

# Level of Awareness of Grade 12 HUMSS Learners in Guidance and Counselling Services

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## ABSTRACT

This study investigated the awareness of 225 Grade 12 HUMSS students at Tanauan Institute, Inc. regarding guidance and counselling services. A descriptive survey design, utilizing a 60-item questionnaire, assessed awareness levels across academic, career, and personal/social guidance domains. The study also examined the influence of personal experience, peer influence, and school communication strategies on students' awareness. Results indicated high overall awareness, although specific areas within each guidance type showed varying levels of understanding. Personal experience and peer influence significantly correlated with higher awareness levels compared to school communication strategies. Significant relationships were found between awareness of guidance services and the influencing factors across all three guidance areas. These findings highlight the importance of leveraging personal experiences and peer influence while enhancing school communication strategies to improve student utilization of guidance and counselling services.

**Keywords:** Student Awareness, Academic Guidance, Career Guidance, Personal/Social Guidance, Peer Influence, School Communication Strategies

## INTRODUCTION

The role of guidance and counselling in educational institutions is crucial, as it supports students' academic, emotional, and social well-being. They provide academic support by helping students develop better study discipline, manage their time, and improve their study skills, promote a positive school environment by working to maintain a safe and happy environment at school for all students, Philomena (2014).

According to Gibson and Mitchell (2016), guidance and counselling encompass a wide array of services designed to assist individuals in navigating and overcoming personal, social, or psychological challenges. This support system empowers individuals to gain a deeper understanding of themselves and their circumstances, fostering the ability to make informed decisions and find effective solutions. Within the educational setting, guidance and counselling services play a crucial role in supporting students' holistic development. They provide a safe and supportive space for students to explore their thoughts, feelings, and aspirations, fostering self-awareness and personal growth. They help students identify their strengths and weaknesses, set realistic goals, and develop strategies for achieving their aspirations. Senior high school students, in particular, face increased academic pressure, social adjustments, and the need to make crucial decisions about their future paths (Trang Cao et.al 2024).

According to Ponterotto, et. al. (2014), many students are either unaware of the availability of these services or do not fully understand the benefits they offer. This lack of awareness can lead to underutilization, which may negatively impact students' overall well-being, academic performance, and career choices. Furthermore, socio-cultural factors, such as the stigma associated with seeking help for personal or mental health issues, further exacerbate the problem (Watkins et al., 2019).

In the Philippines Republic Act No. 9258, also known as the "Guidance and Counselling Act of 2004," establishes a comprehensive framework for the profession, ensuring the proper professional conduct and

ethical practice of counselling. This legislation mandates the regulation and supervision of guidance counsellors and services nationwide, aiming to uphold high standards of practice and ethical conduct within the field (Official Gazette, 2004).

The Guidance and Counselling Act of 2004 underscores the importance of guidance and counselling services in promoting the holistic development of students, encompassing their academic, personal, and social well-being. The law recognizes the unique challenges faced by students in the Philippines, particularly in navigating the complexities of education, career choices, and personal growth. While the legal framework for guidance and counselling is well-established in the Philippines, the implementation and awareness of these services at the local school level may vary.

The purpose of this study is to assess the level of awareness of Grade 12 HUMSS learners at Tanauan Institute Incorporated regarding guidance and counselling services. However, this study only focuses on Grade 12 HUMSS learners at Tanauan Institute. The results might not be the same for other types of students or schools.

**Research Methods**

This study will utilize a descriptive survey design to investigate the level of awareness of Grade 12 HUMSS learners in Guidance and Counselling Services. This design allows us to understand the extent to which students are knowledgeable about the services available. The random sampling technique was carefully chosen to ensure a fair and representative selection of respondents. To eliminate bias and guarantee that all sections of Grade 12 HUMSS students were equally represented, this approach allowed every student from the 225-member population across all Grade 12 HUMSS sections to have an equal chance of being selected as a participant, preventing the overrepresentation or underrepresentation of any specific group. By using random sampling, the study ensured that the data collected would accurately reflect the overall level of awareness among all Grade 12 HUMSS learners at Tanauan Institute Incorporated, thereby strengthening the validity of the findings and minimizing potential sampling bias.

