

**Factors Associated with the Performance of  
Incidental Roles as Counselors of the  
Faculty of De La Salle University -  
Aginaldo, SY 1994-1995**

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**A Thesis**

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**Master of Arts in Education**

**Major in Guidance and Counseling**

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ABSTRACT

Name of Institution: De La Salle University - Aguineldo  
Address : Bagong Bayan, Dasmariñas, Cavite  
TITLE : Factors Associated with the  
Performance of Incidental Roles  
as Counselors of the Faculty of  
De La Salle University - Aguineldo,  
SY 1994-1995  
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OBJECTIVE OF THE STUDY:

A. GENERAL

To determine the direct association of some factors such as: age, sex, civil status, educational attainment and years of teaching experience with the level of performance of incidental roles as counselors of the faculty of De La Salle University - Aguineldo, SY 1994-1995.

B. SPECIFIC

1. To determine the profile of the faculty of De La Salle University - Aguineldo, SY 1994-1995 according to age, sex, civil status, educational attainment and

years of teaching experience;

2. To find out the incidental roles as counselors performed by the teacher respondents;

3. To determine the level of performance of incidental roles as counselors of the teacher respondents; and

4. To find out the differences in the level of performance of incidental roles as counselors of the teacher respondents when grouped according to age, sex, civil status, educational attainment and years of teaching experience.

#### SCOPE AND COVERAGE

The study was conducted at DLSU - A in Dasmariñas, Cavite. The total population of 152 full-time faculty during the SY 1994-1995 was used in the study. However, for some reasons beyond the researcher's control, only 135 respondents were used in the total pool of respondents.

#### METHODOLOGY:

The study used the descriptive method of research. The survey instrument developed by the researcher was used and the statistical tests applied in the study were: mean, t-test and F-test.

**MAJOR FINDINGS:**

1. In terms of age, seventy-eight or 57.8 percent of the 135 total respondents were 29 years old and below.

Eighty-three or 61.5 percent of the respondents were female.

Eighty or 59.3 percent of them were single.

In terms of educational attainment, ninety-two or 68.1 percent of them had Bachelors's degree and BS degree with masteral units.

In terms of years of teaching experience, eighty-seven or 64.4 percent of the respondents had five year and below teaching experience.

2. There were 16 roles which were often performed by the teacher respondents. These were: (a) using the results of tests to inform students about their academic achievements or failures, (b) discussing to students the school's policies, rules and regulations, (c) calling the attention of students whose attendance indicate problems needing help, (d) giving pointers on effective study habits to students, (e) calling the attention of students who lack interest in the subject matter, (f) listening to students' complaints and advise them in case of problems in relating with other students, (g) talking to students who are always late in submitting

their work, (h) helping students in the development of their personality, (i) providing information on matters related to the students' chosen course, (j) talking individually to students with learning difficulties, (k) listening to students' complaints and advising them in relating with other faculty members, (l) discovering students' interests and talents and helping them develop their potentials, (m) providing information to students on topics of special interests to them, (n) helping students on easy adjustment to college life, (o) giving tips to students on personal grooming, and (p) discussing with individual students their personal problems. All these had mean scores ranging from 3.6 to 4.26.

There were 12 roles which were sometimes performed by the respondents. These were: (a) helping students in the improvement of their interpersonal relationships, (b) coordinating with other professors about the students' problems on subject that they handle, (c) going through the records of students to discover their interests and abilities, (d) counseling students who are potential drop-outs, (e) finding out students' family background and use them for counseling purposes, (f) following-up cases on students counseled, (g) referring

students to specialists who are in a better position to help them in their problems, (h) talking to students whose problems arise out of physical handicaps such as physical defects, (i) assisting students in the selection of extracurricular activities, (j) referring students to the placement office in cases of job hunting, (k) giving recommendation to students transferring to another school, and (l) conducting group counseling to students with related problems. All these had mean scores ranging from 2.83 to 3.54.

There were two incidental roles which were rarely performed by the respondents. These were: (a) conducting follow-up studies on students who graduated already and (b) conducting home visitations to confer with parents regarding students' problems. These two had means of 2.5 and 2.05, respectively.

3. The computed mean of 105.68 shows that the respondents had a high level of performance of incidental roles as counselors to their students.

4. The comparisons on the levels of performance of incidental roles as counselors of the respondents according to age, sex, civil status, educational attainment and years of teaching experience did not show significant differences.

**CONCLUSIONS:**

In the light of the findings summarized above, the following conclusions were drawn:

1. There were more young and female faculty members at DLSU - A, SY 1994-1995.

In terms of civil status, there were more faculty members who were single.

Most of them had Bachelor's degree and Bachelor's degree with masteral units.

There were more faculty members who were new in the teaching profession.

2. The incidental roles as counselors often performed by the teacher respondents include matters related to student's academic achievements or failures and informing them of the school's policies, rules and regulations.

3. The respondents had high level of performance of incidental roles as counselors.

4. Age, sex, civil status, educational attainment and years of teaching experience are not related to the high level of performance of incidental roles as counselors of the respondents.

RECOMMENDATIONS:

In the light of the findings of the study, the following are recommended:

1. The guidance office should continue in strengthening the in-service training programs for teachers on the roles of the advisers in guiding students.

2. The faculty members should strive to continue further their roles as counselors to their students. They should continue to be more sensitive of students' needs and problems to be able to help them in their total development.

3. The results of this study could be used by the school administrators as bases in giving commendations and other forms of incentives to faculty members who excel in the performance of incidental roles as counselors.

4. Further studies may be conducted to involve more respondents from a number of schools in order to validate the general applicability of the present findings.