if there is more than 1 bully I talk to them both"

Respondent number 10 stated that:

"Sometimes I handle not just one but more than 3 students on specific topics and students who has for example is anger management, study skills, or social anxiety"

The gathered data indicates that small counseling is sometimes being done by school counselor on some cases. A study by (Naini *et al.*, 2021) ^[7] states that people can discuss their struggles and experiences in a secure and encouraging setting when they participate in group counseling. For those who struggle with feelings of loneliness or who do not have a strong social support network outside of the group, this can be beneficial. This statement supports the claim of the reserchers that students are morelikely able to express their feelings with this kind of counseling approach on some cases.

Theme 3: Collaboration

Researcher has came up with the theme collaboration in line with the results from the respondents.

Theme 3.1: School Counselor and Teacher

Respondent number 7:

"There are students who struggles academically and me as the counselor should figure a way to help that student. So, what I do is I coordinate with teacher of

that student and we think of ways on how to help the student"

Respondent number 4:

"As a school guidance counselor, teachers comes to me whenever they observe signs of depression or anxiety on one of their students. As a school counselor I will first assess the situation, and provide support or recommend further intervention"

This focus on counselor-teacher collaboration is consistent with Davis *et al.* (2023) ^[2] findings. Their study emphasizes the advantages of tighter cooperation in situations involving multilingual learners, which are probably relevant to student populations of all kinds. Together, counselors and educators can gain a deeper grasp of the experiences, difficulties, and assets of every student. Their ability to work together enables them to design a more personalized learning environment that meets the needs of each and every student.

Theme 3.2: School Counselor & Parents

A counselor can help a student apply to colleges by working with parents to facilitate the application process. This could entail talking about students academic objectives, looking into colleges, and finding scholarship opportunities. A consistent approach to discipline and positive reinforcement can be developed by the counselor in partnership with parents when a student exhibits behavioral problems both at home and at school.

Respondent number 4:

"There are students that are really not sure or certain about the course they will get at college and I help those students by assessing them carefully and their skills so that I may guide them on the course they should take with the help of their guardian."

Respondent number 6:

"Yes. As a school counselor I also address learning difficulties and assist students with course selection and academic planning and sometimes I collaborate with teachers and parents to support student achievement"

Respondent number 9:

"There are also cases when I confide with the parent to whenever a student is experiencing behavioral issues at home and school, the counselor can collaborate with parents to develop a consistent approach to discipline and positive reinforcement"

Data indicates that school counselors collaborate with the students' parents and teacher to assess the needs of the students. Working together, parents and counselors can improve the learning development of children with special needs by igniting their excitement for learning (Mujahid, 2022) ^[6].

Problem 2: What are the roles of School Counselors in Noveleta Cavite?

Along with collaborating with educators, parents, and administrators to promote a welcoming learning environment for all students, school counselors are essential to school-wide efforts. School counselors are essential in helping children advance academically. School counselors can be a fantastic resource for students to enhance learning and meet academic objectives; a counselor help the development of students in the following ways:

Theme 1: Academic Development:

Respondent number 1:

“Some students approach me to seek help on developing their academic goals and plans I guide students in choosing appropriate courses, exploring higher education options, and creating study strategies”

Respondent number 2:

“Yes. Students sometimes struggles academically and I assess them. Some students cannot comply due to family pressure and financial problem and I try to assess them and find an alternative for them”

Respondent number 3:

“Students sometimes approach me to ask some advices regarding their academic concerns. Like for instance how they would be able to excel on class or improve academically”

Respondent number 4:

“Sometimes, children come to me seeking help with their academics because they're struggling, and I guide and support them to improve”

Respondent number 5:

“Sometimes, when children are struggling, I contact their parents so they are aware of their child's challenges. Then, both the parent and I, as the guidance counselor, work together to support the child in improving their academic performance”

Results indicates that school counselors addresses academic difficulties of student and help students set academic goals. As stated by Hafiza, N., & Firman, F. (2023), School-based guidance and counseling programs can help children develop positive character traits and discipline by attending to their needs and offering the right resources.

