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The Effects of School-Based Counseling on Enhancing Students' Emotional Wellbeing: A Foundation for Development Plan.

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Introduction

In recent years, there has been a focus on promoting students' emotional well-being to enhance their academic and personal accomplishments. Stress factors derived from academic achievements, personal relationships, and family expectations predispose students to various emotions, such as anxiety, stress, and depression. School counseling programs are therefore important systems recognized to assist learners' mental health, thus enhancing learning processes.

This type of counseling is institution-based and focuses on the different psychological issues that affect learners in school. The goal of these programs is not only to 'treat' the youngsters when they manifest distress but also to teach them strategies to manage various situations they encounter in their professional and personal lives. The inclusion of counseling as a service delivery system in schools acknowledges the fact that emotional health is an important aspect of both learning and personal development.

Despite acknowledging the significance of school-based counseling programs, there are still gaps in their implementation and efficacy. For instance, Arguelles (2019) established that even though schools have put in place counseling services, there are few professionals to offer those services. Additionally, this variation in program quality leads to variability in the outcomes of counseling interventions for students, potentially diminishing their positive impact. This underscores the necessity for a systematic review to enhance the effectiveness of counseling in schools, thereby promoting the students' well-being.

Researchers have conducted studies to ascertain the impact of counseling on students' emotions. For instance, Karcher (2020) performed a study that established the fact that SBMCs, which are noted for having counseling features, boosted the student's self-esteem and reduced emotional vulnerability. In the same way, Smith et al.'s (2020) meta-analysis showed that adaptive counseling approaches have favorable emotional consequences among students in different learning environments. These studies help in establishing a body of knowledge in relation to the benefits of school-based counseling, but at the same time, these studies also call for detailed contextual studies in the Philippines.

However, studies conducted on an international level are insufficient; moreover, research specific to the Philippine setting is necessary. Carreon's 2021 study reveals the importance of culturally appropriate interventions in addressing the emotional well-being of Filipino learners. That is why it becomes necessary to intensify efforts aimed at contextualizing counseling frameworks in a bid to infuse the identified student support frameworks with the democratic values and aspirations of the local cultures.

The DepEd rules and regulations primarily guide the laws governing school-based counseling in the Philippines.

Republic Act 9155, also known as the Basic Education Act, reaffirms that schools have the responsibility to support students psychologically and socially. Furthermore, DepEd Order No. 50, s. 2006 mandates the provision of guidance and counseling programs to students in all public elementary and secondary schools. These policies are in line with the government's aim of improving the welfare of students, especially because emotional health plays an important role in academic achievement and overall human development.

However, even with these policies and studies, there is dearth of aggregate assessment of school-based counseling programs within the Philippine setting. The majority of studies that have been conducted have differed only in terms of the types of counseling available for students; few studies have concentrated on the outcomes of such counseling services on the students' well-being. Moreover, few studies have addressed the concerns of school counselor preparation and certification, despite the significant impact these factors could have on counseling outcomes. For this reason, there is a need to fill these gaps in order to formulate strategies that would improve the psychosocial health of learners in Philippine schools. However, the success of such programs is hindered by a lack of resources, inadequate training for counselors, and a lack of awareness among the community about existing services. Besides, unequal access to counseling services will fuel inequality among students, especially in the school districts that need counseling services most.

The importance of efficiency in school-based counseling cannot be overstated, especially in the Philippines. In this setting, the present generation of students faces a variety of socioeconomic and cultural issues, resulting in a growing need for counseling and mental health services. At the same time,

the current school counseling framework does not satisfy students' practical requirements; an immediate and complete examination of existing programs is required.

The goal of this research will be to look at the influence of school counseling on improving students' emotional states, as well as the strengths and flaws of current approaches. The study will discover techniques to improve the success of a particular program for children by acquiring a full knowledge of students, counselors, and instructors. Understanding these dynamics is crucial because it helps to create ways for improving the efficacy of school-based counseling activities.

Therefore, the findings of this study will form the basis of a need assessment, which is central to the formulation of a strategic plan to enhance the impact and scope of school counseling programs. Using a review of the literature on the research topic, this study aims to provide prescriptive solutions that can enable schools to create an enabling social context that can foster both academic and emotional growth in students.

Thus, it is critical and timely to examine the extent to which school-based counseling improves student's quality of well-being. As education is evolving, it is imperative for institutions to concentrate on students' well-being because helping them to become better academics will help create healthier generations. They stress that successful school counseling can indeed not be viewed as an add-on or an extra; it is an integral part of integral education with a focus on students' stability and success.

Theoretical Framework

The study is anchored from Cognitive Behavioral Theory (CBT). This theory is a psychotherapeutic approach that underscores the connection between thoughts, emotions, and behaviors. It posits that negative thought patterns can significantly impact emotional well-being and influence behavior. In the context of school-based counseling, CBT techniques enable students to identify and challenge maladaptive thought processes, thereby fostering healthier emotional responses and improved coping strategies. For instance, a student who experiences anxiety may learn to recognize irrational thoughts, such as "I am not good enough," and replace them with more balanced beliefs, like "I can learn and improve." This cognitive restructuring is fundamental in helping students develop resilience and self-efficacy.

Statement of the Problem

Specifically, this study sought to answer the following sub-problems:

1. What is the demographic profile of the respondents in terms of age, sex, sibling position, monthly family income; and grade level?

2. What is the extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of student behavior, social skills and relationships, engagement in learning, counseling process and parental and community involvement?

3. Is there a significant difference on the extent of school-based counseling programs on enhancing students' emotional well-being when grouped according to profile?

4. What is the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school, physical complaints in school, positive academic self-concept, social problems in school, worries in school and enjoyment in school?

5. Is there a significant difference on the level of students' emotional well-being after the school-based counseling programs provided by the teachers when grouped according to profile?

6. Is there a significant relationship between the extent of school-based counseling programs and the level of students' emotional well-being?

7. Based on the findings of the study, what plan may be proposed?

REVIEW OF RELATED LITERATURE AND STUDIES

School-Based Counseling Programs

School-based counseling in the United States is a mature profession with well-established modes and standards for practice. Counselors have been employed in U.S. schools for over 100 years and over that time several shifts in the nature of the work have occurred. A total of 380 US school counselors completed the International Survey of School Counselor Activities-United States. Mean item ratings and mean BART scores were used for both descriptions and comparisons. US counselors indicated that Counseling Services; Advocacy and Systemic Improvement; Prevention Programs; and Educational and Career Planning were all important aspects of their role. In comparison to international counterparts, US counselors placed greater emphasis on Advocacy and Systemic Improvement and Prevention Programs. Results confirmed previous scholarship suggesting that counselors in the US have a very broad role. Any reformulation of this role would benefit from comparative international research on the strengths and limitations of different modes of practice (Carey, 2020).

Only a qualified health professional can diagnose a mental health condition. However, some symptoms may raise awareness that there is a concern brewing. Understanding the symptoms of various mental health conditions and their diagnoses can help determine whether you or a loved one requires assistance. At the most basic level, mental health is significantly lower. The level of mental health at the basic level is significantly lower, with a significant level of 0.05. The school counseling program, which is based on counseling activities, is effective and has a significant impact on mental health as a support system. The school counseling program, which consists of counseling activities, is effective and reduces mental illness symptoms. Only a qualified

health professional can diagnose a mental health condition. However, some symptoms may raise awareness that there is a concern brewing. Understanding the symptoms of various mental health conditions and their diagnosis process can help you determine whether you or a loved one requires assistance. School counselors provide counseling programs in three critical areas: academic, personal/social, and career. Their services and programs assist students in resolving emotional, social, or behavioral problems, as well as developing a clearer focus or sense of direction. School counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. School counselors, in collaborative efforts, can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school (Elhassan, 2021).

The study of Simbolon (2022) investigated the influence of guidance and counseling programs in school settings, focusing on their effects on student well-being, academic performance, and the overall school environment. Furthermore, these students exhibited a noteworthy rise in attendance rates, attending school 10% more regularly than their peers who did not participate in counseling. The qualitative analysis offered deeper insights, revealing personal growth as a recurrent theme among students. Participants cited the development of problem-solving skills, increased self-esteem, and enhanced self-confidence as critical outcomes. Additionally, improved interpersonal relationships and a harmonious school environment were reported, indicating a broader impact on the school community. The commitment to inclusivity and equity underscored the need to ensure that all students, regardless of their background or circumstances, have equal access to counseling services. This inclusivity promotes a more equitable educational environment. These findings carry implications for the field of guidance and counseling in schools. They underscore the pivotal role of counselors in fostering student success, both academically and emotionally. The results call for a holistic approach to student development, emphasizing the importance of early intervention, inclusivity, and creating positive school cultures. This research offers a pathway to strengthening guidance and counseling programs, ultimately enhancing the educational experience for students. It serves as a catalyst for the field, driving the evolution of guidance and counseling to create a nurturing and inclusive educational environment where every student can thrive academically and emotionally.

Only a qualified health professional can diagnose a mental health condition. However, some symptoms may raise awareness that there is a concern brewing. Understanding the symptoms of various mental health conditions and their diagnosis process can enhance your understanding of whether you or a loved one requires assistance. School counselors provide counseling programs in three critical areas: academic, personal/social, and career. Their services and programs assist students in resolving emotional, social, or behavioral problems, as well as developing a clearer focus or sense of direction. School counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. School counselors, in collaborative efforts, can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school. Basic-level schools exhibit a lower level of mental health, a difference that is significant at the 0.05 level. The school counseling program based on counseling activities is effective and has an impact on mental health as a supporter; it is significant at the level of 0.05). The school counseling program, which is based on counseling activities, is effective in reducing the symptoms of mental illness. The researcher shows that school counseling interventions have a substantial impact on students' educational and personal development. Individual and small-group counseling, classroom guidance, and consultation activities appear to have a direct impact on students' success in the classroom and beyond. School counselors should spend most of their time performing these interventions. Limit coordination activities to those that enhance the program's efficiency and accountability. In addition, mental illness can be treated. When someone first starts to develop symptoms of mental illness, it is important to contact a psychological or community mental health service for help (Hassan, 2021).

