



De La Salle University - Dasmariñas
GRADUATE PROGRAM

**Preferences for Counselor Characteristics As Perceived By
Students in Selected Public High Schools In Cavite: Basis
For Guidance Counselors' Training Program**

AKLATO

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LUDIVINIA A. BAYOT

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ABSTRACT

NAME OF INSTITUTION : De La Salle University-Dasmariñas
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AUTHOR : Ludivinia A. Bayot
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OBJECTIVES OF THE STUDY:

A. GENERAL:

The main purpose of the study was to identify the counselor characteristics preferred by students in Cavite, such as in: General Vito Belarmino National High School in Silang, Trece National High School in Trece Martirez City; Tagaytay National High School in Tagaytay City; and Bukandala National High School in Imus, Cavite.



B. Specific:

1. To find out the preferences of the students in terms of the following characteristics of counselors:

1.1 gender

1.2 age

1.3 religion

1.4 educational attainment

1.5 socioeconomic status

1.6 personality

2. To determine whether there are differences in the preferences for counselor characteristics when the respondents are taken as a whole group, by year level and gender.

3. To design a guidance training program for counselors based on the students' preferences for counselors' characteristics.

SCOPE AND COVERAGE:

The respondents under study were 2671 high school students, 1334 males and 1337 females of the four respondent high schools.

METHODOLOGY:

The survey method was employed through the use of self-made questionnaire as a tool for gathering data. For analyzing data, percentage rank was utilized as a way of identifying the rank order of counselor



characteristics preferred by the students. One-Factor ANOVA was employed and tested at .01 level of significance to identify the significant difference between the counselor characteristics and the respondents' preferences for counselors. To investigate whether or not there is mean differences among the group, S-Method or Scheffe was used.

MAJOR FINDINGS

The following findings resulted from this study:

1. The following are the preferences for counselors' characteristics when the respondents are taken as a whole group:

One thousand ninety-five or 41.00 % of the respondents preferred female counselors.

Six hundred and twenty-eight or 23.5% of the respondents preferred guidance counselors 25 years and below.

One thousand five hundred forty-six or 57.88% of the respondents preferred counselors who are Catholic.

Nine hundred or 36.58% of the respondents preferred counselors who are MA in Guidance and Counseling.

One thousand four hundred twelve or 52.86% of the respondents preferred counselors from the middle class socioeconomic status.

Out of the 36 personality traits of counselors, friendly got the highest percentage with 1887 or 74% of the respondents.



2.a The preferences of the respondents regarding counselor characteristics when grouped according to year level are the following:

The first year respondents (293 or 43.3%) preferred male counselors; second year respondents (263 or 39.5%) preferred female counselors; third year respondents (276 or 41.4%) had equal choices for both male and female counselors; while the fourth year respondents (328 or 49.3%) preferred female counselors.

One hundred forty-three or 21.2% of the first year respondents preferred counselors with ages 26 to 30; 129 or 19.4% of the second year respondents preferred counselors with ages 31 to 35; 181 or 27% of the third year respondents preferred counselors with ages 25 and below; and 162 or 24.4% of the fourth year respondents preferred counselors with ages 26 to 30 years old.

At any year level Catholicism as a religion of the counselors is prevalent as revealed by 391 or 58.3% (first year); 407 or 60.1% (second year); 367 or 55.1% (third year) and 382 or 51.4% (fourth year).

All the respondents in all year levels preferred guidance counselors with MA in Guidance and Counseling. Two hundred thirty or 34.1% (first year); 211 or 31.4% (second year); 256 or 38% (third year); and 267 or 40.2% (fourth year).



Middle class counselors are preferred by all year levels, 325 or 48.2% of the first year respondents; 349 or 52.5% of the second year respondents; 375 or 56.3% of the third year respondents; and 371 or 55.8% of the fourth year respondents.

The first year students (511 or 75.7%) preferred respectful counselors; second year students (601 or 90.4%) preferred honest counselors; third year students (581 or 87.2) preferred responsible counselors, and the fourth year students (402 or 60.5%) preferred honest counselors.

2.b The preferences of the respondents in counselor characteristics when the respondents were grouped according to gender are the following:

Six hundred thirty six or 61.3% of the male respondents prefer male counselors, while 694 or 65.9% of the female respondents prefer female counselors.

Two hundred sixty nine or 63.6% of the male respondents prefer counselors with ages 31 to 35 while 284 or 58.8% of the female respondents prefer counselors with ages 26 to 30.

All the male and female respondents prefer Catholic counselors, 767 or 49.6% for the male and 780 or 50.4% for the female.



All the respondents prefer counselors with MA in Guidance and Counseling, 503 or 52.2% from the male respondents and 461 or 48.8% from the female respondents.

The middle class status of counselors is prefer by both male (705 or 49.1%) and female (716 or 50.4%) respondents.

The male respondents prefer honest counselors, a weighted mean of 943 which is 69.1%, and female respondents prefer friendly counselors which is 1434 or 70.6% as average weighted mean.

3. Of the six counselors' characteristics the following have significant differences when the respondents were grouped according to year level: gender (F-ratio of 10.31 greater than the tabular value at .01 which is 4.26), age (F-ratio of 11.50 greater than the critical value at .01 which is 3.36), and religion (F-ratio of 14.76 which is greater than the tabular value at .01 which is 4.25).

When the respondents were grouped according to gender, of the six counselors' characteristics, significant differences exist only in gender (F-ratio of 20.44 greater than the critical value at .01 which is 9.55)



CONCLUSIONS

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

1. The students of General Vito Belarmino High School in Silang Cavite, Trece Martirez National High School in Trece Martirez City, Tagaytay National High School in Tagaytay City and Bukandala National High School in Imus have preferences for counselor characteristics.
2. There are some similarities and differences among the student respondents in their preferences for counselor characteristics.
3. The counselor gender, age and religion get more attention from the students in all year levels than counselor educational attainment, socioeconomic status and personality traits.
4. The prospects of female counselors are bright.

RECOMMENDATIONS:

Based on the findings and conclusions, the researcher offers the following recommendations:

1. There is a need to really consider the students' preferences in selecting people to be counselors in a school setting, especially on the following characteristics: gender, age, religion, educational level, economic status, and personality.

Aside from some personality qualifications, female applicants, with ages 25 years and below with the highest educational qualification of MA



Guidance and Counseling, should be given a greater chance to be assigned as counselor.

2. To be able to recognize more accurately the students' preferences for counselor characteristics, there should be further studies on the role of students' type of problems, socioeconomic background, religion, personality, and other relevant variables.

3. For the counselors who have been assigned, they should try their best to make use of their acceptable characteristics in the process of counseling, and meanwhile they should try to change their unacceptable personality traits to be in line with the students' preferences.

4. Knowing their preferences for counselor characteristics, students must develop a less subjectivity principle and be more objective in the use of the guidance services.

5. The proposed guidance training program must be tried out for at least a year and revised later by the school's committee on guidance services if necessary



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FIGURE

FIGURE

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