

# Teacher and Student Perceptions of the Emphasis Placed on Specific Counselor Functions in CPU

Abstract of a Study of GSC — by Josefina Porter

## Background of this study.

Colleges and universities feel the great need for student guidance for vocational and educational placement of their students. This is a need brought about by the government's emphasis on manpower development in order to improve the country's economy.

Guidance services are very much needed at these times. These are much needed as anyone of these following counselor functions: educational and vocational information, individual analysis and appraisal, academic advising, curricular activities, placement, orientation in and out of school activities, etc.

## The Problem:

This study attempted to answer these following questions:

1. How do the perception of students of specific counselor functions compare with the perceptions of teachers? The following are sub-questions:

a. which specific counselor functions do the students perceive as receiving enough or too much emphasis?

b. which specific counselor functions do the teachers perceive was receiving enough or too much emphasis?

c. which specific counselor functions do the students perceive as receiving no emphasis at all?

d. which specific counselor functions do the teachers perceive as receiving no emphasis at all?

e. which specific counselor functions do students perceive as needing more emphasis?

f. which specific counselor functions do the teachers perceive as needing more emphasis?

g. which specific counselor functions do the students perceive as not emphasized at all?

h. which specific counselor functions do the teachers perceive as not emphasized at all?

## The Instrument Used in the Survey.

The questionnaire used in this survey contained thirty items. Each item expresses a function which was judged by teacher counselors as commonly

---

\* Abstract of the study conducted by the Guidance Services Center, Central Philippine University.

performed by college counselors. The same items were tabulated under eight categories of general counselor functions: orientation, testing and appraisal, academic advising, financial aids and placements, co-curricular activities, personal and occupational counseling, transfer advising and registration advising.

#### Findings and results:

1. To the question, which counselor functions do the students and the teachers perceive as receiving enough or too much emphasis? Only the function "administering tests to incoming students" was perceived by the teacher as having been given enough emphasis. This was indicated by 60% of the teachers.

2. The students did not perceive any function as having been given "enough emphasis."

3 No counselor function has been given too much emphasis or has not been emphasized at all according to 60% of the students.

4. The teachers perceived that these following functions need to be given more emphasis: assisting students with short orientation program, advising students to appropriate programs and curricula, and conferring with students prior to admission in college.

#### Conclusions:

It is safe to conclude that teachers and students differ significantly in their perceptions of many counselor functions. Teachers tend to be critical of the counselors' functions than the students themselves.

The students are less inclined to be enthusiastic with any services provided

them. In fact, they seem to perceive counseling as an invasion to their privacy.

The teachers are judged as better indicators than the students when it comes to assessing counselor functions. The teachers admittedly declared certain functions as needing more emphasis even if it will mean more extra responsibilities for them. The students are rather indifferent as to whatever was asked of them.

#### Recommendations:

In the light of the above-mentioned findings some recommendations are hereby included:

1. It is recommended that the Guidance Services Center shall give psychological tests to colleges that request for these services only.

2. Detailed plans need to be worked out with the other deans and department heads to organize a corps of college academic counselors to do curricular advising.

3. Plan a semestral orientation program for prospective college students with some sending high schools.

4. Teachers need to be informed of the different areas of counselor functions that are available for the students at the start of the year.

5. An in-service program for teachers and teacher advisers of counselor functions they can dispense with every day.