

# School Counselling Programs as Predictors of Student Outcomes

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**Abstract**— In the secondary Datu Balong National High School, Linao National High School, Pinamuno National High School, and Sawata National High School institutions in the San Isidro District of the Division of Davao Del Norte, the relationship between school counseling initiatives and student outcomes was examined in this quantitative descriptive correlational study. The statistician computed the number of respondents per school based on school population and randomly selected 250 respondents. Pilot tests of two modified questionnaires were conducted with 40 seniors at Sto. Prior to data collection, a reliability test was conducted at Tomas National High School to ascertain its internal consistency. The statistician received the data and used Mean, Pearson-r, and Regression Analysis to examine it. Overall, the findings demonstrated that the level of school counseling programs is high, as are its indicators, including counseling, consultation, curriculum, and coordination, which shows that the school counseling programs are heavily scrutinized. Overall, the findings showed that student outcomes are of a high caliber and are consistently noticeable. Only personal and career out of the four variables of student outcomes—personal, social, academic, and career—have a very high descriptive quality. Curriculum and coordination are found to be strongly related, and school counseling programs and student outcomes are found to be moderately related. Results revealed a strong correlation between student outcomes and school counseling programs. Results also showed a significant influence of student outcomes to school counselling programs. The four indicators under student outcomes have significant influenced, with adoption or implementing school counselling programs regularly. The results of the study should be used as basis in hiring licensed guidance counselor in the field especially in school to implement school counseling programs for the students to help raised other indicators for student outcomes. This is also a high time for school counselor to be visible in school showing the results of the study that school counseling programs has a significant relationship with student outcomes.

However, support to other indicator for the combined influence is still needed. Further studies using other variables that affect student outcomes may also be carried out.

**Keywords**— MAED, School Counseling Programs as Predictor to Student Outcomes, Counselor, Counseling Programs, student outcomes, Philippines.

## I. INTRODUCTION

The K–12 curriculum places a strong emphasis on equipping students with the abilities needed to complete their assignments and enhancing these as they go to Grade 12. The curriculum takes into account the learner's developmental needs as well as societal factors. They must complete various activities, deal with social and personal concerns, and ultimately decide whether to leave the curriculum. These demands must be met through a responsive and proactive program in addition to the current academic offerings. A program that promotes the development of abilities along academic, personal and social, and career dimensions is greatly needed, according to the results of the talks with regional leaders and Guidance and Counseling experts. Memorandum from Deped dm-ouci-2021-346

Academic, career, personal, and social student outcomes are significant because they lay the groundwork for future success. School counselors stand

out from other counseling professionals due to the wide range of services they offer in the academic, personal-social, and vocational domains (Schmidt, 2014).

In terms of real student outcomes, such as general student achievement, graduation rates, and college application submission and access, their influence is extensive and wide-ranging Bryan, Moore-Thomas, Day-Vines, and Holcomb-McCoy, 2011. According to research, acquiring these qualities is strongly correlated with students' success in school and in life in general (Steen, 2014).

According to research, comprehensive school counseling services improve student outcomes Carey & Dimmit, 2012. To encourage every student to excel and to support the highest academic standards, school counselors employed efficient academic counseling Dahir, 1997. School counselors assist students in

understanding the link between constant academic effort and job success in terms of career outcomes. Because they strive to assist kids in becoming well-adjusted, productive members of society, successful school counselors are dedicated to the personal and social outcomes of every child.

The researcher has not come across a study that was carried out in the division of Davao del Norte that used school counseling programs as a predictor of student outcomes. It only demonstrates that the current study would specifically contribute to existing knowledge and produce new knowledge regarding school counseling programs in relation to student outcomes in public schools in the division of Davao del Norte. Given that the Davao del Norte division is in need of and hiring registered guidance counselors to carry out the

programs, there is an urgency to study the school counseling programs provided by the counselors that will result in positive student outcomes in order to raise awareness among the study's intended beneficiaries and possibly develop an action plan to improve intervention.

**II. PROCEDURE FOR PAPER SUBMISSION**

- A. Review Stage
- B. Final Stage
- C. Figures

**III. MATH**

**IV. UNITS**

**III. HELPFUL HINTS**

**A. Figures and Tables**

*Table 1: Level of School Counseling Programs*

Indicators	Mean	SD	Description
Coordination	4.02	0.660	High
Consultatio Curriculum	4.00	0.647	High
Counseling	3.98	0.664	High
Overall	3.90	0.663	High
	3.98	0.527	High

The highest mean score of 4.02 with a standard deviation of 0.660, describe as high, was gained by coordination. The second highest mean score was gained by consultation with a mean of 4.00 with a standard deviation of 0.647, described as high. Thirdly,

curriculum posted the third highest mean of 3.98 with a standard deviation of 0.664, described as high. The lowest mean score of 3.90 and a standard deviation of 0.663 which is described as high, is counseling.