**RESULTS AND DISCUSSION**

This chapter presents the analysis and interpretation of the data about the problems addressed in this study.

**On the awareness of Grade 12 HUMSS students on the program offered at school in terms of: Academic Guidance**

Table 1.1 shows the awareness of Grade 12 HUMSS students on the program offered at school in terms of Academic Guidance.

**Table 1.1 Awareness of Grade 12 HUMSS students on the program offered at the school in terms of Academic Guidance**

Indicator	Mean	SD	Interpretation
1. I am aware of the school’s information program.	3.36	0.64	Aware
2. I have received information about academic guidance services through school announcement or newsletter.	3.19	0.59	Aware
3. I believe that the information service program is beneficial for my educational success.	3.00	0.74	Aware
4. I have participated in any academic guidance workshop seminars offered by the school.	3.00	0.74	Aware
5. I feel comfortable approaching staff member for academic guidance and support.	3.20	0.76	Aware

6. I am aware of how to access academic counselling services when needed.	3.07	0.70	Aware
7. The school provides adequate resources and information regarding academic guidance program.	3.04	0.80	Aware
8. I believed that my peers are also aware of the information service program.	2.99	0.78	Aware
9. The information provide about academic guidance is clear and easy to understand.	3.26	0.70	Aware
10. I would recommend participating in information service program to other students based on my knowledge of them.	3.24	0.75	Aware
<b>Over-All assessment</b>	<b>3.15</b>	<b>0.32</b>	<b>Aware</b>

Legend: 4-3.36 Strongly agree/Very aware,3.35-2.6 Agree/Aware,2.5-1.76 Disagree/Unaware, 1.75-1 Strongly disagree/ Very Unaware

Firstly, respondents demonstrated a very aware level of awareness regarding the school's information service program. A weighted mean of 3.36, coupled with a standard deviation of 0.64, indicates a strong and consistent understanding of the program's existence among the surveyed students. This suggests that the school's communication effort regarding the program have been largely successful in reaching and informing its student population.

Additionally, student participation in academic guidance workshops and seminars was less prevalent, as indicated by a weighted mean of 3.00 and a standard deviation of 0.78. This suggests that while awareness of the program is high, actual engagement in offered workshops and seminars is significantly lower.

According to Alfred Alunga (2024) that most students in Senior High Schools were aware of guidance and counselling services. The study recommends that the Ghana Education Service, which supervises guidance and counselling should charge all school counsellors to provide all the guidance services, especially career and vocational guidance services, to students to enable them to make informed choices.

### Career Guidance

Table 1.2 shows the awareness of Grade 12 HUMSS students in Guidance and counselling services in terms of Career Guidance.

**Table 1.2 Awareness of Grade 12 HUMSS students in guidance and counselling services in terms of career guidance**

Indicator	Mean	SD	Interpretation
1. I am aware of the Career guidance offered at my school.	3.39	0.66	Aware
2. I have participated in at least one career guidance session provided by my school.	3.02	0.79	Aware
3. The information provided during career guidance session is relevant to my future career choices.	3.34	0.78	Aware
4. I feel that the career guidance program has helped me understand different career options available to me.	3.17	0.70	Aware
5. I believe that the school's career guidance program is adequately promoted and communicated students.	3.16	0.72	Aware
6. I have access to resources related to career planning through my school program.	2.95	0.76	Aware

7. The staff involved in career guidance are knowledgeable and helpful in addressing my concerns about future careers.	3.13	0.68	Aware
8. I feel comfortable seeking advice from my school’s career counsellor when making decisions about my future education and career path.	3.07	0.82	Aware
9. I believe that attending workshops or seminars organized by the school’s career guidance program would benefit me in making informed decisions about my future careers.	3.19	0.75	Aware
10. I am satisfied with the support I received from my school’s career guidance program in planning for my future career path.	3.25	0.72	Aware
<b>Over-All assessment</b>	<b>3.17</b>	<b>0.24</b>	<b>Aware</b>

Legend: 4-3.36 Strongly agree/Very aware, 3.35-2.6 Agree/aware, 2.5-1.76 Disagree/unaware, 1.75-1 Strongly disagree/Very unaware

Table 1.2 shows the awareness of Grade 12 HUMSS students in Guidance and Counselling series in terms of Career Guidance. The data reveals a generally positive perception among respondents regarding the awareness in career guidance.

