

Parents' Awareness and Acceptance of Guidance Counselor's Roles and Functions: Basis for Enrichment Program

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Abstract

Guidance and counseling are core responsibilities of school guidance counselors and are essential to the social and emotional development of learners. This study aimed to determine the levels of awareness and acceptance of these roles and functions among parents of Grade 7 and 8 students in private secondary schools in San Carlos City. Respondents were identified through total enumeration. Data were collected using a validated survey questionnaire and analyzed using weighted mean, Pearson's r , Kendall's tau-b, and ANOVA. Findings revealed a high level of parental awareness ($M = 3.88$) and acceptance ($M = 4.25$) of guidance counselors' roles and functions. A strong positive correlation was found between awareness and acceptance, $r(858) = 0.604$, $p < .001$, which was supported by Kendall's tau-b ($\tau_b = 0.471$, $p < .001$). This suggests that higher awareness is associated with higher acceptance. Regression analysis further showed that awareness significantly predicts acceptance, $F(1, 858) = 493.293$, $p < .001$, accounting for 36.5% of the variance. The unstandardized coefficient ($B = 0.559$) indicates that for every unit increase in awareness, acceptance increases by 0.559 units. The standardized coefficient ($\beta = 0.604$) confirms a strong predictive relationship. These findings support the need for awareness-raising initiatives as a foundation for an enrichment program designed to enhance parental engagement in guidance services.

Keywords: Career Preparation, Behavioral Expectations, Mesosystem, Macrosystem, Functional Guidance Program, Student Placements, and Emotional and Psychological Well-Being.

THE PROBLEMS AND BACKGROUND

1. Introduction

Counseling and guidance are crucial to a child's overall development. Students occasionally encounter a variety of difficulties that may be connected to their education, career preparation, or personal development, which need appropriate direction from reliable people and proper guidance from trusted individuals. In an academic setting, guidance counselors are given these tasks to help students navigate these difficulties and make wise decisions. Their role extends beyond individual interactions to fostering a supportive learning environment that encourages collaboration, inclusivity, and social responsibility. In San Carlos City, the private secondary schools aim to provide a comprehensive guidance program that

assists students in their academics, personal, and social lives. This is not only limited to guiding students in their career paths but also helping them navigate this complex world. Even though the value of guidance counselors is acknowledged, parents still lack a thorough understanding of the range of their responsibilities. This unawareness could lead to unacceptance of the guidance counselor's responsibilities, which could result in underuse of counseling services and lost chances to help students. Many parents of Grades 7 and 8 students are often in a situation of adjusting to the secondary school system and may not yet be familiar with the dynamic functions of the guidance office. As newcomers to the institution, their interactions with the school and its counseling services may still be limited. Some may also carry expectations with their experiences from elementary school, which do not always align with the actual roles and functions of guidance counselors at the secondary level. This gap in understanding can affect how actively they engage with counseling services, which may influence their children's opportunities to benefit from the programs and support available.

Hence, this study aimed to determine the level of awareness and acceptability of guidance counselor roles and functions among parents of Grade 7 and 8 students in private secondary schools in San Carlos City. Specifically, it aimed to uncover the factors that contribute to this gap and explore solutions to increase parents' engagement in guidance and counseling services. Being able to understand this is important, as parents' support and participation in school counseling programs can have a major impact on students' academic progress and emotional well-being.

Background of the Study

The relationship of parent with their children holds a unique and significant role in the Filipino culture. They play a vital role in shaping their children's choices and supporting their growth. Beyond all these, Filipino parents play an active role in the selection of institutions that they believe could help them provide quality education that could support their children's development. Subsequently, schools have the task to implement high-quality programs and services, which have a major impact on students' academic performance, well-structured school programs and services (Yulianti et al., 2022). The counseling and guidance division is also a vital component of school support services, as it plays a crucial role in students' academic, professional, and social-emotional development. Moreover, professional guidance counselors design and implement counseling programs, provide career guidance, and support teacher development through assessments and training. Studies show that a strong counseling system significantly benefits students' psychosocial health, supporting personal development, career choices, and emotional growth (Sen, 2019; Savitz-Romer et al., 2021). Even though guidance counselors in schools have broad responsibilities and a vital role in the academic, career, and socio-emotional growth of students, a notable gap persists in parents' awareness and acceptance of their roles and functions. Although previous research emphasizes the significance of parental participation in education, limited studies focus on how parents view and interact with school guidance services (Castro et al., 2015; Rubin, 2018; Erdener & Knoepfel, 2018). This unawareness might lead to insufficient use of guidance programs, misunderstandings regarding counselors' responsibilities, and lost chances for aiding students, as further supported by studies that highlight the different gaps in parents' awareness and engagement in guidance services, such as:

Parental misconception and stigmatization of counseling services. Parents often associate counseling with students' misbehavior or academic failure rather than recognizing its roles in the development of their child holistically (Harrison et al., 2023). Sometimes parents view a school counselor's role as ambiguous and reactive, which limits their parental engagement and trust in counseling services. Moreover, Watkins

et al (2021) reported that parents from traditional or conservative backgrounds tend to view counseling as unnecessary unless their children are experiencing a crisis.

Limited parental involvement in school counseling programs. Gonzalez & Willems (2020) found that parents who were more involved in academic activities (attending PTA meetings, monitoring grades) were often unaware of the full scope of guidance counseling services. This lack of awareness leads to a gap in communication between parents and school counselors, reducing the effectiveness of counseling interventions. Moreover, parents' limited knowledge of counseling resources reduces their willingness to encourage their children to seek help (Rubin, 2018). This is due to the restricted information that parents get about school policies and procedures, especially the roles of the guidance office. This concern is particularly apparent among parents of Grade 7 and 8 students, who are unfamiliar with the secondary education system and may still lack a clear grasp of how guidance services function. Unlike parents of older students who have prior experience with the guidance office, parents of younger students are still learning the school system and may form expectations about counselors' roles and functions based on assumptions rather than actual school policies. While acknowledging that there exists a lack of information about the roles of guidance counselors, another gap is seen which is the communication barriers between schools and parents. Hall & Postlethwaite (2022) noted that limited school information on counselors' roles and functions often leads parents to misunderstand their value for students.

Although literature agrees that counselors support children's academic, social, personal, and professional growth, parents differ on how they perceive and engage with counseling services. While various studies highlight the crucial roles and functions of the guidance counselors, and suggested that many parents misunderstand counseling as a response to disciplinary issues rather than a proactive support system. Given these gaps, this study aims to bridge the gap by exploring awareness and acceptance of parents in private secondary schools in San Carlos City, contributing insights that could improve school counseling programs and parental engagement strategies.

Theoretical Framework

This study assumes that parents' awareness significantly influences their acceptance of guidance counselors' roles and functions. When parents clearly understand these roles and functions, from academic support and career guidance to personal and socio-emotional development, they are more likely to recognize their value and actively engage in school-based counseling initiatives. Conversely, a lack of awareness may lead to hesitation, misunderstanding, and less cooperation. Thus, such an assumption is anchored on Social Role Theory (SRT) of Alice H. Eagly (1987), Expectancy-Value Theory (EVT) of Jacquelynne S. Eccles (1983), and Ecological Systems Theory (EST) of Urie Bronfenbrenner (1979).

Social Role Theory

According to Eagly's (1987) Social Role Theory, individuals internalize socially constructed roles through observation and experience, and these roles, in turn, guide expectations, beliefs, and behaviors. In school settings, guidance counselors represent a defined social position with specific functions. When parents understand these functions, such as providing emotional support, resolving student conflicts, or facilitating academic planning, they are more inclined to accept and interact with the guidance office. This theory emphasizes three core components: social position, role-related functions, and behavioral expectations. In this study, these components are embedded in the guidance counselor's position, roles, and functions they fulfill, and the expectations of parents they satisfy based on their awareness and acceptance. As such,

parents who have this awareness are expected to demonstrate higher levels of acceptance and cooperation. Furthermore, this theory suggests that individuals' engagement can be influenced by what they observe in others. If parents see fellow guardians participating in guidance initiatives and benefiting from them, they may be more likely to replicate those behaviors (Eagly, 1987). This social learning component highlights the value of modeling and visible parent-counselor relationships.

Expectancy-Value Theory

Expectancy-Value Theory (Eccles et al., 1983) offers a motivational perspective on decision-making and asserts that individuals' behaviors are shaped by two key beliefs: First, their expectancy for success and the value they place on the outcome. Applied to this study, parental engagement with school guidance services is influenced by their belief in the counselor's capacity to effectively support their child (expectancy); and, their perception of the importance of the counselor's role (value); When parents believe that guidance counselors play a significant role in supporting students' academic achievement and emotional well-being, they are more likely to seek collaboration and maintain open communication. However, if awareness is lacking or misconceptions persist, these beliefs may weaken, leading to undervaluing or dismissing counseling services. This theory stresses the need to raise awareness and the relevance of guidance services to enhance parental involvement.

Bronfenbrenner's Ecological Systems Theory

To further contextualize parental beliefs and behaviors, this study incorporates Bronfenbrenner's (1979) Ecological Systems Theory, which posits that individual development and behavior are influenced by multiple environmental systems. Parents' perceptions of guidance counselors do not form in isolation but emerge from interactions within the microsystem (family, school, peer groups), mesosystem (interactions of school and home), and macrosystem (cultural attitudes, social norms, & policies). For instance, if the surrounding community upholds supportive attitudes toward school counseling, and schools maintain consistent communication with families, parents are more likely to develop informed and favorable views. On the other hand, if the cultural context stigmatizes counseling or views it as unnecessary, parents may remain distant even when presented with accurate information. This theory emphasizes the need to consider not only individual knowledge but also the broader socio-cultural environment.

Together, these theories provided a multidimensional framework: *SRT* explains how parental expectations and behaviors are shaped by societal norms regarding the counselor's role. *EVT* illustrates how motivation engagement depends on both belief in the effectiveness and perceived value of the counselor's roles and functions. *EST* situates parents' awareness and acceptance within the broader social context, highlighting the influence of cultural beliefs, school-family interaction, and community dynamics. Thus, this study examines how parental knowledge of counselors' roles influences their awareness and acceptance in San Carlos City's private secondary schools. The framework also informs practical implications: enhancing awareness campaigns, fostering strong school-home partnerships, and addressing systemic or cultural barriers may all contribute to increasing parental involvement in school counseling programs.

Conceptual Framework

Conceptually, as shown in Figure 1, the parents' involvement is indicated by their level of awareness and acceptance of the guidance counselors' roles and functions, which are reflected in the various services and programs. These levels are determinant in identifying gaps as bases in the implementation of the school guidance enrichment program in adherence to continuous quality improvement of the guidance services

that includes possible sustainability of existing good practices, realigning the guidance roles and functions in order to attain the ideal standards and thereby meet parents' and other stakeholders' expectations.

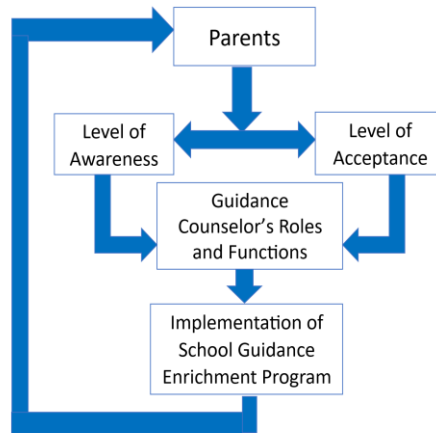


Figure 1. The Schematic Diagram

Statement of the Problem

Guidance counselors perform important roles in supporting the academic, emotional, and personal development of students. However, the extent of parents' awareness and acceptance of these roles and functions is unclear. The lack of awareness might affect how well parents accept and support school counseling programs, which might consequently affect when students access these important guidance services in the school.

This study aims to determine the awareness and acceptance levels concerning guidance counselors' roles and functions among the parents of grades 7 and 8 students in private secondary schools in San Carlos City, Negros Island Region. Specifically, this study sought to answer the following questions:

1. What is the frequency and percentage of respondents according to Age, Gender, and Educational Attainment?
2. What is the level of awareness of the grades seven and eight parents on the various roles and functions of guidance counselors among private secondary schools in the division of San Carlos City?
3. What is the level of acceptance of the various roles and functions of guidance counselors among private secondary schools in the division of San Carlos City?
4. Is there a significant relationship in the levels of awareness and acceptance of grades seven and eight parents on the various roles and functions of guidance counselors among private secondary schools in the division of San Carlos City?
5. What is the impact of parents' awareness and acceptance on the roles and functions of the guidance counselors?
6. Based on the findings of this study, what enrichment program may be proposed to improve the levels of acceptance and awareness of parents on the roles and functions of guidance counselors among private secondary schools in San Carlos City?