Theme 1.1: Career Development

Respondent number 1:

“I help them explore their interest for them to be able to know and have an idea on what profession they might want or have in the future”

Respondent number 6:

“Yes. Some students are not sure yet about what they

are going to do after graduation as they do not know where they are good at and what they should pursue. I help them by assessing their interest and helping them figure out where they are good at”

Respondent number 9:

“I provide guidance on career exploration to assess those students who are not yet sure about the path they should take once they go to senior high school or college”

The gathered data indicates that career development is one of the role that a school guidance counselor plays. In a similar vein, Collins (2020) and Zunker (2021) emphasize how counselors provide students with interventions and programs that help them make well-informed career options. Research from the American School Counselor Association (ASCA, 2023) and Paolini (2020) highlight the ways in which counselors assist students in meeting academic challenges, engaging in worthwhile extracurricular activities, and becoming ready for college applications and future careers. These interventions give kids the information and abilities they need to make the transition from high school to the workforce

Theme 2: Social-Emotional Development:

Respondent number 4:

“When a student suffer from loss as a school counselor I intervene specially when the his/her adviser notice that it deeply affect the student to the point that he /she cannot perform properly on school activities”

Respondent number 5:

“Some students are not emotionally strong that they cannot handle too much pressure or they are suffering from anxiety. When a teacher notice that one of her student is showing symptoms of any of these they approach me and introduce me to that student and now it's on me to assess the student”

Respondent number 7:

“There are different types of students and a lot of students are going through or having conflicts with their fellow student or teacher sometimes even in their family. I assess them to figure out a way to find a solution on that conflict”

Research indicates that students suffering from loss and anxiety may seek help from school guidance counselors. Additionally, Kivlighan's (2021) ^[4] research indicates that counseling, particularly for students with clinical anxiety, can improve mental health outcomes, which in turn can positively enhance academic accomplishment.

Problem 3: How do school counselors perceive the effectiveness and accuracy of noveleta counseling practices?

Table 1: Self-Efficacy for counseling Skills

Questions	Mean	Rank	Interpretation
1. Observational Skills	3.21	3	High
Interpretations (statements that extend beyond the openly spoken mentioned and that provide the student with a fresh perspective on their actions, ideas or emotions)	2.80		
Intentional quietness (make use of quietness to help students connect with their ideas or emotions)	3.63		
2. Exploration Skills	3.99	1	High
Ask open-ended questions to allow students to delve further into or clarify their ideas or emotions	3.89		
Listening (taking note of and comprehending the messages that the student convey)	4.1		
3. Practical Skills	3.89	2	High
Information sharing: Impart knowledge or give students facts, figures, and opinions resources (or responses to inquiries)	4.09		
Direct guidance: Provide the student with recommendations, instructions, or counsel that implies steps that the student needs to take	3.98		
homework (create and recommend therapeutic tasks for students to complete) in between meetings	3.60		
Total Mean	3.69		High

Legend:

- 0.01 - 1.00 = very low
- 1.01 - 2.00 = low
- 2.01 - 3.00 = moderate
- 3.01 - 4.00 = high
- 4.01 - 5.00 = very high

Table 1 shows that school guidance counselors highly possess the 3 counseling skills namely; Observation Skills (m=3.21), Exploration Skills (m=3.99) and Practical Skills (m=89). Findings also reveals that school guidance counselors of noveleta Cavite are highly skilled when it comes to exploration skills. This investigation adds to the body of evidence supporting the findings of Dermawan *et al.* (2022) that school guidance counselors are highly skilled. They most likely investigated the efficacy and abilities of school counselors in their study. The fact that our results and theirs agree reinforces the notion that school counselors are qualified to handle a wide range of student needs. This is an important topic because it shows how counselors may be quite helpful in fostering student achievement.

