

Students' Perceived Level of Importance and Performance of School Counselor Roles and Functions

Jed V. Madlambayan

Corresponding author email id: jedvmdlambayan@yahoo.com

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Abstract – This study aimed at describing and comparing students' perceived level of importance and performance of school counselors roles and functions. The study employed the purposive sampling technique wherein participants of the study consisted of 164 graduating students in the high school (82) and college (82) levels enrolled during the Academic Year 2014-2015 in one of the colleges in Angeles City, Philippines. Using a self-administered questionnaire, students were asked to rate the importance of school counselor roles and functions and then rate their school counselors' performance based on the same roles and functions. Mann-Whitney U test and Wilcoxon signed rank test were utilized in analyzing the data. Results revealed that participants perceive all school counselor roles and functions as very important. Participants also rate their school counselors' performance as very good with exemption to the role of advocate for their personal/social development which obtained a good rating only. When compared according to their educational levels, significant differences regarding students' perception on the importance of the role of school counselor as collaborator in their career development and counselor in their academic development were evident. Furthermore, significant difference exists in terms of students' perception on the performance of school counselors as data-utilizer in their academic development. Lastly, there are significant differences between the perception of students on the importance and performance of school counselor roles and functions. Results suggest that the performance of school counselors does not meet the expectations of the students regarding the importance of all school counselor roles and functions. Such findings have implications in addressing the expectations of students and improving the performance of school counselors of their roles and functions.

Keywords – Importance, Performance, School Counselor, Roles, Functions.

I. INTRODUCTION

Even if the profession of school counseling underwent dramatic changes since 1960 [1], developing and defining roles that are fit for school counselors remains a challenge [2-3]. In previous years, the American School Counselor Association (ASCA) has redefined the school counseling profession with the new role statement for professional school counselors [4]. In 2005, The ASCA National Model: A Framework for School Counseling Programs was written to embody a comprehensive counseling program which concentrates on program foundation, delivery, management, and accountability, while considering the development of students in the academic, career and personal/social domains [5]. However, other school counseling programs do not adhere to the ASCA National model and other administrators are not inform regarding the school counselors' roles in this model [6]. In addition, the roles of school counselors are unclear to other stakeholders that resulted to counselors being

perceived as auxiliary workers in their schools [7].

Due to lack of role clarity and understanding, studying people's perceptions on the roles of school counselors has been a popular topic among researchers. It can be noted that while many studies were concentrated on the perceptions of stakeholders such as administrators/principals, teachers and parents [1, 3, 5-6, 8-15], only few were focused on students' perception who are considered the main clientele [8, 16-20]. Furthermore, while studies regarding the importance of these roles and functions have produced contradicting results [8,9,16,18], previous researches on school counselors' performance and effectiveness [15,20-21] along with the comparison of people's perceptions on the importance of these roles and the performance of school counselors were still limited [5,14]. Lastly, while perception studies regarding the roles and functions of school counselors have been researched excessively in foreign countries, similar studies were not yet sufficiently explored in the Philippine setting. It is for this reason that the researcher aimed to examine Filipino students' perceived level of importance and performance of school counselor roles and functions in order to add relevant information to this area of research and clarify conflicting results of previous studies. The researcher also hopes that findings of the study may be found useful to Filipino school counselors in identifying the roles and functions that are extremely important among Filipino students and translates the knowledge gained from this study in their work performance. To address the main objective of this study, the researcher set the following specific objectives: 1) describe students' perceived level of importance and performance of school counselor roles and functions; 2) compare students' perceived level of importance and performance of school counselor roles and functions according to their educational levels; and 3) compare students' perceived level of importance and performance of school counselor roles and functions.

II. METHOD

A. Research Design

This quantitative study utilized the descriptive-comparative method. A comparison between the perceptions of high school and college students on the importance of the roles and functions and the performance of their school counselors was made. Furthermore, students' perceived level of importance and performance of school counselor roles and functions was compared.

B. Participants

Participants of the study consisted of one-hundred sixty four (164) graduating students in the high school (82) and college (82) levels enrolled during the Academic Year 2014-2015 in one of the colleges in Angeles City,



Philippines. One-hundred seventeen (71.3%) were females and forty-seven (28.7%) were males. In selecting the participants of the study, a purposive sampling technique was employed. Only graduating students were included in the study since their length of stay in the institution qualified them to sufficiently and accurately evaluate the performance of their school counselors in accordance to the identified roles and functions in the study.