Assumptions

In this study, the researcher has identified various assumptions as follows:

That all the targeted private secondary schools and the corresponding grades seven and eight parents will participate in the data gathering of this study;

That all the respondents will truthfully and objectively respond to the survey questionnaire that best describes their awareness and acceptance levels of the roles and functions of the school guidance counselors of their children;

Hypothesis

Ho: There is no significant relationship between the level of awareness and acceptance of grades seven and eight parents on how the roles and functions of guidance counselors are being implemented among private secondary schools in the division of San Carlos City.

Significance of the Study

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

Parents. As primary respondents of this study, they 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.

Guidance Counselors. As implementing officer of the guidance programs and services in school, the result of this study will help them maximize the utilization of the resources necessary in establishing a friendlier environment and substantially deepen parent-school collaboration efforts in ensuring child development.

School Administrators. As policy implementers, the result of this study will give them valuable insights into the realignment and/or redefining policy implementation strategies in harmony with the needs and priorities of the school and the academic community, particularly the guidance services that will redound to better students' learning outcomes and emotional well-being.

Future Researchers. The results of this study can be helpful for future researchers in filling the gap in the constantly changing guidance and counseling needs and trends. As such, it serves as a meaningful launching pad for continued exploration and deeper inquiry into this field. By examining how students' academic performance, emotional well-being, and behavior in school are influenced by the level of their parents' awareness and support of counseling services. A quantitative study is suited to track correlations between parental engagement in counselor-led initiatives and students' classroom outcomes, attendance, or self-reported coping strategies. Understanding these dynamics help school guidance counselors design appropriate interventions that better serve both students and the rest of the school's academic community. A qualitative study on the impact of enrichment programs is essential to determine families who participated in such initiatives—like parent orientations, open houses, counseling approach, or resource-sharing platforms—and evaluate whether their understanding and acceptance of counselors' roles improve over time, and whether that shift contributes to a healthier school climate. Focusing on specific parental demographics, such as educational attainment, employment status, or cultural background, is helpful in identifying patterns necessary in designing culturally responsive and socially relevant enrichment programs that resonate with diverse family contexts. In essence, this study aspires not to provide final answers, but to inspire further inquiries to continue the journey seeking more inclusive, compassionate, and data-informed ways to bring families and counseling services together for the benefit of every learner.

Scope and Limitations of the Study

The researcher delimited the scope of the study among private secondary schools in San Carlos City by excluding the public secondary schools. This is because of the contextual differences of guidance and counselling programs between the public and private secondary schools, specifically in terms of facilities, human and financial resources, as well as other technical requirements. Moreso, such a program already

existed in the private secondary schools, much ahead of the public secondary schools. The guidance services were given less emphasis, considering that as an integral component to the guidance counselor's roles and functions, this is not the main focus of the objective of this study; rather, the awareness and acceptance of parents among the private secondary schools in the division of San Carlos City. Thus, the necessary data were gathered using validated researcher-made survey questionnaires.

Definition of Terms

For a better understanding of the various terms used in this study, the following terms are operationally defined as follows:

Acceptance. Operationally, it refers to the degree to which parents agree with, support, or endorse the roles and functions of guidance counselors. It is measured using a researcher-made five-item Likert survey questionnaire ranging from "Not Accepted" (1) to "Extremely Accepted" (5), and interpreted according to computed mean scores.

Awareness. This study, indicates the extent of parents' knowledge and understanding of the various roles and functions of guidance counselors. It is measured through survey items rated on a five-point Likert scale from "Not Aware" (1) to "Extremely Aware" (5), with results categorized according to computed mean scores.

Functions. The specific tasks through which each "role" is enacted—for example, administering psychological assessments (Evaluator), conducting orientation workshops (Educator and Trainer), or managing emergency interventions (Crisis Manager). It is measured through survey items rated by parents for awareness and acceptance.

Guidance Counselor. In this study, this term refers to a licensed practitioner employed in secondary schools to deliver various services such as individual and group counseling, crisis intervention, career guidance, and implement other school-guidance-related programs.

Guidance Counselor's Roles and Functions. This refers to the set of specific responsibilities outlined for school guidance counselors, like *Life Coach, Collaborator, Counselor, Crisis Manager, Ethics and Compliance Officer, Consultant, Facilitator, and Advocate*. Awareness and acceptance of these functions are measured through a role-specific survey using five Likert scale questionnaire.

Parents. Operationally, defined as the primary caregivers or legal guardians of Grades 7 and 8 students enrolled in private secondary schools in San Carlos City. They are the respondents whose perceptions of guidance counseling roles and functions are measured through the study's survey instrument.

LITERATURE REVIEW

Over time, the roles and functions of the guidance counselors have evolved, reflecting the shifts in society and the complexities of students' changing needs. Before, guidance and counseling services were focused on academic counseling and career development, and preparation. In today's expansion of the educational landscape, guidance counselors play a vital role in the development of students. Moving from elementary to secondary education is an important stage in a child's development and they must cope with academic, physical, emotional, psychological, and social transformations (Marie-Claude Ouellet, 2022). Most students face important changes in their school life, such as attending a new and bigger school, some coming from public to private schools, adjusting to new acquaintances with different backgrounds, and

meeting new teachers. These are some of the transitory realities which need mentorship. This is where school counselors' services are needed.

School counselors play a critical role in students' academic, personal, and social development (Grimes, 2020; ASCA, 2021). They are competent people who design and implement comprehensive counseling programs that are needed to uplift students' academic output, 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 from country to country, the trends and roles and functions of a counselor could be differentiated based on their relevance within school counseling or setting (ASCA, 2021); 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. Though schools have clear programs and systems for the services of their guidance counselors, their role still remains widely misunderstood by parents and stakeholders.

Parents' understanding and acknowledgment of the different roles of school counselors are essential for optimizing the influence of counseling services. In several studies, parents either undervalue or misunderstand the responsibilities of school counselors, which results in limited involvement with any support services offered. Some perceive counselors as merely academic advisors, while others regard them as disciplinarians instead of student support professionals. This literature review explores the evolution of roles and functions of school counselors, the level of Parents Awareness and acceptance of these roles and functions, and the influence of these perceptions on parental involvement in school counseling programs.

Evolution of Guidance Counselor

In recent years, the roles and functions of school counselors have expanded to meet the evolving academic, social, and emotional needs of students. School counselors are no longer confined to basic academic advising; instead, they are now recognized as integral to the development of the whole child. According to Grimes (2020), modern school counselors serve as advocates, collaborators, and crisis managers, supporting students and parents through transitions and challenges. The American School Counselor Association (ASCA, 2021) presented a framework that equally values academic achievement, career growth, and social-emotional learning, highlighting counselors' multidimensional roles and functions.

Roles and Functions of Guidance Counselors

Republic Act No. 9258, the Guidance and Counseling Act of 2004, as reviewed by Dela Cruz (2024) in *Practitioners' Perspective on the Philippine Guidance and Counseling Act, Related Laws, and Proposed Legislations* (San Beda College Alabang), outlines the essential responsibilities of guidance counselors which include: offering individual and group counseling, conducting psychological assessments (evaluations of personality, career interests, and aptitudes), facilitating orientations for learning and study skills, engaging in research, managing student placements, making necessary referrals, providing crisis intervention, and educating on topics related to guidance and counseling. All these were designed to assist students in their academic, personal, and career growth within the educational environment.

In addition, the PGCA Code of Ethics elaborates on the roles and responsibilities of counselors across different professional settings. Counselors are required to uphold a high standard of ethical conduct, safeguard confidentiality, honor diversity, and engage in ongoing professional growth. They must create a safe and supportive counseling environment, ensure that informed consent is obtained, and prioritize the

welfare of their clients. Their responsibilities include oversight, guidance, assessment, investigation, and the ethical integration of technology into counseling methods.

Moreover, counselors are required to support their clients, work together with other professionals, and uphold professional integrity in both private practices and institutional environments. They handle ethical dilemmas, address disputes, and ensure adherence to relevant laws and regulations. Their responsibilities also include fostering mental health awareness, offering career advice, and guaranteeing fair access to counseling services. By following these ethical principles, counselors significantly contribute to improving individuals' well-being and promoting the counseling profession. The Philippine Guidance & Counseling Association (PGCA) strengthens these roles and responsibilities as:

Counselor. Provides direct counseling services to students, ensuring their well-being and personal growth.

Life Coach. Assists students in making informed life choices and planning for their future careers.

Evaluator. Administers and interprets psychological and career assessments to support student development and assessment of students' behavior.

Advocate. Promotes students' rights, welfare, and access to mental health and counseling services

Collaborator. Work with teachers, administrators, and parents to create a supportive educational environment.

Crisis Manager. Responds to student crises, cases such as abuse, mental health concerns, emergencies, and conflict resolution strategies.

Personal Development Facilitator. Guides students in developing emotional intelligence, social skills, and mental health challenges.

Supervisor. Provides guidance and mentorship to other counselors or interns in training.

Ethics and Compliance Officer. Ensures adherence to ethical standards, confidentiality, and legal policies in counseling practices.

Educator and Trainer. Leads workshops and seminars to strengthen students' and teachers' knowledge in counseling.

Consultant. Advises school administrators, teachers, and parents on student-related concerns and program development.

Parents' Awareness of guidance counselors' roles and functions

Parents Awareness and engagement are increasingly viewed as pivotal in maximizing the effectiveness of school counseling services. Harrison et al. (2023) found that parents who are aware of the diverse roles and functions of school counselors are more likely to support their programs and encourage their children's participation. However, many parents continue to perceive counselors primarily as disciplinary figures or academic advisors, which limits the potential of collaborative school-family partnerships. Collins et al. (2024) reinforced this by emphasizing the importance of clear communication and role clarification to build parental trust and acceptance.

In the Philippines, the importance of parent-counselor collaboration has been acknowledged, especially in private school settings where parental expectations may differ widely. The Department of Education and professional bodies such as the Philippine Guidance and Counseling Association (PGCA) support this initiative through formal frameworks like Republic Act No. 9258, which mandates the employment of licensed counselors and the establishment of functional counseling programs in schools (CHED, 2023).

Brown et al. (2024) discovered that parents frequently link school counselors to administrative tasks, like scheduling and maintaining records, instead of recognizing their dedicated roles in developmental and

emotional support. This misunderstanding results in decreased parental involvement in counseling efforts, hindering the overall efficacy of support programs, while also creating confusion for counselors.

Raising awareness of the roles and functions of guidance counselors remains a critical component of fostering greater parental engagement and institutional trust. As noted by Vasilev et al. (2021), public awareness significantly influences the degree of acceptance of any social or organizational program. In the context of education, when parents are clearly informed about what school counselors do and how they support students, the likelihood of parental cooperation and involvement increases.

Recent studies highlighted that attitudes, knowledge, and beliefs are key determinants of public acceptance (Rock, 2024; Harrison et al., 2023). When parents have an incomplete or inaccurate understanding of the counselor's roles and functions—often limited to administrative or disciplinary tasks—social acceptability declines. Conversely, awareness campaigns that clarify the multifaceted role and functions of counselors can shift public perception and promote positive behavioral responses among stakeholders.

Moreover, institutional trust and loyalty are closely tied to how effectively schools communicate and demonstrate their best practices (Elmassah et al., 2021). Gupta and Singhal (2020) argue that stakeholder loyalty is not merely a function of service delivery but of perceived integrity and value creation. This is particularly true in school communities, where the transparency and inclusiveness of communication affect how parents perceive both individual programs and institutional credibility.

In the context of school guidance programs, therefore, information campaigns and awareness-building strategies must not only highlight the technical roles and functions of counselors but also emphasize their accessibility, ethical standards, and positive impact on student well-being. Meador (2021) asserts that inclusive school programs improve parents' perception of institutional reliability and increase their capacity for meaningful engagement. Such efforts reinforce a school's social capital by nurturing relationships based on shared values and mutual support.

Understanding the psychological aspect of awareness also contributes to this effort. Nichols (2022) defines awareness as the capacity to reflect on one's emotions, motivations, and values, skills that also enable individuals to relate meaningfully to institutional structures. Glover (2021) emphasizes that self-awareness is foundational to building empathy and constructive relationships, while Huang et al. (2024) link emotional awareness with personal and collective decision-making. These insights guide awareness programs that inspire reflection, connection, and action. From the standpoint of the current study, developing effective awareness mechanisms means going beyond simple dissemination of information. It requires a strategic, collaborative approach that fosters reactive and reflective behavior from parents. By addressing the contextual factors such as socioeconomic background, school culture, and communication practices that influence Parents Awareness and acceptance, schools can more effectively engage parents in guidance counseling initiatives. Ultimately, understanding how parental willingness emerges and evolves becomes essential in designing inclusive, trusted, and responsive school counseling programs.