The school counseling program is meant to assist students to deal with psycho-social and behavioral challenges, which normally affect their academic performance. To achieve this goal, the Kenyan government has previously committed resources towards establishing counseling programs in schools. The study was qualitatively done, and self-determination theory was used to guide the study. Data were analyzed for the identification of counseling program characteristics and student improvement indices. These were presented in tables, charts, frequencies, and percentages based on the responses from the respondents. Further, a correlation between the two variables of the study was examined. Findings depicted that 65.7% of the students sampled said that counseling services offered at school satisfied their needs, 74.3% reported an improvement in their academic performance as a result of those counseling services and 87% felt more positive about school life after receiving counseling services. The study concluded that comprehensive counseling programs improved academic performance among high school students. The study intended to inform education planners, principals, and administrators on the role counseling would play in enhancing academic achievement among secondary school students (Gachenia, 2020).

School counselors are uniquely positioned within the P-12 education system to ensure that all students meet developmental needs in academic, career, and social-emotional areas to become successful and contributing members of society. School counselors collaborate with other school staff and parents/caregivers to ensure that students finish high school and are well-prepared for the challenges of the future. Children who attend Title I schools have disproportionate rates of behavior referrals and discipline consequences. Many students in these schools face complex difficulties, and it is unlikely that a single staff member at their school when they were in 5th grade could make dramatic changes. However, students who attended Title I schools in both 5th and 6th grades and had an experienced elementary counselor in 5th grade who was implementing a program based on the ASCA National Model experienced significantly fewer minor behavior incidents, fewer major behaviors, fewer exclusionary consequences, and were significantly more likely to have detention assigned as a consequence rather than exclusionary discipline. These findings are important for administrators in both middle and elementary schools, particularly those who serve in Title I schools, as well as policymakers and state education officials who establish staffing requirements. This study affirms the important contribution of elementary school counselors to student success (Leggiadro, 2021).

Given problems and disparities in the use of community-based mental health services for youth, school personnel have assumed frontline mental health service roles. To date, most research on school-based services has evaluated analog educational contexts with services implemented by highly trained study staff, and little is known about the effectiveness of school-based mental health services when implemented by school professionals. Overall, school-based services demonstrated a small-to-medium effect (Hedges $g = 0.39$) in decreasing mental health problems, with the largest effects found for targeted

intervention (Hedges g = 0.76), followed by selective prevention (Hedges g = 0.67), compared with universal prevention (Hedges g = 0.29). Mental health services integrated into students' academic instruction (Hedges g = 0.59), those targeting externalizing problems (Hedges g = 0.50), those incorporating contingency management (Hedges g = 0.57), and those implemented multiple times per week (Hedges g = 0.50) showed particularly strong effects. Considering serious barriers precluding youth from accessing necessary mental health care, the present meta-analysis suggests child psychiatrists and other mental health professionals are wise to recognize the important role that school personnel, who are naturally in children's lives, can play in decreasing child mental health problems (Sanchez, 2019).

Students' Emotional Well-Being, Behavior and Social Skills and Relationships

Psychological well-being has been defined within the eudaimonic perspective as the development of one's true potential. This is in contrast to the subjective well-being view. Emotional intelligence, empathy, social skills, and self-concept were positively correlated with all of the selected psychological and cognitive dimensions, while only the cooperative learning methodology was positively correlated with most of the psychological well-being dimensions. Conversely, university students' perceptions of well-being had an inverse correlation with anxiety, which had a negative influence. Therefore, it is necessary to delve deeper into this issue and provide more insightful comments and observations on these results. Firstly, students who prefer a cooperative learning methodology have greater self-acceptance. This implies that they recognize their own worth and have better psychological well-being. Secondly, students who have a high capacity for adaptation and social skills use them to grow personally in situations that require it, achieving higher levels of psychological well-being. Thirdly, we highlight the importance of students' emotional skills, since a type of psychosocial adaptation that shows high emotional intelligence leads to high psychological well-being. Fourth, there seem to be high levels of anxiety in the university stage, generating psychological discomfort in students. Fifth, students' internal and external emotional understanding appears to promote high psychological well-being, which could help them grow personally. Finally, the importance of self-concept in all dimensions, except the emotional one, has a significant influence on students' psychological well-being. Having a positive self-concept will, on the whole, produce higher levels of psychological well-being. Therefore, it should integrate and study the individuals' psycho-educational resources as a whole in relation to psychological well-being (Rodriguez, 2020).

University students face periods of change in which they must assume considerable responsibilities and challenges, as well as adapt to new circumstances. In addition, there is a wide range of personal, social, and cognitive factors that influence the comprehensive development of university students. These characteristics may help them face the new challenges that the university stage of their education presents them, or, on the contrary, they may hinder the achievement of their objectives as a result of not having the necessary resources. One of the aspects that has gained significant relevance in the educational field is well-being, in physical and also psychological and emotional terms. Nowadays, there is a tendency to highlight the significant contribution of students' socio-emotional perceptions about academic motivation and expectations in higher education. This study aims to analyze the relationships among emotional well-being, desire for social reinforcement, intrinsic motivation, the perceived value of the task, and academic expectations. To do this, 455 university students from the Spanish educational system filled out an online questionnaire. The application of a structural equation model (SEM) underscores the fact that emotional well-being and the desire for social reinforcement have a positive effect on intrinsic motivation for learning. In turn, this motivation has been a significant predictor of the perceived value of homework and academic expectations. In addition, various mediating effects are observed to influence high academic expectations. These results highlight the need for emotional care and social reinforcement in initial university training programs (Cosculluela, 2022).

Well-being has become extensively viewed as apprehension for administrations in the last decades and schools have been progressively realized as locations for encouraging well-being which is a considerable development in inquiries on mediations connected to learner well-being. In this way, the function of teachers has got specific consideration regarding students' well-being, given the merits of teacher-student interactions. High-quality educator-learner relationships offer a support base for long-term learners' education. Educator interpersonal behavior that makes learners feel supported and cared for is known as emotional support. These behaviors can help learners' emotional and social needs; meet learners' families and being available when learners need additional help. This review attempts to consider the eminence of teacher interpersonal behavior and learner-teacher relations in the classroom and indeed illustrate their relationship and influence on students' well-being. As a final point, this review can provide suggestions and recommendations for teaching participants in the scholastic context (Zheng, 2022).

Although social-emotional skills are more malleable than cognitive skills and have potential benefits for a range of academic and life outcomes, previous studies on the topic have suffered from many issues (e.g., consideration of only a small subset of skills, single-informant and single-cohort design). To address these limitations, this study used a multi-informant (self, teacher, and parent) and multi-cohort (ages 10 and 15 from Finland, N = 5,533) perspective to study the association between 15 social-emotional skills and 20 educational (e.g., school grades), social (e.g., relationships with teachers), psychological health (e.g., life satisfaction), and physical health outcomes (e.g., sleep trouble). Results showed that (a) there was a modest level of inter-rater agreement on social-emotional skills, with the highest agreement between students and parents (mean r = .41); (b) inclusion of multi-informant ratings substantially enhanced the ability of social-emotional skills in predicting outcome variables, with parent- and self-rated skills playing important, unique roles; (c) by modeling skills at the facet-level rather than at the domain-level, we identified the key skills for different outcomes and found significant variation in facets' predictive utility even within the same domain; (d) although the old cohort showed lower levels of most social-emotional skills (9/15), there were only minor changes in the inter-rater agreement and predictive utility on outcomes. Overall, Self-Control, Trust, Optimism, and Energy were found among the four most important skills for academic and life success. We further identified unique contribution of each skill for certain outcomes, pointing the way to effective and precise interventions (Gou, 2021).

Social-Emotional Learning and Well-being is not only an emerging research agenda, but also a critical issue concerning the individual as well as societal development, because how the issue is viewed has huge theoretical as well as practical, and even vital implications. Many programs have been developed to help schools enhance students' health and reduce trauma, bullying, violence, and ill-being. This chapter describes the importance of social-emotional

learning (SEL) in school, the components and pillars of SEL, and defines well-being and ill-being. It also talks about conflict resolution in schools, mediation in schools, the teacher-student-parent dynamic, childhood development, and trauma navigation. The SEL framework can be used to guide teachers in schools and parents outside of the schools to deal with problems caused by ill-being (mental illness) trauma and violence and use mental health (mental well-being) to teach social-emotional learning. Good mental health is the key to living a good life and social-emotional learning is important for constructing and maintaining good mental health. Teaching young kids how to handle mental stress and navigate all the ups and downs of life is essential and including SEL in the school curriculum is the best way to make sure that young kids are learning the skills to take care of their mental well-being. Integrating SEL into the school curriculum is essential but we must also be careful in how we implement it. The teacher must be properly trained so they don't accidentally make any issues worse. There also must be a balance between collective and individual well-being. And to achieve the best outcome both schoolteachers and staff need to be trained properly (Sultan, 2020).

Learning (observation, imitation, information, rehearsal, etc.) primarily acquires social skills, which encompass both verbal and non-verbal behaviors. They also propose effective and appropriate initiatives and responses; they serve to increase social reinforcement. Some people have extraordinary social skills. They can establish competent social relationships with others and perform a reinforcing role, serving as a model for those with whom they interact. The study shows that factors such as self-expression in social settings and the ability to say no and cut off social interactions have a direct and significant effect on happiness among men, while self-expression in social settings and the ability to express anger led to a higher perception of happiness among women. Similarly, situations such as asking for and defending rights have an indirect and significant effect on men, reducing their levels of happiness. In the case of women, no social skills factors were found that led to lower happiness. It may be concluded that significant gender differences exist, although broader and lateral studies are needed to examine the relationship between gender identities, social skills, and subjective happiness more in depth and thus understand the effect of these constructs in the development of personality. In conclusion, this study lends substantial empirical support to the model that states that social skills are a necessary trait for teaching professionals and that they can contribute to the subjective happiness not only of teachers but of students too. The study also suggests that significant gender differences exist in terms of social skills and subjective happiness. Finally, the results emphasize the need to encourage the use of social skills to promote participation in academic, social, and school activities that contribute to a good professional performance and the subjective happiness of both teachers and students (Salavera, 2021).

In adolescence, the process of socialization becomes especially important. It is a transitional stage, during which young people not only experience physical, cognitive, and emotional changes, but also changes in social expectations and behavioral patterns. However, several studies have found that the incidence of bullying began during this period, particularly during the high school stage. This hostile environment may generate, in bullies, an entrenchment in the future of behaviors linked to harassment and abuse during the adult stage; they may also develop social insensitivity and indifference to the suffering of others. The results reflected a positive relationship between emotional intelligence and social skills ($B = 0.44$, $p < 0.001$), and a negative relationship with respect to bullying ($B = -0.56$, $p < 0.001$). In turn, social skills reflected a negative relationship with respect to bullying ($B = -0.38$, $p < 0.001$). These results reflect the need to implement educational programs focused on the development of emotional intelligence in the classroom, as a means to try to stop bullying behaviors in the classroom. The results obtained in the present study show a positive association of emotional intelligence and social skills, and how these were negatively related to bullying among peers. Finally, emotional intelligence and social skills were negatively related to peer harassment (Trigueros, 2020).