C. Instrument

The present study adopted and modified a self-administered questionnaire used in a previous study [18]. The questionnaire consisted of 15 functions based on the five school counselor roles namely: 1) school counselor as leader; 2) school counselor as advocate; 3) school counselor as collaborator; 4) school counselor as counselor/coordinator; and 5) school counselor as data-utilizer. Each role is assessed according to the three categories of development: 1) academic; 2) career; and 3) personal-social. The questionnaire also includes five non-counseling functions similar to the ones used in a previous study [22] which were categorized under the term manager. A pilot test was conducted among thirty (30) third year high school and college students to solicit comments and suggestions in improving the adopted questionnaire.

With their consent, the participants answered the questionnaire by rating the importance of the roles and functions using a 5-point Likert scale (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, 5 = extremely important). A 5-point Likert scale (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent) was also used to evaluate the performance of school counselors on the roles and functions through students' ratings.

D. Data Analysis

Descriptive statistics such as frequency, percentage, mean scores and mean ranks were used to treat the data. Mean scores were interpreted using the following range:

Hypothetical Mean Range	Description
1.00-1.49	Not Important; Poor
1.50-2.49	Somewhat Important; Fair
2.50- 3.49	Important; Good
3.50- 4.49	Very Important; Very Good
4.50- 5.00	Extremely Important; Excellent

Inferential statistics were also utilized in analyzing the data. While Mann-Whitney U test was used in comparing the perceptions of high school and college students on the importance of the roles and functions and their school counselors' performance, Wilcoxon signed rank test on the other hand was used to compare the students' perceived level of importance and performance on school counselor roles and functions. P-values which are less than 0.05 were considered significant in this study.

III. RESULTS AND DISCUSSION

Table 1 shows the students' perceived level of importance of school counselor roles and functions. It can be noted that all fifteen (15) school counselor functions

including five (5) non-counseling functions were rated by participants as very important. Looking at the mean scores, maintaining student records and files, a non-counseling function which falls under the role of manager received the highest mean score of 4.48. This indicates that both high school and college students in this study expect their school counselors to keep and safeguard their records and files which may be used for future purposes. While present finding is similar to the study of Kuhn (2004) [18], this contradicts the results of Aluede and Imonikhe (2002) [8] among secondary teachers who believe that school counselors should not be responsible for keeping students cumulative records. Same result was also disclosed by Bardhoshi and Duncan (2009) [9] among school principals who rated this function as least important. The role of school counselor which obtained the second highest mean score of 4.37 is collaborator of students' academic development. This role has a function of working with teachers, principals and parents to help all students do well in school. Another non-counseling function which is third in rank is assisting in maintaining order in the school through disciplinary intervention with a mean score of 4.32. Interestingly, similar finding was observed in the study of Aluede and Imonikhe (2002) [8] but in contrast with the result of Kuhn (2004) [18] wherein students identified this function as one of the least important functions similar with Bardhoshi and Duncan's (2009) [9] study. Next in rank with a mean score of 4.31 is the role of counselor in the academic development of students. This role with a function of providing all students with a safe place to talk about problems with academics was also rated very important in the studies of Aluede and Imonikhe (2002) [8] and Kuhn (2004) [18]. Tied with the role of counselor for academic development is the role of counselor for career development. In this study, students also perceive the function of their school counselors in assisting all students in choosing college or career paths that are right for them as very important. Similarly, this finding is consistent to the study of Coogan and DeLucia-Waack (2007) [16] where majority of students reported that the most important priority for high school counselors is related to college selection. However, this is in contrary to the claims of Aluede and Imonikhe (2002) [8] and Kuhn (2004) [18] where secondary school students do not believe that school counselors should not be helping students choose careers relating to their interests. Given this finding, it can be assumed that students in this study consider the help of their school counselors as necessary as they move to college and the world of work. Though rated as very important, the roles of counselor as advocate for career development with the function of encouraging all students to select classes that will challenge them and advocate for personal/social development with the function of bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work obtained the lowest mean scores of 4.04 and 4.06 respectively. This indicates that students do not endorse the role of advocate especially on matters concerning their career and personal/social issues. This was followed by the

roles of leader for personal/social development with the function of starting new programs to help all students with any personal problems that can interfere with doing well in school and manager with the function of assisting in special education services which both obtained a mean score of 4.13.