Parents Acceptance and Engagement

Recent research underscores that parents' acceptance of guidance counseling services is strongly influenced by attitudes, beliefs, past experiences, and the quality of parent-school interactions. Studies by Peng et al. (2022) and Harrison et al. (2023) confirm that when parents perceive school counselors as effective and trustworthy professionals, they are more willing to participate in school-related activities. Moreover, demographic factors—such as age, educational attainment, and socio-cultural background—play a significant role in shaping parental engagement (Jeynes, 2022). Contemporary literature also

emphasizes the critical role of institutional trust in enhancing parental involvement. According to Collins et al. (2024), structured partnerships between schools and families foster mutual respect and increased participation in guidance-related initiatives. Without proper understanding and communication, parental engagement remains limited, reinforcing misconceptions and underutilization of guidance services (Rock, 2024). Likewise, some parents recognize the significance of school counselors, but trust levels and involvement vary depending on their direct exposure to counseling services. Harrison et al. (2023) found that parents who have engaged with counselors through parent-teacher meetings or intervention programs were more likely to appreciate their role. This supports Collins et al. (2024), who stress that proactive school communication builds parental confidence and acceptance.

Addressing Misconceptions on Guidance Counselors' Roles and Functions

The significance of these roles and functions in various life contexts has been assessed by numerous studies. Counselors address behavioral issues, prison adjustment, and rehabilitation programs (LaShawnda D. Key & Lynchburg, Virginia, 2021); counseling also facilitates government intervention programs for HIV-positive people (Rosa Maria Gonzalez-Guarda, Jessica Williams, Dalia Lorenzo, and Cherelle Carrington, 2021); according to TeShaunda Hannor-Walker, Leonis S. Wright, and Judith Justi, school counselors continuously "provide mental health services counseling and assist students with social and emotional needs" during and after the pandemic. Most students see counselors as academic and career advisors, while teachers expect them to be experts in curricula, education, and personal-social issues (2021). 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 social media are linked to sudden behavioral changes, influencing students' 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 (Purificacion, 2020). 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 a student was called for guidance, he or she was expected to face punishment for doing something violent. Whereas now, guidance counselors are no longer becoming popular in schools (Purificacion, 2020) & (Magsambol, 2021), and for some reason, many schools almost do not hire separate guidance counselors because no one wants to attend. 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 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 engage in most of 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 that, through counseling seminars and workshops, schools can equip parents to address their children's

learning, career, and emotional concerns. Despite the researcher's attempt to bridge the knowledge gap, the researcher discovered no literature on how parents' awareness and acceptance levels affect how they participate in all school activities under the guidance of the school counselors. In this undertaking, the researcher emphasizes the importance of Parents Awareness of the roles and functions of counselors and their implications on the level of parents' acceptance related to the roles and functions.

Moreover, in this study, 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.; Cherepovitsyn, A.; Tsvetkova, A.; Komendantova, N., 2021). The essence of awareness is to build mutual involvement with the significant participating roles who willingly collaborate to realize the program's core objectives.

The Need for Awareness and Enrichment Programs

Awareness is a prerequisite to acceptance and meaningful engagement. Vasilev et al. (2021) argued that stakeholders must understand the purpose and value of school counseling before they can be expected to support or participate in it. Rock (2024) suggests that targeted awareness campaigns—especially those that include personal narratives, visual materials, and accessible formats—are effective in shifting attitudes and fostering community-wide involvement.

Strategic awareness initiatives also promote institutional trust. Meador (2021) and Erdener & Knoepfel (2023) demonstrate that when parents are included in decision-making processes and are regularly updated on the guidance services, their perception of the school's credibility improves. Programs that offer inclusive activities, parenting seminars, or collaborative decision-making fora result in greater academic and emotional outcomes for students, as well as increased satisfaction among families.

Parents' acceptance is a proxy for broader program success. Kyriakidis et al. (2023) noted that high levels of stakeholder acceptance signal both immediate policy success and longer-term viability of school initiatives. They further emphasize that acceptance is not static; it evolves through experience, reflection, and perceived alignment with personal values. When parents see the practical benefits of guidance services in their children's academic progress and emotional stability, their willingness to engage increases. It is also important to recognize that acceptance is shaped by both rational and emotional processes. Factors such as socioeconomic status, educational background, and perceived personal relevance influence how parents interpret the role of school counselors (Huang et al., 2024; Nichols, 2022). As such, school leaders must create context-specific, inclusive communication and enrichment programs.

Accountability plays a vital role. Collins et al. (2024) propose that schools regularly collect and assess parental feedback to evaluate and enhance the quality of counseling services. Transparency in counselor roles, consistent parent engagement, and responsive support structures are key factors to eliminate the role ambiguity and deepen stakeholder trust. In doing so, schools can transform parents into active allies in supporting student development and well-being.

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, strengthens the relationships between parents and the school.

Synthesis

The reviewed literature underscores the critical roles and functions of school guidance counselors in shaping students' academic, personal, and social growth. Studies reveal the importance of comprehensive counseling programs that align with students' life domains, as observed in practices worldwide, including

the Philippines. Parents Awareness and acceptance emerge as key factors influencing engagement with these services. Research highlights the challenges posed by misunderstandings about counselors' roles and the need for awareness campaigns and structured partnerships to bridge these gaps. Moreover, the efficacy of counseling programs and parental participation is much influenced by society, culture, and socioeconomic elements. All the literature reviewed shows how knowledgeable and cooperative relationships among schools, counselors, and parents can maximize the advantages of guidance and counseling services and improve student achievement.

The results provide a theoretical basis for examining the link between parents' awareness and acceptance of counselors' roles and functions and their involvement in school counseling. They highlight challenges, best practices, and strategies for effective collaboration. Grounded in accepted ideas and data, the literature offers practical insights to strengthen parent-counselor relationships and improve student performance in San Carlos City's private secondary schools.

METHODS AND PROCEDURES

This chapter presented the research methodology employed in the study, detailing the selection of respondents, the tools and instruments used for data collection, the procedures followed in gathering data, and the statistical techniques applied for data analysis. The primary objective of this research was to examine whether there is a significant relationship between parents' levels of awareness and acceptance of the roles and functions of guidance counselors. The study specifically focused on parents of students enrolled in private secondary schools in San Carlos City during the school year 2024–2025. Through this study, the researcher aims to provide insights for parents' awareness and acceptance of the work of guidance counselors, serving as a foundation for the implementation of future enrichment programs.

Research Design

This study adopted a descriptive-comparative research design to explore the relationships between the key variables. Descriptive analysis was used to summarize and interpret the data, supported by graphical representations to enhance the clarity of findings, enabling structured comparisons and pattern identification in the dataset. To further examine the relationship between variables, correlation analysis was employed. Correlation coefficients, ranging from -1 to +1, were calculated to assess the strength and direction of the relationships. A coefficient near +1 indicates a strong positive correlation, where both variables increase together. Conversely, a coefficient near -1 signifies a strong negative correlation, meaning that as one variable increases, the other tends to decrease. A value close to 0 suggests little to no linear relationship.

In this context, the design was applied to investigate the relationship between the level of awareness and the level of acceptance among Grade 7 and Grade 8 parents regarding the roles and functions of guidance counselors in private secondary schools in San Carlos City. By employing this approach, the study aims to determine whether a higher level of awareness is associated with greater acceptance, thereby highlighting important factors that influence parental engagement in school counseling initiatives.

Data Gathering Procedures

Prior to the conduct of the study, the researcher attended the orientation for thesis writing in order to be enlightened on the institutional format and the necessary procedures in conducting the study. Specifically, these procedures are enumerated as follows:

1 Secure Permissions. Before starting the data collection, the researcher sought permission from the school heads of the private secondary schools in writing. This written request outlined the purpose and scope of the study with an attached sample of the instrument. Upon approval, the researcher coordinated with Grade 7 and Grade 8 class advisers to assist in scheduling the distribution of the questionnaires.

2 *Orientation and Distribution of Survey Questionnaire.* Prior to the data gathering activities, the researcher conducted brief orientations to grade 7 and grade 8 teachers and parents during scheduled PTA meetings, explaining the nature and purpose of the study. Parents were assured of the confidentiality of their responses and informed that their participation in the data gathering was voluntary. Informed consent and assent were secured beforehand.

3 *Administration of the Instrument.* The survey questionnaire was administered during the monthly PTA meeting with the help of the respective class advisers. The researcher was just around for any clarifications and to ensure that all questions were properly understood. Efforts were made to create a respectful, open, and comfortable environment to encourage honest responses.

4 *Collection of Survey Questionnaires.* After the filling in of the survey questionnaires by the parents, teachers assigned to the distribution of the said questionnaires collected them in a brisk and orderly manner, then forwarded them to the researcher for consolidation.

5 *Data Processing and Analysis.* After the collection of all the accomplished instruments, the data were carefully encoded and organized for statistical treatment and analysis.

6 *Interpretation and Presentation of Results.* The analyzed data were interpreted based on the study's objectives and relevant literature. Results were presented in both narrative and tabular forms to clearly highlight patterns, insights, and key findings relevant to Parents Awareness and acceptance of guidance counselors' roles.

The Setting of the Study

This study was conducted in four private secondary schools in the division of San Carlos City, namely, Colegio de Sto. Tomas-Recoletos, Inc. (CST-R), Colegio de Santa Rita de San Carlos, Inc. (CSR), Tañon College Inc. (TC), and Our Lady of Peace Mission School (OLPMS).

Respondents of the Study

The target respondents of this study were the grades seven and eight students among private secondary schools in the division of San Carlos City. Table 1.a. presents the total population of the respondents from different private secondary schools in San Carlos City.

Table 1. Respondents

Private Schools	Number of Respondents	Percentage
Colegio de Sto. Tomas-Recoletos, Inc.	280	37.28%
Colegio de Santa Rita De San Carlos, Inc.	14	1.86%
Tañon College Inc.	272	36.22%
Our Lady of Peace Mission School	185	24.64%
Total	751	100%

Sampling Techniques

In this study, the researcher utilized total enumeration since it requires all grades 7 and 8 parents as target respondents. However, purposive sampling considering that among the six grade levels, e. In grades 7 to 12, the researcher chooses only grades 7 and 8 to be covered in this study.

Instruments

The research instruments used to gather the needed data required for this study consist of two parts as follows: Part I. *Demographic Profile*. Used to gather information from the respondents, such as age, gender, and educational attainment; Part II & III *Questions Related to Awareness and Acceptance*. This part consists of 23 survey questions, of which 14 are related to parents' awareness, and 9 are related to parents' acceptance of the guidance counselors' roles and functions.

Validity

For the content validity of the researcher-made survey instrument, the researcher adopted and employed the LAWSHE CVR. The researcher investigated the content validation using "Lawshe." Nine professionals with extensive expertise in research experience, field research training, and counseling skills validated the survey questionnaires created by the researcher. The C. H. "Lawshe" (Lawshe, Charles H. (1975) instrument was one of the extensively used instruments to test the content validity as a way of determining whether judges or raters agree on the importance of a certain item.

In this study, the content validation is necessary because the study aims to ensure that the researcher-made questionnaire measures the areas as intended (Frank-Stromberg & Olsen, 2004). The validators reviewed each survey item using a simple rating scale: "Essential," "Useful," or "Not Necessary." Their feedback led to key revisions: some items were reworded, a few removed, and others added to reflect the parents' real-life concerns. The result made the research survey instruments clearer, relevant, and practical. Originally, the validated researcher's survey tool had 18 items each for parents' awareness and acceptance of the guidance counselor's roles and functions, based on the ASCA National Model, and after the revisions and validation, it was streamlined to *14 items for awareness* and *9 for acceptance*.

Reliability

To ensure the researcher-made 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. These schools were outside the division of San Carlos City, the focal location of the present study. The reliability test result of the piloted schools is presented in Table 2.

The Pilot Implementations of the Survey Questionnaires

Table 2. Reliability of Awareness Scales

School	N	Cronbach's α	Interpretation
Our Lady of the Lake Mission School	316	0.988	Excellent reliability
Mt. Carmel College, Inc.	220	0.987	Excellent reliability
East Negros Academy	309	0.989	Excellent reliability

Note. Reliability was assessed using Cronbach's Alpha. Interpretations follow George and Mallery's (2003) guidelines: $\alpha \geq .90$ = Excellent; $\geq .80$ = Good; $\geq .70$ = Acceptable; $\geq .60$ = Questionable; $\geq .50$ = Poor; $< .50$ = Unacceptable.

