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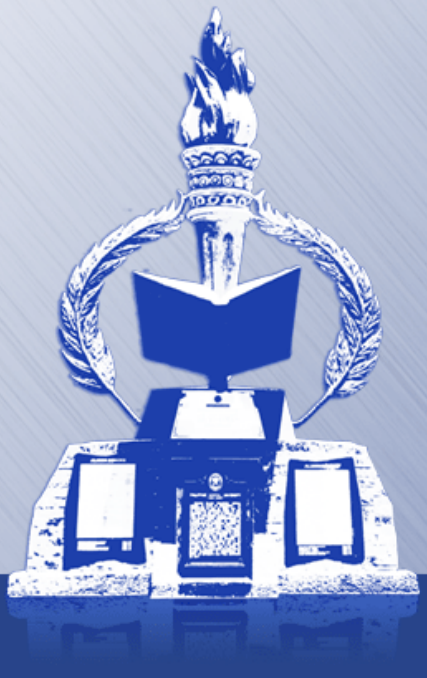

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Philippine Normal University
National Center for Teacher Education

AN ASSESSMENT TOOL ON HOMEROOM TEACHERS' FACILITATION SKILLS FOR STUDENTS' COUNSELING NEEDS

A Thesis

Presented to

the College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Education

with Specialization in Guidance and Counseling

EMILY P. CARREON

December 2016

Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

This thesis entitled **"AN ASSESSMENT TOOL FOR HOMEROOM TEACHERS' FACILITATION SKILLS FOR STUDENTS' COUNSELING NEEDS "** and submitted by **MS. EMILY P. CARREON** in partial fulfillment of the requirements for the degree of Master of Arts in Education with Specialization in Guidance and Counseling, is hereby recommended for approval and acceptance.

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ABSTRACT

Name : Emily P. Carreon

Title : An Assessment Tool on Homeroom Teachers' Facilitation Skills for Students' Counseling Needs

Key Concepts : Facilitation Skills; Personal Warmth; Empathic Skills; Communication Skills; Cognitive Skills; Methodological Skills.

Degree : Master of Arts in Education

Specialization : Guidance and Counseling

Advisers : Maryfe M. Roxas, Ph.D.

: Adonis P. David, Ph.D.

The purpose of this study is to develop a tool for assessing teachers' facilitation skills needed in addressing students' counseling needs in the school context. The study discusses the process of developing the tool from conceptualization to item generation and psychometric analysis. Focus-group discussion (FGD) was conducted with selected homeroom teachers to identify the facilitation skills that teachers use or think they need to have. The qualitative themes that emerged from the FGD were used as basis for the development of items for the assessment tool. Initially, there were 72 items constructed and subjected to content validation and vocabulary evaluation by selected experts. A series of revisions were made after face validity and content validity. The assessment tool was administered to 165 homeroom teachers in the first tryout and 301 homeroom teachers in the second tryout. Quantitative data from the

tryout were subjected to reliability analysis using Cronbach's alpha and construct validation through exploratory factor analysis (EFA). Five major skills dimensions emerged from the EFA that explain the underlying dimensions of homeroom facilitation skills a teacher should possess: *personal warmth, empathic skills, communication skills, cognitive skills, and methodological skills* providing support for the multidimensionality of homeroom teachers facilitation skills. The developed and validated 16-item final form of the Homeroom Facilitation Skills Assessment Tool (HFSAT) may serve as a valuable tool for educational practitioner to assess homeroom teachers' facilitation skills to meet the counseling needs of students while in the school setting.

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Dedication

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters— Colossians 3:23

This humble piece of work is dedicated to

Lord Jesus

who, through prayers had given enough courage and determination

to Mat

who never failed to support me,

gave his unconditional love

and taught me that everything gets done,

one step at a time

to my Parents (including my mother-in-law)

who inspired me to become who I am today

-a successful person in my chosen field of endeavor.

E.P.C.

Acknowledgment

"See, I am sending an angel ahead of you to guard you along the way and to bring you to the place I have prepared-Exodus 23:20

This humble piece of work would not have been possible without the guidance and help of individuals who, in one way or another contributed and extended their valuable assistance in the preparation and completion of this masterpiece.

Dr. Zenaida Q. Reyes, CGSTER dean, for her worthy recommendations and undeniable prowess that help refine her manuscript;

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It is with immense gratitude that the author acknowledges the unfailing support and encouragement of her thesis adviser, Dr. Maryfe M. Roxas, who provided her with a clear direction in writing her thesis.

It is her great pleasure to acknowledge Dr. Adonis P. David, adviser, for his all-out support, patience, guidance, and unwavering assistance for the accomplishment of this endeavor. His words always inspired the author and brought her to a higher level of thinking;

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Her deepest gratitude is likewise accorded to Dr. Jonardo Y. Pablo for sharing his manuscript that led to author's better and clearer understanding of her work;

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The author's extended family—Nanay Ine, Ate Donna, Kuya Percival and Marie Paz—for their enduring love and encouragement;

Above all, the Almighty Father, for answering her prayers and for giving her the strength she needed not only during the course of this work but also throughout her life; and

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The Author

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Background of the Study

Teaching, being considered as the noblest profession, requires teachers to perform roles and carry out responsibilities that are far different from other professions, making them more recognizable than the others. Love for the profession goes beyond knowing the subject matter. It extends to other defining characteristics of a teacher such as preparing daily lessons and employing a variety of teaching methods as she teaches. Above all these, being a model to his/her students, he/she is viewed as someone who motivates students, is patient, is flexible to students' problems and needs and makes the class fun and enjoyable.

Ivey, Ivey and Zalaquett (2013) stated that teaching is a direct process. For better or worse, teachers are out-front, stating in relatively clear terms what they want their students to know. This is to create change in an individual's view about life. However, change and enhancement in the life of an individual can be developed further through counseling. Making changes and developments in the lives of clients needs a skillful counselor so that effective counseling process could take place Skillful counselor should have some professional skills for effective counseling process to happen. Having a relationship, helping/counseling, conceptualization of cases, diagnosis, strategic planning to come up with interventions were the different professional skills a counselor should possess. In an educational institution, the guidance counselors spearhead the

guidance services of a school. They have to interact with students individually, in small group, or in an entire class. They are the implementer of the school's guidance program but unfortunately, no true counselors act in the public elementary school.

Guidance and Counseling has been defined in the Implementing Rules and Regulations (IRR) of Republic Act 9258,otherwise known as Guidance and Counseling Act of 2004, Rule 1, Section 3(Manila Standard, (2007) as cited by Villar (2011), is a profession involving an "integrated approach to the development of a well-functioning individual primarily by helping him/he to utilize his/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests and needs. In the Philippines, Guidance and Counseling is still the popular label. The office is still called the Guidance Office or guidance Department in many schools. Guidance Counseling is considered the major service of a comprehensive and systematic program for helping individuals address the changing demands of the different developmental stages, understand themselves and their environment, resolve issues and problems, and develop their potential optimally. The term Guidance Program is used to encompass all the services and activities intended to realize these goals.

The teachers are fully aware that they cannot be a professional Guidance Counselors, if they will not submit themselves to some requirements; mandated by RA 9258. The passage of the law in 2004 has made it imperative to secure a license before practicing; and pre requisite to that license is that one must be a graduate of Master of Arts with specialization in Guidance & Counseling.

The guidance counselor and the teacher aim to help students overcome obstacles to their personal and educational growth and move towards the maximum

development of their potential. To accomplish these he/she establishes a warm, trusting, confidential working relationships with the students to assist in self-acceptance and understanding, decision making, and problem-solving.

Another duty of a guidance counselor which is done also by a teacher is that of being a Conductor of Activities. A guidance counselor must carefully plan and directly conduct certain activities that may promote the students' positive outlook in life, in the same way that teachers are also providing activities to his/her students for the promotion of students future endeavor.

In the public elementary school setting, it is very evident that teachers (homeroom advisers) also play the role of a guidance counselor to their students; the very important job that needed to be given special attention. It takes counseling skills to make an effective referral. Teachers may be asked to provide intervention to a crisis right away to avoid undesirable consequences to the student involved and his immediate surroundings. Teachers are often in the position to effect positive change during "technical moment".

Under DepEd order no.77 s. 2010, Guidance Counselor I was one of the teaching related position given to public school. Republic Act 10533 or the Enhanced Basic Education Act of 2012 requires high schools to have "career and employment guidance counselors" who will properly guide the students in choosing their career tracks. However, there are only about 2,000 registered guidance counselors, servicing some six million high school students in the country. The implementing rules and regulations (IRR) of RA 10533 provided for "career and employment guidance advocates" who are not registered and licensed guidance counselors. The IRR allows

schools to appoint personnel other than licensed school counselors to run their career guidance advocacy activities for high school students. “Career guidance advocacy, information and advising may be done by non-registered counselors, career guidance advocates, teachers and peer facilitators, among others,” it said.

Under the proposed house bill no. 3458 made by Ortega (2016), it seeks to create the plantilla position of guidance counselor in public elementary division because items were only given to high school divisions. This evidence proves that there is really a need for qualified personnel to improve the survival rate of enrollees in the basic education department.

In the Philippine Faculty Handbook of S.Y. 2007-2008, roles and responsibilities of homeroom teachers were discussed: get to know each student in the homeroom; be available and approachable; setting tones of friendship; encourage students to feel important; and employ morally acceptable attitude as person.

In reality, a 20-minute period during Character Education subject is allotted for homeroom period in every section. In this very short span of time, homeroom advisers check the attendance of the students, emphasize and impose discipline, do the necessary reminders and even collect some fees which are only authorized by DepEd. In the study of Sencio, (2010) the level of involvement of the homeroom advisers in the delivery of the basic guidance services in the implementation of the homeroom guidance in the secondary schools of the City Schools Division of Tacurong was described. Based on the findings of the study, it can be concluded that the homeroom advisers are really committed and dedicated teachers in promoting the welfare of the students. Over and above their main function of teaching, they can still involve

themselves in the implementation of the basic guidance services. In spite of the fact that not all secondary schools have designated qualified and licensed guidance counselors, the homeroom advisers are there to carry out the guidance program of the school. The success of the implementation of the basic guidance services and homeroom guidance depends greatly on the hands of the homeroom advisers. They serve as the extending arms of the guidance counselor. They are those who truly touch the lives of the students through their daily personal involvement in the delivery of guidance services and homeroom guidance.

Section 16.2 of Philippine Education Act of 1982 stressed that the teacher is accountable for the efficient and effective attainment of specified learning objective in pursuance of national development goals within the limit of available resources. This proves that teachers really make a difference in the field of education in carrying out the objectives of Philippine Educational system. Teachers must admit that improvements in education and students' performance are results of activities which take place inside the classroom.

Thus, education, to be more effective needs a higher level of special research strategy which may be called innovation. Innovation should be clear enough to provide a sound program like the use of textbooks, modules, pamphlets, films and good instructional materials.

Counseling skills have to be demonstrated for new counselors to become effective. And this should be extended to homeroom teachers as well. To be able to provide effective counseling and guidance to students they need the right attitudes, knowledge and skills so that collaboration with parents will be developed. Hall and

associates (2003) mentioned different characteristics of teachers to acquire and develop parallel to what counselors have.Teachers should have: genuineness, respect and empathy which serve as attributes of attitude. With all three present, a healthy relationship between the counselor and the counselee is likely to happen. Likewise, parents and students can expect that every case will be handled with sensitivity because they know they have teachers who are morally upright and with integrity.

In addition to the above mentioned attributes, a teacher should possess other skills over and above knowledge, to become an effective teacher. Bringing out the best in every student entails not just mastery of the lessons but more importantly, knowing how to effectively deliver these to the learners using varied techniques and strategies. On the other hand, a good counselor, just like an effective teacher, employs different strategies as well to address understanding of students and parents perspective. Furthermore, a valid and reliable measure, the Counseling Skills Scale, was developed by Eriksen and McAuliffe (2003) to know the effectiveness of new counselor's competencies. It was described to assess beginning counseling students' skills.

However, in the Philippines, no valid and reliable assessment tool can be used to determine the skills homeroom teachers should possess align to their roles and responsibilities given under the Philippine Faculty Handbook. The skills that the homeroom teachers use for students' counseling needs will be termed as "Homeroom Facilitation" skills not to interfere the existing law for the registered guidance counselor. Aside from the fact that foreign assessment materials utilized were expensive, the norms among Filipinos are not successfully met due to cultural bound factors.

This urged the researcher to plan and make a reliable and valid instrument that could assess the facilitation skills homeroom teachers must have to answer the shortage of guidance counselor in the public elementary school. Having been working in an academic institution, the researcher has become interested on aligning the skills which needed by both homeroom teachers and counselors in order to meet their clients' demand. Findings in this study could serve as bases for possible changes or improvement in existing academic programs, policies, and activities.

Conceptual Framework

The facilitation skills and the role of homeroom teachers in handling students in the school premises are anchored in person-centered theory of Carl Rogers (1959). Classically, these core attitudes are articulated as unconditional positive regard (UCPR), empathy and congruence. This approach holds that in order for vulnerable or anxious people to grow psychologically, they must come into contact with a therapist who is congruent and whom they perceive as providing an atmosphere of unconditional acceptance and accurate empathy.

Rogers' theory (as cited by Fiest, G.J. & Fiest, J., 2002) rests on two basic assumptions: (1) the formative tendency(1978, 1980), which states that all matter, both organic and inorganic, tends to evolve from simpler to more complex forms, and (2) an actualizing tendency(1959, 1980), which suggests that all living things, including humans, tend to move toward completion, or fulfillment of potentials. However, in order for people (or plants and animals) to become actualized, certain identifiable conditions

must be present. This holds true for counseling. In order for counselors to understand the client, he/she must have the three characteristics identified by Rogers.

Counselor congruence exists when a person's organismic experiences are matched by an awareness of them and by an ability and willingness to openly express these feelings (Rogers, 1980). Congruence involves (1) feelings, (2) awareness, and (3) expressions. These suggest that counselor is not simply a kind and friendly person but rather a complete human being with feelings of joy, anger, frustration, confusion and so on. When these feelings are experienced, they are neither denied nor distorted but flow easily into awareness and are freely expressed.

Unconditional positive regard means warm acceptance of each aspect of the clients' experience. There are no conditions of acceptance; it is non-judgmental. It means caring for the client. UCPR is love, care and compassion to the client. A therapist with unconditional positive regard toward a client will show a non-possessive warmth and acceptance, not an effusive, effervescent persona.

Empathic listening is the third and sufficient condition of psychological growth. Empathy exists when therapist accurately sense the feelings of their clients and are able to communicate these perceptions so that clients know that another person has entered their world of feelings without prejudice, projection, or evaluation. Empathic attitude was phenomenological position (Zimring and Raskin, 1992). He further states that the persons react to the field as it is experienced. The perceptual field is reality for the client. He defines empathy as the therapists' experiencing an accurate understanding of the clients' experience. The therapist senses the client's world as if it were his own. The therapist is able to understand the client's feelings. He is not in doubt

about the client's feelings. His responses fit the client's mood and his voice tone conveys the mood of the client. A therapist does not take ownership of a client's experiences but is able to convey to the client an understanding of what it means to be the client at that particular moment (Rogers, 1965).

The three interrelated core conditions must be present in the counselor in order for the counseling process to be a success. The goal of the counselor is for the client to discover on their own what are the consequences of their attitudes and behaviors, that way best options and opportunity will be known. The counselor will help liberate his/her client to more confidently express their true feelings without fear of judgement. To achieve this, the client-centered counselor carefully avoids directly challenging their client's way of communicating themselves in the session in order to enable a deeper exploration of the issues most intimate to them and free from external referencing. The counselor was not prescriptive in telling his clients what to do, but believed that the answers to the client's questions were within the client and not the therapist. Accordingly, the counselor's role was to create a facilitative, empathic environment wherein the client could discover the answers for him or herself.

Tuason, M. T., and Carandang, M. L. (2013) agreed on their study that humanistic, client-centered or the Rogerian theory was one of the predominant counseling theories in the Philippines along with Family systems therapy with elements of spirituality and counseling and Cognitive-behavioral theory. This counseling practices work best in the country due to cultural considerations.

In the school setting, counselors need to execute the guidance program for the holistic development of a child. However, no true counselor exist in the public

elementary school. Homeroom teachers were the one doing the job. They were the equipped person facilitating the guidance services in the school. Entwine with the counseling skills, facilitation skills of homeroom teachers were used in order to meet the counseling needs of students. Similar to the conditions stated by Rogers, teachers also need to show congruence, unconditional positive regard and empathy. The teacher shows congruence when he/she has the willingness to transparently relate to student without hiding behind a professional or personal facade. This way, student can be able to share every details of his/her experiences. Unconditional positive regard is shown by the teacher when he/she offers an acceptance and prizing for their student for who he or she is without conveying disapproving feelings, actions or characteristics and demonstrating a willingness to attentively listen without interruption, judgement or giving advice. When the student feels that he/she is not being judge, more level of confidence will be built that can lead to openness. The empathic listening is present when the teacher communicates their desire to understand and appreciate their student's perspective. In relation to Roger's theory, homeroom teachers should have the facilitation skills in order to address the counseling needs of students.

Figure 1 on page 11 illustrates the conceptual framework of the study. It provides a schematic picture of how the final form of the homeroom facilitation skills assessment tool was arrived at.

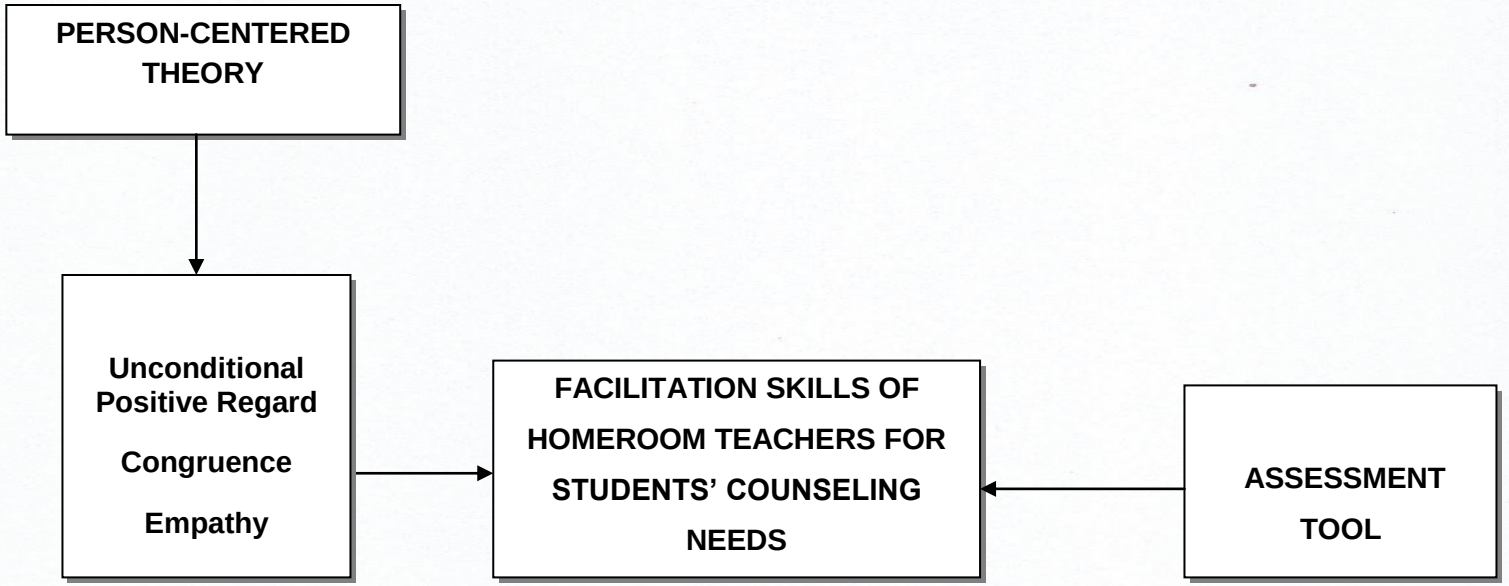

Figure 1. **The Conceptual Framework of the Study**

The person-centered theory presented determines the needed facilitation skills among homeroom teachers. As shown in Figure 1, the researcher initially read journals and related studies to establish the congruency of the skills to the known theories. The focus group discussion was held to know what were the important facilitation skills homeroom teachers needed to possess to meet the counseling needs of the students. The relevant information the researcher had gathered served as the basis for the item construction. Then, three registered guidance counselors reviewed and conducted face and content validation of the instrument to determine if the scale can really measure what it intends to measure. Thus, pilot run was administered to the homeroom teachers, to know if the terms used were within the level of their understanding. The results gathered during this phase were used throughout the course of the study.