Firstly, the respondents indicated awareness of the career guidance offered by the school, with a weighted mean score of 3.39 and a standard deviation of 0.66. This suggests that the respondents have a good understanding of the career guidance program available to them. Additionally, respondents who were aware that they had access to career planning resources through their school program gave a weighted mean score of 2.95 with a standard deviation of 0.76 suggesting moderate awareness with considerable variability in student experiences.

According to Nguyen Thu Van (2015), career guidance in schools usually focuses on career information that provides information on courses, occupations and career paths. It also includes labor market information. The aim of Career counselling in schools is to hold one-on-one or small group interviews focused on the distinctive career issues faced by individuals, such as career in education. Being part of the educational curriculum, attention is paid to help groups of individuals to develop their competence to manage their career development. The role of Career Guidance is not only limited to education process but it also affects the national social and economic development.

**Personal/social Guidance**

Table 1.3 shows the awareness of Grade 12 HUMSS students in guidance and counselling services in terms of personal/social guidance.

**Table 1.3 Awareness of Grade 12 HUMSS students in Guidance and Counselling services in terms of Personal/social Guidance**

Indicator	Mean	SD	Interpretation
1. I am aware that my school offers personal/social guidance programs.	3.42	0.68	Aware
2. I have received information about the personal/social guidance programs available at my school.	3.09	0.66	Aware
3. I understand the purpose and benefits of the personal /social guidance programs offered at my school.	3.27	0.74	Aware
4. I feel comfortable approaching staff members regarding personal/social guidance issues.	3.04	0.75	Aware
5. I believe that participation in personal/social guidance programs is beneficial for students like me.	3.25	0.73	Aware

6. I have participated in any personal/social guidance activities or workshops offered by my school	3.08	0.79	Aware
7. I think that more information should be provided about the personal/social guidance programs available at my school.	3.04	0.84	Aware
8. I believe that my peers are aware of the personal/social guidance programs offered at our school.	3.12	0.70	Aware
9. The school promotes its personal/social guidance programs effectively through various channels such as newsletters, posters or announcements.	3.17	0.75	Aware
10. I would recommend participating in personal/social guidance programs to other students based on what I know.	3.18	0.71	Aware
<b>Over-all assessment</b>	<b>3.12</b>	<b>0.24</b>	<b>Aware</b>

Legend: 4-3.36 Strongly agree/Very aware, 3.35-2.6 Agree/aware, 2.5-1.76 Disagree/unaware, 1.75-1 Strongly disagree/Very unaware

Firstly, respondents aware” I am aware that my school offers personal/social guidance programs” with a weighted mean of 3.42, additionally respondents aware “I feel comfortable approaching staff members regarding personal/social guidance issues” with a weighted mean of 3.04 and a standard deviation of 0.75.

According to Rodica, et al., (2017), identifying a subject personality type plays an important role in vocational guidance. The term self-awareness involves the exploration and structuring of personal characteristics (emotions, abilities, beliefs, motivations, etc.) that facilitate the construction of self-image of adolescents. Career education defines both the formation and development of an active oriented attitude toward self-awareness and personal development, and the exploration of educational and professional opportunity. Research objectives are investigation of adolescent personality types that is needed for academic and professional guidance, investigate how personal decision are made and social problem are solved as prerequisites in choosing a suitable profession.

Last but not least, personal-social guidance frequently entails assisting people in setting and achieving their own personal objectives. This can involve achieving one’s academic, professional, and personal objectives, such as raising one’s GPA, landing a satisfying job, or improving one’s general well-being.

**The factors that influence learners’ awareness in Guidance and Counselling services in terms of Personal Experience.**

**Personal Experience**

Table 2.1 shows the factors that influence learners’ awareness in Guidance and Counselling services in terms of Personal Experience.