Table 3. Reliability of Acceptance Scales

School	N	Cronbach's α	Interpretation
Our Lady of the Lake Mission School	316	0.966	Excellent reliability
Mt. Carmel College, Inc.	220	0.97	Excellent reliability
East Negros Academy	309	0.969	Excellent reliability

Note. Reliability was assessed using Cronbach's Alpha. Interpretations follow: George and Mallery's (2003) guidelines: $\alpha \geq .90$ = Excellent; $\geq .80$ = Good; $\geq .70$ = Acceptable; $\geq .60$ = Questionable; $\geq .50$ = Poor; $< .50$ = Unacceptable.

Tables 2 & 3 showed the reliability analyses for both the awareness and acceptance scales, which demonstrated excellent internal consistency across all three schools. For the awareness scale, Our Lady of the Lake Mission School (N = 316) obtained a Cronbach's alpha of .988, Mt. Carmel (N = 220) recorded .987, and East Negros Academy (N = 309) achieved the highest value at .989. For the acceptance scale, results were slightly lower but still within the excellent range, with Our Lady of the Lake Mission School posting an alpha of .966, Mt. Carmel slightly higher at .970, and East Negros Academy close behind at .969. While the awareness items yielded marginally higher alpha values than the acceptance items, both scales clearly surpassed the .90 benchmark. This shows the survey instruments were highly consistent, with awareness having the strongest reliability, confirming their dependability across schools.

Distribution of Pilot-Tested Respondents

The Breakdown of the Interpretation

Table 4 showed that the awareness scale demonstrated excellent internal consistency, indicating that all items reliably measured parents' awareness of the guidance counselor's roles and functions.

Table 4. Reliability Statistics for Awareness Survey

Cronbach's Alpha	N of Items	Interpretation
0.988	14	Excellent reliability

As Table 5 presented, the acceptance scale also showed excellent reliability, confirming that all items consistently measured parents' acceptance of the guidance counselor's roles and functions.

Table 5. Reliability Statistics for Acceptance Survey

Cronbach's Alpha	N of Items	Interpretation
0.968	9	Excellent reliability

Table 5 demonstrated that both the Awareness scale ($\alpha = 0.988$) and the Acceptance scale ($\alpha = 0.968$) were found to exceed the 0.90 threshold, indicating excellent internal consistency. This result suggested

that the items in the instrument are highly consistent and effectively measure respondents' awareness and acceptance of the guidance counselors' roles and functions. Furthermore, since the deletion of any item would not result in a significant improvement of the alpha values, it is recommended that all items be retained to preserve the strength and reliability of the scales.

Table 5. Reliability Statistics for Awareness and Acceptance Survey

Scale	Number of Items	Cronbach's Alpha (α)	Interpretation
Awareness	14	0.988	Excellent reliability
Acceptance	9	0.968	Excellent reliability

Table 6 shows that the *corrected item-total correlations* indicate that each item is strongly correlated with the overall scale. Cronbach's alpha indicates that reliability would not improve by deleting any item.

Table 6. Item-Total Statistics for Awareness Scale

Item No.	Survey Item (Awareness)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	Facilitates communication among parents, teachers, and administrators	.912	.987
2	Serves as an intervention and life coach	.894	.987
3	Plans orientation programs for student transition	.903	.987
4	Maintains confidentiality on personal/social background	.918	.987
5	Provides prompt intervention on safety concerns	.927	.987
6	Works impartially with parents on adolescent issues	.916	.987
7	Tracks student academic/behavioral development	.921	.987
8	Conducts information drives on guidance services	.910	.987
9	Uses assessment tools for student career interests	.905	.987
10	Discusses psychological exam findings with parents	.918	.987
11	Identifies academic issues and updates parents	.933	.987
12	Facilitates parental discussions on student development	.926	.987
13	Maintains professional boundaries in services	.912	.987
14	Provides crisis response and preventive programs	.908	.987

Table 7 indicates that all items contribute positively to the acceptance scale. Removing any item would not improve reliability.

Table 7. Item-Total Statistics for Acceptance Scale

Item No.	Survey Item (Acceptance)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	Dedicated to helping parents/teachers/students communicate	0.892	0.965
2	Provides parents with student evaluation results	0.901	0.965
3	Certified counselor performs roles and duties	0.886	0.966
4	Works with parents on nonviolent strategies	0.899	0.965
5	Gives students career and educational guidance	0.894	0.965
6	Carries out services ethically for student development	0.915	0.964
7	Swiftly informs parents about programs and services	0.912	0.964
8	Oversees programs without prejudice or judgment	0.903	0.965
9	Ensures confidentiality of parent/student information	0.896	0.965

The reliability analysis revealed that all corrected item-total correlations exceeded the 0.30 threshold, indicating that each survey item made a significant contribution to the overall construct measured. Additionally, the values of “*Cronbach’s Alpha if Item Deleted*” were consistently close to the overall *alpha coefficients*, confirming that no item warranted removal from the scales. Both the Awareness scale ($\alpha=0.988$) and Acceptance scale ($\alpha=0.968$) demonstrated excellent internal consistency, thereby validating the reliability and robustness of the instrument used in this study.

Reliability of the Instrument

Ensuring, therefore, that the accuracy and consistency of the research instrument, a reliability analysis using *Cronbach’s alpha* was conducted on both the awareness and acceptance scales.

The *awareness scale*, which consisted of 14 items, yielded a Cronbach’s alpha of 0.988, indicating *excellent reliability*. This means the items were highly consistent in measuring parents’ awareness of the roles and functions of guidance counselors. The corrected item-total correlations ranged from .894 to .933, suggesting that all items strongly contributed to the overall scale. Moreover, the “Cronbach’s alpha if item deleted” values showed minimal variation, confirming that no item needed to be removed since doing so would not significantly improve the reliability.

Similarly, the *acceptance scale*, composed of 9 items, produced a Cronbach’s alpha of 0.968, also signifying *excellent reliability*. The corrected item-total correlations ranged from .886 to .915, again showing that each item was strongly related to the overall construct of acceptance. The results of “Cronbach’s alpha if item deleted” further indicated that all items were essential, as the reliability of the scale would not substantially increase if any item were removed.

Finally, the reliability analysis confirmed that the instrument was both *valid and dependable* in assessing parents’ awareness and acceptance of the roles and functions of guidance counselors. The consistent high reliability scores mean that the survey tool was well-structured and capable of accurately capturing the item being measured.

Measures. In this study, the data gathered using a five-point Likert scale survey questionnaire were used. This questionnaire is composed of three parts as follows: *Part I* reflects the respondents’ demographic data, including age, gender, and educational attainment; *Part II* measures the level of awareness; and *Part III* contains items that measure the level of acceptance. Respondents responded to every statement of the questionnaire by putting a check mark on the space provided that best described their choices.

This *five-point Likert Scale* is interpreted as (5) = extremely aware, (4) = very aware, (3) = somewhat aware, (2) = not so aware, and (1) = not aware at all. For the level of acceptance, (5) = strongly accepted, (4) = mostly accepted, (3) = slightly accepted, (2) = mostly unaccepted, and (1) = strongly unaccepted.

Data Gathering. Prior to the data gathering, the researcher observed the following preliminary requisites as follows: First, secured permission from the school administrators to survey the grades seven and eight parents of Tañon College, Colegio de Sto. Tomas-Recoletos Inc., Our Lady of Peace Mission School, and Colegio de Sta. Rita de San Carlos Inc. Due to varying geographical locations of these schools, such data gathering activities lasted for a month; and Second, the researcher oriented the parent-respondents

regarding the nature and purpose as well as the utilization and implications of the study to them (parents), students, teachers, and the other members of the school academic community.

Subsequently, after the data collection, the researcher carefully organized, classified, treated, analyzed, and interpreted the data using the appropriate statistical tools.

Ethical Consideration. In the conduct of this study, ethical responsibility was paramount, particularly in working with parent-respondents whose perspectives are shaped by personal beliefs and experiences. The researcher made sure to follow all ethical guidelines, observing both academic research standards and the professional ethics expected in the education and counseling context.

Informed consent was obtained from all respondents after a thorough orientation emphasizing the nature and purpose of the study, its objectives, procedures, and the voluntary nature of participation were clearly communicated. Moreover, the respondents were informed that their involvement carried no risk of harm, and were free to withdraw at any point without consequences. This process upheld the principle of respect for persons, ensuring that they had full autonomy in deciding whether or not to participate.

Confidentiality was strictly maintained throughout the research process. All data collected was treated with utmost confidentiality and stored securely to prevent unauthorized access. No personal identifiers were included in the analysis or reporting of findings, and responses were aggregated to protect the anonymity of individual respondents. This aligns with the ethical principle of beneficence, ensuring that no harm—emotional, reputational, or otherwise—would result from participation in the study.

The researcher created a psychological safety environment for respondents. Knowing that questions regarding their perceptions and awareness could potentially be interpreted as evaluative or judgmental, respondents were explicitly told they could skip any questions that made them feel uncomfortable, and no pressure would influence how or whether they responded. This is to safeguard participant well-being, particularly in a study that indirectly explores beliefs that may be linked to personal values or stigmas surrounding counseling and mental health services. Despite these safeguards, several ethical and methodological limitations must be acknowledged. *First*, response bias may have occurred due to social desirability, where parents provided responses that they believed were expected or acceptable rather than reflective of their true beliefs. To mitigate this, the researcher emphasized neutrality and confidentiality during data collection. *Second*, while confidentiality was maintained, the setting of data collection—such as during school meetings or parent orientations—may have inadvertently influenced responses due to perceived authority figures being nearby, despite the researcher's efforts to maintain independence. Third, sampling may have excluded less-involved parents, skewing results toward more engaged respondents.

Finally, as a professional in the field of education and guidance, the researcher remained aware of the dual role and potential role conflict involved in conducting a study related to one's own profession. To minimize bias, the researcher adopted a reflective stance and consulted with academic mentors and peers to review the objectivity of the instrument, the neutrality of language, and the interpretation of findings. This ongoing ethical reflection reinforced the importance of integrity, impartiality, and critical self-awareness in research that intersects with one's professional practice.

Data Analysis. The analysis for this study followed the sequence of the research questions, using descriptive and inferential statistics to address each objective. All statistical computations were performed

using IBM SPSS Statistics (Version 27). The significance level for all inferential tests was set at $\alpha = .05$ (two-tailed).

For Research Question Number 1, regarding the level of awareness of Grade 7 and 8 parents on the roles and functions of guidance counselors, *frequency counts* and *percentages* were first computed to determine the distribution of responses across the *five-point Likert scale*. Followed by *weighted means* to obtain the level of awareness, with standard deviation indicating the variability of responses. The interpretation scale below was used:

Table 8. Five-point Likert Scale on Level of Parents' Awareness

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

This analysis provides insights into whether parents are aware of the roles and functions of guidance counselors in private secondary schools. A high *mean* score would indicate that parents are well-informed, whereas a low *mean* score would suggest a lack of awareness.

For Research Question Number 2, the *level of acceptance* of guidance counselors' roles and functions, the same procedure was applied. Frequencies and percentages described the proportion of parents selecting each response option, while weighted means and standard deviations summarized the overall acceptance level. Scores were interpreted using the following scales:

Table 9. Five-point Likert Scale on the Level of Parents' Acceptance

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

The *mean* score was computed to determine the level of acceptance among respondents. A higher mean indicates a greater level of acceptance, while a lower mean suggests limited acceptance. This analysis identifies how well the roles and functions of the guidance counselors are recognized and valued in school.

For Research Question Number 3, which examined the *relationship between awareness and acceptance*, preliminary tests of normality (Shapiro–Wilk, skewness, and kurtosis) were performed to check the assumptions for parametric correlation. Given the large sample size ($n=751$) and acceptable skewness/kurtosis values, *Pearson's product–moment correlation coefficient (r)* was used as the primary measure of association, supplemented by *Kendall's tau-b* for robustness against potential non-normality. For Research Question Number 4, which sought to determine the *impact of awareness on acceptance*, a *simple linear regression analysis* was conducted, with awareness as the independent variable and acceptance as the dependent variable. This analysis provided the *unstandardized coefficient (B)*, *standardized beta (β)*, *the coefficient of determination (R^2)*, and ANOVA results to evaluate the predictive strength of awareness on acceptance.

Finally, for Research Question Number 5, the statistical findings from all previous analyses served as the basis for enrichment program recommendations aimed at improving both awareness and acceptance of parents of the roles and functions of the school guidance counselors.