Statement of the Purpose

This research study aimed to develop and validate a tool that could assess the facilitation skills among elementary homeroom advisers of public elementary school, particularly in fifteen (15) schools in the Division of Parañaque City. Specifically, the study aimed to:

1. Identify the facilitation skills that homeroom teachers should possess.
2. Develop a self report tool that would measure the facilitation skills among homeroom teachers.
3. Establish the validity and reliability of the developed assessment tool.

Significance of the Study

It is hoped that the development of the facilitation skills assessment tool for homeroom teachers may be beneficial to academic institutions. This study would also be beneficial to the following:

Homeroom Teachers. The assessment tool to be developed in this study will determine the facilitation skills homeroom teacher should possess. This will be the basis for encouraging them to attend trainings that can enhance and develop the needed skills for the counseling needs of students.

School Administrators. The findings of the study will be beneficial to the school administrators in providing the best nurtured students as envisioned by the DepEd in their vision and mission statements. They would become more aware of their role in encouraging the teachers within the division to undergo the same assessment and establish a program that would enhance the skills of the teachers.

Government and Non-Government Organizations. This study encourages government and non-government organizations as well as the private business sectors to provide financial supports, generating adequate funding for the establishment of the program, and systematic implementation within the area of responsibility.

Future Researchers. The study can help future researchers who will wish to conduct a similar study. This study may also encourage other researchers to develop instruments that measure other psychological constructs. This may help lessen their effort in looking for an objective and locally constructed available measure of

counseling skills assessment tool for homeroom teachers in the school context. They may use the developed instrument in their future research endeavor.

Scope and Limitations

This study focused on the development and validation of an instrument, the facilitation assessment tool for homeroom teachers. The test was constructed and consisted of items based on the ideas which were derived from review of literature, focus group discussion, and follow-up interview with the target participants of the study. The homeroom facilitation skills assessment tool was developed through homeroom teachers, both male and female, whose ages were from 26 years old and above and presently connected in public elementary school in Parañaque City. Furthermore, the focus of this study was to know the facilitation skills a homeroom teacher should possess or acquire while inside the school premises to address the counseling needs of students. The study, therefore, did not intend to measure the other aspects of teachers' life outside the school such as family and community.

The test was constructed based on the ideas derived from works of scholars and experts found in the literature and previous studies related to counseling. In this study, the domains/components of the facilitation skills were focused on the experiences identified by the homeroom teachers and agreed by registered counselors through focus group discussion which was anchored on the existing person-centered theory by Carl Rogers. Results then became the bases for developing items and later on extracting underlying factors that may explain the construct being examined through

exploratory factor analysis. Research samples were also limited to regular homeroom teachers within the chosen clusters. The study was conducted in fifteen (15) schools in Parañaque City.

Moreover, the results gained from this research cover only the population of the fifteen (15) Elementary Schools. Time was also one of the factors that was taken into consideration as there were procedures that the researcher needed in order to gain permission to collect data in the school. Gaining access to school also requires a certain duration of time. Therefore, only fifteen schools were selected out of 26 for this research purposes.

Definition of Terms

To provide a deeper insights and understanding of the study, the following terms are hereby defined operationally for readers to be acquainted to their meanings:

Homeroom Teachers. This refers to the population sample who will directly receive the assessment tool. In this study, they are teachers who do facilitation sessions align with counseling skills to provide the counseling needs of students.

Homeroom Facilitation Skills. In this study it would refer to skill or principle used in relationship which develop self knowledge, emotional acceptance and growth and personal resources. In terms of facilitation skills among homeroom teachers, this would refer to how teachers help their pupils in usual classroom situation that needed counseling skills.

Factors. In this study, it represents a construct which is derived from the measurement of other variables, this includes communication skills, methodological skills, cognitive skills and personal warmth and empathic skills.

Personal Warmth. This factor pertains to soft skill a homeroom adviser could have. Showing kindness and establishing warmth to the student. He/she will focus his/her undivided attention on the student exclusively and the student will feel like the most important person on earth, even only during those few moments. Personal warmth also includes keeping the case of the student confidential at all times and securing non-threatening setting while in facilitating session.

Empathic Skills. This factor can be defined as a skill that enables the homeroom teachers to make the problem or situation easier for the student. During facilitation he/she must be neutral and should establish accurate empathy and unconditional positive regard to the student. He/she can guide and assist the student on the good decision the student will make about its assumptions, beliefs, and values and about its systemic processes and context.

Communication Skills. In this study, this pertains to abilities in the areas of language understanding, communicating expressively, and practical language skills of the homeroom teachers. The abilities of the teachers to convey the meaning of the student's message while he/she wait for the student to finish his/her talk. Moreover, this also gives space and respect to the student so that the student will be able to tell all his/her thoughts and feelings. This is also how the teacher provides word of encouragement and boost the confidence of the student so that transmitting and receiving of the messages will be able to clearly identify.

Cognitive Skills. This would refer to how the homeroom teachers used their problem-solving, motor skills and analytical abilities to identify and sum up multiple elements of the students' messages. He/she thinks and carefully analyzes the common information and appraises the data given by the students to be able to grasp the underlying meaning of his/her actions.

Methodological Skills. This skill pertains to how the homeroom teachers establish systematic procedure to match and search for repeating patterns on the student's situation. This skill is dependent on attention, interest, understanding and respect of the teacher for the student. It also fosters the individual's further contact and involvement, feeling understood and achieving a clearer grasp of one's feelings that stimulates the person's seek for greater self-awareness.

CHAPTER II

REVIEW OF RELATED LITERATURE

To enrich this research endeavor and establish its importance, the researcher has collected, reviewed, and analyzed related information/statements from the available related literature and studies which provided the researcher with a substantial amount of information about counseling. Both foreign and local studies were reviewed and were used to form the background of the study.

COUNSELING SKILLS

In forming relationship between the client and the counselor, basic and advance counseling skills are important. In The Skilled Counseling Training Model shared by Smaby and Maddux (2010), it showed that counseling skills are aimed at building relationship based on unconditional positive regard, genuineness and acceptance. A framework of self-assessment tools and guided observations by experienced counselors were used in this model which helped the students evaluate and improve their counseling techniques. The skills involved physical attending, active listening and developing awareness of superficial feelings and content. Added to this, it offers training on how counseling skills are transferred to actual counseling sessions.

Berven and Berzyak (2015) said that counseling skills are essentially relationship-building and at the same time, emphatic listening skills, drawing out client stories and concerns in depth together with the surrounding context. Counseling skills therefore serve as the foundation for working jointly with clients to understand and

conceptualize their matters of concern as well as addressing their problems while developing counseling service at the same time.

In the Learning Counseling and Problem Solving Skills by Fawcett and Borck-Jameson (2014), it was stated that one has to learn the counseling skills in order to help others. To be good and effective helpers, you have to use every possible counseling and problem solving technique. There is a need to form a trusting relationship with the client to enable them to talk and share what's on their mind and perhaps, help them make good decisions.

In his study, Drab (2015) identified the top ten basic counseling skills as: 1. Listening; 2.Empathy; 3.Genuineness; 4.Unconditional positive regard; 5.Concreteness; 6.Open questions; 7.Paraphrasing; 8.Counselor self-disclosure; 9.Interpretation; and 10.Information giving and removing obstacles to change.

Listening involves *attending* which is simply making your client feel your physical presence, making them aware that you care and full attention is given. Eye contact, nods, leaning forward, not moving around, not being distracted and encouraging verbalizations are but a few of the gestures to show this off. According to researchers, non-verbal responses were estimated to have 80% communication. In addition to attending is *listening/observing.* The information conveyed by the client through verbal and nonverbal responses is well-taken and understood.

Empathy is merely the ability to share someone else's feelings and to put one's self into another person's shoe. Making clarifications and amplifying client's own experience is done to better perceive and communicate the experience but not to share similar experience with your own. Saying "I know how you feel" is a BIG NO.

Genuineness is the ability of a counselor to be authentic and honest to client. This is to say that words/outer behavior must be in consonance with inner feelings. Genuineness is non-role playing; non-defensive and not being pretentious. A helper who says he is comfortable helping a client explore or deal with drug or sex issues but his behavior be it verbal or nonverbal manifests unwillingness to offer true and honest reaction on the issue will hinder the progress of the case and may lead to confusion. Moreover, it may develop distrust on the counselor,

The ability to express care and nurturance together with acceptance is showing unconditional positive regard. Being noncritical and responding to the client's message without judgment conveys warm accommodation. Respect, which is the ability to show positive feeling of admiration or appreciation is one consideration a counselor takes. Whatever the client decides on or alternatives in life he sets, is respected and considered.

Focusing on real and existing matters rather than abstract discussions and generalizations manifests concreteness. The counselor focuses on facts and feelings of relevant concerns but keeps communication specific. Concreteness includes functions such as assisting the client in identifying and working on a specific problem from the ones presented; reminding the client of the task involved and re-describing intent and structure of the session; helping the client clarify facts, terms, feelings and goals using questions and suggestions and simplifying or elucidating the problem being worked on or improving the problem-solving process by using the here-and-now focus to give emphasis on the process and content at hand.

Questions encourage discussions and can elicit specific examples. These enable to gather lots of general information from the client. Open questions do not limit the nature of the response to only a yes or no, or to very brief answers and the counselor is not requesting specific information when using these. There are however several points to remember here. If the client is not verbal in his response, this can facilitate exploration; for every question asked must be an intention or therapeutic purpose; assuming an interrogatory role by asking too many questions should be avoided and following a response with a paraphrase or reflection is the best approach. This encourages the client to share more thereby avoiding repetitive pattern of question/answer, question/answer, etc.

Paraphrasing is rephrasing and briefly summarizing the content of the discussion. One's judgment is not employed but instead, accepting and acknowledging the feelings of the client leaving a feeling that you understand the client at the same time, encouraging him/her to elaborate to help simplify, focus and crystallize what he /she shared.

Whenever there is a clinical need which cannot be met in other means, counselor self-disclosure as a rule can be done. Revealing personal feelings, views or experiences to the client with the intent to help him/her done in a caring and understanding manner may be used as an option if the need arises.

Interpretation is providing explanation or giving meaning to what clients are saying or sharing in a broader way. The counselor provides new meaning, gives reasons or explanations for certain behaviors, thought or feelings so that the client can see the problem in a better perspective. Making connections between seemingly vague

and isolated statements can point out patterns or offer a framework for understanding of the results which in turn helps the client as he becomes focused on a specific problem. The counselor with his expertise must deliver the interpretations with empathy, keeping it short and concrete. Likewise, as a counselor, you must never assume that the client is rejecting your insights; or that they resistant; or that you are right. Use of interpretations however, should be minimal.

In information giving and removing obstacles to change, the counselor and the client work hand in hand to identify the possible solutions and alternatives. During this collaborative work, data, facts, resources or answers to questions are supplied. Possible problems which may slacken the change process should be explained and made clear to the client.

In her case study, Krawford (2011) made mention of the basic counseling skills used by beginning counselors to enhance counselor-client relationship and to eventually bring on the client to tell or share his/her story. She identified five important micro skills needed to help clients benefit from using these appropriately and what negative effect may arise from not using them. These micro skills include *listening, empathy, genuineness, checking out and asking questions*.

Listening

Effective listening according to Egan (2010) entails work because it is an activity and not merely something that happens. Active listening is the foundation that builds understanding between the client and the counselor. McLeod (2007) explains that listening shows not just interest from the counselor to know but his willingness to wait

for the client to respond. Added to this, Armstrong (2006) further said that it is also analyzing how the client speaks and not just simply listening.

Giving indicators such as ‘hmmm’ and ‘ummm’ during a counseling session indicates active listening to a client. These indicators according to Egan (2010) and Armstrong (2006) will keep the client focused on the issue and may share of his/her ideas knowing that the counselor is interested. Similarly, Hackney and Cormier (2009) believed that giving encouraging expressions and showing interest while communicating with the client build a powerful effect. Egan in 2010 referred to the highest level of listening as emphatic listening. This is when the counselor put himself/herself in the situation of the client and claims the experience as if his/her own. (Mearns and Thorne, 2007, Hackney and Cormier, 2009).

Empathy

Empathy, according to Mearns and Thorne (2007), deals with the counselor’s immediate response that shows understanding of what the client shares. This level of emphatic response is what the client should feel. Furthermore, it is not just about responding but rather of identifying the underlying emotions that the client is showcasing. A positive response to what the counselor is saying is an indication that the client feels he/she is understood. Expressions like ‘yes’, ‘that’s it’ or ‘that’s exactly how I feel’ are actions that convey understanding and acknowledgement of both the meaning and content of what the client shares, Hackney and Cormier (2009).

Genuineness

The counselor’s ability to be real and genuine to the client is one of the important elements in humanistic approach. This approach by Carl Rogers, also known as

person-centered approach, focuses primarily on putting the client as well as the relationship between both the client and the counselor first. There should be proper communication and congruency while openly sharing the feelings and attitudes during the sessions. However, the counselor should see to it that he/she pays attention, be patient, anticipate needs and show genuine curiosity about the client's point of view. These can be the fundamental aspect of displaying care that builds a counselor/client relationship (McLeod, 2007). Moreover, Hackney and Cormier (2009) said that any trusting relationship is built on acceptance getting rid of judgmental verbal and nonverbal responses.

Checking Out

Giving some time and space for the client to give his/her response is a big help. Being focused completely on what he/she says, the counselor may ask the client to stop. Having a break and pausing for a while to ask some questions enables the counselor to inquire or find out some things about the assumptions or experience shared by the client (McLeod, 2007).

Asking Questions

Knowing that the basic fact finding can be done through questioning, the art of questioning is a skill that can help the counselor draw out responses that could lead in the solution of the problem. Clients tend to disclose when asked with either open ended or closed questions.

Egan (2010) explains that asking questions can be done minimally and should be appropriate to the session and issue at hand. Armstrong (2006) further said that asking open-ended questions by the counselor might prove effective.

On the other hand, Corey, M., Corey, G. and Corey, C (2013) relates that leadership skills such as empathy, warmth and genuineness are counseling skills that counselors should have to create an atmosphere that favors a successful outcome between the counselor and the client.

Moreover, various skills were considered as necessary to become a refine and competent leader who is able to lead groups of children, adolescents and adults alike.

Active Listening involves paying attention to the client as he/she shares his story, showing interest to what they feel and how they say it as well as attending to all communication gestures be it verbal or nonverbal, without evaluating or judging. In other words, active listening is absorbing content, noting gestures and subtle changes in the voice or expression and sensing the underlying message that goes with these.

Reflecting is a skill dependent on active listening. The counselor allows the client to open up so that he/she can better understand the meaning that comes with the emotions. This may further lead to a great chance of a more meaningful conversation thereby allowing the counselor to think and convey the essence of the message of the client for his own understanding.

Questioning entails asking open-ended questions that lead to self-exploration or examination of the “what” and “how” behavior. It is important for the counselor to know what questions are needed to be asked to get the information necessary to solve the problem of the client.

Clarifying can be done during the first or initial counseling session. Statements given by the client is simplified by focusing on the core of the messages. Clarification on

the part of the client makes him understand the meaning of his statement and sort and examine conflicting and confusing feelings.

Summarizing means putting together the important elements and covering the main points during the session or interaction is an ability that is useful for the counselor. This is very useful in the transition from one topic to another. Usually done at the end of each session, it enables the client to think and reflect on what he/she has learned and how this learning is applied in his/her daily life. Making a connection of the themes derived from the client can help the leader determine what to do next.

Facilitating includes opening up clear and direct communication within the group by assisting client/member to show off and express his/her feelings and overcome barriers in communications. This also entails working openly and creating a safe environment for the client as well as proving his/her support as he/she challenge them to participate. Open expression of conflict is further encouraged to make the session run smoothly and effectively.

Empathizing is a skill that concerns putting one's self into the other person's shoe. It is identifying with the client by assuming his/her frame of reference characterized by openness and caring while maintaining a professional level of relationship with one another.

Interpreting means that counselor offers possible explanations to certain behavior, feelings and thoughts of the client. Giving meaning to what the client shares encourages him/her to disclose more of his/her ideas and thoughts and himself/herself as well.

Confronting refers to pointing out and dealing with conflicting information or messages at the same time challenging the clients to look and examine the disparity between their words and actions or bodily messages and verbal communications. Awareness of the disruptive part done by the client as explained by the counselor in a good and honest way can bring about positive output.

Supporting entails providing proper encouragement and right reinforcement to the client. Feedback given after the client experiences the conflict and not before can stop or abort some feelings and experiences of the client.

Modeling pertains to skill that is simply demonstrating good behavior through actions. It also involves offering respect for diversity, appropriate and timely self-disclosure, giving and receiving feedback in a non-offensive manner and challenging others in direct and caring way.

Suggesting through suggestions, it can help the client have alternatives or new ways of thinking. Offering advice and information, direction and ideas for the new behavior can direct him/her on what to do next.

Initiating is done when counselors take actions to bring about group participation and to introduce new direction in the group. They help clients focus on their personal goals, identify and resolve conflicts and assume responsibility in directing themselves.

Evaluating means assessing or appraising the ongoing group process and group dynamics in a careful and thoughtful way. Evaluating what and how things have been going on can help the client decide whether changes are to be made or not.

Terminating pertains to the part where a counselor prepares the group to end the session or finalize its history. Making a contract with the client as to the duration or how long the session would take makes it easier for the counselor to end the session.

The Need for Counselors in the School Setting

According to Stuart (2013), several authors identified that ten to twenty percent of school-age children exhibit emotional and behavioral problems. This fact emphasizes the primary and significant role of the teachers in the use of counseling skills to help their students.

Counseling is the skilled and principled use of a relationship to facilitate self-knowledge, emotional acceptance and growth and the optimal development of personal resources. Its overall objective is to give an opportunity to work towards living more satisfyingly and resourcefully.

Teachers, according to Lai-Yeung (2014) are entrusted with a lot of responsibilities nowadays apart from subject teaching. Their major duties include guidance and counseling. These two terms generally take on different meanings. The former refers to helping in the total person development of a student while the latter is more often aimed at helping the students with problems. In other words, the nature of guidance work is preventive and developmental whereas counseling is more of a supportive and remedial work. Seemingly, the global trend has moved from a casework and remedial approach to a preventive and developmental approach in providing guidance and counseling (Gysbers and Henderson, 1994; Yuen, 2002).