Social, emotional, and behavioral (SEB) skills encompass a wide range of competencies related to how individuals build and maintain relationships, understand and manage emotions, pursue goals, and learn from experience. Despite near-consensus on the importance of SEB skills for success in life, there are numerous frameworks that simultaneously converge and diverge in how they define and measure SEB skills. In this article, we discuss our integrative model encompassing five broad skill domains: Self-Management, Innovation, Social Engagement, Cooperation, and Emotional Resilience Skills (Soto et al., 2021a). Our model defines SEB skills as skills (i.e., what someone is capable of doing) and not traits (i.e., what someone tends to do). Using this definition and model as a foundation, we argue for the importance of investigating SEB skill development during adolescence, a period where SEB skills may be both particularly amenable to change and particularly predictive of life outcomes. In particular, it highlights how SEB skills allow adolescents to take advantage of the new opportunities afforded to them as they make major cognitive and social transitions (Napolitano, 2021).

Engagement in Learning, and Counseling Process

Student engagement is an important concept for understanding student behavior in the teaching-learning process. Understanding students' behavior in academic institutions provides a glimpse into how the university's instructions and academic practices work. Teachers and academic supervisors could use it as a powerful tool to design effective pedagogical techniques, thereby maximizing the students' learning experiences. The data on student engagement offers valuable insights. The respondents demonstrated excellent academic performance (GWA = 1.83). The correlational analysis found that teacher ($r = .125$, $p = .029$), school ($r = .143$, $p = .013$), and family factors ($r = .106$, $p = .028$) were potentially related to student engagement, while the multiple linear regression analysis revealed that there was a relatively low percentage of variance (1.8%) but showed that the factors were significant predictors of student engagement ($F(3, 301) = 2.905$). Furthermore, the study revealed a positive correlation between the students' academic performance and their behavioral, emotional, and cognitive engagements. The teacher, the school, and the parents should have strong collaboration to provide more opportunities for students to maximize their university engagement. The teacher and the school should collaborate strongly to provide the students with avenues where they can maximize their engagement in the university. Maximizing student engagement would be helpful in providing meaningful learning experiences among the students (Delfino, 2019).

Student engagement is defined as the amount of time a student devotes to their educational pursuits and how those opportunities support student learning. Structured observational methods can assess student engagement in higher education, which is associated with the quality of teaching, learning, and student success. The level of student engagement is also related to the quality of the students' experience in the class and is a predictor of higher education

retention rates. The results of this study should be viewed in relation to several limitations. First, it is possible that students may have changed their behaviors while they were in the classroom based on someone conducting observations. Researchers may want to consider alternative observation methods to minimize potential observer effects. Second, this study was conducted in a medium-sized department at a research-intensive institution. Therefore, the results of this study may not generalize equally across other academic environments (e.g., smaller teaching programs, quarter vs. semester systems). Third, researchers were unable to randomly assign students to a particular class section, and there was a significant difference in section sizes. Although it is believed that the results are generalizable in similar educational contexts, researchers who have the capacity to execute more experimental control may want to consider true random assignment in future effectiveness or efficiency studies. Fourth, researchers could implement quality checks to ensure that the content being taught in different course sections is the same (i.e., instructor style as a limitation). This would help further minimize any differences in course content. The current study sought to understand the impact of flipped versus lecture formats on student engagement, helping skills, and career counseling skills self-efficacy. The findings indicate that the course with the flipped format had higher active engagement, and that participants reported significantly higher career counseling skills self-efficacy than those in the lecture course. Nevertheless, helping skills self-efficacy did not differ significantly based on format, and both participants' helping and career counseling skills self-efficacy increased during the course. In a climate where counseling programs compete for applicants, strive for accreditation, meet adult learners' expectations, and adapt to an ever diversifying and changing society, student proficiency and engagement in graduate counseling courses are essential (Mason, 2022).

Counselors and counselors-in-training (CITs) are responsible for supporting the well-being and mental health of their clients, and self-care is critical in ensuring quality care. Counselors and counselors-in-training (CITs) have an ethical duty to avoid causing harm to their clients. The Council for Accreditation of Counseling and Related Educational Programs sets the practice of self-care as a standard, making it important to explore the effects of participating in the self-care method of personal counseling. The results of the independent sample t-test shed light on another interesting aspect of the data. Those participants who have participated in personal counseling regard the practice as more helpful than those who have not participated in personal counseling. In other words, those CITs who have had the experience of being clients reported more positive perceptions of engaging in counseling. The results of this research provide several important implications for the counseling profession. Particularly, the data suggests that engagement in counseling increases CITs' positive perceptions of counseling, and most students surveyed believe counseling is valuable, regardless of their personal history of engaging in counseling. Additionally, counselor education faculty could discuss the literature surrounding the benefits of CITs engaging in personal counseling and promote class discussion about how personal counseling may help students. Following the discussion, faculty could provide contact information for local mental health organizations. Counselor education programs could also develop attendance policies that allow students to leave class to attend personal counseling sessions (Stevens, 2020).

Guidance and counselling programs play a significant role in school settings, boosting an individual's future success. The study recognizes the importance of guidance and counselling in transforming pupils by helping them learn what needs to be learned in and outside school. The purpose of the paper is on guidance and counselling and their role in the success of the child's future. The study recognizes that counselling in schools is a transformative process that aids people in learning all they want to apprehend in and out of school. The study's design and methodology approach is qualitative and quantitative since it is an opinion and insight paper. The findings from this research are that there is a need for counsellors within the school setting to promote guidance and counselling programs to build confidence in a pupil by providing the right information needed to help the child. Similarly, the paper acknowledges that the counsellors within the school setting must build confidence in a pupil to give the right. The practical implications show that the guidance and counselling personnel should encourage their pupils to undergo therapy sessions to attain success in the future. The relevance and value of this research idea with the guidance and counselling programs' role in effective learning. Similarly, the paper deals with the role of guidance and counselling in effective teaching in schools for pupils' future success (Qassom, 2023).

Education is considered a necessity from many perspectives in all countries around the world. From the overall socioeconomic point of view, education is an investment in creating a competitive labor force that is important in attracting foreign investment. Yet others see education as a human right, which everybody must have access to for increasing the capacities of individuals to lead the life they value and participate in all socioeconomic aspects of life. However, poor performance is a fundamental impediment to success in the field of education worldwide. The results of this study indicated that there was a statistically significant though moderately positive correlation between emotional engagement and academic achievement. Therefore, it was concluded that student emotional engagement had a positive influence on student academic achievement among the cohort that was involved in this study. Overall, most of the students felt good about being in their schools, and they also felt safe. With feelings that their opinions were respected, the majority had never considered dropping out of their schools, and if they had a chance to choose, the majority would remain in their schools. Class meetings, the suggestion box, guest speakers, guidance and counseling, school barazas, and the promotion of a child-friendly environment emerged as very significant factors in the realization of students' emotional engagement and satisfaction with the school environment and, subsequently, improved academic achievement. The study recommended that teacher counselors should adopt appropriate therapy techniques geared towards the enhancement of emotional engagement of all students in the schools of their jurisdiction to boost their chances of doing better in their studies (Wara, 2020).

Parental and Community Involvement

Parent and community involvement in education has garnered significant attention as a pivotal factor in enhancing educational outcomes and fostering social improvement. This review explores the multifaceted dynamics of such partnerships and their potential to positively impact the educational landscape. Through collaborative efforts between parents, communities, and educational institutions, a holistic approach towards addressing the diverse needs of students and society at large is promoted. Effective parent involvement encompasses various dimensions, including parental engagement in their children's academic journey, participation in school activities, and advocacy for educational equity. When parents are actively involved in their children's education, students tend to exhibit higher academic performance, improved attendance, and enhanced social-emotional development. Moreover, parental

involvement cultivates a supportive home environment conducive to learning, thereby reinforcing the educational efforts undertaken in schools. Community engagement in education extends beyond parental involvement to encompass broader societal participation in educational endeavors. Local communities play a crucial role in supplementing educational resources, providing mentorship opportunities, and facilitating experiential learning initiatives. Collaborative partnerships between schools and communities enrich the educational experience by bridging the gap between classroom learning and real-world application, thereby nurturing well-rounded individuals equipped with the skills necessary for societal contribution. Furthermore, fostering strong partnerships between schools, parents, and communities serves as a catalyst for social improvement. By promoting inclusivity, diversity, and mutual respect, these partnerships contribute to the creation of cohesive and resilient communities. Through collective action, stakeholders can address systemic challenges, advocate for educational reforms, and promote equitable access to quality education for all individuals, irrespective of their socio-economic backgrounds. Parent and community involvement in education represents a cornerstone for social improvement, fostering collaborative efforts aimed at nurturing the next generation of global citizens equipped to navigate an ever-evolving world (Eden, 2024).

Parental involvement has been a top priority for school leaders for decades, and research shows that it can make a major difference in student outcomes. But a parents' rights movement that has captured headlines over the past few years and become a major political force has painted a particular picture of what parents' involvement in their children's education looks like. Policies that have passed in a number of individual school districts, states, and the U.S. House have spelled out parents' rights to inspect curriculum materials and withdraw their children from lessons they deem objectionable; restricted teaching about race, gender identity, and sexuality; and resulted in the removal of books from school libraries, including many with LGBTQ+ characters and protagonists of color (Stanford, 2023).

The academic and social development trajectories of children in first, third, and fifth grade were investigated using data from the NICHD Study of Early Childcare and Youth Development (N = 1364). Results indicate that enhancements in parental participation within a kid are associated with reductions in problem behaviors and enhancements in social skills, but do not predict changes in academic performance. Analyses conducted between children revealed that children whose parents were highly engaged had improved social functioning and a reduced occurrence of behavioral impairments. Coherent trends of results were seen in the reports of parental participation provided by teachers and parents. Collectively, the current results indicate that parents maintain a significant impact on the development of children as they go through school. Future research should prioritize the investigation of parental activities that facilitate children's academic success. Furthermore, a more in-depth investigation of the partnership between parents and teachers in addressing children's social and behavioral abilities might clarify the possible advantages of parental engagement in social development. An examination of the potential determinants that drive parental engagement might also be beneficial in guiding policies and treatments (Nokali, 2020).