RESULTS AND DISCUSSIONS

This part presents the results of the study on the awareness and acceptance levels of the roles and functions of guidance counselors among Grade 7 and 8 students' parents in private secondary schools of San Carlos City, Negros Occidental, during the school year 2024–2025. In accordance with the research questions presented in Chapter I, this study particularly examines the (1) frequency and percentage of respondents according to age, gender, and educational attainment (2) the awareness level among parents for these roles and functions, (3) parents acceptance level of the roles and functions of guidance counselors, (4) the connection between awareness and acceptance, (5) the degree to which awareness is able to predict acceptance, and (6) the enrichment program recommendation based on the findings.

To address these research objectives, appropriate statistical tools such as descriptive analysis, correlation, and regression were utilized. Descriptive analysis established the levels of awareness and acceptance, Pearson correlation analysis established the correlation of awareness and acceptance, and regression analysis estimated the power of prediction of awareness on acceptance. The survey instrument was validated for use as the main data collection tool, and it ensured reliability in measurement. Each section corresponds to one of the research questions, with findings and implications both presented through tables and supported by narrative interpretations, relevant literature, and implications for practice. The discussion highlighted insights from the analysis, clarifying parents' attitudes and suggesting ways to boost awareness and acceptance of counselors in private secondary schools.

Problem 1. What is the Frequency and Percentage of Respondents according to Age, Gender, and Educational Attainment.

Table 10. Frequency and Percentage of Respondents

Variable	N	%
Age		
31 - 40 years old	319	42.50%
41 - 50 years old	315	41.90%
51 - 60 years old	117	15.60 %
Total	751	100%
Gender		
Male	187	24.90%
Female	564	75.10%
Total	751	100.0%
Educational Attainment		
Master's Degree	28	3.70%
College Graduate	360	47.90%
College Undergraduate	75	10.00%
Vocational/Technical Courses	10	1.30%
High School Graduate	129	17.20%
High School Undergraduate	86	11.50%
Elementary Graduate	83	8.4%
Total	751	100.0%

Although the profile of the respondents is not the main focus of this study, it provides meaningful insights into the context of the study as follows:

First, the *age distribution*, in which the majority is concentrated in the age bracket of *31–50 years old* (84.4%). This implies that most of the respondents are in their productive mid-adult years and that their level of maturity and experiences may shape their perception, judgment, and appreciation, which in turn influence their social engagement, such as in school guidance-related activities. On the other hand, the smaller percentage of respondents that belonged to the *51–60* age bracket (15.6%) indicated that the older adults were less represented and that the participation in such activities tends to decline.

Second, the *gender distribution* revealed *female dominance* of 75.1% among the respondents. This implies that mothers are more willing in engaging to engage in school guidance activities. On the other hand, males with 24.9% suggests a potential gap in the involvement, which can be attributed to the following circumstances: Usually, male parents are the breadwinners of the family and are preoccupied with their livelihood activities; And in Filipino culture, the female parents are the ones who take care of the household and the children. So, they were usually coordinated by the school rather than their husband. These circumstances highlighted the need for broader participation in school activities to close gender and socio-economic gaps, making the enrichment program essential.

Finally, when it comes to *educational attainment*, it showed that nearly half of the respondents are *college graduates*, which is 47.9%, while a small fraction had pursued *postgraduate studies* of 3.7% or *vocational/technical training* with 1.3%. This suggests that most respondents have higher educational attainment, which may positively influence their awareness, acceptance, and critical understanding of the issues being examined. However, the rest of the respondents were a combination of *high school graduates and undergraduates*, with 28.7%, and *elementary educational attainment* is 8.4%. This data, which reflects low educational attainment, indicates the possibility of low self-esteem that may affect their level of awareness and acceptance.

In essence, the frequency and percentage of the respondents according to age, gender, and educational attainment highlighted that the majority of the respondents were *well-educated, predominantly female, and composed of mid-adults*, which may influence the generalizability of the study's findings.

Problem 2. What is the Level of Parents Awareness to Guidance Counselors' Roles and Functions

The findings are presented in Tables 11 and 12 For table 11, is about the level of parents' awareness on the roles and functions.

Table 11. Levels of Parents Awareness on the Roles and Functions of Guidance Counselors

Statement	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	
As children go from primary- to secondary education, the guidance counselor at the school constantly plans orientation for students and gives feedback to parents when necessary.	8	0.93%	37	4.30%	185	21.49%	362	42.04%	269	31.24%	861
The school guidance counselor serves as an interventions and life coach for students rather than acting as a disciplinary authority in the school	9	1.05%	42	4.88%	175	20.33%	362	42.04%	273	31.71%	861
In assessing adolescents with personal, emotional, mental, social, or academic issues, the school guidance counselor works impartially with parents	9	1.05%	57	6.63%	179	20.81%	376	43.72%	239	27.79%	860
The guidance counselor often plans information drives to tell parents about the services provided by the school advice center	13	1.51%	57	6.62%	182	21.14%	373	43.32%	236	27.41%	861
To maintain confidence and trust, the school guidance counselor does not indicate close relations between a particular parent and students inside or outside the school site.	15	1.74%	78	9.06%	215	24.97%	330	38.33%	223	25.90%	861
The guidance counselor at the school helps parents, teachers, administrators, and students communicate about how guidance services and programs are being implemented	13	1.51%	36	4.18%	166	19.28%	350	40.65%	296	34.38%	861
To better prepare the student for life, the guidance counselor at school will always speak with the parents about the findings of any psychological examinations on an individual basis.	17	1.97%	68	7.90%	203	23.58%	309	35.89%	264	30.66%	861
The school guidance counselor provides crisis response and preventative programs without making distinctions between parents and students.	17	1.98%	89	10.36%	270	31.43%	289	33.64%	194	22.58%	859
The school's guidance counselor identifies potential issues and updates parents on their children's academic progress.	13	1.51%	62	7.22%	198	23.05%	351	40.86%	235	27.36%	859
The school guidance counselor keeps the students' and parents' personal, social, and socioeconomic backgrounds confidential	11	1.28%	53	6.17%	172	20.02%	358	41.68%	265	30.85%	859
The school's guidance counselor promptly accompanies requests from parents to voice their thoughts on issues that impact student's development and are fairly evaluated	16	1.86%	58	6.76%	209	24.36%	355	41.38%	220	25.64%	858
When students believed their safety was in danger from violence, the school guidance counselor promptly provided counseling services or intervention sessions.	18	2.10%	60	6.98%	150	17.46%	383	44.59%	248	28.87%	859
The school's guidance counselor employs assessment tools to ascertain each student's interests and aspirations so they may develop plans for their career alternatives	13	1.52%	50	5.83%	202	23.54%	354	41.26%	239	27.86%	858
The guidance counselor continuously works with parents to track their student's academic, behavioral, and emotional development	18	2.10%	57	6.64%	184	21.45%	345	40.21%	254	29.60%	858

As per finding, it showed consistently high awareness of parents in various roles and functions of guidance counselors. Most responses clustered in the "Agree" (4) and "Strongly Agree" (5) categories, with percentage totals exceeding 70%. It shows parents recognized the counselor's role in communication and program implementation. Specifically, the highest awareness levels were noted in "*As children from primary to secondary education, the guidance counselor at the school constantly plans orientation for students and gives feedback to parents when necessary*" (42.04% Agree; 31.24% Strongly Agree),

reflecting parents' recognition of the counselor's role in transitional support. Similarly, the item "*The school guidance counselor serves as an interventions and life coach for students rather than acting as a disciplinary authority*" have comparable ratings (42.04% Agree; 31.71% Strongly Agree), meaning they are aware of the counselor's supportive functions. Also high in ethical responsibilities, such as confidentiality. In item "*The school guidance counselor keeps the students' and parents' personal, social, and socioeconomic backgrounds confidential*" (41.68% Agree and 30.85% Strongly Agree). These findings are aligned with ethical standards of ASCA (2023), emphasized trust and discretion as basic to effective counseling relationships. However, some roles received lower "Strongly Agree" percentages, such as "*The school guidance counselor provides crisis response and preventative programs without making distinctions between parents and students*" (33.64% Agree; 22.58% Strongly Agree). While awareness is still high overall, the lower proportion of strong agreement may reflect either less direct parental exposure to these crisis-response activities or how these are carried out in practice.

These findings mirror those of Amatea and Clark (2023), who noted that parents' perceptions of school counselors are shaped by visibility of their activities and the quality of home-school communication. Highly visible, parent-inclusive functions like orientations, feedback meetings, and academic progress updates tend to generate greater awareness, specialized interventions such as crisis management or the use of assessment tools for career planning.

In light of Tourangeau and Yan's (2007) theory on response bias, the strong positive skew in the data may be partly attributable to social desirability bias, as parents may feel compelled to express favorable views toward roles that are socially valued in educational contexts. Central tendency bias may have influenced results, as most parents chose "Agree" over extreme options.

Hence, the frequency and percentage distributions suggest that parents possess a substantial understanding of the guidance counselor's multifaceted roles, with strong awareness in functions involving program delivery, communication, and ethical conduct. These results underline the importance of maintaining transparent and regular communication with parents to further strengthen awareness in areas where strong agreement is less prevalent. Relatively, this finding is aligned with the theoretical bases of this study that: In *Social Role Theory* of Eagly (1987), awareness of role is shaped by societal expectations, where parents' high awareness reflects shared awareness in the community that guidance counselors are not enforcers of discipline but rather advocates, communicators, and developmental guides for students. Her theory has a parallel concept with the findings of the present study that the high agreement rates of the parents clearly distinguished the guidance counselor's role and functions from administrative or disciplinary duties.

The *Expectancy-Value Theory* by Eccles et al. (1983) posits that when parents are aware of the counselor's responsibilities, they are more likely to view these as important (*value*) and believe they can be effectively carried out (*expectancy*). Hence, this complement to the findings of this present study of high recognition to roles involving career guidance, crisis intervention, and ethical practice as assessed by parents, which made them consider such roles and functions as deemed valuable for their child's growth.

Finally, *Bronfenbrenner's Ecological Systems Theory* (1979) reinforces the interpretation by highlighting the guidance counselor as a link in the *mesosystem*, connecting the home and school environment. This connection supported the findings of this present study about the high awareness of activities like

orientations, consultations, and regular updates, which suggested that they recognized the guidance counselor as a central figure in this connection, supporting students' development and mental well-being. The level of parents' awareness of the roles and functions of the guidance counselors is illustrated through descriptive statistics.

Table 12. Descriptive Statistics of the Levels of Parents Awareness on the Roles and Functions of Guidance Counselors.

No	Statement	SD	Mean	Interpretation
1	The guidance counselor facilitates communication among parents, teachers, and administrators regarding guidance services.	0.92	4.02	Very Aware
2	The school guidance counselor serves as an intervention and life coach rather than a disciplinary authority.	0.90	3.98	Very Aware
3	Guidance counselors plan orientation programs for students transitioning from primary to secondary education.	0.89	3.98	Very Aware
4	Confidentiality is maintained regarding students' personal, social, and socioeconomic backgrounds.	0.93	3.95	Very Aware
5	Counselors provide prompt intervention when students face safety concerns related to violence.	0.96	3.91	Very Aware
6	Counselors work impartially with parents in assessing adolescents with personal, emotional, mental, social, or academic issues.	0.92	3.91	Very Aware
7	Counselors continuously track students' academic, behavioral, and emotional development in collaboration with parents.	0.98	3.89	Very Aware
8	Information drives are conducted to educate parents about available guidance services.	0.93	3.89	Very Aware
9	Assessment tools are used to identify students' interests and career aspirations.	0.93	3.88	Very Aware
10	Counselors discuss psychological examination findings with parents to better prepare students for life.	1.01	3.85	Very Aware
11	Counselors identify potential academic issues and update parents on student progress.	0.95	3.85	Very Aware
12	Counselors facilitate parental discussions on student development concerns.	0.95	3.82	Very Aware
13	Counselors maintain professional boundaries to ensure trust and confidence in guidance services.	0.99	3.78	Very Aware
14	Crisis response and preventative programs are provided without discrimination.	1.00	3.64	Very Aware
Overall Mean		0.70	3.88	Very Aware

The results, as shown in Table 14, revealed a high level of parents' awareness regarding the roles of school guidance counselors, with an overall mean of $M=3.88$ ($SD=0.70$). This suggests that parents generally understand the diverse functions that school guidance counselors perform. The low standard deviation reflects a consistent perception of respondents, implying a shared recognition of the guidance counselors' responsibilities within the school. Specifically, the highest awareness is the facilitating of communication among parents, teachers, and administrators ($M=4.02$, $SD=0.92$). This indicates that parents recognized the guidance counselor as a vital liaison who ensures smooth collaboration among key stakeholders that supports the child's education. This finding is aligned with the American School Counselor Association (2019), which emphasizes the guidance counselor's role in promoting effective communication to support student success. The higher mean and moderately high SD suggested that there is strong agreement with this function, though some variability exists in perceptions.

