

Shared Experiences of Guidance Counselors and Classroom Advisers in Addressing Junior High School Students with Behavioral Problems

Stephanie Lyn Bulat-Ag-Cimafranca¹ and Perfecto B. Cimafranca III²

¹School of Liberal Arts, Ateneo De Zamboanga University, Philippines

²College of Teacher Education, Western Mindanao State University, Philippines

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ABSTRACT

The transition back to face-to-face education in the post-pandemic era has intensified behavioral challenges among junior high school students, driven by rising mental health issues like anxiety and depression. These challenges underscore the critical roles of guidance counselors and classroom advisers, particularly in the Philippines, where educators navigate the complexities of student behavior and mental health within traditional classroom settings. This study aimed to explore the shared experiences of guidance counselors and classroom advisers in managing behavioral problems among junior high school students. Using a descriptive qualitative design with a phenomenological approach, the study included eight participants—four guidance counselors and four classroom advisers—from public high schools in Zamboanga City. Data were collected through semi-structured interviews and analyzed using thematic analysis. Findings identified the following themes: (1) lack of diligence in attendance, including tardiness, absenteeism, and cutting classes; (2) disobedience to school rules and regulations, encompassing improper conduct, dress code violations, and bullying. Educators reported experiencing both (3) fulfillment when observing positive changes in students and (4) disappointment due to unresponsive parents, students, and teachers. Key processes identified were: (5) collaboration among classroom advisers, guidance counselors, students, and parents, and (6) follow-up actions after interventions, including ongoing monitoring of student progress. Significant challenges included (7) unsupportive parents and (8) uncooperative students, which hindered the effectiveness of interventions. The study concludes that enhancing collaborative strategies and providing comprehensive support systems are essential for effectively managing behavioral issues and supporting student well-being. Future research should focus on expanding the scope to include diverse educational settings and additional stakeholders to further refine intervention strategies.

Keywords: Behavioral Problems, Classroom Advisers, Guidance Counselors, Junior High School, Shared Experiences

INTRODUCTION

The resurgence of face-to-face education in the post-pandemic era has highlighted ongoing behavioral challenges among junior high school students, exacerbated by a global rise in mental health issues such as anxiety and depression. These problems significantly impact students' academic performance and overall well-being, making the roles of guidance counselors and classroom advisers more crucial than ever. In the Philippines, where the education system has fully transitioned back to traditional classroom settings, these educators are on the front lines of addressing both behavioral problems and the underlying mental health issues that contribute to them. This study investigates the shared experiences of guidance counselors and classroom advisers in managing these challenges, with a focus on their strategies, the difficulties they encounter, and the collaborative efforts they employ to support students.

BACKGROUND OF THE STUDY

The prevalence of mental health issues and behavioral problems among junior high school students has significantly increased, particularly in the aftermath of the COVID-19 pandemic. Common mental health challenges such as anxiety, depression, and stress are especially prevalent among male adolescents, students aged 13-15, those from low socioeconomic backgrounds, and urban residents (Jalem, Cuevas, Cimafranca III, 2024). These issues frequently manifest as disruptive behaviors in the classroom, complicating the learning environment and impacting both student well-being and academic performance. The role of guidance counselors and classroom advisers is critical in managing these behaviors and supporting the mental health needs of

students, underscoring the need for effective interventions and collaborative efforts (Abaño & Aranguren, 2024; Clores et al., 2023; Khaled et al., 2022).

Current research emphasizes the importance of collaboration between classroom advisers and guidance counselors in effectively managing student behavior, as these partnerships have been shown to reduce disruptions and enhance overall classroom climate (Geltner & Clark, 2005). However, the return to face-to-face education post-pandemic has introduced new challenges, particularly in the Philippines, where educators have had to adapt to stringent health protocols, address learning gaps, and cope with increased stress and workloads (Abaño & Aranguren, 2024; Clores et al., 2023). Guidance counselors specifically faced difficulties in providing effective virtual support and interpreting students' emotions online, while classroom advisers encountered challenges in maintaining student engagement and discipline (Mababa & Fabella, 2023; Arrieta et al., 2021). Effective interventions such as Social-Emotional Learning (SEL) programs, comprehensive mental health models, and Cognitive Behavioral Therapy (CBT) have been shown to improve both mental health and academic outcomes, further highlighting the need for structured mental health support in schools (Jalem, Cuevas, Cimafranca III, 2024).