*Table 2: Level of Student Outcomes*

Indicators	Mean	SD	Description
Career	4.12	0.619	Very High
Personal	4.11	0.613	Very High
Educational	4.07	0.668	High
Social	4.00	0.621	High
Overall	4.08	0.554	High

The highest mean score of 4.12 with a standard deviation of 0.619, describe as very high, was gained by career. The second highest mean score was gained by personal with a mean of 4.11 with a standard deviation of 0.613, described as very high. Thirdly, educational posted the

third highest mean of 4.07 with a standard deviation of 0.668, described as high. The lowest mean score of 4.00 and a standard deviation of 0.621 which is described as high, is social.

*Table 3: Significance on the Relationship between School Counseling Programs and Student Outcomes*

INDEPENDENT VARIABLE	DEPENDENT VARIABLE	r-value	r2	P-value	Decision
counseling	STUDENT OUTCOMES	0.410	0.168	0.000	Ho is rejected

<b>consultation</b>		0.491	0.241	0.000	Ho is rejected
<b>curriculum</b>		0.611	0.373	0.000	Ho is rejected
<b>coordination</b>		0.682	0.465	0.000	Ho is rejected

The gathered outcomes exposed that all the independent variable namely, counselling, consultation, curriculum and coordination are significantly related to student outcomes. Furthermore, as presented in the Table 3, the

hypothesis that there is no significant relationship between school counseling programs and student outcomes is also rejected.

**Table 4: Regression Analysis on School Counseling Programs as predictors of Student Outcomes**

Independent Variable	Unstandardized coefficients		Standardized Coefficients		t	P- value	Decision
	B	Std. Error	Beta				
(Constant)	1.244	0.185					
Counseling	0.076	0.044	0.091		1.74	0.083	Ho is not rejected
Consultation	0.004	0.052	0.005		0.087	0.931	Ho is not rejected
Curriculum	0.242	0.049	0.290		4.931	0.000	Ho is rejected
Coordination	0.388	0.050	0.462		7.682	0.000	Ho is rejected

**Dependent Variable: Student Outcome**

R = 0.729      R<sup>2</sup> = 0.532  
 F - ratio = 69.594      P-value = 0.000

which is greater than 0.05 level of significance, and the hypothesis was accepted that counseling programs can predict student outcomes.

Moreover, school counseling program variables namely counseling have a beta of 0.091 with a p-value of 0.083



**Figure 1: Map of the Philippines**

**IV. CONCLUSION**

The researcher came to the conclusion that there were many school counseling programs, keeping in mind the findings of the research objectives. Additionally, student outcomes were of a high caliber.

School counseling programs show a significant association with student outcomes across all indicators in terms of the significant relationship between

variables. But when viewed as a whole, school counseling initiatives can predict how students will do.

According to the study's theoretical framework, national standards for school counseling programs are created to serve as a complement to comprehensive programs and to help students succeed in their academic, professional, personal, and social endeavors.

The procedure for delivering the comprehensive program include consulting, curriculum development, individual and group counseling, and service coordination. The study's finding that school counseling programs predicted student outcomes lends weight to this.

## APPENDIX

**School Counselling Programs.** In this study, it refers to consultation, coordination, counselling and curriculum activities.

**Student Outcomes.** In this study, it refers to personal, social, educational and career outcomes.

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## RECOMMENDATION

The researcher developed many recommendations on how school counseling programs should be implemented after giving the potential implications of the study's findings and conclusion serious thought.

First of all, the school's guidance counselor needs to have a full year plan program for counseling sessions if they want to improve the quality of school counseling program implementations, particularly in counseling activities towards students' relationships.

Second, all public and private schools should have a single registered guidance counselor who is responsible for putting school counseling programs into effect. This person must be included in his or her scope of work.

Thirdly, the researcher advises that curriculum and coordination should be given priority in execution while consultation and counseling services in schools should be maintained.

Fourth, the researcher advised the Department of Education that, even if there isn't a registered guidance counselor on the market just yet, there needs to be capacity building for the authorized guidance advocates in order to conduct the school counseling programs.

The researcher concluded by recommending that counseling and consultation programs be implemented strictly in schools because it was discovered that the reason why school counseling programs did not predict the dependent variables may have a weak association. Additionally, more research needs to be done.

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