**Table 2.1 Factors that influence learners’ awareness in Guidance and Counselling services in terms of Personal Experience**

Indicator	Mean	SD	Interpretation
1. I am aware of the guidance and counselling services available at Tanauan Institute.	3.48	0.66	Aware
2. I can access the guidance and counselling services through the guidance office.	3.06	0.63	Aware
3. The guidance and counselling services has been clearly introduced to the student by the school	3.18	0.73	Aware
4. I believe that the guidance and counselling services can help with academic and personal concerns.	3.19	0.75	Aware
5. I feel comfortable approaching the guidance counsellor	3.30	0.72	Aware

when i have a concern or issue			
6.I feel that the guidance counsellor is approachable and understanding of student’s needs.	3.17	0.77	Aware
7. The guidance and counselling services provide a safe space for me to express my concerns.	3.19	0.80	Aware
8. I trust the confidentiality of the guidance and counselling services provided by the school.	3.16	0.79	Aware
9. I am aware of the different activities or programs offered by the guidance and counselling services.	3.27	0.69	Aware
10. The guidance and counsel services have helped me gain better insights into my personal or academic challenges.	3.24	0.70	Aware
<b>Over-all Assessment</b>	<b>3.20</b>	<b>0.41</b>	<b>Aware</b>

Legend: 4-3.36-Strongly Agree/Very Aware, 3.35-2.6-Agree/Aware, 2.5-1.76-Disagree/Unaware, 1.75-1-Strongly Disagree/Very Unaware

Firstly, respondents indicated awareness of the guidance and counselling services available at Tanauan Institute, with a weighted mean score of 3.48 and a standard deviation of 0.66. This suggests a high level of awareness among respondents regarding these services. Additionally, respondents aware “I can access the guidance and counselling services through the guidance office.” With a weighted mean of 3.06 and a weighted mean of 0.63 indicating a substantial level of understanding regarding the accessibility of these services. According to Eliamani et.al (2014), guidance and counselling services are very important tools in human development especially during adolescent stage. Adolescent stage is characterized by rapid growth and change: physically, socially, spiritually, morally and intellectually. Most of adolescents are in secondary schools, that is why guidance and counselling services are seriously needed. According to Leonard (2014) Lack of guidance and counselling in adolescence has resulted to increase in unpleasant outcomes in the society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs. Anastasi (1990) also adds that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. When guidance and counselling services are missing in schools, students’ adaptation becomes difficult thus leading to low performance, misbehavior and dropout.

**Peer Influence**

Table 2.2 shows the factor’s influencing learners’ awareness in guidance and counselling services in terms of Peer influence.

**Table 2.2 Factors influencing learners’ awareness in Guidance and Counsel services in terms of Peer influence**

Indicator	Mean	SD	Interpretation
1. My friends/classmates have shared positive experiences with guidance counsellor.	3.20	0.87	Aware
2. I have heard other students talk about guidance and counselling services at our school.	3.00	0.85	Aware
3. My friends/classmates encourage me to reach out to guidance counsellors if I need support.	3.10	0.85	Aware
4. I have learned about guidance and counselling services through conversations with my friends or other students.	3.00	0.76	Aware
5. My friends/ classmates have helped me understand the benefits of using guidance and counselling services.	3.00	0.76	Aware

6. My friends/classmates often discuss how seeking help from a counsellor improved their academic or personal life.	3.20	0.85	Aware
7. I feel more comfortable approaching guidance counsellors because of my friends have done so.	3.00	0.76	Aware
8. My classmate have spoken highly of the guidance and counselling services, which makes me more inclined to use them.	3.10	0.85	Aware
9. My friends have provided me with tips on how to access guidance and counselling services when needed.	3.30	0.80	Aware
10. Positive feedback from my friends/ classmates about the counsellors has motivated me to seek guidance when facing challenges.	3.20	0.87	Aware
<b>Over-all Assessment</b>	<b>3.07</b>	<b>0.64</b>	<b>Aware</b>

Legend: 4-3.36-Strongly Agree/Very Aware, 3.35-2.6-Agree/Aware, 2.5-1.76-Disagree/Unaware, 1.75-1-Strongly Disagree/Very Unaware