Despite these insights, a significant research gap exists in understanding how guidance counselors and classroom advisers in the Philippines collaboratively address behavioral problems and mental health issues among students in the post-pandemic context. Most existing studies have examined these roles separately, failing to capture the complexities of their joint efforts within traditional classroom settings, especially under the unique socio-cultural and resource constraints in the country. Addressing this gap is crucial for developing integrated strategies that better support students' academic and emotional needs, ultimately enhancing educational outcomes and student well-being. This study seeks to explore the shared experiences of guidance counselors and classroom advisers, providing critical insights that can inform more effective practices in managing student behavior and supporting mental health in junior high schools.

OBJECTIVES OF THE STUDY

This study aimed to find out the shared experiences of guidance counselors and classroom advisers in addressing junior high students with behavioral problems. Specifically, it sought to answer the following questions:

1. What common behavioral problems do the junior high school students manifest as observed by the guidance counselors and classroom advisers?
2. What are the shared experiences of guidance counselors and classroom advisers in addressing junior high school students with behavioral problems in terms of the following categories:
 - a. feelings involved in dealing with the student's behavioral problems;
 - b. processes followed in handling the student's misbehavior ;and
 - c. challenges encountered ?

Shared Strategies for Addressing Behavioral Issues in Junior High School

Shared strategies among guidance counselors and classroom advisers focus on collaborative efforts to manage behavioral issues in junior high school students. Classroom advisers play a key role in addressing academic, behavioral, and personal challenges by fostering connections and providing guidance (De Leon, 2024). During the COVID-19 pandemic, guidance counselors adjusted their practices, employing alternative methods to sustain student relationships (Salvador et al., 2024). Effective classroom management is identified as a critical component for the success of guidance programs (Geltner & Clark, 2005), with evidence showing that group counseling and self-management techniques can significantly reduce disruptive behaviors (Ramadhoni et al., 2020). Individual counseling has also been effective in tackling learning behavior issues (Mardia, 2022). Teachers acknowledge that family dynamics impact student behavior and emphasize the need for strong relationships, effective communication, and clear classroom rules (Alcantara, 2024). Overall, a collaborative approach involving schools, families, and communities is essential for supporting students with behavioral challenges.

In the Philippine context, guidance counselors and classroom advisers encounter specific challenges such as maintaining confidentiality, managing complex relationships, and adapting to online counseling during the pandemic (Sanchez-Maddela & Dela Cruz-Cada, 2024; Arrieta et al., 2021). They face obstacles like difficulties in reading emotions and balancing work and personal life in virtual settings (Mababa & Fabella, 2023). Nevertheless, they employ various strategies, including individual and group counseling, collaboration with parents and teachers, and mental health activities (Arrieta et al., 2021; Salvador et al., 2024). Classroom advisers focus on building connections, providing guidance, and assuming parenting roles (De Leon, 2024). Both counselors and advisers highlight the importance of communication, empathy, and patience when addressing

behavioral issues (Catubig et al., 2024). Additionally, ongoing training and support are crucial for enhancing their readiness and effectiveness in implementing guidance programs (Pasco & Fabella, 2023; Decena & Singson, 2022).

Behavioral Problems Among Junior High School Students

Junior high school students commonly exhibit a range of behavioral problems as observed by guidance counselors and classroom advisers. Disruptive behaviors, including classroom disturbances, anger issues, and disciplinary infractions like tardiness, dress code violations, and fighting, are prevalent (Ramadhoni et al., 2020; Desra & Zikra, 2019; Harahap et al., 2023). Other issues include personality problems, social relationship difficulties, physical health concerns, and mental health challenges such as lying, phobias, anxiety, and depression (Nurhasanah & Farozin, 2019; Manna et al., 2021). Learning behavior issues, such as truancy, inattentiveness, and neglecting homework, are also significant (Mardia, 2022). Interventions suggested to address these problems include group counseling with self-management techniques, individual counseling, and group guidance methods (Ramadhoni et al., 2020; Mardia, 2022; Rahman, 2021). Additionally, effective classroom management strategies positively impact student behavior, highlighting the importance of structured and supportive learning environments (Fano et al., 2024).

Shared Experiences of Guidance Counselors and Classroom Advisers in Addressing Behavioral Problems in Junior High School Students

Emotional Shared Experiences

Guidance counselors and classroom advisers commonly face emotional challenges when dealing with behavioral problems among junior high school students, such as managing anger, disruptive behaviors, and emotional regulation difficulties (Desra & Zikra, 2019; Ramadhoni et al., 2020). The shift to online counseling during the COVID-19 pandemic added to these challenges, requiring adaptations to maintain effective relationships with students virtually (Salvador et al., 2024; Arrieta et al., 2021). To address these issues, counselors and advisers use strategies like fostering connections, providing guidance, and sometimes adopting roles akin to parenting (De Leon, 2024). They also implement various interventions, including group counseling, self-management techniques, and mindfulness-based cognitive therapy (Wibowo et al., 2023; Ramadhoni et al., 2020). Despite facing emotional exhaustion and technical difficulties, many find satisfaction in their work and develop coping mechanisms to handle stress (Mababa & Fabella, 2023). Additionally, the impact of family structure on student behavior is a key factor in their approach (Alcantara, 2024).

