

Research Summary

A Comparative Study of Philippine and Japanese School Counseling Practices and Standards

The researcher sought to determine the school counseling practices in the Philippines and Japan and to identify an initial set of standards (i.e., a list of knowledge, skills and attitudes that practitioners believe students should develop as a consequence of participating in school counseling programs). The existence of such standards will further legitimize the profession and help define the school counselor's role in these settings. Moreover, it will help school counselors address the issue of their accountability for the success of all students.

The Japanese sample consisted of 51 counseling practitioners from selected schools/universities in Tokyo, Nagoya, Beppu, and Fukuoka, who completed questionnaires on school counseling tasks and on proposed counseling standards. Findings from this sample were compared with those of a similar study conducted by the author among 357 Filipino counseling practitioners.

The two groups agreed on the *appropriateness* or *inappropriateness* of 32 out of 44 listed tasks. Six of these tasks are found in the American School Counselor Association (ASCA)'s list of appropriate school counseling tasks and 11 are in its "inappropriate" list; the rest are activities that are in the repertoire of Filipino counselors. The study also found no significant differences between the two samples in their *performance* or *non-performance* of 33 of the listed tasks. These overall findings indicate that these two Asian groups have common perceptions of what school counselors should be doing and are performing common tasks as school counselors. The significant differences in their perceptions of 12 tasks and their performance of 11 activities may be a function of the specific expectations of school administrators and the peculiar set-ups in the educational systems concerned. Most of the differences lay in the Japanese counselors' not performing certain tasks listed as appropriate (e.g., "interpreting cognitive, aptitude or achievement tests") or inappropriate (e.g., "maintaining student records") by ASCA, but performed by the Filipino sample.

On the other hand, the two groups differed significantly in their ratings of the relevance of all but one of the proposed standards, competencies, and indicators in the academic, career, and personal-social development domains. Whereas the Filipino sample generally found the items (most of which were from the ASCA model) "very relevant," their Japanese counterparts rated them only as "relevant." These results signify a greater similarity in the expected outcomes of school counseling in the American and Philippine settings. Further research, with a larger sample, would have to be done to determine what could be more relevant in the Japanese milieu.

The standard deviations showed greater variation, however, in the opinions of the Japanese counselors, compared to the Filipino sample. This may be explained by the fact that the Japanese participants had more varied educational backgrounds and job titles—from school counselors and career counselors to psychiatrists and clinical psychologists. Future work on developing national standards might profit from distinguishing the responses of these different professional groups working on students' academic, career, and personal-social concerns of students. Considering the important role that principals and other school administrators play in the educational system, the author likewise suggests that their inputs on counseling practices and standards be sought. In the meantime, counseling practitioners and professional organizations of counselors in both countries could look into using the initial list of the top-ranked knowledge, skills, and attitudes that students should develop as a result of participating in school counseling programs. These consist of both ASCA indicators and items contributed by Filipino school counselors.

Publication of the Results of Research Project:

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<p>Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.) <i>Journal of Counseling</i>, Association of Psychological and Educational Counsellors of Asia-Pacific “School Counseling Practices in the Philippines and Japan” by Rose Marie Salazar-Clemeña (for review) <i>Professional School Counseling</i>, American School Counselor Association “Filipino and Japanese School Counselors’ Perceptions of Proposed Standards for Students” by Rose Marie Salazar-Clemeña (for review)</p>
<p>Book (Publisher and Date of the Book, Title and Author of the Book, etc.)</p>