In as much as all teachers are involved in student guidance and counseling, there is definitely an important need for a guidance and counseling training for all teachers. This was in fact demanded by some guidance teachers. They even thought this was “the basic requirement of a teacher” (Yuen, 2002, p. 175). However, a search in the literature regarding teachers’ training needs in guidance and counseling revealed a scarcity of research in this topic. Most topics were focused on peripheral topics such as qualifications and mode of trainings for guidance personnel (McCarthy, 2001), or the training needs of career guidance personnel (Patton and Burton, 1997; Patton, 2000).

Aubrey (1997) as quoted by Moris, H. (2001), stated that because teaching involves helping others to learn, understanding the subject content then is a fundamental requirement in teaching. It is therefore correct to say that classroom teaching is not only teaching itself. It also involves the students and even the facilities in the classroom, not to mention the distractions outside. The teacher therefore has to listen to what the students want and the problems that distract them from learning. Many teachers claim they listen to their students but the truth was they did not. They failed to listen because they assume they know best thus, neglected the interest and opinion of their students.

In their phenomenological study, Williams, J. et. Al (2015) related the implications on how the school counselor can help in promoting the academic achievement of academically resilient, low-income middle school students. Three main themes and nine subthemes were identified namely: build meaningful relationship, build on the cultural wealth of the students and provide mental health services in the schools.

Barna, J. and Brott, P., (2013) further discussed in their article the essential role of elementary school counselor in improving and supporting student achievements, providing an overview of the academic enablers' framework as well as offering practical recommendations for implementing this framework. One valuable framework on academic enablers focused on interpersonal skills, motivation, engagement and study skills (DiPerna, 2004). Counselors made a connection between the school comprehensive program and the academic competence of the student to support academic achievement.

In a study by Phillips, V. and Cornell, D. (2012), it was posted that school counselors made use of peer nominations to identify victims of bullying. Schools more often rely on anonymous self-report method to know bullying victims. This however, hinders the school to know exactly the student who may need support. A survey on a sample of 1, 178 middle school students was done where they were asked to fill up a confidential peer nomination form. The counselor was tasked to interview the students with multiple nominations. The result revealed that the proportion of the students confirmed as victims increased from 43% for students with two or more nominations to 90% for those with nine or more nominations.

Considering the needs of the school counselor, Curry, J. and Bickmore, D., (2012) through the use of qualitative methodology, explored how novice counselor feel mattered. Results derived from this study were interaction with administrators, positive student connections, and success and collaboration with others. It was evidenced by these findings that for counselors to perform well, interaction with the administrators,

effective transition process and assignment of a formal mentor were equally important to improve and further develop their skills.

In an action research training model for prospective school counselors described by Young, A., Gonzales, I. and Vale Heltzer, J., (2014), it was discussed that early and frequent exposure to data-driven decision making close the gap in practitioner research. In making a comprehensive school counseling program, school counselors need to have an understanding of how to use information to develop, implement and evaluate their interventions. First-year school counselors may feel unprepared to use data and lack experiential accountability skills as well as advocacy resources to impact systemic student outcomes.

In another study done by Young, A., Dollarhide, C.T., and Baughman, A. (2015), focus was about the perception of school counselor leadership attributes. Analysis of open-ended statement was made to know the leadership characteristics pertinent to counseling profession. There were five themes that emerged namely: leadership attributes, relationship attributes, communication and collaboration, exemplary program design and advocacy. These themes were found to be aligned or in consonance with characteristics previously identified in the school counseling literature.

An examination of the relationship of the counselors' training with how they help their clients in solving their problems was done by Buser, T. J. (2008). The findings presented on the review of literature included the attention to be given to cognitive and interpersonal skills development. The Skilled Group Counselor Training Model (M. H. Smaby, C. D. Maddux, E.Torres-Rivera, & R. Zimmick, 1999) and the Skilled Counselor Training Model, being the recently developed approaches were utilized to derive the

empirical and theoretical foundations. Further research on the effectiveness of counselor training was however suggested by the critique of this literature.

In a query, Goodman-Scott, E., Betters-Bubon, J. and Donohue, P., (2015) aligned the Positive Behavioral Intervention and Supports (PBIS) and comprehensive school counseling to develop understanding of the objectives done by counselors in the school setting. Through their guidance services, school counselors are expected to contribute to a safe and preventive school environment. Moreover, various school implications and recommendations were done in this query.

The study done by Johnson, K., and Hannon, M. (2014) dealt with how school counselors utilize information coming from students and their parents and showed that there is a close relationship between these reports. Participants in this study consist of 108 teachers, 113 parents/caregivers and 129 students from an urban school in the Northeast region of the United States. Results revealed that there is a relationship between the behavioral problems of students from parents, teachers and the child himself/herself and academic achievements.

To associate best practices of the comprehensive and developmental school counseling program, Scarborough, J. and Luke, M. in 2008, made a qualitative, grounded theory among eight professional school counselors across grade level, geographic setting and region within the United States. This research is presented together with the emergent model for a successful, comprehensive and developmental school counseling program implementation. Implications for school education and practices as well as for future research were likewise tackled.

The issue about the LGBTQ community was taken by Byrd, R. and Hays, D., (2013). School counselors act as advocates in support for these types of students. In this research study, a Safe Space training was designed to facilitate competency. A randomized pretest-posttest control group design was used. This is to evaluate and examine the impact of Safe Space training on competency levels of a sample of school counselors/school counselor trainees and to further explore the relationship between the LGBTQ competency and the awareness of sexism and heterosexism.

Umit, S., (2011) assured the effectiveness of in-service training of school counselors in dealing with students with disabilities. In this study, pre-experimental method in accordance with the pretest-posttest model is utilized to show the significance and effectiveness of in-service training for school counselors in handling students with disabilities as provided by the Ministry of Education. The research group was composed of 14 school counselors who joined and participated in the in-service training organized by the Ministry of Education Isparta Guidance and Research Centre in school year 2007 to 2008. As a data collection instrument, “opinions relative to mainstreaming” scale developed by Antonak and Larviee (1995) and translated into Turkish by Kircaali-Iftar (1996) was used. For 5 days, in-service training on the inclusion of students with disabilities was given to school counselors by four persons in charge in Isparta Guidance and Research Centre. Dependent sample t-test was used to ascertain the effectiveness of the in-service training. Findings show that the in-service training on the inclusion of students with disabilities provided to school counselors is not effective in changing the views of the educators. In order to alter the views of the school counselors on the inclusion of students with disabilities, it was believed that there is a need for a

long term in-service education so that different teaching methods and techniques can be used. Furthermore, teachers may voluntarily take part in it and may put theoretical information into action.

The result of the study among 32 master's level counseling student by Lenz, A. S., et.al., (2002) shows the effectiveness of the Wellness Model of Supervision (WELMS; Lenz & Smith, 2010) with alternative supervision models for developing wellness constructs, total personal wellness and helping skills among counselors-in-training. Analysis of the results showed variance or difference in the personal definitions of wellness and total wellness among the participants in the WELMS as they develop their counseling skills at a similar level as compared with the participants accorded with other models of supervision.

In 2013, Crowe, T. P., et.al. made an evaluation of a 12-month on-site counselor internship programme among fifty-four interns. This was done to help and support hospital staffs in counseling individuals who suffered from the use of substance and were experiencing mental disorders. Statistically, there were remarkable improvements in terms of their attitudes and level of confidence and competence as well, with only one recovery knowledge factor, 'roles of self-definition and peers in recovery'. This recovery knowledge was positively correlated with the increase in the interns' confidence and competence but was not associated with attitude change. Elements of the internship programme such as mentoring, training/feedback and observation were highly valued and regarded by the interns. Learning events that were competency-based were most frequently identified as significant. Strategies to enhance self-directed and

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interpersonally focused learning as well as specific recovery knowledge were discussed.

An examination of the role of guidance and counseling in promoting stud ent discipline in secondary schools in Kenya was undergone by Ajowi, J. O. and Simatwa, E. M. W. (2010). The population in the study composed of 4,570 students, 65 head teachers, 65 deputy head teachers and 65 heads of the Guidance and Counseling Department from all the 65 secondary schools in the district. Of this population, a sample of 22 head teachers, 22 deputy head teachers, 22 heads of the Guidance and Counseling Department and 916 students from the 22 secondary schools were selected using the random sampling technique. Two instruments were utilized namely the interview schedule and the questionnaire. Descriptive statistics in the form of frequencies and percentages was used to analyze the data collected from the questionnaire. On the other hand, data collected from the interview schedule were audio-taped and transcribed into themes, categories and sub-categories as they emerged. Analysis of these data was through tables, purposely done for data presentation and interpretation. Findings indicated that guidance and counseling was minimally used to promote and improve student discipline in secondary schools in Kisumu District. Punishment, especially corporal punishment, was widely instead to resolve issues on discipline and other disciplinary cases in all the schools. Moreover, it was found out there are no policy guidelines from the Ministry of Education on how the schools can use guidance and counseling to manage and solve students' disciplinary cases. It was therefore recommended based on these findings, that the Ministry of Education should provide policy guidelines on the use of guidance and counseling in

discipline management in secondary schools. Additional effort on the part of the Ministry of Education Department of Directorate of Quality Assurance and Standards should be made to supervise and monitor on a regular basis the schools which do not adhere to the ban or prohibition on the use of corporal punishment and are violating the rights of a child.

During the 13th Annual Convention School Counselors Circle, Inc. in Century Park Sheraton Hotel on November 14, 2013, Rose Marie Salazar-Clemeña, RP President, School Counselors Circle, Inc. in her rationale for a Filipino Model/Framework for School Counseling she mentioned to *make public school administrators recognize the counselors' relevance in the school system*. The ASCA National Model was adapted to suit the multicultural diversity of Filipinos, innovations and modifications were made. Focused could be placed on spirituality and family systems as what more Filipinos believed in.

In the recently concluded Philippine Guidance and Counseling Association 52nd annual conference held in De La Salle University, Taft Avenue Manila on May 18-20, 2016, the Department of Education Assistant Secretary for Governance and Operations, Jesus Lorenzo R. Mateo, made mention on the concerns of public school when it comes to guidance counselors. He elaborated that collaboration should be made so that the need for counselors in the public school setting can be solved.

Following the framework for school counseling and the evident statement made, it is noted that in public school, administrators should recognized the counselors' relevance in the school system. Unfortunately, no true counselor exists in the public

elementary school setting. Homeroom teachers are the ones who did the job. To know if they are skillfully ready, a validated and reliable assessment tool will be developed.

Foreign Psychological testing

The collection of information in order to identify, analyze, evaluate, and address the problems, issues, and circumstances of the clients in the counseling relationship entails in the practice of counseling (Balkin & Juhnke, 2013). Understanding clients through evaluation or diagnosis can be measured using assessment. Intervention plan can be drawn out of the result of assessment. Thus, standardized assessment follows a specific set of rules and guidelines which is strictly observed. Ensuring the accuracy of the result over a period of time and across populations by consistently following the set guidelines for administration, scoring and interpretation. Instruments that fits this description were achievement test, aptitude test and personality tests. These were developed and validated under a rigorous process and produce result that may be meaningful and generalizable in the context of a given population.

Charles Darwin (1809-1882) and Sir Francis Galton (1822-1911) as cited in (Balkin & Juhnke, 2013) started the modern testing in the 19th century among biologists. Darwin contributed two important contributions to assessment. Increase studies in heredity increased due to this (Cohen and Swerdick, 2002). Wilhelm Wundt (1832-1920), a contemporary of Galton studied mental processes. James McKeen Cattell (1860–1944) who was highly influenced by Galton studied the latter's work. The focus of his work was to examine differences in reaction for various mental test. Not until 1901, Clark Wissler identified that the processes measured by Galton and Cattell

had no correlation to academic achievement. Alfred Binet (1857–1911) shortly thereafter, created the fisrt intelligence test in 1905 (Gregory, 2007). Henry Goddard (1866-1957) misuse the intelligence test when he translated Binet's scale from French to English in 1908. Meanwhile, Woodworth Personal Data Sheet was adapted and used to develop the Minnesota Multiphasic Personality Inventory (MMPI).The instrument is consisted of 116 self report items. In 1950s, the emergence of the 16 Personality Factor Questionnaires and the California Psychological Inventory was created. Then the NEO-PI also known as "Big Five" personality dimensions was generated in assessing five-factor model of personality (Butcher, 2010, p. 9). In the 1960s to the present, another measure was develop that focuses on specific psychological constructs, The Beck Depression Inventory. In the 1980s instruments constructed, normed and validated maybe out of date in today's standard. Today, continuous evolvement of test construction standards is the issues. Refinement related to assessment and testing is ongoing.

The Differentiation of Self Inventory was develop to fill the gap of relatively few studies that examines the constructs or propositions of Bowen Theory. (Skowron & Friedlander, 1998). The DSI was composed of 43 item assessment with emotional reactivity; intellectual functioning; emotional cut-off and fusion with others as subscale composition. Confirmatory factor analysis was used to correlate the variables. Six-hundred and nine (609) participated in this study.

Flynn and Hays (2015) made the Comprehensive Counseling Skills Rubric (CCSR). Trainee's counseling proficiency was assess using the CCSR, counseling skills used within phases of counseling sessions were identify and counseling

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relationships were identified. An overall mean item content validity index of .81 was the verified content validity. Internal consistency reliability (.73 to .84) denotes a strong domain level. Substantial inter rater reliability of Fleiss' κ of .70 was demonstrated. The CCSR serves as transtheoretical instrument designed to assess counseling trainee's ability to execute the counseling experience as indicated in the result of the study.

In another study done by Swank, Lambi, and Witta (2012) the Counseling Competencies Scale (CCS) was developed and validated. Counseling skills, dispositions, and behaviors of trainees were assessed and measured using this Scale. Strong internal consistency was shown in the 4-factor model for midterm data (.927) and the 5-factor model for final data (.933). The interrater reliability was .570 and the criterion-related validity supplied a moderate correlation (r= .407, p < .01) for the total CCS score. Thus, the outcome gives basic support in using the CCS that can assess counseling student's professional competencies.

Lambie, G.W., and Ascher, D.L., (2016) made a follow-up qualitative evaluation of the Counseling Competencies Scale (CCS; Swank, Lambie, & Witta, 2012) with clinical supervisors (N = 6) and their supervisees (N = 23) during their graduate-level practicum counseling experience. Five themes were identified (cognitive understanding, emotional understanding, feedback, trustworthiness, and gate keeping), underscoring both the benefits and challenges within utilizing the CCS.

In 2003, Eriksen, K. and McAuliffe, G. revised an existing scale and developed and validated the Counseling Skills Scale. Focus group discussions involving new counselors were done after experts made their comments and gave their feedbacks. This instrument was used to compare results from beginning counselors-in-training with

those who have completed a counseling skills course. They then conducted an item analysis. A paired *t* test revealed significant improvements in counseling skills ($t = 4.51$, $p < .000$) from the pretest to posttest. Cronbach's alpha displayed internal consistency to be .90. This study is aimed at assessing the impact of counseling educators on how they demonstrate their effectiveness.

The Counseling Skills Scales was also utilized by Eriksen, K. P. and McAuliffe, G. J. in 2006, to know the relationship between counseling skills performance and adult development as measured by the Learning Environment Preferences test (W. S. Moore, 1989) and the Defining Issues Test (J. Rest, D. Narvaez, M. J. Thoma, 1999). Developmental predictors on the ability of the students to learn counseling skills would help counselor educators choose candidates and assist admitted students in their learning. Data collected indicate that the moral development of the adult contributed 18% of the variance in the performance of the students' counseling skills.

In 2015, Young, A. and Bryan, J. examined the factor structure of the School Counselor Leadership Survey (SCLS). The development of such survey which was a three-fold process resulted in a 39-item survey of 801 school counselors and school counselor supervisors. The exploratory factor analysis showed a five-factor structure with the five key dimensions of school counselor leadership such as: a) interpersonal influence, b) systemic collaboration, c) resourceful problem solving, d) professional efficacy, and e) social justice advocacy. Implications for practice, research and training were discussed in this article.

The School Counseling Program Report Card- Student Version, is a 22-item tool having three subscales. Kimbel, T. and Clemens, E. (2014) described it as a means to

capture the perceptions of high school students on school counseling services. Exploratory factor analysis (N=305) yielded a 22-item instrument with three subscales which reflect the ASCA National Model domains. The range of the reliability of these subscales was from*a*_ = .89 to .91. Experts' reviews as well as concurrent validity tests revealed initial support for the use of this program evaluation tool in gathering process-level data.

To be able to work ethically and effectively with diverse client populations, counseling necessitates clinicians to be culturally competent and self-efficacious. The relationship among the counselor education students' (N=118) levels of self-reported multicultural counseling competence (MCC), multicultural counseling self-efficacy (MCSE) and the demographic data (gender, ethnicity and level of education) were investigated by Barden, S. M. and Greene, J. H. in 2014. Results obtained indicated that gender and ethnicity of student do not affect the MCSE or the self-reported MCC as opposed to prior researches. However, it was further shown that those students who had been graduate school longer had higher self-reported MCC at the same time, higher levels of multicultural knowledge. Implications and discussions of the findings were provided.

A study was conducted by Schaefle, S., Smaby, M. H., Maddux, C. D. and Cates, J. in 2005 to determine if counseling students acquire counseling skills which were later on transfer in their work with actual clients. The Skilled Counseling Scale was used to measure the students' skills during the pretest (before training), Posttest 1 (immediately after training) and Posttest 2 (at the end of a master's degree program). Of the 19 skills scores, eighteen showed remarkable improvements from pretest to Posttest 1. On the

other hand, 15 out of the 19 skills scores from pretest to Posttest 2 showed significant improvements.

In another study by Smaby, M. H., Maddux, C. D., Richmond, A. S., Lepkowski, W. J. and Packman, J. (2005), it was investigated if the scores of the undergraduates in the Verbal and Quantitative tests of the Graduate Record Examinations, and their undergraduate grade point average can be utilized to predict knowledge, personal development and skills of graduates of counseling programs. Significant models predicting total Skilled Counselor Scale (S. Urbani et al., 2002) scores and total Counselor Preparation Comprehensive Examination (Center for Credentialing and Education, 2005) scores were produced using multiple regression analysis. There was however, no significant prediction model found for the Counselor Skills and Personal Development Rating Form (M. P. Wilbur, 1991) Personal Factors scores. In conclusion, educators should give notice and recognize the limitations of these admission criteria and assign corresponding weight on them based on what they can and cannot predict.

There has been an increasing attention given on the issue of defining and measuring the competency of counselor trainees. Sheperd, J. B., Britton, P. J. and Kress, V. E. (2008) examined item responses, scale reliability and intercorrelations, interrater agreement and criterion-related validity of the Professional Performance Fitness Evaluation/Professional Counseling Performance Evaluation, a measure used by counselor educators in evaluating professional fitness. The findings presented several scale items that were insensitive to substandard skill levels and indicated disagreement in the ratings of the university and site supervisor trainee. Both site and university supervisors identified a majority of students demonstrating substandard skills.

When their ratings were combined, the result revealed that 79% of the trainees were not competent.

Psychological Testing in the Philippine Setting

Based from a survey of psychological measurement practices, it was reported that most test users in the educational and clinical setting showed a marked preference for American-developed tests (Labrador, 1991 as cited by Ormita, 2003). In 1998, Guanzon Lapena et al. asserted that there have been misgivings or skepticism about the relevance of the theories underlying foreign-made tests to Filipino behavior such that researchers and scientists-practitioners were urged to develop indigenous tests.