Firstly, respondents were aware “My friends have provided me with tips on how to access guidance and counselling services when needed.” With a weighted mean of 3.30 and a standard deviation of 0.80, additionally, respondents aware “I have heard other students talk about guidance and counselling services at our school”, with a weighted mean of 3.00 and a standard deviation of 0.70” and the question “I have learned about guidance and counselling services through conversations with my friends or other students” with a weighted mean of 3.00 and a standard deviation of 0.79 and the question “My friends/classmates often discuss how seeking help from a counsellor improved their academic or personal life” with a weighted mean of 3.00 and a standard deviation of 0.77. According to Gintare (2015), most organizations have policies and procedures in place for handling information. These documents provide guidance on how to manage, store, and share information within the organization. They often include Data Protection Policies: This outline how personal data should be collected, stored, used, and disposed of to comply with data protection laws Confidentiality Policies: These detail how to handle sensitive information to maintain confidentiality. Information Security Policies: These provide guidelines on protecting information from unauthorized access, disclosure, modification, or destruction. According to Rofiani (2022), students who receive guidance and counselling services are better developed in interpersonal, study, vocational, and problem-solving skill. For underachiever the impact of counselling interventions shows a significant improvement in the areas of organizational skills, time management and motivation.

### School Communication Strategies

Table 2.3 shows the factors influencing learners’ awareness in Guidance and Counselling services in terms of school communication strategies.

**Table 2.3 Factors influencing Learners’ awareness in Guidance and Counselling services in terms of school communication strategies**

Indicator	Mean	SD	Interpretation
1. I know who our guidance counsellor is at our school	3.52	0.69	Aware
2. I receive regular updates about guidance and counselling services through school announcements.	3.11	0.69	Aware
3. I am aware of the different ways the school communicates with students about guidance and counselling services.	3.12	0.76	Aware
4. I know how to find contact information to our guidance counsellor.	3.16	0.71	Aware

5. The school explains how there will be communication in guidance and counselling.	3.19	0.74	Aware
6. I have seen information about guidance and counselling services posted on bulletin boards or in hallways	3.13	0.77	Aware
7. I feel like the school uses variety of communication methods to reach students.	3.14	0.72	Aware
8. The school’s communication about guidance and counselling services is clear and easy to understand.	3.21	0.69	Aware
9. The school always explain the good motive of guidance and counselling.	3.28	0.69	Aware
10. I feel like the school communicates important information about guidance and counselling in a way that is easy to understand.	3.20	0.80	Aware
<b>Over-all assessment</b>	<b>3.21</b>	<b>0.23</b>	<b>Aware</b>

Legend: 4-3.36-Strongly Agree/Very Aware, 3.35-2.6-Agree/Aware, 2.5-1.76-Disagree/Unaware, 1.75-1-Strongly Disagree/Very Unaware

Firstly, respondents are aware of “know who our guidance counsellor is at our school” with a weighted mean of 3.52 and a standard deviation of 0.69 This suggests a strong level of familiarity among students with the guidance counselling staff, indicating that the school has effectively communicated the presence and role of the guidance counsellor. Additionally, respondents aware “I receive regular updates about guidance and counselling services through school announcements.” With a weighted mean of 3.11 and a standard deviation of 0.69. This indicates that while school announcements play a role, they may not be the most effective method of reaching all students. According to Micheal Moyer (2014), school counsellors, like all mental health professionals are at high risk for burnout. High caseloads, job role ambiguity, and lack of supervision increase their propensity for burnout. Three areas were selected for study in this article due to their potential impact on burnout: supervision, student-to-counsellor-ratios, and non-guidance related duties. Hierarchical multiple regression analyses were conducted and findings indicate non-guidance related duties and supervision are the best predictors of burnout. Implications and limitations are discussed. According to Emily Baker (2021), school counsellors are one of the few professions that remain split on their professional title. We replicated a previous study to determine whether the results of the original study measuring the impact of language on perceptions of school counsellors’ competency were replicable by surveying a sample of the general population. Participants who completed the surveys with the term “guidance counsellor” were statistically less likely to believe that school counsellors were able to perform the 25 tasks assessed on the survey. Results suggest that the title impacted participants’ perceptions of the competence of school counsellors.