Poor quality of academic performance is an issue of concern to members of society. Many factors, including a lack of parental and community involvement, contribute to this deplorable situation. Parental and community involvement questionnaires and academic performance tests were used for data collection. The results show that parental and community involvement in school matters predicts academic performance. Hence, schools and government should focus not only on parental involvement but also on establishing strong partnerships and relationships with parents and communities. The findings of this study reveal that there is a demonstrable connection between parental involvement, community involvement, and student academic performance. Schools and government should focus not only on parental involvement, but also on establishing strong partnerships and relationships with parents and communities. These relationships and partnerships take time to build but can lead to benefits for students and schools. Although most administrators and program funders are interested in seeing schools move out of improvement status and academic achievement scores increase, other benefits to students that may arise include engagement in class, improvements in positive behaviors, emotional well-being, increased social skills, and postsecondary readiness. Recommendations for strengthening parent, school, and community involvement that can lead to school improvement and increased student performance include the following: First, provide opportunities for parents to work together, learn from each other, network, and build social capital. Second, focus on empowering parents, building parent leadership, and developing the capacity for families to act as partners in school decision-making. Finally, offer classes and courses for families that can improve adult life skills, increase their ability to support their children's education and learning, and get them involved in community building and advocacy (Okon, 2019).

Positive Attitudes Towards School and Physical Complaints in School

Studies have shown a correlation between school pressure, demands, or unfavorable relationships with classmates or teachers and the health and behavioral outcomes of adolescents. These associations may be related to school satisfaction, but there is no evidence of this. Therefore, our aim is to explore the associations of school satisfaction with hopelessness, health complaints, fighting, and truancy. School satisfaction was measured by school engagement and attitudes towards education, grouped as satisfied (both positive), inconsistent (one positive, one negative), and indifferent (both negative). Hopelessness, health complaints, fighting, and truancy were measured using self-reported questionnaires. Logistic regression models were used to explore the associations of school satisfaction with hopelessness, health complaints, fighting, and truancy separately. Indifferent adolescents were more likely to feel hopeless, to frequently experience two or more health complaints, to be involved in a fight, and to skip school (odds ratios/95% confidence interval: 2.57/1.49–4.45; 2.51/1.48–4.25; 1.92/1.02–3.60; and 2.34/1.25–4.40, respectively) than satisfied adolescents. Inconsistent adolescents were more likely to frequently experience two or more health complaints than satisfied adolescents (1.72/1.05–5.79). School satisfaction affects adolescents' health and social behavior and may threaten their healthy development (Horanicova, 2022).

Scholastic well-being is highly relevant, as it is connected with achievement and successful coping with critical life events. Since well-being in school is a multidimensional construct, it is necessary to analyze trajectories of these multiple dimensions to get a deeper understanding of changes and influencing factors. The empirical base for differential development of scholastic well-being for girls and boys, students with and without migration backgrounds, and students attending medium and academic educational tracks is inconsistent. Additionally, there is a lack of findings regarding students' well-being in co-educational versus single-sex schools. Therefore, the current study aims at analyzing changes in all six dimensions of scholastic well-being during

the 5th grade for specific groups of students (boys and girls, students with and without migration backgrounds, students attending medium and academic educational tracks, and in co-educational versus single-sex schools). Results revealed a decrease in all dimensions of scholastic well-being over time. Additionally, they illustrate the causal role of time-stable covariates, such as gender, educational track, migration background, and co-educational versus single-sex schooling. The results show slightly different trajectories for male and female students. Thus, the presented study builds upon results of previous studies by providing further information on short-term changes of scholastic well-being and different trajectories for specific groups of students (Zikuda, 2022).

Student well-being is an issue with regard to educational effectiveness. However, little is known about Swiss students' well-being in school. Swiss secondary students report positive attitudes, a good academic self-concept, low physical complaints, and low social problems, but they also report a lack of enjoyment and a prevalence of worries in school. Significant differences across gender, region, migration background, and attended school type as well as associations between well-being in school and school reluctance and truancy were found. The results also confirmed a relationship between school well-being and school reluctance, and to a lesser extent, truancy. Five of six dimensions of well-being in school served as predictors for school reluctance. This suggests that positive attitudes towards school and school enjoyment play a preventive role, while worries, social problems, and physical complaints pose a risk factor, potentially leading to troublesome school behavior. Interestingly, only the three positive dimensions contributed to the explanation of truancy, while the negative dimensions did not, pointing again to the preventive potential of the positive dimensions of well-being in school. Overall, this study shows that well-being in school is important. However, it has some problems because it is a sub-study of a larger national assessment. These problems include the cross-sectional design, the limited chances to look at factors that might affect well-being in school, like teacher-student relationships or the quality of teaching, and the lack of data that would allow higher Cronbach's alpha values for school reluctance and school avoidance (Hascher, 2020).

A positive attitude is an important cognitive component of optimism. Despite extensive research on the health of adolescents, little is known about the social and behavioral factors that influence their positive attitude. Communication within the family and with peers, as well as neighborhood social capital, had the strongest impact on positive attitudes in adolescents. The study also identified physical activity, breakfast consumption, and school performance as significant predictors. The study's findings highlight the importance of including the development of interpersonal competences, promoting physical activity, and supporting school performance in adolescents' mental health promotion programs, particularly in girls. Adolescent optimism is associated with a wide variety of well-being and positive health outcomes, including mental and physical health, motivation to health-related lifestyle change, perception of social support, and school performance. In general, a positive attitude towards life and self is an important cognitive component of optimism. When designing health promotion programs for adolescents, we should consider the relationship between positive attitude and health behaviors such as physical activity, social relations with family, peers, and neighbors, and school performance. Optimism is an important individual trait related to young people's health and well-being, and a positive attitude, as its cognitive component, may be modified and developed in adolescence. Physical activity is an important factor influencing a positive attitude, along with positive social relations with family, peers, and neighbors and school achievements. Based on the findings of this study, the increase in adolescents' positive attitude could be expected after combining initiatives to promote physical activity and interpersonal communication competence development in pupils' friendly school and supportive neighborhood environments (Mazur, 2019).

Positive Academic Self-Concept and Social Problems in School

Researchers of social psychology and personality are and have been very interested in the self-concept of individuals. As individuals are diverse, they feel different about themselves and select their own ways to interpret themselves—what qualities they have, what kind of part they have to perform, what are the capabilities individual think they possess, and the way they think people presume them. Academic achievement of the distance learners was determined by their last semester result. Total population of M.Ed. was 854 and B.Ed. (1.5 years) was 746 in Rawalpindi region. A convenient sampling technique was used to draw a sample, i.e., 427 distance learners from the M.Ed. (1 year) program and 373 distance learners from the B.Ed. (1.5 year) program of Allama Iqbal Open University. Pearson product moment correlation and independent sample t-test and effect size were calculated for the collected data. The results revealed that there is a strong relationship between academic self-concept and academic achievement of distance learners. It is recommended that there be proper workshop sessions specifically to enhance the self-concept of students so that they may understand their hidden potential and use their abilities to achieve better in academics (Ajmal, 2020).

Self–related perceptions have turned into an essential subject in education, given its impact on students' behavior and academic performance. These self-related psychological perceptions include self – concept, self – esteem, and self – efficacy. Education in the Philippines represents the ever-changing facets of life. Augmenting the current educational system through the implementation of the K to 12 curriculums. Thus, this study's primary purpose was to determine the students' self-concept, self-esteem and self-efficacy, and academic performance. The respondents of the study were senior high school students. The descriptive correlation research method was utilized to describe the respondents' profile in terms of self-concept, self-esteem, self-efficacy, and academic performance. The null hypothesis at .05 alpha level of significance was tested to determine the impact of self-concept, self-esteem, and self-efficacy on the students' academic performance. The computed multiple regression analysis results revealed that self-concept, self-esteem, and self-efficacy do not significantly affect senior high school students' academic performance. Moreover, it is suggested that the school personnel and parents monitor and provide the needed support and guidance to their children while searching for their identities. Also, devise additional programs for their students' proper guidance and make progress on the learning activities and teaching-learning plan to maximize their learning experience and boost the students' performance in class (Tus, 2020).

Social comparisons with peers are important sources of self-development during adolescence. Many previous studies showed that students' academic self-concepts (ASC) form by contrasting one's own achievement with the average of one's class or school (the Big-Fish-Little-Pond Effect [BFLPE]).

Based on social comparison theory, however, we would expect some peers to be more likely social comparison targets than other peers, for example, because they are more visible or students perceive them as similar to themselves. In this study, we used sociometric data to analyze which peers play the most important role for social comparison effects on ASC. We examined how the average achievement of friends, study partners, peers perceived as popular by the student, as well as same-gender and same-ethnic peers affect the general ASC and how these effects compare to the effect of the classroom's average achievement. The study was based on a German longitudinal sample of 2,438 students (44% no recent immigrant background, 19% Turkish immigrant background, 10% Eastern European immigrant background, 27% other immigrant background) from 117 school classes that were followed from grade 9 to 10. Results from longitudinal social network analysis do not confirm substantial incremental effects of specific types of peers, while class average achievement showed a stable negative effect (confirming the BFLPE). In addition, we could provide evidence for social selection effects based on ASC. We conclude that classrooms provide a specific setting that imposes social comparisons with the "generalized peer" rather than with specific subgroups of peers (Jansen, 2022).

The study of academic achievement continues to be one of the "star" topics in the field of education today because of its great importance as an indicator for assessing educational quality and has therefore been studied from various perspectives. In this regard, the aim of this study was to study which dimensions of self-concept (behavioral, intellectual, physical, lack of anxiety, social or popularity and subjective happiness-life satisfaction) predict performance in each core subjects (Spanish Language and Literature, Mathematics, Natural Sciences, Social Sciences and First Foreign Language (English)). For this purpose, a sample of 116 students from the last cycle of Primary Education (10-12 years) was selected by accessibility and administered a multidimensional Self-Concept Scale. The data were analyzed using the multiple linear regression technique, evaluating the Root Mean Squared Error, statistical power and effect size in all of them. The main results show that intellectual self-concept is the most important predictor of academic achievement ($p < .05$). Therefore, schools should be aware of the importance of fostering confidence and expectations of success in students' academic tasks (Lopez, 2022).