Coping Strategies and Emotional Regulation Among Counselors and Adviser

After addressing behavioral problems, guidance counselors and classroom advisers employ various strategies to cope with the emotional impact of handling student misbehavior. These strategies include emotion regulation techniques, such as reappraisal, which effectively reduce negative emotional responses when managing student misbehavior (Chang & Taxer, 2020). Emotional exhaustion and vicarious trauma are frequent challenges, particularly for those dealing with highly emotional cases (DeCino et al., 2020; Florentino et al., 2020). Teachers' emotional responses are also shaped by students' past disruptive behaviors, with extended working hours further contributing to emotional fatigue (de Ruiter et al., 2020; Baeriswyl et al., 2021). Guidance counselors face additional difficulties in addressing emotional violence among students (Harwansyah et al., 2024). Techniques like self-reflection, critical friend dialogue, and counselor-led consultations are valuable in improving emotional regulation and coping abilities among educators (Taylor et al., 2020; Molina et al., 2023).

Challenges Shared by Guidance Counselors and Classroom Advisers

The challenges shared by guidance counselors and classroom advisers in addressing behavioral problems in junior high school students include a variety of common obstacles. These challenges involve identifying the root of students' issues, adapting to virtual counseling during the pandemic, and managing disruptive classroom behaviors (Nurhasanah & Farozin, 2019; Arrieta et al., 2021; Ramadhoni et al., 2020). Additional challenges include dealing with personality problems, social relationship difficulties, and physical health concerns among students (Nurhasanah & Farozin, 2019). Effective interventions involve group counseling, individual counseling, and collaborative approaches involving parents and teachers (Ramadhoni et al., 2020; Mardia, 2022; Garbacz et al., 2019). Family structure significantly impacts student behavior, necessitating strategies such as relationship-building and rule-setting in classrooms (Alcantara, 2024). Despite the persistent barriers, such as the shortage of trained counselors and inadequate facilities, guidance and counseling services are generally viewed positively by students and educators (Arfasa & Weldmeskel, 2020).

Theoretical and Conceptual Framework

This study employs Pierre Dillenbourg's Collaborative Learning Theory to investigate the shared experiences of guidance counselors and classroom advisers in managing behavioral problems among junior high school students. Collaborative learning is characterized as a joint problem-solving process where participants engage mutually and coordinate their efforts (Dillenbourg, 1999; Roschelle & Teasley, 1995). A key aspect of this

theory is the creation of a structured joint problem space that facilitates meaningful discussions, shared understanding, and the iterative refinement of ideas.

The theory emphasizes three critical components for effective collaboration: symmetry in actions, knowledge, and status among participants, and the presence of common goals (Dillenbourg & Baker, 1996; Ligorio, 1997). Symmetry of action ensures that all participants can contribute similarly to the task, symmetry of knowledge involves a balanced distribution of information and skills, and symmetry of status refers to equal standing within the group dynamics. These elements help establish a shared foundation for collaborative efforts. Additionally, common goals are essential as they align the participants' intentions and facilitate coordinated action. In the context of this study, guidance counselors and classroom advisers apply these principles by working together to develop strategies that address students' behavioral issues, thereby enhancing student well-being despite challenges such as dealing with unsupportive parents or guardians.

As illustrated in Figure 1, the study flow presents the shared experiences of guidance counselors and classroom advisers across three primary dimensions: their emotional responses, the processes they employ, and the challenges they face in addressing behavioral problems in junior high school students. This schematic effectively captures the interconnected aspects of their collaborative work and the strategies they use to support students. The study integrates the foundational elements of the Collaborative Learning Theory, highlighting the importance of collaboration in creating effective educational interventions aimed at improving student outcomes. This concise overview underscores how the application of collaborative learning principles facilitates the effective management of student behavioral issues through a coordinated and systematic approach among educators.