Table 1. Students’ Perceived Level of Importance of School Counselor Roles and Functions

School Counselor Role	School Counselor Function	Mean	Description
Leader-Academic	Starting new programs to help all students do better in school.	4.29	Very Important
Leader-Career	Starting new programs to help all students obtain knowledge about college or careers. <i>Examples: College and Career Fairs, Invite Guest Speakers</i>	4.29	Very Important
Leader-Personal/Social	Starting new programs to help all students with any personal problems that can interfere with doing well in school. <i>Example: A program on teen pregnancy prevention</i>	4.13	Very Important
Advocate-Academic	Encouraging all students to select classes that will challenge them.	4.04	Very Important
Advocate-Career	Helping all students make contacts with local business people to develop their understanding of different careers.	4.16	Very Important
Advocate-Personal/Social	Bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work. <i>Examples: Clinical psychologist, Eating disorders specialist</i>	4.06	Very Important
Collaborator-Academic	Working with teachers, principals, and parents to help all students do well in school.	4.37	Very Important
Collaborator-Career	Bringing local business people into the school to help all students learn more about jobs and careers.	4.15	Very Important
Collaborator-Personal/Social	Talking with teachers or parents about personal problems that students are unable to solve on their own.	4.20	Very Important
Counselor-Academic	Providing all students with a safe place to talk about problems with academics.	4.31	Very Important
Counselor-Career	Assisting all students in choosing college or career paths that are right for them.	4.31	Very Important
Counselor-Personal/Social	Providing all students with a safe place to talk about personal/social problems. <i>Example: fights with parents and/or friends</i>	4.16	Very Important
Data Utilizer-Academic	Gathering information on student academic progress to make sure that all students are selecting challenging classes.	4.17	Very Important
Data Utilizer-Career	Gathering information on students who need after school jobs and finding ways to get these students part-time work.	4.24	Very Important
Data Utilizer-Personal/Social	Gathering information on all students who are having	4.28	Very Important

School Counselor Role	School Counselor Function	Mean	Description
1	personal problems to make sure they get the help they need.		
Manager	Assisting in maintaining order in the school through disciplinary intervention.	4.32	Very Important
	Assisting in admission and registration.	4.27	Very Important
	Assisting in special education services.	4.13	Very Important
	Administering achievement and personality tests.	4.26	Very Important
	Maintaining student records and files.	4.48	Very Important

Table 2 reveals the students’ perceived level of school counselors’ performance on the given roles and functions. It can be observed that participants rated the performance of their school counselors on 14 counseling and 5 non-counseling functions as very good. This finding is also evident in the study of Zalaquett and Chatters (2012) [15] among middle school principals where 91% of them reported being “very satisfied” with the job performance of their school counselors. However, the role of school counselor as advocate for personal/social development only obtained a good rating. Compared to other school counselor functions, high school and college students believe that their school counselors only exhibit good performance in terms of bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work. This role also got the lowest mean score of 3.47. Although rated as very good, the role of leader for personal/social development with a mean score of 3.54 was among the lowest. This role is linked to the function of a school counselor in starting new programs to help all students with any personal problems that can interfere with doing well in school. This was followed by the role of advocate for academic development with the function of encouraging all students to select classes that will challenge them with a mean score of 3.57. This result is in contrast with the finding of Solmonson, Roaten, Jones and Albrecht (2014) [20] where college students reported that their school counselor helped them to select appropriate courses. On the other hand, results show that 3 out of 5 non-counseling functions got the highest mean scores. These functions include: maintaining student records and files (4.07), assisting in admission and registration (3.90) and administering achievement and personality tests (3.84). This means that participants perceive their school counselors performing more of role-incongruent duties. This also indicates that participants see their school counselors more involved in activities that are not actually related and appropriate to their primary role. Similar finding was also observed in the study of Burnham and Jackson (2000) [21] among school counselors where majority of the participants reported their involvement in non-guidance activities. Two functions which fall under the role of counselor for career and academic development which are assisting all students in choosing college or career paths that are right for them and providing all



students with a safe place to talk about their problems with academics were rated among the highest by participants with mean scores of 3.89 and 3.84 respectively. Same result was evident in the study of Reiner, Colbert and Perusse (2009) [5] where teachers rated the responsibilities as highest and perceived most school counselors performing the function of assisting students with career and career planning. Similarly, the study of Quast (2003) [14] also revealed that parents believe that their children’s high school counselors help them in exploring career interests and counsel individual students who are academically challenged.