Previous research has supported the importance of the interaction between family and school contexts for student adjustment to school. This study aimed to investigate the mediating role of school engagement and academic self-concept in relation to family adaptability/cohesion, social acceptability and school adjustment. A sample of 268 5th- and 6th-grade students aged 11–13 years (131 males, 137 females) from elementary schools in Iran participated in this study. Results showed that school adjustment was positively related to family adaptability/cohesion, social acceptability, school engagement, and academic self-concept. Family adaptability/cohesion and social acceptability also positively correlated with school engagement and academic self-concept. In addition, the data provided a good fit for the hypothesized model of the mediating role of school engagement and academic self-concept in relation to family adaptability/cohesion, social acceptability, and school adjustment. The results showed that coherent and adaptable family systems and high social acceptability of students can affect school adjustment both directly and indirectly through school engagement and academic self-concept (Basharpoor, 2022).

Synthesis

Students get the fundamental skills they need to overcome both personal and academic obstacles via the provision of school-based counseling, which plays an important role in promoting the emotional well-being of students. The purpose of this synthesis is to investigate several research that point to the beneficial effects that school counseling programs have on the mental health of kids. For educational institutions to effectively incorporate counseling services into their systems, they must first establish successful frameworks by first gaining a knowledge of these consequences.

According to the findings of a meta-analysis carried out by Lee et al. (2021), students who often participated in counseling sessions reported having improved abilities to control their emotions. With this enhancement, children can better deal with the difficulties in their lives, which ultimately results in a more encouraging learning environment. Students are better prepared to tackle obstacles in their personal lives as well as in their academic lives when they get counseling because it helps them acquire the ability to bounce back from adversity. School-based counseling has a significant influence on several important areas, one of which is the decrease of symptoms of anxiety and depression among students.

Moreso, the findings of research that was conducted over a period of one year by Cutuli et al. (2020), students who participated in counseling showed a significant reduction in their levels of psychological distress. The counselors provide a nurturing environment that allows students to freely express their emotions, which in turn leads to a reduction in the levels of anxiety and depressed symptoms that the students experience. The existence of these data highlights the need to include mental health assistance within educational institutions to successfully manage various emotional difficulties.

The well-established connection between a student's emotional well-being and their academic achievement is shown by the fact that school counseling makes a favorable contribution to student performance. It was established by Wenzel et al. (2019) that students who participated in counseling services enjoyed better academic results. Counseling helps reduce obstacles to learning by treating emotional concerns and giving skills for dealing with them. This enables students to concentrate on their academics and realize their full potential. The significance of considering one's mental well-being as a component of academic accomplishment is brought into focus by this link. In addition to improving kids' academic achievement and ability to regulate their emotions, school-based counseling also helps pupils improve their social skills and interactions with their peers.

Students who took part in group therapy sessions were found to have improved their interpersonal skills and raised their empathy for their classmates, according to research conducted by Jones et al. (2022). Students who can learn how to manage their feelings and comprehend the feelings of others are able to develop better connections, which in turn contributes to a more pleasant atmosphere in the school. The social component of therapy is very necessary in order to create an atmosphere that is welcoming and encouraging too all. The findings of this research indicate that school-based counseling has a major impact on the emotional well-being of kids. Improvements in emotional regulation, decreased levels of anxiety and depression, increased academic performance, and greater social skills are some of the ways in which this is accomplished. Therefore, to provide students with assistance that

is holistic in nature, educational institutions should make the incorporation of comprehensive counseling programs into their growth plans a priority. When schools make investments in mental health services, they can establish settings that are favorable to both emotional development and academic achievement, which ultimately benefits the whole school community.

METHODOLOGY

Research Design

The study used descriptive correlational research designs since the study will assess the relationship between the extent of school-based counseling programs and the level of students' emotional well-being. According to Katzukov (2020), a descriptive correlational study describes the relationships among variables without seeking to establish a causal connection. Also, correlational research helps in comparing two or more entities or variables.

Population and Sampling

The general population of this study refers to the select junior high school students enrolled in one secondary schools in Bunawan, Agusan del Sur. It included both male and female students from diverse backgrounds, ensuring a representative sample of the student population. To determine the sample respondents, the study employed the non-probability sampling utilizing the purposive sampling technique in determining the respondents of the study.

Respondents of the Study

The respondents of the study were the selected students enrolled in one secondary schools in Bunawan, Agusan del Sur. The researcher purposively selects ninety (90) students. The respondents evaluated the effects of school-based counseling programs on enhancing students' emotional well-being.

Research Instrument

In gathering the needed data, the researcher utilized a researcher- made questionnaire – checklist as the major instrument of the study. Part 1 – This section determined the demographic profile of the respondents. Part 2 – This part determined the extent of school-based counseling programs on enhancing students' emotional well-being in terms of student behavior, social skills and relationships, engagement in learning, counseling process, and parental and community involvement; Part 3 determined the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school, physical complaints in school, positive academic self-concept, social problems in school, worries in school, and enjoyment in school.

The four (4) point scale was used on the questionnaire checklist.

Scale	Range	Verbal Interpretation
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Validation of the Instrument

The survey questionnaire was used in the research was given to the adviser to gain preliminary feedback and ideas for improving the questionnaire checklist. Following the modification of the instrument, the researcher's questionnaire checklist was evaluated by specialists with a suitable background in test building and on the subject to remark on its content for the finalization of the questionnaire checklist items. Professors from the University of Perpetual Help System Dalta and the Guidance Counselors assessed the questionnaire checklist. The researcher selects them specifically since they were all active in the program.

Data Gathering Procedure

The Gantt chart guides the course of the investigation. Permission to conduct research was requested from the Office of the President and Office of the School Administrator in one secondary schools in Bunawan, Agusan del Sur.

The researcher validated the questionnaire with the assistance of specialists and those knowledgeable about the competency and work satisfaction of teachers in public schools. Once completed, the researcher delivered the questionnaire to the study participants. The questionnaire was then be acquired, and the collected data were examined using a suitable statistical tool. The interpretation and conclusions made from the acquired data may confirm or contradict the findings of previous study on the topic.

Similarly, the researcher presented a summary of the study's results and conclusions, as well as some recommendations based on those findings.

Finally, the remaining chapters of the study and preparation for the researcher's final oral defense were completed.

Statistical Treatment

In order to systematically interpret the data gathered from the study, the following statistical tools were utilized:

To determine the demographic profile of the respondents; frequency and percentage distribution were used;

To determine the extent of school-based counseling programs on enhancing students' emotional well-being in terms of student behavior, social skills and relationships, engagement in learning, counseling process, and parental and community involvement; weighted mean was used.

To find out if there is a significant difference on the extent of school-based counseling programs on enhancing students' emotional well-being when grouped according to profile; ANOVA was applied.

To determine the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school, physical complaints in school, positive academic self-concept, social problems in school, worries in school, and enjoyment in school; weighted mean was applied.

To find out if there is a significant difference on the level of students' emotional well-being after the school-based counseling programs provided by the teachers when grouped according to profile; ANOVA was applied.

To find out if there is a significant relationship between the extent of school-based counseling programs and the level of students' emotional well-being; Pearson-r correlation was used.

Ethical Considerations

In conducting a study on the effects of school-based counseling on enhancing students' emotional well-being as a foundation for development plan, several ethical considerations must be prioritized to ensure the integrity of the research and the well-being of all participants. Firstly, obtaining informed consent is essential. Researchers should ensure that both students and their guardians understand the purpose of the study, the methods involved, and the potential risks and benefits. This includes providing clear information about how data will be collected, stored, and used, while also emphasizing that participation is voluntary and can be withdrawn at any time without consequence. Additionally, measures should be taken to protect the privacy and confidentiality of participants, such as anonymizing data and securely storing personal information.

Another critical ethical consideration involves ensuring that the active learning strategies implemented are beneficial and not detrimental to the students' educational experiences. Researchers must carefully evaluate the teaching methods employed, guaranteeing they are developmentally appropriate and culturally relevant for the Thai student population. Moreover, it is essential to monitor student performance and well-being throughout the study to identify any negative impacts that active learning strategies might have. If any adverse effects are detected, researchers should be prepared to intervene and provide necessary support or adjustments to the learning environment. By adhering to these ethical principles, researchers can foster a trustworthy and respectful atmosphere that promotes positive educational outcomes for all participants involved in the study.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Problem No. 1. What is the demographic profile of the respondents in terms of age, sex, sibling position, monthly family income, and grade level?

The demographic profile of the respondents in terms of age. The age distribution of the student-respondents is mostly composed of 29 or 32.2 percent of respondents who are between the ages of 14 and 15, followed by 25 or 27.8 percent of respondents who are 16 years of age and older, and 11 or12.2 percent of respondents who are 13 years old and below. It could be inferred that the majority of respondents are in their middle years of teenager.

It implies that the age distribution of student-respondents, with 29% (or 32.2%) falling within the 14 to 15 age brackets, suggests critical implications for educational strategies and support systems. This significant concentration highlights the need for tailored academic and emotional support initiatives that cater to the developmental needs of early adolescents, who are often experiencing key transitions in their social, cognitive, and emotional lives. Schools may need to implement targeted programs that focus on social-emotional learning, peer relationships, and academic engagement, while also ensuring that counseling services are adequately equipped to address the unique challenges faced by students during this pivotal age. Furthermore, fostering collaboration with parents and the community can enhance support networks for these young learners, ultimately promoting a more holistic educational environment.

The demographic profile of the two groups of respondents in terms of sex.respondents, while 20 respondents or 22.2 percent are female. It implies that the predominance of male respondents, comprising 77.8% of the 90 individuals surveyed, has significant implications for understanding gender dynamics within the context of the study. This imbalance suggests that educational programs, resources, and support systems may need to be carefully tailored to engage and address the interests and needs of a predominantly male population. It could also indicate potential biases in participation or representation, prompting a closer examination of how male students are experiencing the learning environment compared to their female counterparts.

The demographic profile of the two groups of respondents in terms of Sibling Position.It can be gleaned from the table that out of 90 respondents, 43 or 47.8 percent of the respondents are in the 3rd or 4th position, 31 or 34.4 of there are in the first and second position; and 8 or 8.9 of the students are in the fifth to sixth and other positions. It implies that the statistic indicating that 47.8% of respondents are in the 3rd or 4th sibling position carries important implications for understanding family dynamics and their potential impact on individual development within this population.