Carlota (1985) identified the Panukat ng Pagkataong Pilipino, a personality construct, from a review of Philippine literature and from descriptions of traits and behaviors given by Filipino respondents in varying age groups and occupational levels.

An affective behavior scale for elementary school teachers was also developed and validated by Barit in 1991. Teachers gave way to a 40-item measuring instrument at the different affective levels namely: receiving, responding, valuing, organizing, and characterizing each on the following contents: pupil and current developments, socio-cultural and economic development, physical development and staff development. Item analysis was employed to establish the discriminative power of each item with the computation of the *t*-value. The Principal Component Analysis (PCA) was used during the extraction process. To determine where each of the factors belongs, the loadings of these items were evaluated. From this, 14 factors were extracted from which, only six were found to be. The items were then further subjected to the varimax rotation and the

items included in the six factors were analyzed and corresponding labels for them were formulated.

Malonzo in 2010, proposed the use of an instrument to measure quality classroom services at the Holy Angel University, called the Student's Satisfaction Index. The development and validation process of this instrument underwent three phases: 1) determination of items through focus group discussion, 2) validation by the experts in terms of the level appropriateness of the items, and 3) establishment of reliability using measures of stability as used in each phase. Findings on this proposed student satisfaction index revealed subscales as follows: preparation, delivery and presentation of the lesson, evaluation of learning, discipline, student-faculty relations and teacher personality.

Another instrument by Hernandez (2006), the Subjective Well-Being Scale for Filipinos, measures the SWB levels of young adults whose suggested age range from 18 to 35 across 14scales/dimensions i.e., positive effect, negative effect, past, future, desire to change, education, work/career, family, leisure/social, health, financial/material, self/physical appearance, relationships and spiritual. Contained in the instrument are 56 items plus three validity check items which can be answered using a four-point scale. Internal consistency of the 14 scales ranges from .47 to .86 and .94 for the overall score. The validity of the test construct was confirmed by correlating it with three standardized tests. Consequently in 2010, Hernandez used past data (sample of N=774) to develop a Short Form of the Subjective Well-Being Scale for Filipinos (SWBSF). Out of the original 56 items, only 20% (11 items) constitute the Short Form.

Pablo (2008) further developed and validated a culture-bound instrument to assess the school-based management functions of public elementary school managers. Twenty-five (25) respondents composed mainly of public elementary school teachers were randomly selected among five schools in the southern part of the National Capital Region. The study was based on the idea that Filipino school principals use Filipino values in managing schools. The input-throughput-output research paradigm was used to conduct the study. Gathering of data made use of a survey questionnaire and previously validated instrument. To elicit school-based management functions and Filipino values as basis for writing, qualitative analysis of data was used. The developed with six domains identified as: Educational Leadership for School Improvement, Curriculum Management for Student Learning, School Environment, Staff Management, Resource Management and Community Building were placed under content validation by experts from various educational institutions. Statistical validation of the final instrument consisting of forty-five (45) items made use of Internal Consistency Methods-Cronbach Alpha, Item-Total Correlations, and Inter-Item Correlations as supported further by Test-Retest method to estimate its reliability. Through content validity, judgmental validity, convergent and divergent validity methods, validity of the instrument was established.

The Emotionality in Teaching Scale (ETS) developed and validated by Villavicencio (2010) consists of five factors and 43 items that assess teachers' emotions in the context of teaching. These five factors are enjoyment, anger, boredom, guilt and annoyance. Its reliability and validity based on the two samples were found to be psychometrically adequate (Cronbach = .92 and .88). The scale was designed primarily

to evaluate what emotions of the teacher influence motivation and teaching performance.

Tulioa, SA. And Velasquez, P. (2014) validated the General Help Seeking Questionnaire (GHSQ: Wilson. Deane, Ciarrochi & Rickwood, (2005) among Filipinos. Exploratory factor analyses suggest a two-factor structure i.e., family and non-family, for past behavior and, three-factor structure (Family, Professional and other sources), for intent to seek psychological help, intent and past help-seeking behavior which were associated with stigma, attitudes towards help-seeking, social support and problem severity. Implications on the use of GHSQ in the study of Filipino help-seeking behavior were discussed.

Synthesis

The notion of counseling skills have been used and studied way back in historical times to understand personality and human behavior. With this, there have been a considerable number of Western ideas about counseling constructs that were found by the researcher especially in understanding demonstrated skills by various theorists and authors.

The need for counseling skills among teachers is a basic requirement that is integrated in their duties in the development of human behaviour and knowledge as mentioned by Lai-Yeung (2014). In order to optimise the help they can provide to children and to their parents, teachers need to develop their knowledge and skills in the areas of counseling and consultation. Also, teachers are now expected to work more closely with parents and other professionals such as psychologists and social workers.

In addition, senior teachers are expected to be able to support and appraise other teachers. To fulfil their roles while in the school setting teachers need to possess counseling skills.

Counseling in schools involves helping students individually or in small groups to deal with the concerns or difficulties they are experiencing. It is very evident in the study of William, J., et al (2015), Buser, T. J. (2008), Barna, J. and Brott, P., (2013) and Ajowi, J.O., and Simatwa, E.M.W. (2010) that school counselor plays a great role in promoting the academic achievement as well as discipline among students. Helping relationship exists when counselors were able to establish congruency with their clients. Knowing the clients' perspective can help the counselor achieved the goal of counseling. The goal of this study is to help achieve the holistic development of the child through homeroom counselling to be done by teachers while in the school.

Aside from that, studies of Umit, S., (2011), Phillips, V., and Cornell, D. (2012) and Byrd, R., and Hays, D., (2013) showed how school counselor may addressed the needs of different kinds of learners such as those who were part of students with disabilities, LGBTQ community and victims of bullying. These emerging issues are important matter that if counselling skills are present among homeroom teachers, learners' problem may be solved.

Training for the enhancement of counsellors were discussed in the study of Young, A., Gonzales, I., Owen, L., and Vale Heltzer, J., (2014), Young, A., Dollarhide, C.T., and Baughman, A., (2015), Johnson, K., and Hannon, M., (2014), and Goodman-Scott, E., Betters-Bubon, J., and Donohue, P., (2015) to address the proper program needed to acquire the skills. Comprehensive school counseling programs were

also developed and various implications and recommendations were made in their study. Trainings among homeroom teachers were suggested to upgrade the skills teachers must possess.

The researcher also reviewed studies pertinent to test construction. The studies relevant to this research assisted the researcher in identifying the procedure of test construction and validation. However, the present inquiry shared similarities and provided differences with the mentioned studies.

The literature studied showed that different assessment evolved over the years, Balkin and Juhnke (2013). Assessment can help in understanding clients through evaluation or diagnosis. Each of the tools has its own usage. The DSI by Skowron and Friedlander, 1998, was composed of 43 item developed and validated using confirmatory factor analysis to correlate the underlying variables. This study used the same format in the test to state the actions perceived by the homeroom teachers.

To assess the counseling skills of beginning counselors, Flynn and Hays (2015) made the Comprehensive Counseling Skills Rubrics (CCSR); Swank, Lambi and Witta (2012) developed the Counseling Competency Scale; Lambie, G.W., and Ascher, D.L., (2016) do the follow-up qualitative evaluation of the CCS while Eriksen, K. and McAuliffe, G. (2003)used focus group discussion involving new counselor to revise an existing scale and develop and validated the Counseling Skills Scale. In 2006, CSS was used to measure the relationship between counseling skills and adult development as measured by Learning Environment Preference test. Similarly, the researcher had undergone the same procedure especially in the use of FGD to get the information from the homeroom teachers themselves.

Young, A., and Bryan, J., (2015) used exploratory factor analysis and revealed five-factor structure in their study. This was similar to the School Counseling Program Report card instrument made by Kimbel, T., and Clemens, E., (2014). The 22-item instrument also used exploratory factor analysis. Likewise, the current study of the researcher had similarity to the above mentioned study when it comes to procedure and validation made.

The multicultural counseling competence (MCC), multicultural self-efficacy (MCSE) and demographic data were compared in the study made by Barden, S.M. and Greene, J. H. (2014) to know the implications of how counselors can be culturally competent in working with diverse client population. In this study, the facilitation skills identified by homeroom teachers will definitely suit the culture of Filipino since the skills were the actual skills experienced by them.

Studies of Schaefle, S., Smaby, M. H., Maddux, C. D. and Cates, J. (2005); Smaby, M. H., Maddux, C. D., Richmond, A. S., Lepkowski, W. J. and Packman, J. (2005); Sheperd, J. B., Britton, P.J., and Kress, V. E., (2008) focused on measuring the counseling students skills using different assessment tool so that the readiness of the counselor will be known. Similarly, the researcher developed and validated the homeroom facilitation skills assessment tool to know the skills homeroom teachers should possess.

On the other hand, the present undertaking is different from the other studies in the same field since initially, it adopted the theory of Carl Rogers (Person-centered theory). In this study, an inductive and empirical approach which supplemented the

theoretical frameworks presented and review of literature, served as the primary basis for the facilitation skills needed by homeroom teachers for students' counseling needs.

No local instrument in identifying facilitation skills among homeroom teachers based on their perceived actions has not yet been utilized to determine whether teachers need to undergo series of trainings. There were no found studies that could measure the level of facilitation skills in the Filipino context. Local studies were more focused on assessing needs of students to create programs for intervention and personal development (e.g., Adona, 2007; Alcantara, 2001; Ganotice, 1999; Guerta, 2000; Buhat, 2008; Omalin, 2003; Reyes, 2007). They focused more on student's evaluation which in turn neglected the role of teachers who facilitate the learning process. The gathered related literatures in this chapter were aligned to the FGD result that revealed the components of facilitation skills a homeroom teacher should acquire.

Various studies had been conducted in assessing students and the findings served as bases for proposing intervention programs and for implementing new policies and procedures. These studies had been undertaken by several institutions be it in the secondary or tertiary level to identify the strengths and weaknesses of the school per se to understand its main clientele—the students and to implement retention program or to evaluate its services. The researcher found no literatures or studies that focused on public elementary guidance program.

Existing literature showed different assessment when it comes to student development. However, locally-made test which measures the facilitation skills among homeroom teachers in the context of the school has not been developed. Much attention has been given to assessing and evaluating school programs and

services like student satisfaction inventory (Noel-Levitz, 2010) utilized by different academic institutions.

This means that the school, being the second home of the students, should be responsible for giving satisfying learning experience and in meeting the needs of the students considering that educators from different parts of the world have been looking for ways on how services could be effectively delivered to students and how to assist them to discover their potentials, achieve optimum growth as they stay in the academe. In this manner, measuring the facilitation skills among public elementary school teachers could help eradicate the needs and promote effective growth of the students which are necessary for subjective and subconscious state of being.

In the construction of Panukat ng Pagkataong Pilipino, Carlota (1985) identifies the personality constructs from a review of Philippine literature and from descriptions of traits and behaviors given by Filipino respondents in varying age groups and occupational level. Although the available literature assisted the researcher in identifying some of the skills to be included align with the Filipino values, additional relevant information were obtained through the administration of questionnaire. The skills identified by the respondents were aligned using content analysis. In the same manner, the researcher also considered the responses of participants on some of the skills to be included in the initial development of items.

Another significant contribution in psychological testing is made by Barit (1991). She develops and validates an affective behavior scale for elementary school teachers in which teachers gave way to a 40-item measuring instrument at the different affective levels, namely: receiving, responding, valuing organization, and

characterization each on the following contents: pupil and current development, socio-cultural and economic development, physical development and staff development. The present study also has similarities, both dwell on the principle of test development and applied factor solution in finding out the underlying dimensions of the construct being measured. More so, a major resemblance of other studies in the field of test development to the present inquiry is the use of descriptive method in constructing and validating the instrument.

Pablo (2008), in the development and validation of a culture-bound instrument to assess the school based management functions of public elementary school managers established the validity of the 45-item instrument using content validity. Similar validation process was done by the researcher. Experts were asked to check the language and content of the instrument.

On the side of the Emotionality in Teaching Scale (ETS) made by Villavicencio (2010), the final instrument of 43 items which assess teachers' emotions in the context of teaching was validated. Five factors were identified. The homeroom facilitation skills assessment tool measures the needed skills of homeroom teachers to respond to the counseling needs of students. Initially, it was composed of 42 prototype instrument that later reduced to 16 final instrument.

Exploratory factor analysis validated the General Help Seeking Questionnaire done by Tulioa, A., and Velazquez P., (2014). Two-factor structure (Family and Non-family) for past behavior, and three-factor structure (Family, Professionals and other Sources) for intent to seek psychological help, intent and past help-seeking behavior were associated with stigma, attitudes towards help-seeking, social support, and

problem severity. Discussions on the implications regarding the use of GHSQ in studying Filipino help-seeking behavior were made. The HFSAT was validated through exploratory factor analysis and resulted in five underlying factors.

As a teacher, classroom management is crucial in order to deliver knowledge to their students. Being aware of how to use and apply facilitation skills in teaching would assist in distinguishing the difference between a good teacher and an effective teacher. As a result, the Department of Education as well as the school can collaborate and come up with a programme or trainings that could help teachers not only to enhance their teaching skills but also learn new ways to manage their classroom in general.

Moreover, by acquiring the mostly used skills in counseling that teachers always applied consciously or unconsciously in teaching, it would assist the educational sectors or even the school counselor to develop a programme that would aid the teachers to possess adequate skills necessary to cope with the students' demands and behaviors.

Furthermore, the skills can also be thought theoretically to the teacher. If these will be put into practice, teachers can create an interesting lesson and build the rapport among the students. Knowing the theory itself would lead the teachers to do trial and error in assessing what specific skill they can use in handling their students effectively. This research hopes that the facilitation skills in lieu of counseling skills should be taught in the higher institutions especially the undergraduates who are involved in educational field. The facilitation skills can be used not only to counsel people but also to help teachers in organizing their classroom.

Lastly, this research aims to contribute to the teaching profession by minimizing any misbehaviour among the students. Alongside it will help to produce better

generations for the development of the country and ease the task of a teacher in general. Knowing the skills of facilitation does not imply that the teacher must be a counselor or must be competent in counseling skills. Facilitation skills are meant to be used as our communication skills for daily interactions and for sustaining relationship. This study would lead the teachers in knowing the importance and relevance of facilitation skills as they integrate this information and put them into practice.

It can be noted that although the following studies reviewed in this chapter made use of concepts similar with those used in this study, none of them was found similar in terms of conceptual framework, research problems, research design and most importantly the construct of the instrument developed.

CHAPTER III

METHODOLOGY

This chapter discusses the test development methods and procedure used in the construction and validation of the Homeroom Facilitation Skills Assessment Tool (HFSAT). It details the design of the research, the description of the participants, descriptions of research procedures and the methods for analyzing the data.

Research Design

This study is basically descriptive in nature. It is descriptive as it sought to achieve its primary objective of assessing the facilitation skills that homeroom teachers should possess. It also surveyed the literature for the purpose of describing the concept and existing condition of public elementary homeroom teacher demonstrated in handling different cases among their students.

This study attempted to develop and validate an assessment tool that can measure facilitation skills among homeroom teachers. It applied both qualitative and quantitative strategies. On the qualitative part, the researcher explored the experiences and beliefs of homeroom teachers on what facilitation skills are needed to address the counseling needs of the students. Codes were generated and themes emerged during this phase. The quantitative part focused on development, validation, and psychometric analysis of items grounded from the findings of the qualitative part.

Participants

There were various participants in the different phases of the study—male and female homeroom teachers . The researcher ensured that a participant would participate only in one phase of the test development process. The sampling scheme was both convenience and purposive. The study included 466 participants from fifteen different public elementary schools in Parañaque City. Out of the 466 participants, 165 or 35.41% were from the first tryout run and 301 or 64.59% were participants with whom the second draft of the HFSAT was administered. There were a total of 134 or 28.76% males and 332 or 71.24% females who participated in the study. The distribution of the sample population in the different phase is hereby discussed:

Preliminary Survey

Two groups of six composed of homeroom teachers served as participants for the initial gathering of data. Both were asked on what are the facilitation skills that a homeroom teacher should possess that they consider important to achieve the counseling needs of students.

For the purpose of gathering information from respondents, a Likert-type questionnaire was used in the study. The questionnaire consisted of questions asking the participants on what are the facilitation skills they are using in handling cases among their clients/students. They were also asked on the skills that a homeroom

teacher should have which they consider important. They had to cite some instances how these skills were used to addressed conflict inside the school which concerns the students.

Pilot Test

Ten homeroom teachers participated in the pilot test (nine females and 1 male).To ensure that the clarity of language is within the level of understanding and also to check the grammar and spelling of words. Additional information was gain on the side of how to administer the assessment tool.

First Tryout Run

The first tryout included a total of 165 homeroom teachers from public elementary schools. Samples were drawn from the fifteen participating schools. There were 41 males and 124 females. The age ranged from 26 years old and above.

Second Tryout Run

The participants in the second tryout shared the same characteristics with the participants in the first tryout. Samples included 351 homeroom teachers from the fifteen participating public elementary schools in Parañaque City. Data from the questionnaire with inconsistent answer were dropped from the sample leaving 301 which were subjected to data analysis (93 males, 208 females).

Test Development Paradigm

With the following structure of developing the test, the researcher came up with the following step-by-step diagram in the development and validation procedures of the HFSAT. The detailed steps of the scale construction show the procedure of evaluating the measure.

The stages used in the instrument development process were based on the stages suggested by Sevilla et. al (2006). These stages are: (1) Planning the instrument; (2) Preparing the instrument items; (3) Trying out the instrument; and (4) Evaluating the instrument. Figure 2 below shows the diagram of the research methodology;

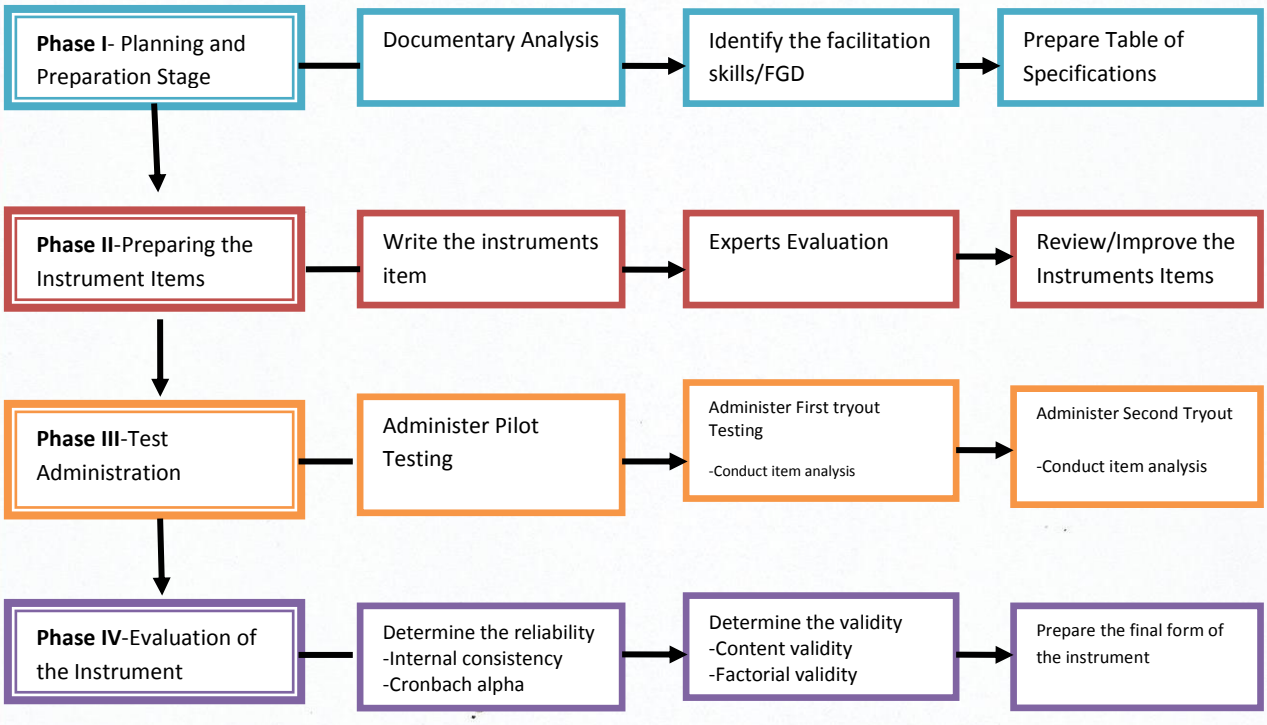

Figure 2. The Research Methodology Diagram

Phase I – Planning and Preparation Stage

1.1 Documentary Analysis

The first step in planning the instrument was the identification of the facilitation skills to be used for counseling needs of students. In developing an affective instrument, the researcher conducted a comprehensive review of the literature, read books and articles on counseling skills. Literature review clearly identified the most appropriate definition and theory of the skills. The researcher gathered all the references and had documentary analysis from experts and homeroom teachers on what were the facilitation skills through Focus Group Discussion (FGD). Registered counselor were also asked on what important skills can the homeroom teachers have in order to address the students' counseling needs. For the purpose of review, the researcher also seeks the help of experienced counselor to establish the face and content validity of the developed instrument.