Table 2. Students’ Perceived Level of Performance of School Counselor Roles and Functions

School Counselor Role	School Counselor Function	Mean	Description
Leader-Academic	Starting new programs to help all students do better in school.	3.64	Very Good
Leader-Career	Starting new programs to help all students obtain knowledge about college or careers. <i>Examples: College and Career Fairs, Invite Guest Speakers</i>	3.81	Very Good
Leader-Personal/Social	Starting new programs to help all students with any personal problems that can interfere with doing well in school. <i>Example: A program on teen pregnancy prevention</i>	3.54	Very Good
Advocate-Academic	Encouraging all students to select classes that will challenge them.	3.57	Very Good
Advocate-Career	Helping all students make contacts with local business people to develop their understanding of different careers.	3.63	Very Good
Advocate-Personal/Social	Bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work. <i>Examples: Clinical psychologist, Eating disorders specialist</i>	3.47	Good
Collaborator-Academic	Working with teachers, principals, and parents to help all students do well in school.	3.84	Very Good
Collaborator-Career	Bringing local business people into the school to help all students learn more about jobs and careers.	3.68	Very Good
Collaborator-Personal/Social	Talking with teachers or parents about personal problems that students are unable to solve on their own.	3.68	Very Good
Counselor-Academic	Providing all students with a safe place to talk about problems with academics.	3.84	Very Good
Counselor-Career	Assisting all students in choosing college or career paths that are right for them.	3.89	Very Good
Counselor-Personal/Social	Providing all students with a safe place to talk about personal/social problems. <i>Example: fights with parents and/or friends</i>	3.74	Very Good
Data Utilizer-Academic	Gathering information on student academic progress to make sure that all students are selecting challenging classes.	3.73	Very Good
Data Utilizer-Career	Gathering information on students who need after school jobs and finding ways to get these students	3.63	Very Good

School Counselor Role	School Counselor Function	Mean	Description
	part-time work.		
Data Utilizer-Personal/Social	Gathering information on all students who are having personal problems to make sure they get the help they need.	3.70	Very Good
Manager	Assisting in maintaining order in the school through disciplinary intervention.	3.76	Very Good
	Assisting in admission and registration.	3.90	Very Good
	Assisting in special education services.	3.65	Very Good
	Administering achievement and personality tests.	3.84	Very Good
	Maintaining student records and files.	4.07	Very Good

Table 3 presents the comparison of high school and college students on the importance of school counselor roles and functions. Comparing the mean ranks, it can be noted that high school students obtained higher mean ranks than college students on seven (6) school counselor functions and (1) non-counseling function which include: starting new programs to help all students with any personal problems that can interfere with doing well in school; bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work; working with teachers, principals and parents to help all students do well in school; talking with teachers or parents about personal problems that students are unable to solve on their own; assisting all students in choosing college or career paths that are right for them; gathering information on all students who are having personal problems to make sure they get the help they need; and assisting in maintaining order in the school through disciplinary intervention. Out of the 7 functions, high school students gave more importance on the role of school counselor as collaborator with 2 out 3 functions under this role. This means that high school students in this study find it more important in their level that school counselors collaborate with other stakeholders and people in the community to help them in academic and career concerns. The study of Kuhn (2004) [18] reported the same finding where high school students rated the role of school counselor as collaborator as important which is also third in rank after the role of counselor (rank 1) and leader (rank 2). On the other hand, results of the present study show that college students rated the importance of nine (9) school counselor functions and four (4) non-counseling functions higher than high school students based on the mean ranks. Given this finding, it can be assumed that while college students give more importance to the counselor’s roles as leader (starting new programs to help all students do better in school and obtain knowledge about college or careers), advocate (encouraging all students to select classes that will challenge them and helping them make contacts with local business people), counselor/coordinator (providing all students with a safe place to talk about academic and personal/social problems) and data-utilizer (gathering information on student academic progress and on students who need after school jobs), they also endorse more non-

counseling functions compared to high school students. This indicates that college students consider it essential in their level for school counselors to perform both counseling and non-counseling duties. While results of the present study reveal differences in mean ranks in relation to high school and college students perceived level of importance of school counselor roles and functions, only two of them were significantly different. The role of collaborator for career development with a p-value of 0.008 is lower than the level of significance of 0.01. It can be noted that college students obtained higher mean rank in which means that compared to high school students, they consider the function of school counselor of bringing local business people into the school to help all students learn more about jobs and careers more important in their level. This result is in contrast to the finding of Kuhn (2004) [18] wherein tenth graders perceived the function to be more significantly important than other grade levels. Another role which is statistically significant with a p-value of 0.013 that is lower than 0.05 is the role of counselor for students' academic development. College students obtained higher mean rank in this role suggesting that they perceived the function of counselor in providing all students with a safe place to talk about problems in academics more important than their high school counterparts.