Table 2: Counseling Efficacy Level

Questions	Mean	Rank	Interpretation
Help the student to understand his or her thoughts, feelings, and actions.	3.73	5	Agree
Once your pupil has finished speaking, know what to say or do next.	4.07	3	Strongly agree
Help the student to talk about his or her concerns at a deep level.	3.76	4	Agree
Help the student to explore his or her thoughts, feelings, and actions.	3.65	6	Agree
Respond with the best helping skill, depending on what the student needs at a given moment.	3.81	1	Agree
Has seen improvement on the student after counseling sessions.	4.61	2	Strongly Agree
Total Mean	3.93		Agree

Legend:

- 0.01 - 1.00 = Strongly Disagree
- 1.01 - 2.00 = Disagree
- 2.01 - 3.00 = Neutral
- 3.01 - 4.00 = Agree
- 4.01 - 5.00 = Strongly Agree

Table 2 findings indicates that noveleta Cavite school counseling practices are highly effective (m=3.93) and very

much helpful to students. This endeavor is in line with the 2023 research that V. Sambile *et al.* completed. According to their research, school counseling programs are very beneficial to pupils and quite successful. The adoption of a comprehensive school counseling program is recommended by these findings, since it can effectively meet the diverse needs of kids and enhance their overall academic performance. School counselors can enable children to succeed in the classroom and beyond by offering academic, social-emotional, and career development support.

Problem 4: What program can be made to take advantage of the results of the study?

Project Proposal: Enhancing Student Success through comprehensive School Counseling

Introduction

Students today face a complex and challenging world. Academic pressure, social anxieties, and mental health concerns can all hinder their ability to thrive. School counselors play a vital role in supporting students' academic, social-emotional, and career development. This project proposes a comprehensive school counseling program designed to empower students to reach their full potential.

Project Objectives

- Increase student academic achievement by providing individualized academic planning, study skills development, and support for students facing academic challenges.
- Enhance students' social-emotional well-being by offering individual and group counseling sessions, promoting positive mental health practices, and fostering a safe space for students to express themselves.
- Equip students with the tools to make informed decisions about their future by providing career exploration activities, college and career readiness workshops, and individual career counseling.
- Strengthen collaboration with teachers, parents, and administrators to create a more supportive learning environment for all students.

Project Activities

- Individual counseling sessions to address academic, social, emotional, and career concerns.
- Small group counseling sessions on topics like bullying prevention, social anxiety management, and study skills

development.

- Classroom presentations on social-emotional learning (SEL) topics like self-awareness, relationship skills, and responsible decision-making.
- College and career fairs featuring career professionals and representatives from higher education institutions.
- Collaboration with teachers to identify students at risk and develop targeted interventions.
- Parent workshops to educate them on the importance of school counseling services and equip them with strategies to support their children's well-being.

Evaluation

The project's success will be measured through:

- Pre and post-tests on academic achievement and social-emotional well-being.
- Student surveys on their satisfaction with counseling services.
- Data on student participation in counseling programs and activities.
- Improved school climate and reduced disciplinary incidents (if applicable).

Sustainability

The project aims to become an integral part of the school's overall support system. We will seek to secure ongoing funding through grants, partnerships with community organizations, and budget allocations within the school. Additionally, we will focus on professional development for school counselors to ensure they have the necessary skills and resources to deliver effective services.

Conclusion

This comprehensive school counseling program will empower students to succeed academically, develop strong social-emotional skills, and make informed decisions about their future. By investing in our students' well-being, we are investing in the future of our community.

To sum up, school counselors in Noveleta Cavite do more than just help students with their issues. They put into practice a thorough plan that addresses many different demands. For students, individual therapy offers a secure space where they may freely express themselves, deal with stress, and learn effective communication techniques. Small group counseling provides a safe space for students to talk about their challenges, form relationships with one another, and draw strength from their common experiences. Another essential component is collaboration, as counselors collaborate closely with educators and parents to provide a comprehensive picture of each student's needs. When it comes to helping pupils with specific needs, this partnership works especially well.

Counselors have a greater impact on children because they help them set and accomplish goals and mentor them as they grow academically. They also have a significant impact on career development by giving students the information and resources they need to make wise decisions about their futures. Lastly, the counselors assist students who are experiencing loss or worry and acknowledge the value of social-emotional health. Academic achievement may benefit from their treatments, which have the potential to greatly improve mental health outcomes. Noveleta Cavite school counselors enable pupils to succeed in all facets of their

academic lives by combining these diverse strategies and creating a secure and encouraging environment.

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