Alejandro (2010) contends that the development of test items requires thorough preparation, planning, and analysis. The most important aspect of the development of a measure is identification of the facilitation skills a homeroom teacher should possess.

The homeroom facilitation skills assessment tool was aligned with the known skills of homeroom teachers used in classroom setting. The figure on page 60 shows how the content domain was established.

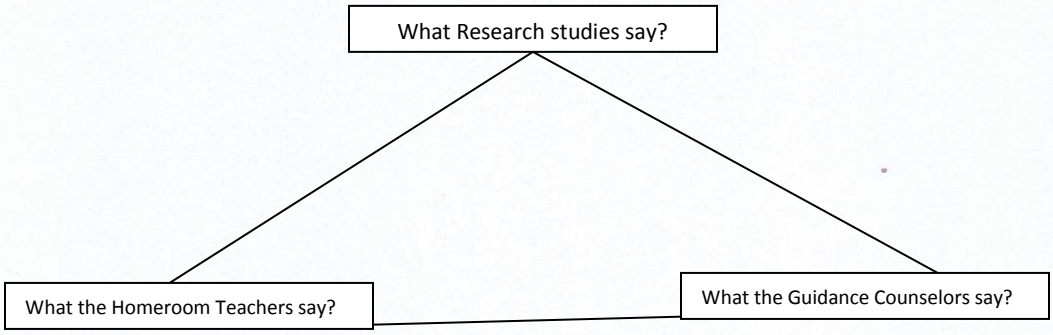

Figure 3. The content domain paradigm

As shown in figure 3, the initial gathering of data was done to know what the literature stated about the study. The data collected from the homeroom teachers were correlated with what the experts, registered guidance counselors, have to say. This was used to examine the consistency of different data sources from within the same method. That was to compare view points of people involved in the study.

1.2 Focus Group Discussion

FGD is a form of qualitative research in which group of persons share their perceptions, opinions, beliefs, and attitudes towards the facilitation skills topic. It is an open discussion within a small group of not more than ten (10) people. It should be not more than ten people so that some participants cannot be left out. Rich discussion can be generated if enough participation was made (Elliot, 2005). Participants are in an interactive group where they are free to talk with other group members while answering questions given by the moderator. In this study, group of homeroom teachers discussed

what were the facilitation skills aligned with counseling skills needed to help the students in dealing with their needs. Responses from this FGD were later reviewed and approved by registered guidance counselor. An FGD was conducted for the domain sampling to establish the theoretical assumptions about items for facilitation skills. FGD questionnaires was used (See appendix C on page 119) to participants which involved two groups of 6 homeroom teachers. The FGD aimed to elicit from the participants the facilitation skills homeroom teachers should possess which they think are important in school to satisfy the counseling needs of students.

The focus group moderator was the researcher. Open and spontaneous format nurtured disclosure among participants by the moderator. Generating maximum number of different ideas and opinions from the different people in the time allotted was the moderators' goal. Forty-five to sixty (45-60) minutes was the ideal time to set in this FGD. It can be noted that beyond 90 minutes can result to imposition on participants' time.

The two groups of homeroom teachers comprised the focus group. Homogeneity reduces inhibitions of not sharing their best insights because probably they will not see each other again. The table on page 62 shows the demographic characteristics of the FGD participants.

Table 1. Frequencies and Percentage of Demographic Characteristics of the FGD Participants

Gender		*f*	%
	Male	3	25
	Female	9	75
Civil Status		12	100
	Single	6	50
	Married	6	50
Age		12	100
	26-30	4	33
	31-35	6	50
	36-40	0	0
	41-45	1	8
	46-50	0	0
	51 and above	1	8
Position		10	100
	Teacher I-III	12	100
	Master Teacher	1	12
	Others	0	0
Number of years in current position		12	100
	less than 5 years	5	42
	5 to 10	5	42
	11 to 15	2	
	16 to 20	0	16
Total		**12**	**100**

For the purpose of gathering information from respondents, questionnaire is a research instrument consisting of series of questions and other prompts. In 1838, The Statistical Society of London invented the questionnaire. It is designed for statistical analysis of the responses but that is not always the case. A set of carefully predetermined questions- usually not more than 10 was structured (see Appendix C on page 119) free-flowing discussion can be gained. Influencing the thinking and sharing of others stimulated participants comments was ideal.

It is a kind of survey that has advantages over the other types. It is cheaper, do not require much effort and answers are standard that make it simple to compile the data. Questionnaires used in the FGD (see appendix C) are open ended. Respondents were freely given chances of sharing every detail of experiences they have known. The questionnaire consisted of questions asking the participants on what are the facilitation skills they are using in handling cases among their students. They were also asked on the skills that a homeroom teacher should have which they consider important. They had to cite some instances how these skills were used to addressed conflict inside the school which concerns the students. The responses from the FGD were correlated with what the registered counselor agreed on what the homeroom teachers should have, and not to violate the RA 9258.

Responses from the FGD were tallied and analyzed ; most frequently mentioned skills were analyzed and put together for tentative assignment of themes. The responses that were about traits or characteristics were excluded in the study since the study's main focus was to include only the skills identified.

Tentative themes were used to initially cluster the facilitation skills identified and obtained through FGD, which were in line with existing Person-centered theory. Skills were identified and after careful consideration, operational definitions were come up with on the basis of Person-centered theory of Rogers. These operational definitions became the bases for the construction of sampled items. From the framework, the researcher made a pool of items consisting of 72 situational items. When the items were ready, a scaling technique was selected. The researcher opted a seven-point Likert scale system ranging from (7) very true of me to (1) not true of me. These were the

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type of responses used since they were deemed most appropriate when the level of agreement of the respondents on their perception of themselves were asked. More so, the responses could easily be understood and interpreted by the participants in light of the items or statements in the test.

The tentative themes and definitions were the bases for item construction of the assessment tool and later on were subjected to expert's validation. Tentative themes included active listening, paraphrasing, clarifying, dealing with silence, questioning, encouraging, building rapport, self-disclosure, empathizing, summarizing, reflecting, analyzing, managing confidentiality and modeling.

1.3 Prepare Table of Specifications

Table of specifications and the corresponding items was prepared base on the result of FGD aligned with the objectives of the study. The importance of language was considered. There were a total of 72 items included in the prototype and later reduced to 42 items after the face and content validation done by the experts.

Phase II – Development of the Instrument

2.1 Item writing

After preparing the table of specifications, the researcher constructed the items of the instrument. The first draft of the instrument had two parts; Part I – the Personal Demographic Profile which included personal, professional and home variables and

Part II which contained the performance indicators or the instrument itself (Appendix G on page 124).

On the part of the instrument, the type of questionnaire used in the study was closed-ended questions which limit the answers to response options provided on the questionnaire by the respondents. This was generated out of the FGD result. Particularly, scaled questions were formulated such as the Likert scale.

Likert (as cited by Vagias, 2006) ask people to respond to a series of statement about a topic and had developed the principle of measuring attitudes. Participants need to determine the extent to which they agree with the items and so tapping it to the components of skills they had.

Likert-type or frequency scale was designed to measure attitudes or opinions (Bowling, 1997; Burns, & Grove, 1997 as cited by McLeod, 2008), which use fixed choice response formats. It measures levels of agreement/disagreement among respondents.

The scale generated in this study was a 7-point scale with pre-coded responses with the neutral point being neither true of me nor not true of me. It is a form of self-assessment inventory.

2.2 Experts Evaluation

After the items have been completed and edited, the instrument underwent through experts' evaluation for its content and judgmental validation. The experts need

to choose whether to Retain, Revised or Reject the items. Appendix E on page 122 shows the letter request to the experts. The experts were Registered Professional Guidance Counselors who have acquired knowledge and skills through study and practice over the years in a particular field or subject. To extend his or her opinion may be helpful in fact finding, problem solving, or understanding of a situation.

The experts included two full-time faculty at the Philippine Normal University who hold M.A. degree in Guidance and Counseling and one guidance counselor in a private school. These experts were asked to comment on the components and their corresponding definitions according to the following scale of acceptability. All the three experts were Master of Arts in Guidance and Counseling graduates with BS Psychology as their undergraduate course. A sample expert's evaluation form is found in Appendix F on page 123.

After careful examination, operational definitions of these tentative themes through table of specifications were come up with and were submitted to experts for face validation to provide a diagram and path for the construction of the instrument.

The ratings of the experts for each component and its corresponding definitions were tabulated and the mean scores were computed. The mean scores for each component and its definition became the bases for retaining, improving, or discarding a specific component.

In general, the comments of the experts revealed that 3 of the 3 experts agreed with the 14 tentative themes and their operational definitions. Major revisions were done in line with the clarity and appropriateness of language used. These became the bases for the item construction. From the framework, the researcher

made a pool of items consisting of 72 situational items, which served as the prototype of instrument.

In content validation procedure, a critique of the prototype form of the items was sought again from three experts. Letter of request (See Appendix E on page 122) were submitted to the experts for review and approval. The table of specifications including the items constructed served as bases of the experts in rendering their comments and suggestions. The researcher gathered the data from the evaluators for analysis. General comments made the items more specific and vivid through the employment of appropriate words/phrases. For a sample of result of item evaluation done by the experts, see Appendix F on page 123.

2.3 Review/Improve the Instrument Items

Results of the item review were used as a guide in the revision of the items. Some items were deleted because of redundancy or duplications in other components. Some were transferred to other components where they should belong or clustered. After careful examination of the comments and suggestions, 30 items were deleted, reducing the prototype from 72 to 42 pools of items. Some items that were recommended for deletion were carefully examined and considered for retention since the researcher thought that these items may be helpful in searching the underlying factors on the construct being examined.

Revisions were made based on the suggestions given by the experts like using terms which may be familiar to all homeroom teachers. These became the revised

prototype (See Appendix G on page 124) of the preliminary draft of the facilitation skills assessment tool.

Ethical Consideration

In research, there are ethical considerations to be considered. Psychologists must be concerned with the welfare and protection of the individuals or group covered by the psychologists work and the education member. Ethical standards of discipline must be known to the participants (American Psychological Association, 2002, p.3).

Whether a researcher is a psychologist or not, responsibilities to the participants are clear: provide consent, show protection from harm and ensure the confidentiality of the data gathered.

The FGD participants were given consent form aligned with the objectives of the study (Appendix D on page 120). Throughout the study, the participants were assured of their safety and protection. Guided by the PNU code of ethics, the researcher shall follow the general principles; respect, beneficence and justice.

Protecting the participants at all times, agreement to grant anonymity was noted and details about the disclose experiences were handled with utmost confidentiality. The FGD venue was ensured to be safe and conducive place for interview. Participants were oriented prior to FGD with regards to the questions that will be asked.

Another consideration to establish is the willingness of the participants (homeroom teachers). The right to exercise choice must be present throughout the entire session. The intent of this interpretation is that no such constraint or coercion

must be either explicit or implicit on the part of the researcher. Consent form was given ahead of the time to ensure the availability of the respondents.

The research study conducted has a significant contribution in line with what the DepEd's vision and mission would like to adhere. The administrators in particular will be enlighten as to what intervention can be done after the result of the study is shared. This study can be a basis for proposing a facilitation training program that can promote innovative learning among stakeholders.

The researcher conducted a thorough review of the instrument and immediately revised it based on the results, comments and suggestions in the evaluation. Items suggested to be merged were combined. Items that are not within the skills were omitted. Spellings were corrected and the grammar was improved. The original instrument (Appendix J) has been improved to its final form in the manual.

Phase III – Trying out the Instrument

Pilot Testing

Ten homeroom teachers participated in the pilot test, nine were females and 1 was a male. This is to ensure the clarity of the language is within the level of understanding. Some of the important notes were taken from their suggestions to improve the test, the following were the comments and suggestions made; check and edit the spelling and use other term for some words. The table on page 70 shows the respondents' profile.

Table 2. Frequencies and Percentage of Demographic Characteristics of the Participants

		f	%
Gender			
	Male	1	10
	Female	9	90
Civil Status		10	100
	Single	2	20
	Married	8	80
Age		10	100
	26-30	1	10
	31-35	1	10
	36-40	4	40
	41-45	1	10
	46-50	1	10
	51 and above	2	20
Position		10	100
	Teacher I-III	8	80
	Master Teacher	2	20
	Others	0	0
Number of years in current position		10	100
	less than 5 years	1	10
	5 to 10	5	50
	11 to 15	2	20
	16 to 20	2	20
Total		**10**	**100**

First tryout stage

The constructed test items were tried out to the selected 165 homeroom teachers. The purposes of the tryout are; to determine the clarity of instruction, to identify the weak or defective items, to gauge the level of difficulty and dissemination of the items and to determine the appropriateness of the vocabulary used. During the tryout the teachers should be given sufficient time to answer all the test items. The researcher should observe and take note the average time (1 minute to each item) for the respondent to finish each test part or the whole test(30-40 minutes for 30 likert-type items including the reading of directions), (Chodoba, 2011). The tryout sought to obtain a greater number of participants for factor analysis of the data.

A total of 165 homeroom teachers of the fifteen schools from Parañaque city served as participants. Provisions for proper room atmosphere, good lighting, and ventilation were ensured before the scale was administered to the teachers in March 2016. Respondents were also given consent prior to the administration of the test. The researcher administered the first draft and supervised the teachers as they worked on the scale. The scale had no right or wrong answers. The participants were asked to select one option from numbers 1 to 7 starting from 1-*not true of me* to 7-*very true of me* .They were asked to answer all the items and were assured that their responses would be kept confidential.

Table 3. Frequencies and Percentage of Demographic Characteristics of the First Tryout Participants

Gender		*f*	%
	Male	41	25
	Female	124	75
Civil Status		165	100
	Single	32	19
	Married	133	81
Age		165	100
	26-30	28	17
	31-35	50	30
	36-40	32	19
	41-45	26	16
	46-50	17	10
	51 and above	12	7
Position		165	100
	Teacher I-III	147	89
	Master Teacher	18	11
	Others	0	0
Number of years in current position		165	100
	less than 5 years	44	27
	5 to 10	73	44
	11 to 15	29	18
	16 to 20	19	12
Total		**165**	**100**

Instructions for the participants during the test administration are as follows:

Directions:

This questionnaire contains items that refer to things that a homeroom teacher may use or do when counseling a student. Please indicate how each statement is true of you by using the scale from 1 (not true of me) to 7 (very true of me). Kindly indicate (encircle) your response as honestly and as accurately as possible.

Results of the first tryout run were used to identify the underlying factors of the construct being examined which later on revised for the second draft.

Second tryout stage

The procedure in the test administration for the first tryout was followed in the second tryout of the instrument. The researcher, having identified and labeled the underlying dimensions of the instrument, came up with set of items left after the employment of exploratory factor analysis. The objectives of the second tryout were: (1) to identify the items to be included in the final form of the instrument; (2) to estimate the reliability of the final form through coefficients of its internal consistency; and (3) to determine the underlying constructs through exploratory factor analysis.

Samples for the data with inconsistent answers and missing responses from the questionnaire were dropped from the sample, leaving 301 which were subjected to data analysis (93 males, 208 females). Participants' reported length of service ranged from 0 to 20 years during the administration of the revised second draft. The table on page 73 shows the demographic characteristics of the participants.

Table 4. Frequencies and Percentage of Demographic Characteristics of the Participants

		f	%
Gender			
	Male	93	31
	Female	208	69
Civil Status		301	100
	Single	47	16
	Married	254	84
	Others	4	1
Age		301	100
	26-30	36	12
	31-35	115	38
	36-40	35	12
	41-45	45	15
	46-50	38	13
	51 and above	32	11
Position		301	100
	Teacher I-III	271	90
	Master Teacher	30	10
	Others	0	0
Number of years in current position		301	100
	less than 5 years	72	24
	5 to 10	96	32
	11 to 15	103	34
	16 to 20	30	10
Total		**301**	**100**

When all the instruments were retrieved, the researcher proceeded to the evaluation of the instrument by determining the reliability and validity of the instrument.

Phase IV – Data Analysis

Statistical Treatment of Data

The statistical analysis of the gathered data was done using the Statistical Package for the Social Sciences (SPSS) version 20 and IBM SPSS Amos version 20 softwares. SPSS and AMOS are designed to provide a comprehensive, integrated statistical data analyses of quantitative data using a wide selection of basic analytic procedures. The following were computed and presented:

Establishing the Reliability

In everyday English, reliability means dependability, or trustworthiness. Basically, reliability is the degree to which a test consistently measures whatever it measures. The more reliable the test is, the more confidence we can have that scores obtained from administration of the test are essentially the same scores that would be obtained if the test were re- administered.

Item-total correlation. Gimena (2007) contends that this measure describes the extent to which two or more quantitative variables are related by using correlation coefficient. In this study, the obtained scores of the participants in each item were correlated with the component total for the group of items. This was done to test whether each item belonged to a particular item included in the test construct being measured. This approach of item analysis is often called discriminability analysis (Kaplan & Sacuzzo as cited in Ibañez 2003).

Cronbach Alpha. In this study, this statistical measure was employed to determine the internal consistency responses in the items for each factor of the HFSAT and to ensure that all the items measure the same construct. This is commonly used to provide a measure of the internal consistency of a test or a scale. Internal consistency describes the degree to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. According to Hair as cited in Ibañez (2003), the rationale for internal consistency is that the individual item or indicator of the scale should all be measuring the same construct and thus be intercorrelated.

Establishing Validity

Validity means effectiveness of the assessment in measuring what it intends to measure.

Content Validity. Aside from readings of journals, thesis and dissertations about the topic, consultations will be made with the professionals engage in Guidance and Counseling during the FGD. The items in the instrument will be prepared based on the indicators given in facilitation skills. To improve the developed instrument, it will be edited by registered guidance counselors. The criteria for the evaluation of the items were as follows; Each performance indicator of the said facilitation skills is in agreement with the content area being measured; The indicators and skills used are familiar and common to all public elementary school teachers.