Parents also demonstrated high awareness of counselors serving as intervention and life coaches rather than as disciplinary figures ($M = 3.98$, $SD = 0.90$). This shows a positive perception of the counselor's supportive and developmental role, consistent with literature that redefines counselors as advocates for

students' emotional and psychological well-being (Borders & Drury, 1992; ASCA, 2019). The score indicated that parents increasingly appreciate this non-punitive student-centered orientation. Similarly, a strong awareness was noted regarding planning orientation programs for students transitioning to secondary education ($M=3.98$, $SD=0.89$). This reflects parental understanding of the importance of structured and proactive guidance during significant academic transitions. Sink and Stroh (2023) emphasized the value of such transition support in reducing student anxiety and improving adjustment, which appears to resonate with the respondents' views.

Likewise, maintaining professional boundaries to ensure trust ($M=3.78$, $SD=0.99$) received slightly lower but still favorable ratings. This high SD suggests some inconsistencies in perceptions, possibly in parents' understanding of ethical and professional standards in counseling. As Remley and Herlihy (2024) argued, clarity in counselor-client boundaries is essential for building trust, but these nuances may not be fully visible to parents unless communicated explicitly. The lowest awareness was noted in crisis response and preventative programs ($M=3.64$, $SD=1.00$). While still above average, this result suggests that parents may be less familiar with the counselor's role in school-wide prevention and crisis intervention. According to Gysbers and Henderson (2019) studies show that while parents are aware of academic guidance roles, they are often unaware of the counselor's critical functions in mental health crises, trauma response, and preventive programming. The higher SD indicates diverse opinions of exposure to these aspects.

These findings implied a need to further engage parents in understanding the comprehensive role of guidance counselors, especially in areas that are less visible to them, such as ethical boundaries and crisis response. Schools may host regular parent orientation sessions, webinars, or newsletters that highlight the full spectrum of counseling services. This awareness can foster stronger partnerships between families and school counselors, ultimately supporting more holistic student development. Improving parental knowledge in under-recognized areas may empower them to become proactive partners during transitional periods, increasing the overall effectiveness of the school's support systems. Lastly, by making counseling functions more transparent, trust and collaboration between schools and families can be strengthened.

From the lens of *Social Role Theory* (Eagly, 1987), awareness reflects how parents have internalized the socially constructed role of guidance counselors. As society has shifted from seeing counselors merely as disciplinarians to viewing them as holistic support figures, parents' expectations and behaviors have adapted accordingly. This theory is in agreement with the findings of the present study, where the "very aware" result across most items concluded that parents recognized and were in harmony with the counselor's evolving position within the school system and understood the behavioral expectations tied to these roles and functions of the guidance counselors.

The *Expectancy-Value Theory* (Eccles et al., 1983) helps explain why parents' awareness matters for engagement. Basically, when parents believe that guidance counselors are capable of fostering student success (expectancy) and see their functions as valuable to their child's academic and emotional well-being (value), they are more motivated to collaborate with the guidance office. Thus, the consistently high ratings in this study in areas such as communication, intervention, and monitoring suggest that parents not only acknowledged the guidance counselor's technical competence but also their social competence, which will make parents more cooperative.

Finally, the *Ecological Systems Theory* (Bronfenbrenner, 1979) positions this awareness within the broader environment where parents' perceptions do not occur in isolation but are coupled with their interactions in the *microsystem* (family-school partnerships), *mesosystem* (collaboration between teachers, administrators, and counselors), and even the *macrosystem* (societal values that emphasize child

protection and mental health support). For instance, the findings of this present study demonstrated that awareness of crisis response and non-discriminatory practices reflects wider cultural advocacy for inclusivity and student safety, while understanding the counselor's role in tracking student development depends on the quality of engagement of parents in the family, school, and community, which are the three elements of students' social environment.

Problem 3. What is the Level of Parents acceptance of guidance counselors' Roles and Functions

This objective was to determine the level of parents' acceptance of the guidance counselors' roles and functions. The lower *mean* scores indicated *weaker acceptance*, and the higher mean scores indicated *higher acceptance*. In analyzing the data, various tools were used: *descriptive statistics*, *frequency*, and *percentage* to overview the distribution of responses, *weighted mean* to determine the average level of acceptance, and the standard deviation for the variability of responses.

Tourangeau and Yan's (2007) *theory on response bias*, social desirability, and central tendency bias may have influenced survey results, with parents likely favoring socially acceptable statements. In this study, responses above the overall *mean* were interpreted as stronger acceptance, while below-average scores were interpreted as areas needing further enhancement in school guidance programming.

Table 13. Levels of Parents acceptance on Roles and Functions of Guidance Counselors.

Statement	1		2		3		4		5		Total
	f	%	f	%	f	%	f	%	f	%	
It makes the most sense that certified guidance counselor in a school performs the roles and duties.	3	0.35%	11	1.28%	103	11.99%	325	37.83%	417	48.54%	859
The school guidance counselor swiftly informs parents about the guidance program and services, enticing them to participate in educational activities that promote child development	8	0.93%	17	1.98%	117	13.62%	358	41.68%	359	41.79%	859
The guidance counselors at the school carry out counseling services ethically for the total development of a student with the help of parents, teachers, administrators, and students.	6	0.70%	13	1.52%	129	15.03%	353	41.14%	357	41.61%	858
Generally, the school guidance counselor gives kids information about education, aids in career preparation, and gives parents honest evaluations.	6	0.70%	21	2.44%	117	13.62%	319	37.14%	396	46.10%	859
The guidance counselor at the school ensures that any information related to parent and student does not share that contravenes moral standards	8	0.93%	33	3.85%	141	16.43%	356	41.49%	320	37.30%	858
The guidance counselor oversees and implements the program that enables parents and students to discuss concerns without fear of prejudice or judgment.	10	1.16%	22	2.56%	130	15.13%	349	40.63%	348	40.51%	859
School counselors are committed to working with parents with parents to education the student body about the facts, offer strategies for nonviolent intervention, and develop learning opportunities that address any form of violence on a school-wide level.	7	0.82%	11	1.29%	116	13.55%	327	38.20%	395	46.14%	856
The school guidance counselor provides parents with the results of the student's academic, behavior', and psycho-emotional evaluations so they can focus on the areas that need improvement.	7	0.82%	11	1.29%	103	12.03%	296	34.58%	439	51.29%	856
The guidance counselor at the school is dedicated to helping parents, teachers, administrators, and students communicate about guidance services and initiatives that are vital for student growth.	5	0.58%	10	1.17%	95	11.10%	316	36.92%	430	50.23%	856

The results, as shown in Table 14, revealed a high level of parents' awareness regarding the roles of school guidance counselors, with an overall mean of $M=3.88$ ($SD=0.70$). This suggests that parents generally understand the diverse functions that school guidance counselors perform. The low standard deviation reflects a consistent perception of respondents, implying a shared recognition of the guidance counselors' responsibilities within the school. Specifically, the highest awareness is the facilitating of communication among parents, teachers, and administrators ($M=4.02$, $SD=0.92$). This indicates that parents recognized the guidance counselor as a vital liaison who ensures smooth collaboration among key stakeholders that supports the child's education. This finding is aligned with the American School Counselor Association (2019), which emphasizes the guidance counselor's role in promoting effective communication to support student success. The higher mean and moderately high SD suggested that there is strong agreement with this function, though some variability exists in perceptions.

Parents also demonstrated high awareness of counselors serving as intervention and life coaches rather than as disciplinary figures ($M = 3.98$, $SD = 0.90$). This shows a positive perception of the counselor's supportive and developmental role, consistent with literature that redefines counselors as advocates for students' emotional and psychological well-being (Borders & Drury, 1992; ASCA, 2019). The score indicated that parents increasingly appreciate this non-punitive student-centered orientation. Similarly, a strong awareness was noted regarding planning orientation programs for students transitioning to secondary education ($M=3.98$, $SD=0.89$). This reflects parental understanding of the importance of structured and proactive guidance during significant academic transitions. Sink and Stroh (2023) emphasized the value of such transition support in reducing student anxiety and improving adjustment, which appears to resonate with the respondents' views.

Likewise, maintaining professional boundaries to ensure trust ($M=3.78$, $SD=0.99$) received slightly lower but still favorable ratings. This high SD suggests some inconsistencies in perceptions, possibly in parents' understanding of ethical and professional standards in counseling. As Remley and Herlihy (2024) argued, clarity in counselor-client boundaries is essential for building trust, but these nuances may not be fully visible to parents unless communicated explicitly. The lowest awareness was noted in crisis response and preventative programs ($M=3.64$, $SD=1.00$). While still above average, this result suggests that parents may be less familiar with the counselor's role in school-wide prevention and crisis intervention. According to Gysbers and Henderson (2019) studies show that while parents are aware of academic guidance roles, they are often unaware of the counselor's critical functions in mental health crises, trauma response, and preventive programming. The higher SD indicates diverse opinions of exposure to these aspects.

These findings implied a need to further engage parents in understanding the comprehensive role of guidance counselors, especially in areas that are less visible to them, such as ethical boundaries and crisis response. Schools may host regular parent orientation sessions, webinars, or newsletters that highlight the full spectrum of counseling services. This awareness can foster stronger partnerships between families and school counselors, ultimately supporting more holistic student development. Improving parental knowledge in under-recognized areas may empower them to become proactive partners during transitional periods, increasing the overall effectiveness of the school's support systems. Lastly, by making counseling functions more transparent, trust and collaboration between schools and families can be strengthened.

From the lens of *Social Role Theory* (Eagly, 1987), awareness reflects how parents have internalized the socially constructed role of guidance counselors. As society has shifted from seeing counselors merely as disciplinarians to viewing them as holistic support figures, parents' expectations and behaviors have adapted accordingly. This theory is in agreement with the findings of the present study, where the "very

aware” result across most items concluded that parents recognized and were in harmony with the counselor’s evolving position within the school system and understood the behavioral expectations tied to these roles and functions of the guidance counselors.

The *Expectancy-Value Theory* (Eccles et al., 1983) helps explain why parents’ awareness matters for engagement. Basically, when parents believe that guidance counselors are capable of fostering student success (expectancy) and see their functions as valuable to their child’s academic and emotional well-being (value), they are more motivated to collaborate with the guidance office. Thus, the consistently high ratings in this study in areas such as communication, intervention, and monitoring suggest that parents not only acknowledged the guidance counselor’s technical competence but also their social competence, which will make parents more cooperative.

Finally, the *Ecological Systems Theory* (Bronfenbrenner, 1979) positions this awareness within the broader environment where parents’ perceptions do not occur in isolation but are coupled with their interactions in the *microsystem* (family–school partnerships), *mesosystem* (collaboration between teachers, administrators, and counselors), and even the *macrosystem* (societal values that emphasize child protection and mental health support). For instance, the findings of this present study demonstrated that awareness of crisis response and non-discriminatory practices reflects wider cultural advocacy for inclusivity and student safety, while understanding the counselor’s role in tracking student development depends on the quality of engagement of parents in the family, school, and community, which are the three elements of students’ social environment.

Problem 3. What is the Level of Parents acceptance of guidance counselors' Roles and Functions

This objective was to determine the level of parents’ acceptance of the guidance counselors’ roles and functions. The lower *mean* scores indicated *weaker acceptance*, and the higher mean scores indicated *higher acceptance*. In analyzing the data, various tools were used: *descriptive statistics*, *frequency*, and *percentage* to overview the distribution of responses, *weighted mean* to determine the average level of acceptance, and the standard deviation for the variability of responses.

Tourangeau and Yan’s (2007) *theory on response bias*, social desirability, and central tendency bias may have influenced survey results, with parents likely favoring socially acceptable statements. In this study,

responses above the overall *mean* were interpreted as stronger acceptance, while below-average scores were interpreted as areas needing further enhancement in school guidance programming.