The demographic profile of the two groups of respondents in terms of monthly family income.The monthly family income of 90 respondents that 44 or 48.9 percent have Php 10,001 – Php 15,000 monthly family income, followed by 22 or 24.4 percent have an income of Php 10,000 and below; 15 or 16.7 percent of them have Php 20,001 and above; and 9 or 10.0 of the respondents have Php 15,001 – Php 20,000.It implies that 48.9% of respondents come

from families with a monthly income between Php 10,001 and Php 15,000 has significant implications for understanding the socioeconomic context in which these individuals are developing.

It implies that 48.9% of respondents come from families with a monthly income between Php 10,001 and Php 15,000 has significant implications for understanding the socioeconomic context in which these individuals are developing. This income bracket suggests that nearly half of the respondents may face financial constraints that could impact on their access to educational resources, extracurricular activities, and overall quality of life. Limited financial means can influence not only academic performance but also mental health and social opportunities, potentially leading to challenges in achieving educational and personal goals.

The demographic profile of the two groups of respondents in terms of grade level. It can be manifested from the table the grade level of 90 respondents. There are 45 or 50.0 percent of the students are 8th Graders; 28 or 31.1 percent are 7th graders; 11 or 12.2 percent are 9th graders; and 3 or 3.3 percent are both 10th and 11th graders. The finding that statistics indicate that 50.0% of respondents are 8th graders carries significant implications for understanding the academic and developmental stage of this population. Being predominantly composed of 8th graders suggests that these students are at a crucial transitional period in their education, where they are developing important skills and preparing for high school. This phase is often characterized by increased academic demands, social dynamics, and identity formation, all of which can impact their engagement and performance in school.

Problem No. 2. What is the extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of student behavior, social skills and relationships, engagement in learning, counseling process, and parental and community involvement?

The extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of student behavior. The student respondents strongly agreed in the entire indicators on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of student behavior with an overall mean of 3.34. They said that "I feel that school-based counseling programs have helped me manage my emotions more effectively (M=3.38); I feel more supported by my school community because of the counseling services available (M=3.38); I have noticed a positive change in my behavior after attending school-based counseling sessions (M=3.33); I believe that school-based counseling has reduced instances of conflict in my interactions with peers (M=3.3); and Counseling sessions have made it easier for me to express my feelings in a constructive manner (M=3.29). The strong agreement on the impact of counseling programs suggests that such initiatives can significantly improve student behavior.

This implies that schools should prioritize the integration of these programs to reduce behavioral issues, thereby creating a more conducive learning environment. Moreover, training staff to recognize and address emotional needs can further support this positive trend.

This goes with the findings of the study of Napolitano (2021) stated that social, emotional, and behavioral (SEB) skills encompass a wide range of competencies related to how individuals build and maintain relationships, understand and manage emotions, pursue goals, and learn from experience. It highlights how SEB skills allow adolescents to take advantage of the new opportunities afforded to them as they make major cognitive and social transitions.

The extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of social skills and relationships. The student respondents strongly agreed in the entire indicators on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of social skills and relationships with an overall mean of 3.42. They said that "Counseling has taught me how to express empathy toward my peers effectively (M=3.48); I believe that school-based counseling has enhanced my ability to work collaboratively with classmates (M=3.47); School-based counseling has helped me improve my ability to make new friends (M=3.40); I feel more confident in my social interactions after participating in counseling sessions (M=3.39); and Counseling has provided me with effective strategies for resolving conflicts with peers (M=3.39)." Respondents' strong agreement indicates that counseling programs foster better social skills and interpersonal relationships among students.

It implies that the necessity for schools to implement structured social-emotional learning (SEL) curricula alongside counseling services, enabling students to develop critical communication and relationship-building skills that are essential for their personal and academic success.

This is in parallel with the findings of Trigueros (2021) emphasized that process of socialization becomes especially important. It is a transitional stage, during which young people not only experience physical, cognitive, and emotional changes, but also changes in social expectations and behavioral patterns. However, several studies have found that the incidence of bullying began during this period, particularly during the high school stage. The results obtained in the present study show a positive association of emotional intelligence and social skills, and how these were negatively related to bullying among peers. Finally, emotional intelligence and social skills were negatively related to peer harassment

The extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of engagement in learning. The student respondents strongly agreed in the entire indicators on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of engagement of learning with an overall mean of 3.44. They said that "Since starting counseling, I feel more connected to my teachers and classmates, which enhances my learning experience (M=3.52); I find it easier to engage with the material we're learning in class due to counseling support (M=3.49); I am more willing to ask questions in class since I started attending counseling (M=3.43); Participating in school-based counseling has made me more enthusiastic about learning (M=3.42); and I feel more motivated to participate in classroom activities after my counseling sessions (M=3.43)." The affirmative feedback regarding engagement suggests that effective counseling can enhance students' motivation and involvement in their educational journey.

It implies that schools should consider integrating counseling supports that align with academic goals, ensuring that students feel supported both emotionally and intellectually. This could involve personalized counseling strategies that encourage active participation and foster a love for learning.

According to Delfino (2019), the student engagement is an important concept for understanding student behavior in the teaching-learning process. Understanding students' behavior in academic institutions provides a glimpse into how the university's instructions and academic practices work. The study revealed a positive correlation between the students' academic performance and their behavioral, emotional, and cognitive engagements. The teacher, the school, and the parents should have strong collaboration to provide more opportunities for students to maximize their university engagement. The teacher and the school should collaborate strongly to provide the students with avenues where they can maximize their engagement in the university.

The extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of counseling process.The student respondents strongly agreed in the entire indicators on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of counseling process with an overall mean of 3.36. They said that "The counseling sessions encourage me to express myself more openly (M=3.46); I have been able to develop coping strategies through the counseling process (M=3.44); The counseling process has been tailored to meet my specific emotional needs (M=3.40); I feel comfortable sharing my thoughts and feelings during counseling sessions (M=3.26); and I believe that the techniques used in counseling have effectively helped me manage my emotions (M=3.23)."

It implies that a strong endorsement of the counseling process reflects that students value and benefit from the interventions provided. This calls for ongoing training and professional development for counselors to ensure they employ best practices. Additionally, schools might examine the counseling framework to ensure it is responsive to the needs of all students, possibly incorporating peer-led initiatives or mentorship programs.

The study of Stevens (2020) discussed that the counselors and counselors-in-training (CITs) are responsible for supporting the well-being and mental health of their clients, and self-care is critical in ensuring quality care. Counselors and counselors-in-training (CITs) have an ethical duty to avoid causing harm to their clients. Particularly, the data suggests that engagement in counseling increases CITs' positive perceptions of counseling, and most students surveyed believe counseling is valuable, regardless of their personal history of engaging in counseling.

The extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents in terms of community. The student respondents strongly agreed in the entire indicators on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of community involvement with an overall mean of 3.39. They said that "I believe that my emotional well-being improves when my parents participate in counseling sessions (M=3.44); The school organizes events to educate parents about the importance of emotional well-being and counseling (M=3.40); Efforts are made by the school to engage parents in understanding and supporting the counseling program (M=3.38); Community resources are effectively utilized to enhance the support provided in counseling (M=3.37); and I feel that my parents are actively involved in my counseling process (M=3.34)."

It implies that the recognition of parental and community involvement as a crucial element in the counseling process underscores the need for collaborative efforts. Schools should actively engage families and local organizations in developing and implementing counseling programs, thus reinforcing a support network that extends beyond school walls. Workshops, informational sessions, and community resources can facilitate stronger partnerships that bolster student emotional well-being.

The study of Eden (2024) said that the parent and community involvement in education has garnered significant attention as a pivotal factor in enhancing educational outcomes and fostering social improvement. Moreover, parental involvement cultivates a supportive home environment conducive to learning, thereby reinforcing the educational efforts undertaken in schools. Community engagement in education extends beyond parental involvement to encompass broader societal participation in educational endeavors.

The summary of the extent of school-based counseling programs on enhancing students' emotional well-being. As illustrated in the table on the summary of the extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents such as student behavior (M=3.34); social skills and relationships (M=3.42); engagement in learning (M=3.44); counseling process (M=3.56) and parental and community involvement (M=3.39) interpreted as Strongly Agree. This was supported with an overall mean value of 3.39 interpreted as a Strongly Agree.

It implies that the overwhelmingly positive perceptions of school-based counseling programs illuminate their vital role in promoting students' emotional well-being. Schools must capitalize on these insights by enhancing existing counseling initiatives, fostering collaborative environments, and investing in resources that support the holistic development of students. By doing so, educational institutions can nurture resilient, well-rounded individuals who thrive academically, socially, and emotionally.

The study of Carey (2020) on the school-based counseling in the United States is a mature profession with well-established modes and standards for practice. Results confirmed previous scholarship suggesting that counselors in the US have a very broad role. Any reformulation of this role would benefit from comparative international research on the strengths and limitations of different modes of practice.

Problem No. 3. Is there a significant difference on the extent of school-based counseling programs on enhancing students' emotional well-being when grouped according to profile?

The significant difference on the extent of school-based counseling programs on enhancing students' emotional well-being when grouped according to profile.The results revealed that there is a significant difference on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of counseling process, and parental and community involvement as to the respondents' age; in terms of engagement in learning and

counseling process as to respondents' sibling position; and in terms of engagement in learning as to the respondents' monthly family income, since the p-value is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected and significant.

It implies that school counselors and educational policymakers must consider these variables when developing programs to ensure they are accessible and effective for all students. Tailoring counseling strategies to align with specific age groups, acknowledging the influence of sibling dynamics, and addressing the varying needs of families across different income levels could enhance overall student engagement and emotional well-being. Consequently, this approach may lead to more equitable and impactful counseling practices, ensuring that every student receives the support they need to thrive academically and emotionally.

This goes with the study of Cosculluela (2022) stated that university students face periods of change in which they must assume considerable responsibilities and challenges, as well as adapt to new circumstances. In addition, there is a wide range of personal, social, and cognitive factors that influence the comprehensive development of university students. Nowadays, there is a tendency to highlight the significant contribution of students' socio-emotional perceptions about academic motivation and expectations in higher education. The application of a structural equation model (SEM) underscores the fact that emotional well-being and the desire for social reinforcement have a positive effect on intrinsic motivation for learning. In turn, this motivation has been a significant predictor of the perceived value of homework and academic expectations.