Exploratory Factor Analysis. This statistical treatment was utilized to determine the factors and the items that load significantly in the factors. Exploratory factor analysis was employed to ascertain which of the characteristics collated from the preliminary survey will refer to or describe each of the tentative components/dimensions. In deriving factors to be extracted, the principal component analysis was applied to data to analyze the set of items which is predicted to account for the variance in underlying construct. This was followed by rotating the factor solution to achieve simpler and theoretically more meaningful factor solution. Orthogonal rotation method was used in the study using varimax approach. This approach assumes that components are uncorrelated. In this study, these statistical measures were undertaken for it is widely used in initial validation of studies (e.g., Faustino, 2009; Golo, 2007; and Hontiveros, 2009).

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered and analyzed in relation to the research problems of the study. Qualitative and quantitative results are discussed.

The main purpose of this study is to develop and validate an instrument that assesses the facilitation skills in relation to counseling skills for elementary homeroom advisers. The result of the study are presented and discussed according to the sequence of the research objectives of the study.

1. Identify the facilitation skills that homeroom teachers should possess.

In developing the instrument, two preliminary steps were conducted. First, an examination of the literature on the various conceptualizations of facilitation skills was undertaken. Second, the researcher designed and conducted a Focus Group Discussion (FGD) which was aimed to identify the participants' perception of what facilitation skills are important for homeroom teachers to possess to suppress the counseling needs of students.

The content analysis of data from the FGD generated 42 core behaviors that can be organized into fourteen themes which describe how homeroom teachers respond as counselors to their students using the facilitation skills. While these core actions and themes emerged from the data, the literature on counseling skills guided the researcher

during the content analysis. Table 5 summarizes the themes that emerged from the content analysis.

Table 5. Themes derived from content analysis of the FGD

Facilitation Skills	Core Behaviors
Active Listening	show interest in what the student is saying
	give attention on the way the student is speaking
	respond using non-verbal cues given by the student
Paraphrasing	explain to the student what he/she means by his/her words
	rephrase the important details from what he student said
	reword the statement of the student
Clarifying	simplify the student's statements by focusing on the core of his/her message
	check the accuracy of the student's statement
	restate to the student what have been said or mentioned
Summarizing	compile the responses of the student: verbal and non-verbal
	identify common term or pattern on the student's statement
	sum up together multiple elements of the student's messages
Questioning	inquire about the student's situation through questioning
	gather lots of information from the student through questioning
	know the different questions to be asked such as open and closed question
Reflecting	mirror the situation of the student through his/her actions
	match and search for repeating patterns of the students' situations
	demonstrate understanding of how the student reacts
Encouraging	boost confidence of the student whenever they talk
	provide word of encouragement to the student
	cheer up the student and accept their flaws
Empathizing	show the student that his/her perspective has value and he/she is accepted
	show concern to the student's situation
	establish accurate empathy and unconditional positive regard to the student
Building Rapport	build strong relationship with the student
	develop personal camaraderie to the student
	attend to different problems encountered the my students
Analyzing	classify common information about the student's situation
	calculate the effectiveness of the given treatment to the student
	carefully appraise the condition of the student's problem
Managing confidentiality/ Security	assure to keep the case of the student confidential
	secure non-threatening setting to the student
	give privacy to cases whenever in accordance to what is stated in the law/ethical guidelines
Self- Disclosure	disclose facts to the student so that he/she will disclose too
	share my thoughts and emotions to encourage the student to talk about his/her thoughts and emotions
	use one-on-one approach for the student to open up
Modeling	establish warmth to the students
	deliver acceptable image to the students
	show kindness to the student
Dealing with silence	wait for the student until he/she finishes his/her talk
	give space and respect to the student
	signal interest using non-verbal cues to express comfort to the student

The themes discussed were given to six registered guidance counselor for review whether the said themes were indeed reflective of the said facilitation skills. The counselors agreed on the various skills that were shared and experienced by the homeroom teachers.

The findings of the study yielded themes and sub-themes that provide a picture of the important facilitation skills homeroom teachers should possess aligned with counseling skills. From the analyses of the participants' significant statements, the facilitation skills were identified. Fourteen themes with three sub themes were created out of the core behaviors given. These reflected the specific skills they utilized in facilitating students while they are in the school.

Active listening pertains to how the homeroom adviser shows interest and gives attention to what his/her student is saying. This requires total attention and being sensitive to what is being communicated by the student.

One of the teachers mentions:

> *Habang nagsasalita yung estudyante ko, dapat pinapakita ko na may interes ako sa sinasabi niya* (While my student is saying something, I need to show interest in what he/she is saying).

Another teacher narrates:

> *Nagrerespond ako sa sinasabi niya sa pamamagitan ng pagtango* (I am responding to my student through nodding).

Another one verbalizes:

> *Pinipilit ko maipakita na nakikinig ako sa kanya at interesado ako sa sinasabi niya* (I show him/her that I am listening to what he/she is saying).

The teachers also experience how active listening help in better understanding of the students' situation. They mention that through listening, students tend to express their thoughts and feelings.

Paraphrasing refers to how the homeroom teacher rephrases or rewords the statement of his student by explaining to the student what she/he means by his/her words. The teacher restate the statement to eliminate ambiguity that let the student express what he/she wants to tell that aid to continue the self-exploration process.

As shared by one teacher:

> *Binabanggit ko sa aking estudyante ang mga importanteng detalye sa kanyang mga sinabi* (I rephrase the important details from what my student says).

Another teacher says:

> *Binabago ko ang sinasabi ng estudyante ko sa paraang mauunawaan niya ang mensahe nito* (I reword the statement of my student using my own words to help him/her understands).

This is intended to help the student to know that the teacher is aware of the student's perspective and has heard what he or she has said. Paraphrasing and restating also allows the student to correct any misunderstanding on the part of the teacher.

Clarifying means simplifying and checking the accuracy of the student's statement by focusing on the core of his/her message. It involves responding to confusing and

unclear aspect of a message by focusing on underlying issues and helping the student sort out conflicting feelings.

One of the teachers says:

> *Ginagawa kong simple ang sinasabi ng aking estudyante at nakatuon lamang sa kanyang mensahe* (I simplify my student's statement focusing on his/her message).

Another teacher mention:

> *Sinisigurado ko ang katumpakan ng mga sinasabi ng aking estudyante* (I check the accuracy of my student's statement).

This skill can check if the teacher's understanding is correct and resolve any areas of confusion or misunderstanding between his/her student.

Summarizing pertains to how the teacher pulls together the important elements of the session. The teacher identifies common terms or pattern on his/her student statements. This is usually done at the end of every session which enables the client to reflect and to think what he/she learned and how does this learning can be applied in his/her daily life.

As expressed by one of the teachers:

> *Pinagsasama-sama ko ang mga importanteng impormasyon galing sa aking estudyante* (I sum up together multiple elements of my student's message).

Another teacher narrates:

> *Tinitingnan ko ang mga magkakahalintulad na tema o pattern sa mga sinasabi ng aking estudyante* (I identify common theme or pattern on my student's statement).

After the conversation with the student, it is important that this skill can help the teacher to keep the important elements of the student's frame of reference, not an interpretation from his/her viewpoint. The aim of a summary is to review understanding, not to give explanation, to judge, to interpret or provide solutions.

Analyzing can be attributed as how the teacher classify and carefully appraises the condition of the student's problem. It is a way of the teacher to teach the student how to analyze himself/herself and how to go to the movement and direction of the session.

One of the teacher shares:

> *Hinahanap ko at pinag-uugnay ang ang sinasabi ng aking estudyante* (I match and search for repeated patterns in his/her situation).

Another one verbalizes:

> *Pinag-aaralan kong mabuti ang sinasabi o problemang inilalahad ng aking estudyante* (I carefully appraise my student's problem/situation).

When the teacher critically examines the statement of the student, this can help the student understand clearly his/her situations.

Questioning refers to how the homeroom teacher asks different questions to the student to gather information. The teacher enables to explore the personal information of the student in a deeper perspective. Moreover, through proper and correct way of questioning, it may lead the student to be focused on his/her problem and feel his/her emotions deeply.

One of the teachers narrates:

> *Gumagamit ako ng iba't-ibang katanungan sa aking estudyante upang makakuha ako ng impormasyon sa kanya* (I used different questions to my student to get information from him/her).

Another shares:

> *Alam ko ang mga iba't-ibang katanungan na maaari kong magamit kagaya ng open-ended at closed questions* (I know the different questions to be asked such as open-ended and closed questions).

Another one mentions:

> *Dahil sa pagtatanong ko, nakukuha ko ang mga tamang impormasyon sa aking estudyante* (I asked questions to get the right information from my student).

The art of questioning has been used widely in any profession to grasp the essential information needed. Different questions can be used in asking the student to get a clearer picture of the problem presented.

Encouraging pertains to how the teacher provides word of encouragement and cheer up the student while he/she is saying something. In relation, the teacher is fully present and gives full support at the appropriate times to the student.

One of the teacher shares:

> *Binibigyan ko ng confidence ang mga estudyante ko habang sila ay nag sasalita* (I boost the confidence of my student whenever they talk).

Another verbalizes:

> *Nagbibitaw ako ng magagandang salita para sa aking mga estudyante* (I provide word of encouragement to my student).

Another one expresses:

> *Pinapagaan ko ang kalooban ng aking estudyante kung sila ay nagsasabi ng kanilang problema* (I cheer up my student whenever they share their problems).

Students in the elementary level show more interest when given praises or words of encouragement. This can help the student to disclose his/her personal experiences in a way that he/she feels good and not awkward.

Empathizing refers to the establishment of accurate empathy and unconditional positive regard to the student. It is the ability of the teacher to sensitively grasp the subjective world of the student and yet retain his or her own separateness.

As experience by one of the teachers:

> *Pinapakita ko sa aking estudyante na may halaga ang mga sinasabi niya at tanggap ko ito* (I show my student that his/her perspective has value and he/she is accepted).

Another shares:

> *Pinaparamdam ko ang aking pag-unawa sa sitwasyon ng aking estudyante* (I establish accurate empathy and unconditional positive regard to my student).

Students feel comfortable and at ease when they can feel that teachers truly understand what they are sharing. The teacher at this point, understand his/her student as if he/she is in the student's situation.

Building Rapport pertains to how the teacher able to develop personal camaraderie to the student. It involves opening up clear and direct communication among the student and helping him/her assume increasing responsibility for the direction of the session.

A teacher comments:

> *Pagkakaroon ng ugnayan bilang mag-aaral at guro(counselor)*. (Poster strong relationship with my student).

Another one utters:

> *Maging kaibigan ang turing ng aking mga estudyante*. (Develop personal camaraderie with my student).

Developing friendship in a professional level with the student release tensions in student's inhibitions to disclose himself/herself.

Dealing with silence refers to how the homeroom teacher give space and wait for the student until he/she finishes his/her talk.

One of the teachers expresses:

> *Hinihintay ko matapos ang pagsasalita ng aking estudyante* (I wait for my student until he/she finishes his/her talk).

Another one cites:

> *Hinahayaan at inirerespeto ko ang pagsasalita ng aking estudyante* (I give space and respect to my student's statement).

This skill can help the student fulfil his/her statement and not disrupted by the teacher. This allows the student to gain more self-confidence because he/she can feel that the teacher gives respect to him/her.

Reflecting pertains to how the homeroom teacher demonstrates understanding on how he/she reacts to the student. It is the skill of responding to the essence of what a person has communicated. Its purpose is to let the student know that he/she is being heard and understood.

One of the teachers verbalizes:

> Pinapakita ko sa estudyante ko na nauunawaan ko ang nilalaman ng kanyang mga sinasabi (I demonstrate understanding of how my students speak).

Another one comments:

> *Iniuugnay ko at hinahanap ko ang mga magkakahalintulad na pattern sa mga sinisiwalat ng aking estudyante* (I match and search for repeating patterns of my students situation).

Reflecting by giving good impressions on what the student is saying can make the student realize that he/she is understood.

Managing confidentiality/security refers to how the homeroom teacher assures to keep the student's case confidential at all times. He/she also secure non-threatening setting to the student. This is the ability of the teacher to safeguard the student from unnecessary psychological or physical risks associated with the session.

One of the experiences shared by the teacher:

> *Iniiwasan kong ipagsabi ang mga kaso ng aking estudyante, lalo na at medyo sensitibo.* (I assure to keep the case of my student confidential).

Another narrates:

> *Lagi kong iniisip ang proteksyon ng aking estudyante* (I always care for my students' protection at all times).

Another one cites:

> *Mahalaga sa akin ang seguridad ng lugar ng pakikipag-usap ko sa aking mag-aaral* (I secure non-threatening setting to my student).

Establishing truthfulness between the teacher and the student can lead to a healthier relationship. If the student can trust the teacher, he/she will tend to speak out what's on his/her mind.

Self-disclosure refers to how the homeroom teacher discloses and share his/her thoughts and emotions to the student so that in return the student will disclose to. It is knowing what, when, how and how much to reveal the teacher's personal information. If it has been done appropriately, the effect to the student is likely positive.

One of the teachers says:

> *Inihahayag ko ang mga pangyayari sa aking buhay upang maipahayag din ng aking estudyante ang sarili niyang karanasan* (I disclose facts to my student so that he/she will disclose too).

Another one verbalizes:

> *Nagsisiwalat ako ng aking naiisip at nararamdaman sa mga sinasabi ng aking estudyante upang siya ay magsabi din ng kanyang nararamdaman.* (I share my thoughts and emotions to my studentso that he/she will share his/her thoughts and emotions too).

Sharing personal experiences as well as true to life insights can guide the student to disclose his/her experiences to the teacher.

Modeling pertains to how the homeroom teacher establishes warmth and show kindness to his/her student. The teacher serves as model to be imitated by the students.

One of the teacher mentions:

> *Pinapakita ko ang aking pagiging mabait/mabuti sa aking estudyante* (I show kindness to my student).

Another one utters:

> *Pinipilit ko na magkaroon ng pagkakaunawaan sa pagitan namin ng aking estudyante* (I establish warmth to my student).

When the student idolizes his/her teacher, it will be easier for him/her to follow the guidance that will be given by the teacher.

The fourteen themes reflected the facilitation skills as resulted from the qualitative analysis of the study. The result of the study is consistent in the latest study of Berven and Bezyak (2015), which mentioned counseling skills can as the foundation on how the counselor and counselee can work cooperatively to solve whatever problem the client has. Similar to the identified skills, these can help the teacher to foster and develop strong camaraderie with her students that can cater the students to disclose themselves and solve the concern. Another study done by Fawcett and Borck-Jameson (2014), revealed that counseling skills would refer to problem solving skills. Smaby and Maddux (2010) significant study expose how the counseling skills aim to build positive counseling relationship based on unconditional positive regard, genuineness and

acceptance. They use the Skilled Counseling Training Model--a self-assessment tool for beginning counselors, to evaluate and improve the needed skills n the actual counseling sessions. The above mentioned study has similarities since it is anchored in the person-centered theory of Carl Rogers where unconditional positive regard, genuineness and acceptance were also part of the different skills identified. The Skilled Counseling Training model was used in their study (Smaby and Maddux ,2010) while the present endeavor uses the Homeroom Facilitation Skills Assessment Tool to identify the particular skills needed by the teachers.

Based from thorough review of literature and related studies on counseling the researcher defined homeroom facilitation skills as teacher's helping relationship with their students to meet their counselling needs as a result of looking at the quality of academic and non-academic experiences inside the classroom.

2. Develop a self-report tool that would assess the facilitation skills of homeroom teachers.

The findings from the content analysis of the FGD from the homeroom teachers were primarily used for developing the items of the homeroom facilitation skills assessment tool. The results were consulted to the experts (counselors) for review if the mentioned skills were really the needed skills to address the counseling needs of students.

Summary of the 14 skills were gained and identified. Then, a table of specifications was prepared. As shown in Table 6, there are fourteen skills identified

thematically based on the result of the FGD which serve as subscales in the prototype form of the instrument. The skills are *active listening, paraphrasing, clarifying, dealing with silence, questioning, encouraging, building rapport, self-disclosure, empathizing, summarizing, reflecting, analyzing, managing confidentiality* and *modeling.* Thus, 14 subscales with 3 items each were developed corresponding to the 14 facilitation skills. A total of 42 items served as the prototype of the Homeroom Facilitation Skills Assessment Tool (see Appendix H). The questionnaire used a seven-point Likert-type scale. The scales used ranged from; 1 not true of me to 7 very true of me. All the items were positively stated. Krosnick, J.A. Presser, S. (2010) resulted in their work that different studies generally support the notion that reliability as well as validity is higher starting from 7 points scale compared with scales with only two or three points. Table 6 shows the table of specifications and also presents sample items for each counseling skill.

Table 6. Table of Specifications

Facilitation Skills	Total No. of Items	Sample Items
Active Listening	3	show interest in what my student is saying
Paraphrasing	3	rephrase the important details from what my student said
Clarifying	3	simplify my student's statements by focusing on the core of his/her message
Dealing with silence	3	wait for my student until he/she finishes his/her talk
Questioning	3	inquire about my student's situation through questioning
Encouraging	3	provide word of encouragement to my student
Building Rapport	3	poster strong counselor relationship with my student
Self-Disclosure	3	share my thoughts and emotions to encourage my student to talk about his/her thoughts and emotions
Empathizing	3	establish accurate empathy and unconditional positive regard to my student
Summarizing	3	sum up together multiple elements of my student's messages
Reflecting	3	match and search for repeating patterns of my students' situations
Analyzing	3	classify common information about my student's situation
Managing confidentiality	3	assure to keep the case of my student confidential
Modeling	3	show kindness to my student
Total	**42**	

Three experts in the field of Guidance and Counseling evaluated the instrument. The three experts graduated BS Psychology and finished their MA degree in Guidance and Counseling. Two of them are college professors and counselors at Philippine Normal University. The third one is a homeroom teacher and a guidance counselor in a private school. Items not needed were omitted. Suggestions and comments were noted and integrated. The following were the comments and suggestions gathered: consistency in word usage/parallelism, use of gender-sensitive nouns/pronouns, add educational qualifications to the respondents' profile data, check and edit spellings, make sure unfamiliar terms be included in the definition of terms, make the assessment tool contain in 2 pages and make sure all the items were behavioral. After giving ample time to the evaluators, the researcher retrieved the evaluated instrument. The researcher reviewed and improved the instrument based on the result of the experts' evaluation.

3. Establish the validity and reliability of the developed assessment tool.

Pilot Testing

The newly developed instrument on homeroom facilitation assessed the facilitation skills a homeroom teacher should have to access the counseling needs of students due to the non-existence of counselor in the public elementary school. Pilot testing of the preliminary draft was administered to 10 randomly selected homeroom teachers in a public elementary school Parañaque City. Of the 42 items used in the pilot testing, some of the words were change and edited. Thus, the results of pilot test

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revealed that the language used was within the level of comprehension of the respondents. The participants were able to follow the directions and finished answering within 30 minutes. Thus, the format and content of the instrument was deemed appropriate for homeroom teachers. However, it was suggested by Van Teijlingen, E., & Hundley, V. (2002), that no time limit should be imposed so that the homeroom teachers' responses could freely evaluate how true to them the situation was. This can provide valuable insights to the researcher.