Table 14. Weighted Mean and Standard Deviation on the Levels of Parents acceptance on the Roles and Functions of Guidance Counselors

No.	Statement	SD	Mean	Interpretation
1	The guidance counselor at the school is dedicated to helping parents, teachers, administrators, and students communicate about guidance services and initiatives that are vital for student growth.	.77	4.35	Strongly Accepted
2	The social guidance counselor provides parents with the results of the student's academic, behavior', and psycho-emotional evaluations so they can focus on the areas that need improvement.	.80	4.34	Strongly Accepted
3	It makes the most sense that certified guidance counselor in a school performs the roles and duties.	.76	4.33	Strongly Accepted
4	School counselors are committed to working with parents with parents to education the student body about the facts, offer strategies for nonviolent intervention, and develop learning opportunities that address any form of violence on a school-wide level.	.80	4.28	Strongly Accepted
5	Generally, the school guidance counselor gives kids information about education, aids in career preparation, and gives parents honest evaluations.	.83	4.25	Strongly Accepted
6	The guidance counselors at the school carry out counseling services ethically for the total development of a student with the help of parents, teachers, administrators, and students.	.80	4.21	Strongly Accepted
7	The school guidance counselor swiftly informs parents about the guidance program and services, enticing them to participate in educational activities that promote child development	.82	4.21	Strongly Accepted
8	The guidance counselor oversees and implements the program that enables parents and students to discuss concerns without fear of prejudice or judgment.	.86	4.17	Mostly Accepted
9	The guidance counselor at the school ensures that any information related to parent and student does not share that contravenes moral standards	.87	4.10	Mostly Accepted
Overall Mean		.65	4.25	Strongly Accepted

The findings indicate strong parents' acceptance of guidance counselors' roles and functions, with an overall mean of $M=4.25$, $SD=0.65$. This suggests that parents broadly supported the contributions of school counselors in academic, behavioral, and psycho-emotional development. Among the specific areas being assessed, the highest acceptance ratings were observed in *facilitating communication among parents, teachers, and administrators* ($M=4.35$, $SD=0.77$). Furthermore, parents value guidance counselors as key communication facilitators, ensuring collaboration among stakeholders to support students effectively. The emphasis on communication indicates that parents see counselors as bridges between the school and home, to address concerns and maintain transparency in student development. Similarly, providing academic, behavioral, and psycho-emotional evaluations ($M=4.34$, $SD=0.80$) received high acceptance, indicating that parents recognize the importance of structured assessment in addressing student needs. Another highly accepted role was certified guidance counselors performing their duties professionally ($M=4.33$, $SD=0.76$), underscoring parents' preference for qualified professionals in counseling positions. This finding reinforces that parents trust counselors to adhere to ethical and professional standards, ensuring that their children receive appropriate support. Conversely, lower positive ratings were observed in guidance counselor-led prejudice-free discussions ($M=4.17$, $SD=0.86$) and confidentiality policies in student-parent interactions ($M=4.10$, $SD=0.87$).

While parents generally support the idea of open, fair discussions, the slightly lower rating suggests some uncertainties about how effectively these discussions are conducted. Parents may value inclusivity but require further clarity on how counselors ensure fair interactions within diverse student backgrounds. Similarly, the lower rating in confidentiality policies suggests concerns about the protection of classified information, implying that parents may want assurances on how their child's information is handled.

Prior literature supports the need for clear communication and visibility in parental engagement with school counselors. Zabel (2007) argues that when counseling roles are explicitly demonstrated, parents are more likely to participate in guidance initiatives. Additionally, Peng et al. (2022) observed that parents' acceptance strengthens when they perceive guidance services as directly beneficial to their child's academic and emotional well-being. However, research by Rock (2024) emphasizes that schools must actively foster trust by implementing collaborative engagement strategies, as parental skepticism regarding counselors' systemic roles can sometimes hinder counseling interventions. To address these, Alharthi (2024) suggests that conducting parent-focused orientation programs is important to clarify the importance of fair discussion and confidentiality policies and to have collaborative engagement activities, including testimonials, workshops, and meetings, to bridge the communication gaps and strengthen parental trust in counselors. This finding is corroborated by these theories as follows: *Social Role Theory* (Eagly, 1987) emphasizes that people's perceptions and behaviors are shaped by socially defined roles. This present study is consistently aligned with her theory, that parents' strong acceptance shows that they clearly recognize the legitimate role of guidance counselors as key partners in student development. As parents carrying nurturing roles at home, they view counselors as formally responsible for providing structured guidance in the school setting, which explains the uniformly high ratings of acceptance.

Expectancy-Value Theory (Eccles et al., 1983) emphasizes that one's motivation depends on how much they value a task and how much they expect it will bring positive outcomes. The theory resonates with this present study since parents rated counselors' functions very highly, showing that they see clear benefits in guidance services—whether in academics, emotional support, or career preparation for their children. The high weighted means suggested that parents not only believed in the importance of counseling but also expected that collaboration with counselors would contribute to their children's success, reinforcing their willingness to strongly accept these roles.

Ecological Systems Theory (Bronfenbrenner, 1979) helps situate this acceptance in the larger context of child development. Parents' recognition of counselors as valuable partners reflects the interconnectedness of the microsystem (family and school) and mesosystem (the link between the two). The theory supports the findings of this present study, indicating that parents understand that effective collaboration with guidance counselors can create a stronger developmental environment for their children. This perspective underscores that acceptance is not just about counselors doing their job, but about how families and schools work together to support the holistic growth of the child.

In agreement with Charalampos et al. (2023), who emphasized the importance of participatory planning, inclusivity, and community engagement in education. The findings of this present study resonate with their view, as parents strongly accepted guidance counselors' roles and functions in fostering open communication, encouraging participation, and ensuring ethical and inclusive practices. This alignment suggests that modern parents are increasingly receptive to school-based partnerships that value transparency, shared responsibility, and mutual trust.

In essence, the strong acceptance reflected in the findings of this present study goes beyond simply agreeing with the specific functions of guidance counselors. It demonstrates deeper theoretical and

scientific insights: parents recognize the expectations tied to the counselor's role (Social Role Theory); they place value on guidance services and anticipate positive outcomes from them (Expectancy-Value Theory); they understand counselors as part of a broader developmental system that supports their children's growth (Ecological Systems Theory); and they resonates with modern educational practices that emphasize collaboration, trust and inclusivity (Charalampos et al., 2023).

Relationship between Parents' Awareness and Acceptance of the Roles and Functions of Guidance Counselors.

Prior to relationship testing between parents' level of awareness and their level of acceptance of the roles and functions of guidance counselors, an assumption check for normality was performed. It is necessary since the *Pearson product-moment correlation coefficient* assumes that the variables have approximately normal distributions in smaller samples. Although *Pearson's r* is robust to minor violations of normality in large datasets, formally testing the assumption ensures that the results are methodologically sound.

Table 15. Test of Normality for Awareness and Acceptance Scores

Variable	Shapiro-Wilk Statistic	df	p-value	Skewness	Kurtosis	Interpretation
Awareness	0.969	860	< 0.001	-0.595	0.402	Significant deviation from perfect normality; skewness and kurtosis within acceptable range for large samples.
Acceptance	0.896	860	< 0.001	-1.348	3.756	Significant deviation from perfect normality; skewness and kurtosis within acceptable range for large samples.

The Shapiro–Wilk test indicated that awareness and acceptance scores significantly deviated from perfect normality ($p < 0.001$). However, the skewness (-0.595 for awareness; -1.348 for acceptance) and kurtosis (0.402 for awareness; 3.756 for acceptance) values fell within the generally accepted thresholds (± 2 for skewness, ± 7 for kurtosis) for large-sample parametric testing. Given the large sample size ($n = 860$), the Central Limit Theorem supports the use of Pearson's r despite the statistically significant Kendall's tau-b being also conducted.

Correlation Analysis. To determine the relationship between parents' awareness and acceptance, Pearson's product-moment correlation coefficient was computed, supplemented by Kendall's tau-b for confirmation.

Table 16. Correlation of Parents' Level of Awareness and Level of Acceptance

Statistical Test	Correlation Coefficient	p-value	Interpretation
Pearson's r	0.604 **	< 0.001	Strong, positive, significant relationship
Kendall's tau	0.471 **	< 0.001	Moderate-to-strong, positive relationship

Note: $p < .01$ (2-tailed). Interpretation based on Cohen's (1988) guidelines: 0.10–0.29 = small; 0.30–0.49 = moderate; ≥ 0.50 = strong correlation.

The results revealed a strong positive correlation between awareness and acceptance, $r(858) = 0.604$, $p < 0.001$, indicating that higher awareness is associated with higher acceptance among parents. The Kendall's tau-b analysis supported this finding, $\tau_b = 0.471$, $p < 0.001$, that as Parents Awareness

increases, acceptance also tends to rise; however, other factors may still influence the acceptance levels. The significant p-values indicate that the observed relationships are unlikely to be due to chance, reinforcing the conclusion that awareness plays a crucial role in shaping parental acceptance. Still, the moderate effect size from Kendall's tau-b suggests that awareness alone is not the sole determinant of acceptance—personal beliefs, institutional trust, school policies, and direct experiences with guidance counselors may also contribute.

These findings are consistent with prior research. Huang, Chen, and Chen (2024) found that greater emotional awareness significantly enhances self-acceptance, implying that understanding a subject leads to stronger endorsement of its value. However, Rock (2024) cautioned that awareness alone may not guarantee acceptance, especially in contexts where trust in school counseling systems is weak or where parental engagement is limited.

The present results underscore the need for comprehensive awareness-building initiatives that go beyond information dissemination. Schools should combine informational seminars, digital outreach campaigns, and structured parent–counselor engagement activities to strengthen trust and foster sustained parental involvement. By doing so, schools can enhance both awareness and acceptance, thereby creating a supportive educational environment where students receive comprehensive academic, personal, and emotional guidance.

As the result indicated a strong, positive, and statistically significant relationship between parents' awareness of guidance counselors' roles and their acceptance of these roles. This suggests that greater awareness directly contributes to higher acceptance. This relationship is consistent with *Social Role Theory* (Eagly, 1987), which emphasizes that understanding role expectations fosters alignment with and support for those roles. It also aligns with *Expectancy-Value Theory* (Eccles et al., 1983), as parents who recognize the value and expected outcomes of counseling services are more inclined to accept them. Furthermore, *Ecological Systems Theory* (Bronfenbrenner, 1979) underscores that parents' recognition of guidance counselors as part of the broader educational ecosystem enhances their acceptance and collaboration. Recent studies provide further support for this theoretical foundation. Collins et al. (2024) emphasize that parental engagement increases when school roles are clearly defined, while Brown, Smith, and Johnson (2024) demonstrate that recognizing the value of counseling services fosters greater trust and acceptance. Likewise, Harrison, Rodriguez, and Miller (2023) highlight that awareness of professional roles within educational ecosystems encourages more sustainable school–parent partnerships. Thus, the findings of the present study affirmed that awareness and acceptance are closely linked, underscoring the need to inform and actively engage parents to strengthen their trust in school counseling services.

Thus, the results of this present study underscore the need for comprehensive awareness-building initiatives that go beyond information dissemination. Schools should combine informational seminars, digital outreach campaigns, and structured parent–counselor engagement activities to strengthen trust and foster sustained parental involvement. By doing so, schools can enhance both awareness and acceptance, thereby creating a supportive educational environment where students receive comprehensive academic, personal, and emotional guidance.

Regression Analysis of Awareness as a Predictor of Parents acceptance of Guidance Counselors' Roles

To determine the predictive relationship between parents' awareness and their acceptance of the roles and functions of guidance counselors, a simple linear regression analysis was conducted in SPSS. Awareness

served as the independent variable and acceptance as the dependent variable. This statistical technique was chosen because the goal was not merely to determine association but to examine the extent to which awareness predicts acceptance levels.

Table 17. Simple Linear Regression Predicting Parents' Acceptance from Awareness

Predictor	B	SE B	β	t	p	95% CI for B
Constant	2.075	0.099	—	20.9	<0.001	[1.880, 2.270]
Awareness	0.559	0.025	0.604	22.2	<0.001	[0.510, 0.608]

Model Summary: $R = .604$, $R^2 = .365$, *Adjusted* $R^2 = .364$, $SE = 0.519$ *ANOVA:* $F(1, 858) = 493.293$, $p < 0.001$

The regression model was statistically significant, $F(1, 858) = 493.293$, $p < 0.001$, and accounted for 36.5% of the variance in parents' acceptance levels ($R^2=0.365$). The unstandardized coefficient for awareness ($B=0.559$) indicates that each one-point increase in awareness score is associated with an average 0.559-point increase in acceptance. The 95% confidence interval [0.510, 0.608] did not cross zero, confirming the robustness of the effect.

The standardized beta coefficient ($\beta=0.604$) reflects a strong positive predictive relationship according to Cohen's (1988) benchmarks, suggesting that higher awareness is strongly linked to higher acceptance among parents. This finding aligns with the correlation results in Research Question 3, which already demonstrated a significant positive association between the two variables. The regression analysis extends that result by confirming awareness as a significant predictor of acceptance, not just a correlated factor.

The results underscore the critical role of awareness in parental acceptance. As Huang et al. (2024) observed, heightened awareness often translates into stronger engagement with programs being evaluated. Similarly, Erden (2024) found that group counseling sessions designed to increase Parents Awareness significantly improved their willingness to participate and collaborate with school-based initiatives.