Table 3. Comparison on Students' Perceived Importance of School Counselor Roles and Functions According to their Educational Levels

School Counselor Role	School Counselor Function	Mean Rank		P-value
		High School	College	
Leader-Academic	Starting new programs to help all students do better in school.	80.43	84.57	.541
Leader-Career	Starting new programs to help all students obtain knowledge about college or careers.	78.26	86.74	.212
Leader-Personal/Social	Starting new programs to help all students with any personal problems that can interfere with doing well in school.	85.60	79.40	.368
Advocate-Academic	Encouraging all students to select classes that will challenge them.	81.37	83.63	.744
Advocate-Career	Helping all students make contacts with local business people to develop their understanding of different careers.	77.01	87.99	.114
Advocate-Personal/Social	Bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work.	84.40	80.60	.581
Collaborator-Academic	Working with teachers, principals, and parents to help all students do well in school.	85.07	79.93	.443
Collaborator-Career	Bringing local business people into the school to help all students learn more about jobs and careers.	73.34	91.66	.008*
Collaborator-Personal/Social	Talking with teachers or parents about personal problems that students are unable to solve on their own.	83.41	81.59	.790

School Counselor Role	School Counselor Function	Mean Rank		p-value
		High School	College	
Counselor-Academic	Providing all students with a safe place to talk about problems with academics.	74.13	90.87	.013*
Counselor-Career	Assisting all students in choosing college or career paths that are right for them.	82.71	82.29	.950
Counselor-Personal/Social	Providing all students with a safe place to talk about personal/social problems.	79.85	85.15	.442
Data Utilizer-Academic	Gathering information on student academic progress to make sure that all students are selecting challenging classes.	80.84	84.16	.629
Data Utilizer-Career	Gathering information on students who need after school jobs and finding ways to get these students part-time work.	77.68	87.32	.159
Data Utilizer-Personal/Social	Gathering information on all students who are having personal problems to make sure they get the help they need.	84.80	80.20	.499
Manager	Assisting in maintaining order in the school through disciplinary intervention.	83.17	81.83	.843
	Assisting in admission and registration.	78.90	86.10	.289
	Assisting in special education services.	80.54	84.46	.562
	Administering achievement and personality tests.	77.85	87.15	.173
	Maintaining student records and files.	80.02	84.98	.445

**significant at 0.01 level

Table 4 shows the comparison of high school and college students on the performance of school counselors. Among the identified functions in the study, high school students obtained higher mean ranks on eight (8) school counselor functions and one (1) non-counseling function. These were: starting new programs to help all students with any personal problems that can interfere with doing well in school; encouraging all students to select classes that will challenge them; bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work; talking with teachers or parents about personal problems that students are unable to solve on their own; assisting students in choosing college or career paths that are right for them; providing all students with a safe place to talk about personal/social problems; gathering information on student academic progress to make sure that all students are selecting challenging classes; gathering on all students who are having personal problems to make sure they get the help they need; and assisting in special education services. It can be noted that out of the 9 functions, high school students perceived their school counselors performing more the roles of advocate, counselor/coordinator and data-utilizer with 2 out of 3 functions under these roles. This indicates that high school students in this study see their school counselor more involved in activities that are appropriate for counselors. College students on other hand obtained higher mean ranks on seven (7) school counselor functions and (4) non-



counseling functions. Results suggest that college students perceive their school counselor performing more the roles of a leader (starting new programs to help all students do better in school and obtain knowledge about college or careers), collaborator (working with teacher, principals and parents to help all students do well in school and bringing local business people into the school to help all students learn more about jobs and careers) and manager (assisting in maintaining order in the school through disciplinary intervention, assisting in admission and registration, administering achievement and personality tests and maintaining student records and files). This means that college students perceive their school counselor performing both appropriate and inappropriate roles and functions. Out of the identified school counselor functions, only 1 had significant difference. The role of data-utilizer for academic development had a p-value of 0.036 which is lower than the level of significance of 0.05. This means that high school and college students significantly differ in their perception of their counselor's performance in gathering information on student academic progress to make sure that all students are selecting challenging classes. High school students perceived their school counselor performing more of this role than college students.