First Tryout

The revised preliminary draft after the pilot testing was used for the first tryout run. The data gathered from the first tryout run was given to 165 homeroom teachers whose data were analyzed using item-total correlation for item analysis. A set of selection criteria was then applied to the items to determine which items would be retained. Selection and rejection of items were based on the suggestion of Hair et al. (1998) that if the item-total correlation coefficient is greater than +.30 to meet the minimal level; coefficient of +.40 are considered more important; and if the coefficient are +.50 or greater, they are considered practically significant. Items which have coefficients of less than +.30 are considered candidates for deletion/rejection. The first computation yielded a total alpha coefficient of .732 with 42 total number of items. However, fourteen items with less than 0.30 item-total alpha were deleted for not being able to meet the cut-off criterion for individual item coefficient alpha, leaving 28 items at hand (see Appendix M on page 130).

Second Tryout

The second tryout was conducted due to low reliability in some of the items. 301 respondents answered the second tryout of the test. After reviewing the results from the second run of reliability index, twelve items were eliminated and it resulted in a reliability index of .890 with all remaining 16 items (See Appendix N on page 132). There were 12 items deleted (See Appendix K on page 128): two items in building rapport, two item in self-disclosure, two item in questioning, two item in active listening, and two items in paraphrasing. In this study, a 0.30 coefficient was used as the cut-off criterion for an item to be included in the final form that was later subjected to factor analysis.

Factor analysis, according to Hutcheson & Sofroniou (1999), is based on the premise that underlying factors results in the existence of relationships among variables. According to Golo (2007) a factor is a dimension or psychological construct that underlies several measured variables.

In this study, a series of exploratory factor analysis (EFA) was utilized through principal component analysis using varimax rotation employed to extract the underlying factors. The researcher evaluated a number of solutions, ranging from 3 to 6 factors. The five-factor solution appeared to be the best representation of the structure of HFSAT. After careful examination of item loadings, of items with substantial loadings on more than one factor, and the actual wording of items that ended up being grouped together, the five-factor solution was determined the most meaningful and interpretable which met the following interpretability criteria (Suhr,

2006): (1) At least three items with significant loadings (>.35); (2) Variables that load on a factor share some common conceptual meaning; (3) Variables that load on different factors seem to measure different construct; and (4) Rotated factors pattern demonstrates simple structure, relatively, high loadings on one factor and low loading on other factors.

It is common in exploratory factor analysis (EFA) to use rule-of-thumb cut-offs to decide if an item/variable —significantly loads on a respective factor, with estimated standardized factor loading of .30 to .40, often indicating a meaningful or practically significant factor loading (Cudeck & O'Dell, 1994).

Table 7 . Item and Factor Loadings of Homeroom Facilitation Skills Assessment Tool

Item No.	Items	F1	F2	F3	F4	F5
	Personal warmth					
8	assure to keep the case of my student confidential	.66				
13	secure non-threatening setting to my student	.63				
9	establish warmth to my students	.69				
28	show kindness to my student	.66				
	Empathic Skills					
6	show my student that his/her perspective has value and he/she is accepted		.57			
25	establish accurate empathy and unconditional positive regard to my student		.61			
	Communication skills					
14	wait for my student until he/she finishes his/her talk			.68		
19	give space and respect to my student			.60		
2	boost confidence of my student whenever he/she talks			.61		
24	provide word of encouragement to my student			.74		
	Cognitive skills					
21	identify common term or pattern on my student's statement				.69	
22	sum up together multiple elements of my student's messages				.69	
5	classify common information about my student's situation				.70	
11	carefully appraise the condition of my student's problem				.62	
	Methodological skills					
20	match and search for repeating patterns of my student's situations					.70
27	demonstrate understanding to my student's statement					.64

Each factor was to contain individual items with a minimum loading of .35 and was considered the individual item to crossload if it is .30 to .40. Following each analysis, items that had a substantial factor loading on one and only one meaningful, identifiable counseling skills were retained; items that failed to do so were eliminated. As shown in Table 8, all items had pattern coefficients higher than 0.30.

After performing EFA, five factors were extracted. The initial five factors extracted consisted Factor 1 (four items); Factor 2 (two items); Factor 3 (four items); Factor 4 (four items); and Factor 5 (2 items) resulting in a total of 16 remaining items. The five factors extracted were examined. Of the five factors revealed, the researchers named each dimensions based from the groupings of the remaining items as Factor 1 (Personal warmth); Factor 2 (Empathic skills); Factor 3 (Communication skills); Factor 4 (Cognitive skills); and Factor 5 (Methodological skills). Table 8 shows the descriptive statistics of the 16-item scale. Cronbach alpha of the extracted factors was utilized to determine the internal consistency of the items within the set of factors. There were five factors extracted after the rotated factor analysis with Cronbach alpha of .63, .85, .68, .69, and .90.

Table 8. Descriptive Statistics of the 16-item Scale

Factors	No. of Items	$\bar{x}$	SD
Personal Warmth	4	5.48	.41
Facilitation Skills	2	2.16	1.09
Communication skills	4	4.0	.00
Cognitive skills	4	5.46	.39
Methodological skills	2	5.42	.51
Combined	16	2.96	15.50

Factor 1 as personal warmth is a cluster of four (4) items with a mean of 5.48; Factor 2 as empathic skills includes two (2) items with a mean of 2.16; Factor 3 as communication skills consists of four (4) items with a mean of 4.00; Factor 4 as cognitive skills is a group of four (4) items with 5.46; and Factor 5 as methodological skills includes two (2) items with a mean of 5.42.

The whole 16 items, composed of five factors, had a reliability index (Cronbach alpha) of .92. Murphy and Davidshofer (as cited in Brummans, 2006) find values of .80 and .90 as moderate to high level of reliability while .70 is regarded as low. This only reveals that the instrument yields high reliability. The mean is 2.96 and the standard deviation is 15.50.

Reliability

Internal consistency of the five-factor model of HFSAT was checked by calculating the alpha reliability coefficients using SPSS. There were no items whose elimination would have improved the coefficient substantially. The individual reliability coefficients for the different factors ranged from .63 to .90. Examining item-total correlations indicated that all items in each dimension contributed to the consistency with item-total correlations.

Table 9. Items and the Reliability of the Five Factors of the Homeroom Facilitation Skills Assessment Tool

Factors	Items	Cronbach Alpha
Personal Warmth	assure to keep the case of my student confidential	
	secure non-threatening setting to my student	
	establish warmth to my students	
	show kindness to my student	.63
Empathic Skills	show my student that his/her perspective has value and he/she is accepted	
	establish accurate empathy and unconditional positive regard to my student	.85
Communication skills	wait for my student until he/she finishes his/her talk	
	give space and respect to my student	
	boost confidence of my student whenever he/she talks	
	provide word of encouragement to my student	.68
Cognitive skills	identify common term or pattern on my student's statement	
	sum up together multiple elements of my student's messages	
	classify common information about my student's situation	
	carefully appraise the condition of my student's problem	.69
Methodological skills	match and search for repeating patterns of my student's situations	
	demonstrate understanding to my student's statement	.90
	Combined	.92

Table 10 shows the reliability indices of the components or factors identified as personal warmth, empathic skills, communication skills, cognitive skills, and methodological skills. From the table, it can be gleaned that for Factor 1 - personal warmth with 4 items has a reliability coefficient of .63; for Factor 2 – empathic skills which includes two items has reliability coefficient of .85; for Factor 3 – communication skills with four items has reliability coefficient of .68; for Factor 4 – cognitive skills, with four items has reliability coefficient of .69; and for Factor 5 –

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methodological skills with two items possesses .90 alpha coefficient. The internal consistency of the scale indicates that an overall alpha coefficient of .92 is relatively good.

The final homeroom facilitation skills assessment tool came out with two items for Factor 2 and Factor 5 and 4 items for Factor 1, Factor 3 and Factor 4; for a total of 16 reliable and valid items. The scale was developed to assess the facilitation skills homeroom teachers should possess to address the counseling needs of students. The instrument would also help to measure the strength and weaknesses of programs and activities provided by the school which would lead to better understanding of students and improved planning and decision making skills. The 16-item scale was designed to identify the facilitation skills homeroom teacher must have. With exploratory analysis, the factors and the items were reduced because of their eigenvalues and factor loadings.

The result of EFA showed the items were retained. It also showed the new five factors from the original 14 that were temporarily used for themes (based from the result of FGD). The five factors were obtained after the data were rotated with a .3 or high factor loading. The items in Factor 1 are focused on managing confidentiality/security and modelling (personal warmth). Factor 2 contains items which focused on empathizing (empathic skills). Factor 3 is composed of items that focus on encouraging and dealing with silence (communication skills). Factor 4 is a group of items that are focused on summarizing and analyzing skills (cognitive skills). Lastly, Factor 5 is composed of reflecting skills (methodological skills).

Factor 1 – Personal Warmth

This factor pertains to soft skill a homeroom adviser should have. Showing kindness and establishing warmth to the student. He/she will focus his/her undivided attention on the student exclusively and the student will feel like the most important person on earth, at least during those few moments. Keeping the case of the student confidential at all times and securing non-threatening setting while in counseling session.

Priebe, S., Dimic, S., Wildgrube, C., Jankovic, J., Cushing, A., & McCabe, R. (2011) made mention in their study that personal warmth along with genuineness have been helpful factors in medical communication. This has been used in client centered psychotherapy because of its beneficial effects to achieve the congruency needed.

Factor 2- Empathic Skills

This factor can be defined as a skill that enables the homeroom teachers to make the problem or situation easier for the student. During facilitation he/she must be neutral and should establish accurate empathy and unconditional positive regard to the student. He/she can guide and assist the student on the good decision the student will make about its assumptions, beliefs, and values and about its systemic processes and context.

Akos, P. (2000) discussed how elementary school counselors are challenged to meet the expanding needs of today's children. These counselors can best promote personal and social development through groups, in which peers contribute to development. A group focused on developing empathic skill helps children move

beyond egocentrism and build the foundation for social skills. A psychoeducational group model is presented along with theoretical and practical considerations.

Factor 3- Communication Skills

In this study, this pertains to abilities in the areas of language understanding, communicating expressively, and practical language skills of the homeroom teachers. The teachers able to convey the meaning of the student's message while he/she wait for the student to finish his/her talk. Giving space and respect to the student so that the student will be able to tell all his/her thoughts and feelings. This is also how the teacher provide word of encouragement and boost the confidence of the student so that transmitting and receiving of the messages will be able to clearly identify.

Teaching communication skills requires educators who are not only excellent communicators themselves but have the ability to deconstruct the components of the interaction and develop a cognitive approach that can be used across a variety of learners, diverse content, and under different time constraints while helping the learner develop the skill of self-reflection in a 'safe' and effective learning environment. Jackson, V. A., & Back, A. L., (2011). The use of role-play in small groups is an important method to help learners cultivate the skills required to engage in nuanced, often difficult conversations with seriously ill patients. To be effective, educators utilizing role-play must help learners set realistic goals and know when and how to provide feedback to the learners in a way that allows a deepening of skills and a promotion of self-awareness. The challenge is to do this in a manner that does not cause too much anxiety for the learner. In this article we outline an approach to teaching communication

skills to advanced learners through the use of different types of role-play, feedback, and debriefing.

Factor 4- Cognitive Skills

This would refer to how the homeroom teachers used their problem-solving, motor skills and analytical abilities to identify and sum up multiple elements of the students' messages. He/she thinks and carefully analyzes the common information and appraises the data given by the students to be able to grasp the underlying meaning of his/her actions.

Welsh, J. A., Nix, R. L., Blair, C., Bierman, K. L., & Nelson, K. E. (2010) examined the developmental associations between growth in domain-general cognitive processes (working memory and attention control) and growth in domain-specific skills (emergent literacy and numeracy) across the prekindergarten year and their relative contributions to kindergarten reading and math achievement. One hundred sixty-four Head Start children (44% African American or Latino; 57% female) were followed longitudinally. Path analyses revealed that working memory and attention control predicted growth in emergent literacy and numeracy skills during the prekindergarten year and that growth in these domain-general cognitive skills made unique contributions to the prediction of kindergarten math and reading achievement, controlling for growth in domain-specific skills. These findings extend research highlighting the importance of working memory and attention control for academic learning, demonstrating the effects in early childhood, prior to school entry. Implications of these findings for

prekindergarten programs are discussed, particularly those designed to reduce the school readiness gaps associated with socioeconomic disadvantage.

Factor 5- Methodological Skills

This skill pertains to how the homeroom teachers match and search for repeating patterns on the student's situation. This skill is dependent on attention, interest, understanding and respect of the teacher for the student. It also fosters the individual's further contact and involvement, feeling understood and achieving a clearer grasp of one's feelings that stimulates the person's seek for greater self-awareness.

Science, technology, engineering, and mathematics (STEM) graduate students are often encouraged to maximize their engagement with supervised research and minimize teaching obligations. However, the process of teaching students engaged in inquiry provides practice in the application of important research skills. Using a performance rubric, Feldon, D. F., Peugh, J., Timmerman, B. E., Maher, M. A., Hurst, M., Strickland, D., & Stiegelmeyer, C. (2011), compared the quality of methodological skills demonstrated in written research proposals for two groups of early career graduate students (those with both teaching and research responsibilities and those with only research responsibilities) at the beginning and end of an academic year. After statistically controlling for preexisting differences between groups, students who both taught and conducted research demonstrate significantly greater improvement in their abilities to generate testable hypotheses and design valid experiments. These results indicate that teaching experience can contribute substantially to the improvement of essential research skills.

The school is seen as an entity that provides the holistic development in a student's life and, therefore, has an important role of satisfying these progress through their teachers. Thus, the researcher decided to come up with an instrument that would assess the counseling skills among homeroom teachers. In this study, the researcher sought to define facilitation skills in context through focus group discussion of both homeroom teachers and registered guidance counselors which are related to their experiences while handling cases within the school premises. There were 14 components that were initially and hypothetically adapted to guide the research at the beginning part of this study. As the study progressed, it sought to discover contextual dimensions of the facilitation skills. This framework is illustrated in the conceptual paradigm in the next page. Based from the findings there were five factors which emerged from the exploratory factor analysis. As shown in Figure 4 on page 103, there are five latent variables which assess the facilitation skills a homeroom teacher should have. These are personal warmth (PW), empathic skills (ES), communication skills (COMS), cognitive skills (COGS), and methodological skills (MS). For sample items for each factor, see Appendix J on page 118.

The newly developed instrument could help assess the facilitation skills used by homeroom teachers for the counseling needs of students. The instrument could also be used in the educational setting to serve as gauge in conducting trainings and seminar to enhance the skills needed by teachers.

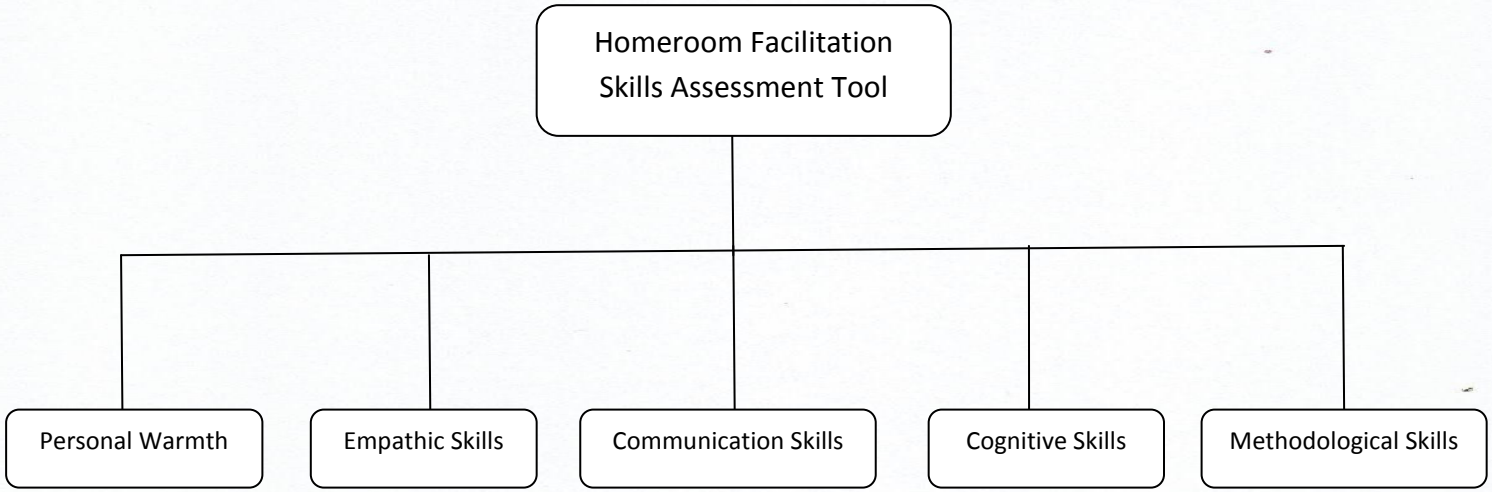

***Figure 4*. Conceptual Model of Homeroom Facilitation Skills Assessment Tool (HFSAT)**

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the conclusions drawn and recommendations offered.

SUMMARY OF FINDINGS

Based on the data gathered, the study presents the following findings:

1. Based from the findings of the Focus Group Discussion (FGD) and in congruence with review of literature, fourteen themes representing facilitation skills needed by homeroom teachers in order to address students' counseling needs emerged. The skills are *active listening, paraphrasing, clarifying, dealing with silence, questioning, encouraging, building rapport, self-disclosure, empathizing, summarizing, reflecting, analyzing, managing confidentiality* and *modeling*

2. A total of 42 items which serve as indicators of the 14 facilitation skills were developed and comprised the prototype form of the Homeroom Facilitation Skills Assessment Tool.

3. The final form of the developed and validated Homeroom Facilitation Skills Assessment Tool (HFSAT) consists of 16 items that serves as measures of five core

facilitation skills: personal warmth, empathic skills, communication skills, cognitive skills, and methodological skills

CONCLUSION

In light of the findings of the study, the researcher concludes that:

1. Homeroom teachers use various facilitation skills identical to counseling skills to address the counseling needs of students in the school.

2. The five-factor structure of homeroom teachers facilitation skills (personal warmth, empathic skills, communication skills, cognitive skills and methodological skills) are the essential facilitation skills that teachers should aim to develop and use.

3. The final form of the Homeroom Facilitation Skills Assessment Tool (HFSAT) is a valid and reliable tool that can be used to measure facilitation skills of homeroom teachers to address the counseling needs of students in as far as their school experiences are concerned.

RECOMMENDATIONS

Based on the findings and the conclusions of the study, the following are recommended:

1. The HFSAT should be used by counselors, teachers, and researchers as a measure of teachers' facilitation skills for students' counseling needs.

2. Further reliability and validity analysis of the HFSAT must be conducted. The instrument may be validated nationwide and that national norms be established to both public and private elementary schools in both rural and urban settings.

3. The HFSAT be used by any educational institution in measuring the level of facilitation skills among other professions to obtain pertinent data in coming up with new academic programs and activities.

4. Future researchers may consider constructing a Filipino translated homeroom facilitation skills assessment tool to supplement its objectives of localizing psychological tests in the country.

5. Data from HFSAT can be used as basis for designing training program for teachers to develop their facilitation skills.