However, the fact that the model explains only 36.5% of acceptance suggests that awareness alone is not the sole determinant. Rock (2024) cautions that factors such as personal trust in school systems, cultural attitudes toward counseling, and direct prior experiences may either strengthen or weaken acceptance, even when awareness is high. Therefore, awareness-raising must be paired with trust-building measures and active engagement opportunities.

In practice, these results suggested that the targeted initiatives, such as parent orientation programs, digital awareness campaigns, and structured parent-counselor dialogues, can meaningfully raise acceptance levels. By addressing both informational and relational aspects, schools can create an environment where guidance counselors are not only understood but also fully supported by parents, ultimately leading to more effective student guidance and counseling services. Hence, the insights of the findings have conceptual connections to the theories to which this present study is anchored, such as:

The Role Theory (Eagly, 1987), which highlighted that people's behavior is greatly influenced by the social roles they are expected to play—roles that are shaped by societal norms and expectations, and when parents have a clearer understanding of the guidance counselor's responsibilities, their expectations become more aligned with reality. This clarity of expectations helps reduce role ambiguity and fosters greater acceptance. This idea aligns well with the findings of the present study, suggesting that while

guidance counselors have clearly defined roles within schools, parents may not be fully aware of or accept these roles and functions unless they are properly informed. The strong link between awareness and acceptance found in this present study supports the notion that when parents are made aware of the counselor's roles and functions, expectations, and limitations, they become aware and more likely to accept these roles and functions. In this way, raising awareness helps reduce confusion or misunderstanding about what counselors do, minimizing potential conflicts and reinforcing the legitimacy and value of their work.

The *Expectancy-Value Theory* (Eccles et al., 1983) suggests that people's actions are influenced by how much they believe they can succeed (expectancy) and how much they value the task at hand. Meaning, awareness does more than just inform—it also motivates. When parents recognize the value of the counselor's roles and functions, and believe in the potential for positive outcomes, they are more likely to engage with and support school counseling services. This theory, often applied to motivation and decision-making, aligns well with the findings of the present study. In this context, parents' acceptance of the guidance counselor's roles and functions likely depends on their belief in the counselor's ability to make a positive impact (expectancy) and how important they perceive the counselor's role to be (value). This means that increasing parents' awareness—through education campaigns or school outreach—can help strengthen both their trust in the counselor's effectiveness and their appreciation for the counselor's work. In turn, this greater awareness can lead to higher levels of acceptance and engagement from parents. Likewise, *Ecological Systems Theory* (Bronfenbrenner, 1979), emphasized that human development is shaped by several interconnected systems, including the microsystem, mesosystem, *exosystem*, macrosystem, and chronosystem. One important area of interaction—the *mesosystem*—includes the relationships between a child's immediate environments, such as home and school. This theory closely aligns with the findings of the present study, which suggest that while guidance counselors operate within the school environment and parents within the home, their collaboration significantly impacts student outcomes. In other words, when parents become more aware of the counselor's role and functions, it helps strengthen the connection between home and school. As Bronfenbrenner emphasized, these stronger links are essential for supporting a child's overall development. Therefore, the positive relationship between awareness and acceptance found in the study highlights as to how informed and engaged are the parents can contribute to a more effective and coordinated guidance and counselling services for students. Finally, the regression analysis presented is not just a set of numbers; it reflects and reinforces key theoretical perspectives that help explain why parents' awareness significantly influences acceptance. These findings highlight the importance of clear, proactive communication strategies from schools and counselors to help bridge gaps, engage families, and ultimately strengthen the counselor's impact on student emotional and character development.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

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

Summary of Findings

The study aimed to explore the levels of awareness and acceptance of grades seven and eight parents on the various roles and functions of the guidance counselors in private secondary schools in San Carlos City.

It also sought to determine the relationship between awareness and acceptance, the impact of awareness on acceptance, and programs to enhance both. The following summarizes the key findings:

Parents' Levels of Awareness on the roles and functions of guidance counselors. Parents Awareness regarding the roles and functions of the guidance counselors was also found to be high, with an overall mean score of 3.88. Parents were well informed about the common functions such as facilitating communication, serving as intervention and life coaches, and planning orientation programs. However, a noticeable gap in awareness concerning more specialized roles, including crisis management and the enforcement of ethical standards. This suggests that the targeted information campaigns could be useful in raising and broadening awareness of the full range of counselors' roles and functions.

Parents' Levels of Acceptance of the roles and functions of guidance counselors. The study found that parents' acceptance of guidance counselors' roles and functions is very strong. Parents high overall rating, with an average score of 4.25. In particular, roles involving the facilitation of communication among parents, teachers, and administrators, as well as the provision of academic and psycho-emotional evaluations, received the highest acceptance scores. Slightly lower acceptance was noted for roles related to issues such as confidentiality and unbiased discussion, suggesting that while the trust is high, additional clarity on these confidential matters may be beneficial.

Relationship Between Level of Awareness and Level of Acceptance. Preliminary normality testing showed that although the awareness and acceptance scores significantly deviated from perfect normality, skewness and kurtosis values were within acceptable ranges for large samples, validating the use of Pearson's correlation coefficient alongside Kendall's tau-b for robustness. The analysis indicated a strong positive correlation between awareness and acceptance, $r(858)=0.604$, $p<0.001$, with Kendall's tau-b producing a similar result ($\tau_b=0.471$, $p<0.001$). These findings imply that higher awareness is significantly associated with higher acceptance, supporting the premise that informed parents are more likely to accept the roles and functions of the guidance counselors.

Impact of the Level of Awareness on the Level of Acceptance

A simple linear regression analysis was conducted to determine the predictive effect of awareness on acceptance. Results showed that the model was statistically significant, $F(1, 858) = 493.293$, $p<0.001$, explaining 36.5% of the variance in acceptance scores. The unstandardized coefficient ($B = 0.559$) indicated that for every one-point increase in awareness, acceptance increased by 0.559 points on average. The standardized coefficient ($\beta=0.604$) confirmed a strong positive predictive relationship. While awareness is a significant predictor of acceptance, the remaining 63.5% of unexplained variance suggests that other factors—such as cultural values, prior interactions with counselors, and institutional trust—also contributed to acceptance levels.

As per correlation and regression analyses, awareness plays a significant role in shaping parents' acceptance of the guidance counselors' roles and functions, but it is not the only influencing factor. Gaps in awareness were identified in specialized areas such as crisis management, ethical oversight, and the enforcement of professional standards. Moreover, while acceptance is generally high, concerns regarding confidentiality and impartiality indicate the need for much stronger trust-building measures.

Proposed Programs

From these findings, proposed enrichment programs focused on two main objectives:

1. ***Increasing awareness*** through targeted and detailed information campaigns, interactive seminars, and school-based workshops that highlight both common and specialized roles of the guidance counselors.
2. ***Strengthening acceptance*** through parent–counselor engagement activities, trust-building initiatives, and feedback mechanisms that allow parents to voice their concerns, clarify expectations, and support the development of counseling-related policies and practices. Such programs are intended to create a more informed and collaborative relationship between parents and guidance counselors, ultimately supporting the holistic development of students.

Conclusions

Based on the summary of findings, the following conclusions have been drawn:

It is concluded that parents are generally well aware of the roles and functions of the guidance counselors, as evidenced by the high overall awareness score. Nonetheless, there exists a gap in the understanding of specialized roles like crisis management and ethical oversight. Enhancing the detail and breadth of informational initiatives could help bridge these gaps, reflecting the importance of comprehensive awareness in shaping parents' perceptions of counseling services (Sink & Stroh, 2003; ASCA, 2023).

The study concludes that parents' acceptance is very strong, particularly for roles that involve visible and direct interactions (e.g., facilitating communication and providing evaluative feedback). However, the slightly lower ratings on issues such as confidentiality and fair discussions indicate areas needing more explicit communication. Consistent with Quast (2003), the study found that parents strongly accept guidance counselors' roles and functions, especially in ethical practices, certification, and career guidance. This aligns with the global studies demonstrating parents' trust in school counselors for students' academic and personal development. Therefore, it should emphasize clear communication to reinforce parents' trust and support in school counseling services (Tourangeau & Yan, 2007; ASCA, 2023).

The moderate positive correlation between awareness and acceptance confirmed that as parents become better informed, their overall approval of guidance counselors' roles and functions increases. This correlation reinforces the notion that educational interventions designed to raise Parents Awareness are likely to yield improvements in acceptance rates. These findings are consistent with previous studies that have linked increased understanding of counseling roles with more favorable parents' attitudes (Rock, 2024; Zabel, 2007).

Awareness is a key predictor of parents' acceptance. However, additional efforts are necessary to strengthen engagement. Implementing structured awareness programs, fostering trust-building activities, and addressing school policies on counseling services can help ensure that parents not only understand the role of the guidance counselors but also actively support and engage with school guidance programs. This multifactorial influence suggests that, alongside enhancing awareness, a broader approach that addresses these additional elements is necessary to further bolster parents' support for guidance counseling programs (Erden, 2015; Nichols, 2022).

It is concluded that sustained improvement in both awareness and acceptance requires an integrated approach. Programs that combine comprehensive role clarification with opportunities for direct interaction

between parents and guidance counselors are likely to be most effective. Specifically, targeted awareness-building strategies can address information gaps, while structured trust-building and engagement activities can reinforce positive attitudes toward guidance counselors' work. By aligning these initiatives, schools can foster a collaborative environment in which parents are not only aware but also accept and support in the counseling process, thereby enhancing the effectiveness of school guidance programs.

Recommendations

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

Enhanced communication in special roles aligned with the conclusion on awareness levels, parents exhibit lower awareness in specialized roles such as Crisis Manager, Ethics and Compliance Officer, Consultant, and Facilitator. Schools should design targeted awareness programs to address these gaps. This specifically includes the following:

- a. Workshops and Seminars: Conduct interactive sessions focused on these roles, using real-life examples of how counselors handle crises and ethical dilemmas.*
- b. Ethics and Compliance Officer. Ensures adherence to ethical standards, confidentiality, and legal policies in counseling practices.*
- c. Building trust and confidence in close door counseling session. While parents strongly supported counselors' roles and functions, some expressed their concerns about confidentiality and ethical practices. Schools can address these issues through:*
- d. Counselor-Parent Dialogues: Create open forums for parents to voice concerns and learn about confidentiality protocols.*

Strengthening the Awareness and Acceptance Relationship. Since greater awareness leads to higher acceptance, schools should leverage educational strategies that integrate both elements, such as:

- a. Integrated Awareness and Acceptance Programs: Combine information sessions with activities that encourage parental involvement, such as role-playing scenarios with counselors.*
- b. Parent Engagement Activities: Host family-centered events that deepen their connection with school guidance counselors.*
- c. Cultural Sensitivity Training for Counselors: Equip counselors with skills to address diverse parental perspectives and concerns effectively.*

To address the connection between awareness and acceptance, implementing a Feedback Mechanism is recommended. This program aims to gather actionable insights from parents regarding their awareness and acceptance of the roles and functions of the guidance counselors and how this awareness influences their acceptance. Targeting parents who have attended awareness initiatives or interacted with guidance counselors, the workshop will be conducted in accessible locations such as schools, community centers, or online platforms to ensure inclusivity. Held at the conclusion of campaigns or quarterly, the workshop will use guided discussions, surveys, and interactive activities to systematically collect feedback. The data collected will be analyzed to refine future programs, making them more relevant and impactful while empowering parents to contribute actively to the educational process.

Future Research Direction

This study opens several avenues for further research. One potential direction is the inclusion of additional variables that may influence parents' acceptance such as cultural norms, prior experiences with counseling

services, and trust in school leadership. Examining these factors can provide a more comprehensive understanding of the dynamics between awareness and acceptance.

Comparative research is also recommended to determine whether the observed patterns hold true across different educational contexts. Studies comparing private and public schools, or schools in different geographic regions, may reveal contextual differences that could inform tailored intervention strategies. Future studies could also benefit from a longitudinal design to assess the long-term effects of awareness-building programs on both acceptance levels and actual parental involvement in guidance counseling activities. Such research could help determine whether changes in awareness and acceptance translate into sustained behavioral and attitudinal shifts over time.

In addition, qualitative investigations, such as focus group discussions and in-depth interviews, could provide richer insights into the nuanced perceptions of parents, uncovering barriers to acceptance and revealing personal experiences that quantitative surveys might overlook. Finally, incorporating the perspectives of students and guidance counselors themselves would allow for triangulation of findings, offering a more holistic understanding of how awareness and acceptance interact to shape the overall effectiveness of the school counseling programs.

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