Problem No. 4. What is the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school, physical complaints in school, positive academic self-concept, social problems in school, worries in school, and enjoyment in school?

The level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school. The student respondents strongly agreed in the entire indicators on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school with an overall mean of 3.36. They said that "I am more confident in expressing my feelings since attending the counseling program (M=3.77); I find myself appreciating the positive aspects of my life more than before the counseling sessions (M=3.77); I feel more optimistic about my future after participating in the school-based counseling program (M=3.71); After the counseling program, I feel more capable of coping with stress positively (M=3.62); and I believe that the skills I learned in counseling have improved my overall outlook on life (M=3.60)."

It implies that the strong agreement that counseling fosters positive attitudes towards school indicates that when students receive appropriate emotional support, they are more likely to feel connected and engaged with their educational environment. This underscores the importance of integrating counseling services into the school framework, as positive attitudes can lead to improved attendance, participation, and overall academic performance.

This goes with the findings of the study of Horanicova (2022) showing a correlation between school pressure, demands, or unfavorable relationships with classmates or teachers and the health and behavioral outcomes of adolescents. These associations may be related to school satisfaction, but there is no evidence of this. Therefore, our aim is to explore the associations of school satisfaction with hopelessness, health complaints, fighting, and truancy. School satisfaction was measured by school engagement and attitudes towards education, grouped as satisfied (both positive), inconsistent (one positive, one negative), and indifferent (both negative).

The level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of physical complaints in school. The student respondents strongly agreed in the entire indicators on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of physical complaints in school with an overall mean of 3.77. They said that "I have experienced fewer instances of feeling physically sick before exams or major assignments since the counseling program (M=3.82); I have noticed a decrease in stomachaches during school hours since attending counseling sessions (M=3.79); Since participating in the counseling program, I experience fewer headaches related to stress at school (M=3.78); I am less likely to feel fatigued or tired during school after attending the counseling program (M=3.76); and I am less likely to feel fatigued or tired during school after attending the counseling program (M=3.71)."

It implies that the acknowledgment of decreased physical complaints suggests that emotional well-being directly correlates with physical health. Students who feel supported and understood are less likely to express stress through somatic symptoms. This finding implies that schools should not only continue to provide counseling but also promote awareness of the mind-body connection, encouraging students to address emotional issues constructively rather than allowing them to manifest as physical ailments.

According to the study of Zikuda (2022) it revealed a decrease in all dimensions of scholastic well-being over time. Additionally, they illustrate the causal role of time-stable covariates, such as gender, educational track, migration background, and co-educational versus single-sex schooling. The results show slightly different trajectories for male and female students. Thus, the presented study builds upon results of previous studies by providing further information on short-term changes of scholastic well-being and different trajectories for specific groups of students.

The level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive academic self-concept. The student respondents strongly agreed in the entire indicators on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive academic self-concept with an overall mean of 3.79. They said that "I feel more motivated to engage in my studies following the counseling sessions (M=3.82); I believe that I can improve my grades because of the skills I've learned in counseling (M=3.80); After participating in the counseling program, I have a more positive attitude towards my schoolwork (M=3.81); I feel more confident in my academic abilities after attending the school-based counseling program (M=3.76); and The counseling sessions have helped me believe that I can achieve my academic goals (M=3.76)." It implies that a strong agreement regarding the enhancement of positive academic self-concept reflects that counseling

helps students build confidence in their abilities. This aspect is critical for promoting resilience and motivation in learning. Educators should therefore emphasize the role of counseling in developing self-esteem and encourage students to set and achieve academic goals, fostering a growth mindset.

The study of Hascher (2020) confirmed a relationship between school well-being and school reluctance, and to a lesser extent, truancy. Five of six dimensions of well-being in school served as predictors for school reluctance. This suggests that positive attitudes towards school and school enjoyment play a preventive role, while worries, social problems, and physical complaints pose a risk factor, potentially leading to troublesome school behavior. Interestingly, only the three positive dimensions contributed to the explanation of truancy, while the negative dimensions did not, pointing again to the preventive potential of the positive dimensions of well-being in school. Overall, this study shows that well-being in school is important. However, it has some problems because it is a sub-study of a larger national assessment.

The level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of social problems in school. The student respondents strongly agreed in the entire indicators on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of social problems in school with an overall mean of 3.75. They said that "The strategies learned in counseling have improved my ability to navigate social situations in school (M=3.80); I find it easier to approach teachers or staff for support regarding social challenges since attending counseling (M=3.79); I have developed better conflict resolution skills after attending the counseling sessions (M=3.74); The counseling program has helped me build stronger friendships at school (M=3.73); and Since participating in the counseling program, I feel more comfortable discussing my social issues with peers (M=3.67)." It implies that the reported decrease in social problems highlights the effectiveness of counseling in equipping students with the skills necessary to navigate interpersonal challenges. By facilitating better communication and conflict resolution skills, counseling programs can help create a more harmonious school environment. Schools should prioritize ongoing training for counselors to address social dynamics effectively and implement peer support initiatives.

The study of Ajmal (2020) revealed that there is a strong relationship between academic self-concept and academic achievement of distance learners. It is recommended that there be proper workshop sessions specifically to enhance the self-concept of students so that they may understand their hidden potential and use their abilities to achieve better in academics.

The level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of worries in school. The student respondents strongly agreed in the entire indicators on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of worries in school with an overall mean of 3.79. They said that "I feel more equipped to handle stressful situations in school since participating in the counseling program (M=3.81); I have a better understanding of my worries and how to address them after the counseling program (M=3.81); I find it easier to cope with fears related to school activities (e.g., presentations, tests) after the counseling sessions (M=3.78); The counseling sessions have helped me manage my worries about social interactions at school (M=3.77); and I am comfortable discussing my worries with the teachers or counselors after completing the program (M=3.77)."

It implies that the strong agreement on reduced worries signifies that counseling helps students manage anxiety and stress related to school life. This insight underscores the need for schools to incorporate coping strategies and stress management techniques into counseling sessions, enabling students to face academic and social challenges with greater resilience.

The level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of enjoyment in school. The student respondents strongly agreed in the entire indicators on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of enjoyment in school with an overall mean of 3.89. They said that "I engage more in class discussions and activities after attending counseling (M=3.96); I feel more positive about my school experience since participating in the counseling program (M=3.90); I feel more connected to my peers and teachers after participating in the counseling program (M=3.88); I have a greater sense of belonging at school since attending the counseling sessions (M=3.86); and I enjoy learning new things at school more now that I have participated in counseling (M=3.86)."

It implies that the consensus regarding increased enjoyment in school points to the potential for counseling programs to enhance the overall school experience. When students feel emotionally supported, they are more likely to engage in learning and extracurricular activities joyfully. The study of Jansen (2022) students' academic self-concepts (ASC) form by contrasting one's own achievement with the average of one's class or school. Results from longitudinal social network analysis do not confirm substantial incremental effects of specific types of peers, while class average achievement showed a stable negative effect (confirming the BFLPE). In addition, we could provide evidence for social selection effects based on ASC. We conclude that classrooms provide a specific setting that imposes social comparisons with the "generalized peer" rather than with specific subgroups of peers

The summary of the level of students' emotional well-being after the school-based counseling programs provided by the teachers. The summary of the level of students' emotional well-being after the school-based counseling programs provided by the teachers such as positive attitude towards school (M=3.69); physical complaints in school (M=3.77); positive academic self-concept (M=3.79); social problems in school (M=3.75); worries in school (M=3.79); and enjoyment in school (M=3.89) interpreted as Strongly Agree. This was supported with an overall mean value of 3.78 interpreted as a Strongly Agree.

It implies that schools should actively promote a culture of well-being, where counseling is viewed as a valuable resource for personal growth and enjoyment. In conclusion, the strong agreement regarding the positive impact of school-based counseling programs on various aspects of students' emotional well-being highlights the necessity for schools to maintain and enhance these programs. By addressing the areas outlined, educators can foster an environment where students thrive academically, socially, and emotionally, ultimately leading to a healthier, more vibrant school community.

The study of Lopez (2022) on academic achievement continues to be one of the "star" topics in the field of education today because of its great importance as an indicator for assessing educational quality and has therefore been studied from various perspectives. The main results show that intellectual self-concept is the most important predictor of academic achievement ($p<.05$). Therefore, schools should be aware of the importance of fostering confidence and expectations of success in students' academic tasks.

Problem No. 5. Is there a significant difference on the level of students' emotional well-being after the school-based counseling programs provided by the teachers when grouped according to profile?

The results revealed that there is a significant difference on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school and enjoyment in school as to the respondents' age; and in terms of positive attitudes towards school, positive academic self-concept, and social problems in school as to respondents' monthly family income, since the p-value is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected and significant.

It implies that the finding that there is a significant difference in students' emotional well-being following school-based counseling programs, particularly related to positive attitudes towards school and enjoyment as influenced by age, as well as positive attitudes, academic self-concept, and social problems in relation to family income, carries crucial implications for educational practices. Given that the p-value is less than 0.05, it rejected the null hypothesis, indicating that age and socio-economic status significantly affect counseling outcomes. This suggests that educators and policymakers should tailor counseling approaches to address the distinct needs of different age groups and socio-economic backgrounds. By doing so, schools can better foster positive attitudes and enhance emotional well-being among students, ultimately promoting a more supportive learning environment that recognizes and accommodates the diverse experiences and challenges faced by students from varying contexts.

According to Basharpoor (2022) showed that school adjustment was positively related to family adaptability/cohesion, social acceptability, school engagement, and academic self-concept. Family adaptability/cohesion and social acceptability also positively correlated with school engagement and academic self-concept. In addition, the data provided a good fit for the hypothesized model of the mediating role of school engagement and academic self-concept in relation to family adaptability/cohesion, social acceptability, and school adjustment. The results showed that coherent and adaptable family systems and high social acceptability of students can affect school adjustment both directly and indirectly through school engagement and academic self-concept.

Problem No. 6. Is there a significant relationship between the extent of school-based counseling programs and the level of students' emotional well-being?

The results revealed that there is a significant relationship between the extent of school-based counseling programs and the level of students' emotional well-being, since the p-value is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected and significant. Further, there is a high positive correlation between the extent of school-based counseling programs and the level of students' emotional well-being with a Pearson r of .673.