**Determine the significant relationship between the awareness of Grade 12 HUMSS learners to the Guidance and Counselling services.**

**Table 3.1 Significant Relationship between the awareness in terms of Academic Guidance**

Academic Achievement	Pearson r		Remarks	Decision
	r value	p value		
Academic Guidance vs. Personal Experience	0.604	0.001	Significant	Reject Ho
Academic Guidance vs. Peer Influence	0.487	0.001	Significant	Reject Ho

Academic Guidance vs. School Communication	0.400	0.001	Significant	Reject Ho
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Legend: \*\*. Correlation is significant at the 0.01 level (2-tailed).

The table presents the result of statistical analyses examining the relationships between Academic Guidance in terms of Personal experience. The Pearson correlation coefficients (r values) indicate moderately positive between the academic guidance and each of the variables.

The correlation between Academic guidance and personal experience to academic achievement demonstrate a r-value of 0.604 and a p-value of 0.001. Indicating a significant correlation. In academic guidance and peer influence having r-value of 0.487 and p-value of 0.001 also reflect a significant correlation. In academic guidance and school communication demonstrate a r-value of 0.400 and a p-value of 0.001 indicating a significant correlation.

**Table 3.2 Significant Relationship between the awareness in terms of Career Guidance**

Academic Achievement	Pearson r		Remarks	Decision
	r value	p value		
Career Guidance vs. Personal Experience	1	0.001	Significant	Reject Ho
Career Guidance vs. Peer Influence	0.480	0.001	Significant	Reject Ho
Career Guidance vs. School Communication	0.485	0.001	Significant	Reject Ho

The table presents the result of statistical analyses examining the relationships between effects of behavioral issue in terms of attitude to self-control and self-efficacy. The Pearson correlation coefficients (r values) indicate perfectly positive between the career guidance and personal experience and each of the variables.

The table presents the result of statistical analyses examining the relationships between effects of behavioral issue in terms of attitude to self-control and self-efficacy. The Pearson correlation coefficients (r values) indicate perfectly positive between the career guidance and each of the variables.

The correlation between career guidance and personal experience to academic achievement demonstrate a r-value of 1 and a p-value of 0.001 also reflect a significant correlation, additionally, the correlation between career guidance and peer influence demonstrates a r-value of 0.480 and a p-value of 0.001 also reflect a significant correlation. Lastly the correlation between career guidance and school communication demonstrates a r-value of 0.485 and a p-value of 0.001 signifying a significant correlation.

## SUMMARY OF FINDINGS

The salient findings of the study are summarized as follows:

- Grade 12 HUMSS students at Tanauan Institute demonstrated substantial awareness of school guidance services, although understanding varied across program types. Academic guidance awareness was high regarding the information service program but lower for workshop participation. Career guidance awareness was generally positive, but access to resources was perceived as limited. Personal/social guidance awareness was also high, yet comfort levels in approaching staff for personal issues were lower.
- Personal experience and peer influence significantly impacted students' awareness more than school communication strategies. Positive personal interactions with guidance counsellors and peer recommendations strongly correlated with higher awareness levels. While school communication efforts were somewhat effective, their impact was less pronounced than direct experience and peer influence.

## CONCLUSION

The study's findings let to the conclusion that the hypothesis being tested states that there is a significant positive relationship between the Awareness of Grade 12 HUMSS students in Guidance and Counselling services. Therefore, the null hypothesis is rejected.

## RECOMMENDATIONS

**In light of the findings and conclusion of the study, the following recommendations are offered:**

1. For students, create a guidance guide, work with classmates to create a comprehensive guide to guidance services at school. Include contact information, a description of services offered, and testimonials from students who have benefited from guidance.
2. For teachers, dedicate a space in the classroom to display information about guidance services, contact information, and student success stories.
3. For parents, connect with the guidance counsellor each out your child's guidance counsellor to schedule a meeting to discuss your child's needs and any concerns you might have.
4. For guidance counsellors, continuous dissemination of information, more frequent announcement about guidance and counselling services through bulletin boards and school announcements
5. For future researchers, conduct a study about Guidance and Counselling for students to gain a deeper understanding of their perceptions and experiences with guidance services.
6. To enhance awareness of guidance and counselling services, the researchers recommend implementing a program of engaging workshops and seminars on academic, career, and personal/social guidance to improve student awareness and utilization of counselling services, leading to better academic performance, informed career choices, enhanced personal well-being, and increased student confidence in seeking support.

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