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Appendices

Philippine Normal University
National Center for Teacher Education

Appendix A

Philippine Normal University
College of Graduate Studies and Teacher Education Research
MAEd Guidance and Counseling Program

Date:_____

_____

_____

Sir/Madam:

Greetings

I am presently working on my Thesis entitled **AN ASSESSMENT TOOL FOR HOMEROOM TEACHERS'FACILITATION SKILLS FOR STUDENTS'COUNSELING NEEDS** as part of the requirement in my Degree, Master of Arts in Education with specialization in Guidance and Counseling at PNU-Manila.

In this connection, may I request your kind assistance for the validation of my Focus Group Discussion questionnaire for the purpose of measuring the facilitation skills among homeroom teachers? Remarks and suggestions from experts like you will surely be of great help in improving the said assessment tool

Rest assured that your acceptance and cooperation will be highly appreciated and duly acknowledged.

Thank you and more power.

Very truly yours,

_____
EMILY P. CARREON
Researcher

Philippine Normal University
National Center for Teacher Education

Appendix B

Sample Validation of FGD Questionnaire

Questions for Focus Group Discussion

Topic: Basic Counseling Skills

1. What are the basic counseling skills to you?
2. How do you exhibit these skills among your clients/pupils?
3. Whenever a problem arises, how do you solve it?

Signed: _____ Date: 10.25.15

Philippine Normal University
National Center for Teacher Education

Appendix C

Philippine Normal University
College of Graduate Studies and Teacher Education Research
MAEd Guidance and Counseling Program

Focus Group Participant Demographics

Directions: Please supply/tick the answer applicable to you.

Name_____
Age:_____
Gender:
□ Male
□ Female

Civil Status:
□ Single
□ Married
□ Others,
please specify_____

What is your position:
□ Teacher I-III
□ Master Teacher
□ College Professor
□ Registered Guidance Counselor
□ Others,
please specify_____

How many years have you've been working in your current position/occupation?_____

Questions for Focus Group Discussion

Topic: Facilitation Skills

1. What skills do you use in facilitating students' counseling needs? How do you use these skills?

2. What are the important facilitation skills that a homeroom teacher must have in relation to counseling skills?

Appendix D

Philippine Normal University
College of Graduate Studies and Teacher Education Research
MAEd Guidance and Counseling Program

Consent to Participate in Focus Group Discussion

Date

_____

_____

You have been asked to participate in a focus group discussion for the conduct of the study entitled An Assessment Tool for Homeroom Teachers' Facilitation Skills for Students' Counseling Needs. The purpose of the group is to identify the facilitation skills homeroom teachers should possess to address the counseling needs of students.

The study could be beneficial to you to become aware of the current issues in counseling and become vigilant in addressing it. The information learned in the focus groups will be used to design an assessment tool that can measure the facilitation skills among homeroom teachers. You can choose whether or not to participate in the focus group and stop at any time. Although the focus group will be tape recorded, your responses will remain anonymous and no names will be mentioned in the report.

Rest assured that there is no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one

individual speak at a time in the group and that responses made by all participants be kept confidential.

You will be in a group of six (6) and will meet on November 25, 2015, 1:00-2:00 PM (1 hour) in a private room/area of a restaurant (conference room if available) near your place of work to assure safety and security and meal will be provided during the discussion.

This study will be submitted as partial fulfillment of the study in Guidance and Counseling at Philippine Normal University and a copy will be made available in the Division of Parañaque City.

Attached herewith is the participants' demographic profile together with the questions needed to be answered during the discussion.

Thank you very much.

Very truly yours,

_____

EMILY P. CARREON
Researcher

Noted by:

_____ _____

MARYFE M. ROXAS, **Ph. D., RGC, CSIOP, CCOP**
Adviser

ADONIS P. DAVID, **Ph.D., Associate Dean, GTEF**
Adviser

Consent

I understand the above information and have given opportunity to ask questions. I agree to participate fully under the conditions stated above.

Signed:_____ Date:_____

Philippine Normal University
National Center for Teacher Education

Appendix E

Philippine Normal University
College of Graduate Studies and Teacher Education Research
MAEd Guidance and Counseling Program

Date:_____

_____

_____

Sir/Madam:

Greetings

I am presently working on my Thesis entitled **AN ASSESSMENT TOOL FOR HOMEROOM TEACHERS'FACILITATION SKILLS FOR STUDENTS'COUNSELING NEEDS** as part of the requirement in my Degree, Master of Arts in Education with specialization in Guidance and Counseling at PNU-Manila.

In this connection, may I request your kind assistance for the validation of my assessment questionnaire for the purpose of measuring the facilitation skills among homeroom teachers? Remarks and suggestions from experts like you will surely be of great help in improving the said assessment tool

Rest assured that your acceptance and cooperation will be highly appreciated and duly acknowledged.

Thank you and more power.

Very truly yours,

_____
EMILY P. CARREON
Researcher

Philippine Normal University
National Center for Teacher Education

Appendix F

Sample of Experts Evaluation

General Observations:
1. Consistency in word usage / parallelism
2. use of gender-sensitive nouns / pronouns
3. can we put negative statements to counter-check?

Active Listening

Attending to verbal and non-verbal aspects of communication without judging or evaluating

		Retain	Reject	Revised	Other comments
1	show interest with what my student is saying	✓			
11	give attention to what my student is sharing	✓			
18	respond using non-verbal cues given by my student	✓			
42	try to comprehend the shared problem of my student			✓	the problem shared by...
73	elicit responses like nodding and eye to eye contact	✓			

Paraphrasing

Saying in slightly different words what counselee has said to clarify its meaning.

		Retain	Reject	Revised	Other comments
8	explain to my student what he/she means by his/her words	✓			
33	rephrase the important details from what my student said	✓			
52	give interpretation to what my student had shared			✓	translate what my student had shared
65	reword the statement of my student (in another form)			✓	reword the statement of my student
75	digest my student's statement for clearness				

Clarifying

To make statement clear or comprehensible

		Retain	Reject	Revised	Other comments
4	simplify my student's statements by focusing on the core of his/her message	✓			
13	give essense to what my student is saying			✓	interpret what my....
22	check the accuracy of the student's statement	✓			
39	illuminate meaning on my student's wordings			✓	use another word
69	restate to my student what have been said or mentioned	✓			

Summarizing

Pulling together the important elements of a session

		Retain	Reject	Revised	Other comments
24	compile the responses of my student: verbal and non-verbal			✓	compile the verbal and non-verbal responses of my student
30	shortened the responses of my student	✓			
46	identify common term or pattern on my student's statement	✓			
58	sum up together multiple elements of my student's messages	✓			
71	review and summarized my student's responses	✓			

Signed: _____ Date: 11/25

Philippine Normal University
National Center for Teacher Education

Appendix G

Revised Prototype of the Instrument

Demographic Profile

Directions: Please supply/tick the answer applicable to you.

Name_____ **Age:**_____

Gender:
☐ Male
☐ Female

Civil Status:
☐ Single
☐ Married
☐ Others,
please specify_____

Educational Qualification:_____

What is your position:
☐ Teacher I-III
☐ Master Teacher
☐ College Professor
☐ Registered Guidance Counselor
☐ Others,
please specify_____

How many years have you've been working in your current position/occupation?___

Questionnaire on Homeroom Facilitation

Directions:
This questionnaire contains items that refer to things that a homeroom teacher may use or do when facilitating students' counseling needs. Please indicate how each statement is true of you by using the scale from 1 (not true of me) to 7 (very true of me). Kindly indicate (encircle)your response as honestly and as accurately as possible.

	(not true of me)			(occasionally true of me)		(Very true of me)	
e.g. 1. understand my student's thoughts and feelings	1	2	3	4	5	(6)	7

During homeroom facilitation I:

		(not true of me)			(occasionally true of me)		(Very true of me)	
1	show interest in what my student is saying	1	2	3	4	5	6	7
2	classify common information about my student's situation	1	2	3	4	5	6	7
3	simplify my student's statements by focusing on the core of his/her message	1	2	3	4	5	6	7
4	disclose facts to my student so that he/she will disclose too	1	2	3	4	5	6	7
5	boost confidence of my student whenever they talk	1	2	3	4	5	6	7
6	show my student that his/her perspective has value and he/she is accepted	1	2	3	4	5	6	7
7	poster strong counselor relationship with my student	1	2	3	4	5	6	7
8	assure to keep the case of my student confidential	1	2	3	4	5	6	7
9	establish warmth to my students	1	2	3	4	5	6	7
10	respond using non-verbal cues given by my student	1	2	3	4	5	6	7
11	provide word of encouragement to my student	1	2	3	4	5	6	7
12	check the accuracy of the student's statement	1	2	3	4	5	6	7
13	secure non-threatening setting to my student	1	2	3	4	5	6	7

Philippine Normal University
National Center for Teacher Education

Appendix H
Letter Request to Schools Division Superintendent

Philippine Normal University
College of Graduate Studies and Teacher Education Research
MAEd Guidance and Counseling Program

_____

MARIA MAGDALENA M. LIM, CESO V
Schools Division Superintendent
Division of Paranaque City
City Schools Division, Paranaque City

Dear **Madam Lim**:

Greetings from Philippine Normal University!
The undersigned is a graduate student of the Philippine Normal University, who is presently conducting a study that aims to develop an assessment tool for homeroom teachers. The researcher has identified the teachers of fifteen (15) schools within the division as the respondents of the study.
In this connection, I would like to request for your permission to allow the conduct of the study entitled, **"An Assessment Tool for Homeroom Teachers' Facilitation Skills for Students' Counseling Needs".** The Output of the study will be submitted as a partial fulfillment of the academic requirement for the degree Master of Arts in Education-Guidance and Counseling for the S.Y. 2015-2016.
Rest assured that the researcher will observe the proper research protocols and procedures in conducting the study. Attached herewith is a copy of the research rationale and instrument for your information and guidance.

Thank you very much for your support.

Very truly yours,

_____
EMILY P. CARREON
Researcher

Noted by:

_____ _____
DR. MARYFE M. ROXAS, Ph. D., RGC, CSIOP, CCOP **DR. ADONIS P. DAVID, Associate Dean, GTEF**
Adviser Adviser

Philippine Normal University
National Center for Teacher Education

Appendix I

Letter Request to the Respondents

Philippine Normal University
College of Graduate Studies and Teacher Education Research
MAEd Guidance and Counseling Program

Dear Respondents:

The researcher is presently conducting a study entitled "An Assessment Tool for Homeroom Teachers' Facilitation Skills for Students' Counseling Needs" in partial fulfillment of the requirements for the Degree of Master of Arts in Education with specialization in Guidance and Counseling.

In this regard, the researcher would like to find out the counseling skills among teachers. Your honest assessment would be highly appreciated.

There are 45 likert-type questions which you will need to answer in 50 minutes.

Rest assured that your answer will be kept with confidentiality. Your voluntary participation will be acknowledged. Although the questionnaire tells you to answer your profile, your responses will remain anonymous and no names will be mentioned in the report.

Thank you very much.

Very truly yours,

_____
EMILY P. CARREON
Researcher

Noted by:

_____ _____

MARYFE M. ROXAS, Ph. D., RGC, CSIOP, CCOP
Adviser

ADONIS P. DAVID, Ph.D., Associate Dean, GTEF
Adviser

I understand this information and agree to participate fully under the conditions stated above.

Signed:_____ Date:_____

Philippine Normal University
National Center for Teacher Education

Appendix J

Sample Items of Homeroom Facilitation Skills Assessment Tool

25	give privacy to cases whenever in accordance to what is stated in the law/ethical guidelines	1	2	3	4	5	6	7
26	promote proficiency in different technique in handling behavioral problems	1	2	3	4	5	6	7
27	point out the conflicting information to my student	1	2	3	4	5	6	7
28	show concern to my student's situation	1	2	3	4	5	6	7
29	give space and respect to my student	1	2	3	4	5	6	7
30	match and search for repeating patterns of my student's thoughts, behaviors and feelings	1	2	3	4	5	6	7
31	identify common term or pattern on my student's statement	1	2	3	4	5	6	7
32	attend to different problems encountered by my students	1	2	3	4	5	6	7
33	bravely mention to my student the negative possibilities of his/her actions	1	2	3	4	5	6	7
34	signal interest using non-verbal cues to express comfort to my student	1	2	3	4	5	6	7
35	cheer up my student and accept his/her flaws	1	2	3	4	5	6	7
36	deliver acceptable image to my students	1	2	3	4	5	6	7
37	sum up together multiple elements of my student's messages	1	2	3	4	5	6	7
38	know the different questions to be asked such as open and closed question	1	2	3	4	5	6	7
39	carefully appraise the condition of my student's problem	1	2	3	4	5	6	7
40	establish accurate empathy and unconditional positive regard to my student	1	2	3	4	5	6	7
41	reword the statement of my student	1	2	3	4	5	6	7
42	use one-on-one approach for my student to open up	1	2	3	4	5	6	7
43	restate to my student what have been said or mentioned	1	2	3	4	5	6	7
44	demonstrate understanding of how my student reacts	1	2	3	4	5	6	7
45	show kindness to my student	1	2	3	4	5	6	7

Philippine Normal University
National Center for Teacher Education

Appendix K
Sample of Deleted Items

use different question to gather information from my students
respond using non-verbal cues given by my student
poster strong professional relationship with my student
disclose facts to my student so that he/she will disclose too
simplify my student's statements by focusing on the core of his/her message
check the accuracy of the student's statement
show interest in what my student is saying

Appendix L

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
F4	301	4.75	6.50	5.4635	.38772
F5	301	4.0	6.0	5.420	.5118
F3	301	4.0	4.0	4.000	.0000
F2	301	1.0	5.0	2.156	1.0911
F1	301	4.25	6.25	5.4842	.40820
Valid N (listwise)	301				

Alpha

F4 = .69

F5 = .90

F3 = .68

F2 = .85

F1 = .63

Appendix M

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.479
Bartlett's Test of Sphericity	Approx. Chi-Square	4647.633
	df	378
	Sig.	.000

	Initial Eigenvalues					
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.778	9.922	9.922	2.778	8.989	8.989
2	2.473	8.832	18.755	2.473	8.533	17.523
3	2.349	8.390	27.144	2.349	8.215	25.738
4	2.221	7.930	35.075	2.221	8.206	33.945
5	1.965	7.017	42.092	1.965	8.147	42.092
6	1.846	6.591	48.683			
7	1.759	6.283	54.966			
8	1.694	6.050	61.016			
9	1.578	5.636	66.652			
10	1.486	5.307	71.959			
11	1.444	5.157	77.115			
12	1.094	3.908	81.023			
13	.969	3.460	84.483			
14	.882	3.151	87.633			
15	.740	2.641	90.275			
16	.609	2.174	92.449			
17	.455	1.625	94.073			
18	.268	.958	95.031			
19	.217	.776	95.808			
20	.189	.676	96.484			
21	.180	.643	97.127			
22	.157	.562	97.689			
23	.148	.528	98.217			
24	.126	.451	98.668			
25	.102	.364	99.032			
26	.100	.357	99.390			
27	.092	.329	99.719			
28	.079	.281	100.000			

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
1	-.039	.089	-.012	-.047	.173
10	-.065	.378	.159	-.037	.148
16	.094	.068	.100	.051	-.593
26	.108	.095	.072	.081	-.642
3	.537	.440	-.128	-.076	.191
12	.587	.397	-.063	-.131	.119
21	.130	.034	.055	.690	.099
22	.069	-.056	.095	.693	.129
20	.040	.002	.142	.056	.700
27	.057	.010	.084	.051	.640
14	.020	.164	.680	-.007	.063
19	-.020	.068	.596	.046	-.024
15	-.191	.362	.120	.176	.087
23	-.025	.364	-.089	.289	.206
2	-.023	-.112	.613	.035	-.101
24	-.007	.011	.744	.020	.061
5	-.024	.071	.008	.695	-.280
11	-.084	.012	-.094	.623	-.335
6	-.146	.567	-.305	-.193	-.118
25	-.035	.608	-.255	-.170	-.124
7	.011	.220	-.053	-.395	-.024
18	-.088	.101	.059	-.059	-.128
4	-.083	-.572	-.359	-.046	.152
17	-.089	-.605	-.280	.003	.195
8	.659	-.232	.177	-.084	-.212
13	.630	-.233	.118	-.069	-.272
9	.689	-.019	-.028	.246	-.041
28	.658	-.068	-.068	.096	.046

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Appendix N

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.478
Bartlett's Test of Sphericity	Approx. Chi-Square	2452.847
	df	120
	Sig.	.000

	Initial Eigenvalues				
Component	Total	% of Variance	Cumulative %	% of Variance	Cumulative %
1	2.504	15.652	15.652	14.581	14.581
2	2.086	13.036	28.688	14.107	28.688
3	1.988	12.426	41.113		
4	1.764	11.028	52.141		
5	1.697	10.606	62.748		
6	1.616	10.100	72.847		
7	1.312	8.203	81.050		
8	.989	6.179	87.230		
9	.765	4.779	92.009		
10	.291	1.817	93.825		
11	.224	1.400	95.226		
12	.189	1.181	96.406		
13	.184	1.151	97.557		
14	.147	.921	98.479		
15	.146	.912	99.390		
16	.098	.610	100.000		

Rotated Component Matrix[a]

	Component	
	1	2
12	.001	.065
8	.137	.529
13	.057	.518
9	.099	.381
6	-.515	-.159
25	-.478	-.111
14	.555	-.126
19	.481	-.035
2	.477	.215
24	.608	.050
21	.338	.366
22	.392	.338
20	.483	-.499
27	.395	-.505
5	.111	.610
11	.004	.577

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.768	.640
2	.640	-.768

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Philippine Normal University
National Center for Teacher Education

Appendix O
Authenticity Test Result

Philippine Normal University
College of Graduate Studies and Teacher Education Research
PUBLICATION OFFICE

AUTHENTICITY RESULT

Date of Release: July 21, 2016
Result Code: 2016-0153
Submission ID: 690869315
Title of Output: An Assessment Tool for Homeroom Teachers' Facilitation Skills for Students' Counseling Needs
Author(s): Emily P. Carreon

Authenticity Report:

- ***Similarity Report: 19%***
- ***Interpretation***: A similarity report of 19% means that 19% of the whole paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (16%), publications (8%) and student papers (11%) for the remaining similarity percentage.
- ***Highlighted text in the Manuscript***:
  - Red marks and highlights are set of texts directly or exactly copied from online sources
  - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Rio Anne R. Maño
(Authenticity Administrator)

Noted by:
Dr. Marie Paz E. Morales
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Philippine Normal University
National Center for Teacher Education

Appendix P

Language Editing Certificate

CERTIFICATION

This is to certify that the thesis of Ms. Emily P. Carreon titled ***"An Assessment Tool for Homeroom Teachers' Facilitation Skills for Students' Counseling Needs"*** has been language edited in July 2016 by the undersigned language editor.

This certification is issued in July 2016 upon the request of Ms. Emily P. Carreon.

Jovelyn Milaor

JOVELYN C. MILAOR, MAT ELA
PNU, Manila

Philippine Normal University
National Center for Teacher Education

Appendix Q

Curriculum Vitae

EMILY P. CARREON

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emilycarreon19@gmail.com

PERSONAL INFORMATION

Date of Birth	February 19, 1982
Place of Birth	San Miguel, Bulacan
Citizenship	Filipino
Sex	Female
Marital Status	Married
Spouse's Name	Mat A. Carreon
Children	Jigs Freniel, Jesc Matthew, James Elyzar

EMPLOYMENT HISTORY

2005-present	Teacher	Fourth Estate Elementary School

EDUCATION

1995-1999	High School	Sibul Springs High School
2000-2004	Tertiary	Philippine Normal University
2012-present	Graduate School	Philippine Normal University