School Counselor Role	School Counselor Function	Mean Rank		P-value
		High School	College	
Career	college or career paths that are right for them.			
Counselor-Personal /Social	Providing all students with a safe place to talk about personal/social problems.	87.59	77.41	.144
Data Utilizer-Academic	Gathering information on student academic progress to make sure that all students are selecting challenging classes.	89.75	75.25	.036*
Data Utilizer-Career	Gathering information on students who need after school jobs and finding ways to get these students part-time work.	78.30	86.70	.231
Data Utilizer-Personal /Social	Gathering information on all students who are having personal problems to make sure they get the help they need.	83.34	81.66	.811
Manager	Assisting in maintaining order in the school through disciplinary intervention.	82.01	82.99	.889
	Assisting in admission and registration.	80.93	84.07	.645
	Assisting in special education services.	84.52	80.48	.565
	Administering achievement and personality tests.	78.54	86.46	.259
	Maintaining student records and files.	80.43	84.57	.554

*significant at 0.05 level

Table 4. Comparison on Students' Perceived Performance of School Counselor Roles and Functions According to their Educational Levels

School Counselor Role	School Counselor Function	Mean Rank		P-value
		High School	College	
Leader-Academic	Starting new programs to help all students do better in school.	81.13	83.87	.695
Leader-Career	Starting new programs to help all students obtain knowledge about college or careers.	81.04	83.96	.676
Leader-Personal /Social	Starting new programs to help all students with any personal problems that can interfere with doing well in school.	89.18	75.82	.056
Advocate-Academic	Encouraging all students to select classes that will challenge them.	84.49	80.51	.573
Advocate-Career	Helping all students make contacts with local business people to develop their understanding of different careers.	78.94	86.06	.304
Advocate-Personal /Social	Bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work.	83.32	81.68	.815
Collaborator-Academic	Working with teachers, principals, and parents to help all students do well in school.	81.47	83.53	.767
Collaborator-Career	Bringing local business people into the school to help all students learn more about jobs and careers.	78.91	86.09	.293
Collaborator-Personal /Social	Talking with teachers or parents about personal problems that students are unable to solve on their own.	85.66	79.34	.365
Counselor-Academic	Providing all students with a safe place to talk about problems with academics.	78.39	86.61	.244
Counselor-	Assisting all students in choosing	83.56	81.44	.762

As seen in Table 5 is the comparison between students' perceived level of importance on the roles and functions and school counselors' performance. Looking at the mean ranks, it can be observed that all mean ranks for the importance are higher than that of the mean ranks for the performance. The p-value of 0.000 obtained in all school counselor roles and functions are lower than the level of significance of 0.01 which reveal significant differences between the student's perceived level of importance and performance of school counselor roles and functions. This means that the performance of school counselors in the present study does not meet the expectations of students regarding the importance of these roles and functions. This result may be linked with previous findings (Baker & Gerler; Schiarra; Schmidt as cited in Kirchner & Setchfield, 2005) [3] that school counselors in the study do not yet adhere to the standards set by the ASCA National Model.

Table 5. Comparison between Students' Perceived Importance and Performance of School Counselor Roles and Functions

School Counselor Role	School Counselor Function	Mean Rank		P-value
		Importance	Performance	
Leader-Academic	Starting new programs to help all students do better in school.	44.88	34.00	.000**
Leader-Career	Starting new programs to help all students obtain knowledge about college or careers.	39.03	28.73	.000**
Leader-Personal /Social	Starting new programs to help all students with any personal problems that can interfere with doing well in school.	50.53	31.03	.000**