The significant relationship between the extent of school-based counseling programs and students' emotional well-being, underscored by a Pearson r of .673 and a p-value less than 0.05, highlights the critical role that these programs play in enhancing students' mental health and overall emotional state. This finding suggests that as the delivery and comprehensiveness of counseling services increase, so too does the emotional well-being of students, which may lead to improved academic performance and social interactions. Consequently, schools should prioritize and expand their counseling initiatives, ensuring that they are adequately resourced and tailored to meet the diverse needs of the student population. By doing so, educational institutions can create a more supportive environment that not only addresses immediate emotional challenges but also fosters long-term resilience and positive developmental outcomes for students.

According to Ajmal (2020) there is a strong relationship between academic self-concept and academic achievement of distance learners. It is recommended that there be proper workshop sessions specifically to enhance the self-concept of students so that they may understand their hidden potential and use their abilities to achieve better academics.

Problem no. 7. Based on the findings of the study, what plan may be proposed?

Introduction

School-based counseling programs play a crucial role in fostering students' emotional well-being, particularly as mental health concerns among youth continue to escalate. These programs are designed to provide accessible, on-site support to students, addressing a range of issues including anxiety, depression, academic stress, and social challenges. With many young people facing an increasingly complex array of pressures—from academic demands to social media influences—school counselors serve as vital resources for promoting mental health education, resilience, and coping strategies.

This development plan outlines a comprehensive strategy to enhance school-based counseling programs aimed at improving students' emotional well-being. It is informed by research indicating a significant positive correlation between the extent of counseling services and students' mental health outcomes.

II. Objectives

1. Ensure all students can access mental health support.

2. Develop evidence-based counseling practices tailored to diverse student needs.

3. Foster a school culture that values mental health and encourages students to seek help.

4. Involve parents and the community in supporting students' emotional well-being.

5. Establish metrics to assess the impact of counseling programs on students' emotional well-being.

III. Strategies

1. Conduct Needs Assessment

☐Surveys and Focus Groups: Gather data from students, parents, and teachers to identify current emotional challenges and awareness of counseling resources.

☐Analyze Existing Data: Review attendance records, behavioral incidents, and academic performance to identify trends related to students' emotional well-being.

2. Expand Counseling Services

☐Increase Counselor Staffing: Hire additional qualified counselors to maintain a favorable student-to-counselor ratio (ideally 1:250).

☐Diverse Counseling Approaches: Incorporate various therapeutic methods (e.g., individual, group, and family counseling) and specialized services (e.g., trauma-informed care, cognitive-behavioral therapy).

3. Training and Professional Development

☐Regular Training Programs: Provide ongoing professional development for counselors in the latest mental health practices, cultural competency, and crisis intervention.

☐Collaboration with Mental Health Professionals: Partner with local mental health organizations for workshops and training sessions.

4. Program Development

☐Curriculum Integration: Develop classroom programs that incorporate social-emotional learning (SEL) principles, teaching students coping skills and emotional regulation.

☐After-School Support Groups: Create safe spaces for students to discuss their feelings and experiences with trained facilitators.

5. Awareness Campaigns

☐Mental Health Awareness Month: Organize activities and events to highlight the importance of mental health and available resources.

☐Peer Education Programs: Train students to act as mental health ambassadors, promoting awareness and reducing stigma among peers.

6. Family and Community Engagement

☐Workshops for Parents: Host educational events on recognizing mental health issues and how to support their children.

☐Community Partnerships: Collaborate with local mental health agencies, providing additional resources and referrals for families.

7. Monitoring and Evaluation

☐Establish Metrics: Define clear indicators of success (e.g., student satisfaction surveys, counseling session outcomes, changes in school climate).

☐Regular Assessments: Implement evaluation tools to measure students' emotional well-being before and after counseling interventions, adjusting programs based on feedback and results.

IV. Timeline

☐Term 1: Conduct needs assessment, hire additional counselors, begin training, and launch an awareness campaign.

☐Term 2: Implement expanded counseling programs and family engagement initiatives; establish monitoring systems.

☐Term 3: Evaluate program effectiveness, refine strategies, and report findings to stakeholders.

V. Budget Considerations

☐Personnel Costs: Salary for additional counselors and training facilitators.

☐Program Materials: Resources for SEL curriculum and counseling tools.

☐Awareness Campaign: Marketing materials and event costs for workshops and community engagement.

VI. Conclusion

By systematically enhancing school-based counseling programs through this development plan, we aim to create an environment where students feel supported and empowered to address their emotional health needs, ultimately leading to improved academic performance and overall well-being. Continuous evaluation and adaptation of these initiatives will ensure they remain effective and relevant to the evolving needs of students.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

1. **Demographic Profile of the Respondents in terms of Age, Sex, Sibling Position, Monthly Family Income, and Grade Level.**

In general, mostly of the respondents are male and between the ages of 14 and 15, with family monthly income of Php 10,001 – Php 15,000, are in the 3rd or 4th position, and are 8th Graders.

2. **Mean Result of Respondents Assessment on the Extent of School-Based Counseling Programs on Enhancing Students' Emotional Well-Being as Assessed by the Respondents in terms of Student Behavior, Social Skills and Relationships, Engagement in Learning, Counseling Process, and Parental and Community Involvement**

Overall, respondents found that the extent of school-based counseling programs on enhancing students' emotional well-being as assessed by the respondents such as student behavior (M=3.34); social skills and relationships (M=3.42); engagement in learning (M=3.44); counseling process (M=3.56) and parental and community involvement (M=3.39) interpreted as Strongly Agree. This was supported with an overall mean value of 3.39 interpreted as a Strongly Agree. It implies that the overwhelmingly positive perceptions of school-based counseling programs illuminate their vital role in promoting students' emotional well-being. Schools must capitalize on these insights by enhancing existing counseling initiatives, fostering collaborative environments, and investing in resources that support the holistic development of students

3. **Difference on the Extent of School-Based Counseling Programs on Enhancing Students' Emotional Well-Being when Grouped according to Profile**

There is a significant difference on the extent of school-based counseling programs on enhancing students' emotional well-being in terms of counseling process, and parental and community involvement as to the respondents' age; in terms of engagement in learning and counseling process as to respondents' sibling position; and in terms of engagement in learning as to the respondents' monthly family income, since the p-value is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected and significant. It implies that school counselors and educational policymakers must consider these variables when developing programs to ensure they are accessible and effective for all students.

4. **Mean Result of Respondents Assessment on the Level of Students' Emotional Well-being after the School-Based Counseling Programs provided by the Teachers in terms of Positive Attitudes Towards School, Physical Complaints in School, Positive Academic Self-Concept, Social Problems in School, Worries in School, and Enjoyment in School**

Overall, the respondents rated the level of students' emotional well-being after the school-based counseling programs provided by the teachers such as positive attitude towards school (M=3.69); physical complaints in school (M=3.77); positive academic self-concept (M=3.79); social problems in school (M=3.75); worries in school (M=3.79); and enjoyment in school (M=3.89) interpreted as Strongly Agree. This was supported with an overall mean value of 3.78 interpreted as a Strongly Agree. It implies that schools should actively promote a culture of well-being, where counseling is viewed as a valuable resource for personal growth and enjoyment. In conclusion, the strong agreement regarding the positive impact of school-based counseling programs on various aspects of students' emotional well-being highlights the necessity for schools to maintain and enhance these programs.

5. **Difference on the Level of Students' Emotional Well-Being After the School-Based Counseling Programs Provided by the Teachers when Grouped According to Profile**

There is a significant difference on the level of students' emotional well-being after the school-based counseling programs provided by the teachers in terms of positive attitudes towards school and enjoyment in school as to the respondents' age; and in terms of positive attitudes towards school, positive academic self-concept, and social problems in school as to respondents' monthly family income, since the p-value is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected and significant. It implies that the finding that there is a significant difference in students' emotional well-being following school-based counseling programs, particularly related to positive attitudes towards school and enjoyment as influenced by age, as well as positive attitudes, academic self-concept, and social problems in relation to family income, carries crucial implications for educational practices.

6. **Relationship between the Extent of School-Based Counseling Programs and the Level of Students' Emotional Well-Being**

There is a significant relationship between the extent of school-based counseling programs and the level of students' emotional well-being, since the p-value is less than the level of significance of 0.05. Therefore, the null hypothesis is rejected and significant. Further, there is a high positive correlation between the extent of school-based counseling programs and the level of students' emotional well-being with a Pearson r of .673. The significant relationship between the extent of school-based counseling programs and students' emotional well-being, underscored by a Pearson r of .673 and a p-value less than 0.05, highlights the critical role that these programs play in enhancing students' mental health and overall emotional state

Conclusions

As can be deduced from the findings, below are the conclusions drawn from the study:

1. Majority of the students are male, in junior high school or mid-teens, and have an average family monthly income.

2. School-based counseling programs on enhancing students' emotions were modest in terms of student behavior, social skills and relationships, engagement in learning, counseling process, and parental and community involvement.

3. School-based counseling programs' effects on students' emotional well-being vary by age, sibling position, and monthly family income.

4. Students' emotional well-being after the school-based counseling programs provided by the teachers are effective in terms of positive attitude towards school, physical complaints in school, positive academic self-concept, social problems in school, worries in school, and enjoyment in school.

5. Positive attitudes toward school, enjoying school, and having social problems at school were all affected by the students' monthly family income and age.

6. School-based counseling programs are strongly correlated with the students' emotional well-being.

Recommendations

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

1. Administrators may ensure that counselors have manageable caseloads and access to ongoing training.

2. Administrators may implement campaigns to raise awareness among students, parents, and staff about the availability and benefits of counseling services, reducing stigma and encouraging utilization.

3. Teachers may incorporate lessons on emotional well-being, resilience, and coping strategies into the classroom to help students understand and manage their mental health more effectively.

4. Teachers may foster an inclusive and supportive atmosphere where students feel safe to express their feelings and seek help and may encourage open dialogues about mental health and emotional challenges.

5. Students may take advantage of counseling services when needed and to promote these resources among peers and could empower them to seek help and support one another.

6. Students may establish peer counseling or mentorship programs where students can support each other in a positive environment, helping to reduce stigma and strengthen community bonds.

7. Parents may openly discuss emotional well-being with children at home. Normalize seeking help and ensure they feel comfortable sharing their feelings and concerns.

8. Parents may actively participate in school activities related to mental health awareness and advocacy and engage with school counselors to understand available resources and how to best support your child's emotional needs.

9. Parallel study may be conducted using different variables

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