School Counselor Role	School Counselor Function	Mean Rank		p-value
		Importance	Performance	
Advocate-Academic	Encouraging all students to select classes that will challenge them.	42.58	34.07	000**
Advocate-Career	Helping all students make contacts with local business people to develop their understanding of different careers.	46.74	38.79	000**
Advocate-Personal/Social	Bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work.	44.75	38.20	000**
Collaborator-Academic	Working with teachers, principals, and parents to help all students do well in school.	45.63	34.73	000**
Collaborator-Career	Bringing local business people into the school to help all students learn more about jobs and careers.	49.74	37.62	000**
Collaborator-Personal/Social	Talking with teachers or parents about personal problems that students are unable to solve on their own.	48.55	42.76	000**
Counselor-Academic	Providing all students with a safe place to talk about problems with academics.	45.41	30.50	000**
Counselor-Career	Assisting all students in choosing college or career paths that are right for them.	37.36	29.29	000**
Counselor-Personal/Social	Providing all students with a safe place to talk about personal/social problems.	43.24	42.03	000**
Data Utilizer-Academic	Gathering information on student academic progress to make sure that all students are selecting challenging classes.	46.03	40.62	000**
Data Utilizer-Career	Gathering information on students who need after school jobs and finding ways to get these students part-time work.	47.81	35.15	000**
Data Utilizer-Personal/Social	Gathering information on all students who are having personal problems to make sure they get the help they need.	43.85	28.50	000**
Manager	Assisting in maintaining order in the school through disciplinary intervention.	47.60	37.21	000**
	Assisting in admission and registration.	40.82	35.11	000**
	Assisting in special education services.	40.83	28.00	000**
	Administering achievement and personality tests.	42.34	30.00	000**
	Maintaining student records and files.	36.23	31.96	000**

**significant at 0.01 level

IV. CONCLUSION

With the foregoing findings, the researcher concluded that participants perceive all counseling and non-counseling functions as very important particularly on the functions of school counselors in maintaining student records and files, working with stakeholders to help all students do well in school, maintaining order in the school through disciplinary intervention, providing all students

with a safe place to talk about academic problems and assisting all students in choosing the right college or career paths. Participants also perceive their school counselors demonstrate very good performance on all roles and functions with exemption to the role of school counselor as advocate for their personal/social development which is bringing specialists from the community into the school to help students who are having personal problems that interfere with their school work which obtained a good rating. There are significant differences between the perceptions of high school and college students on the importance of the role of school counselor as collaborator in their career development and counselor in their academic development. College students perceive the functions of school counselor of bringing local business people into the school to help all students learn more about jobs and careers and providing all students with a safe place to talk about their academic problems more important than their high school counterparts. There is also a significant difference between the perceptions of high school and college students on the performance of their school counselors as data-utilizer in their academic development. High school students perceive their school counselor performing more of the function of gathering information on student academic progress to make sure that they are selecting challenging classes than college students. There are significant differences between the perceptions of students on the importance and performance of school counselor roles and functions. Participants rated the importance of all roles and functions higher than their school counselors' performance.

Given the findings of the study, the researcher recommends that school counselors should concentrate on their roles and functions which are very or extremely important for students. School counselors should also enhance their performance on certain roles and functions based on the evaluation of students. Thus, a regular evaluation of the importance and performance of the roles and functions must be conducted as students' needs change through time. Finally, another study may be carried out by concentrating on the perceptions of other stakeholders such as parents, teachers and administrators regarding the importance and performance of school counselor roles and functions. The researcher also recommends to increase the number of samples should the study be replicated in order to produce more conclusive findings.

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AUTHOR'S PROFILE



Jed V. Madlambayan, RGC, MA

was born in the province of Pampanga, Philippines on May 02, 1987. He obtained his Bachelor of Science in Psychology degree at Angeles University Foundation in 2009 and his Master's degree in Guidance and Counseling at the University of the Assumption in 2013. He is currently the Head of the Guidance and Counseling Office and an Assistant Professor at Republic Central Colleges (RCC) in Angeles City, Philippines. He had published several research papers in the RCC research journal and one in the Philippine Journal of Counseling Psychology. Aside from presenting his papers in various research conferences in the Philippines, he also presented his papers at the 3rd International Conference on Social Sciences Research (ICSSR 2015) at Kuala Lumpur, Malaysia and 2nd International Conference on Emerging Trends in Multidisciplinary Research (ETMR 2016) at Bangkok, Thailand. In terms of his research awards, Mr. Madlambayan received the Outstanding Master's Thesis Award from the University of the Assumption in 2013 and Best Paper Award from the De La Salle University (DLSU) Research Congress in 2015 and 2nd International Conference on Emerging Trends in Multidisciplinary Research in 2016.