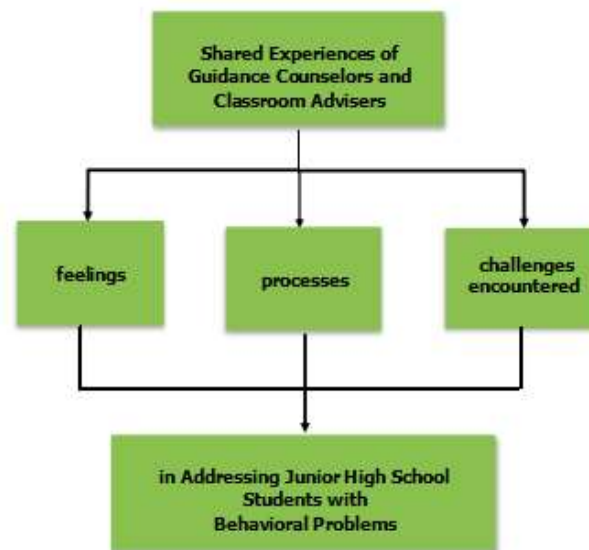


Figure 1 Shows the schematic presentation of the concepts considered in the study. It illustrates the shared experiences of the guidance counselors and classroom advisers in addressing the junior high school students with behavioral problems in terms of feelings involved, process followed, and problems and challenges encountered.

II. METHODS

This study employed a descriptive qualitative design using a phenomenological approach to explore the shared experiences of guidance counselors and classroom advisers in managing behavioral issues among junior high school students. This approach was selected for its capacity to capture the essence of participants' lived experiences through in-depth exploration of their perceptions and commonalities (Creswell, 2007; Moustakas, 1994). Phenomenology's emphasis on describing the invariant essence of experiences aligns well with the study's aim to understand the complexities of addressing student behavioral issues within the school setting.

Participants were selected using purposive sampling to ensure that respondents met specific criteria, including completion of a Master's degree in Education majoring in Guidance and Counseling and a minimum of three

years of experience in handling behavioral issues among junior high school students. The sample consisted of eight respondents—four guidance counselors and four classroom advisers—from four public high schools in Zamboanga City. Schools were chosen for their availability of qualified guidance counselors and their distinct student populations, providing a comprehensive view of the respondents' experiences across different school environments.

Data were collected through semi-structured, face-to-face interviews designed to elicit detailed insights into participants' experiences. The interview guide combined pre-planned questions with open-ended prompts, allowing flexibility for respondents to elaborate on their unique perspectives (Rubin & Rubin, 1995). The guide was validated by experts in guidance and counseling, and pilot tested with non-participating individuals to refine questions for clarity and relevance. Interviews were conducted in locations convenient for the participants, recorded with consent, and transcribed verbatim for analysis.

Data analysis was performed using thematic analysis, following Braun et al.'s (2006) six-phase framework: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This method allowed for the identification of significant patterns and themes that reflected the shared experiences of guidance counselors and classroom advisers. The analysis focused on the "what" and "how" of the participants' experiences, ensuring a thorough understanding of their challenges and strategies in managing student behavioral issues. Ethical considerations were meticulously observed, with informed consent obtained from all participants and confidentiality strictly maintained. Identifiable information was coded, and data were securely stored and destroyed post-study to protect respondent privacy. The study adhered to ethical standards to ensure that participants' rights and welfare were safeguarded throughout the research process.

III. RESULTS

This study examined the shared experiences of guidance counselors and classroom advisers in managing behavioral problems among junior high school students. There were eight participants who responded and met the criteria: four (4) guidance counselors and four (4) classroom advisers. Among the guidance counselors, all were married females (4), with ages ranging from 31 to 41 years (4). Three (3) had completed or were pursuing a Master of Arts in Education majoring in Guidance and Counseling (3), and one held an additional Master's degree in Home Management and Technology (1). Their years of experience as guidance counselors ranged from five to nine years (4). For the classroom advisers, the group included two males and two females (4), all of whom were married (4). Their ages ranged from 28 to 39 years (4). Three had completed or were pursuing a Master of Arts in Education (3), while one held a Bachelor's degree in Secondary Education majoring in Physical Education (1). Their experience as classroom advisers varied, with two having over ten years (2) and the others ranging from three to five years (2). All participants were selected based on their shared experience in addressing behavioral problems among junior high school students (8).

1. Common Behavioral Problems Manifested by Junior High School Students

The study explored common behavioral problems manifested by junior high school students as observed by guidance counselors and classroom advisers. Two main themes were identified: Lack of Diligence in Attendance and Disobedience to School Rules and Regulations. The findings provide insights into how these behaviors disrupt the learning environment and the challenges faced by educators in addressing these issues.

Lack of Diligence in Attendance

Lack of diligence in attendance refers to the inconsistency and lack of commitment among students in attending classes regularly and punctually. This theme includes behaviors such as *tardiness*, *absenteeism*, and *cutting classes*, which indicate a broader disengagement from their academic responsibilities. Participants frequently mentioned **tardiness** as a significant issue, with 87.5% of them observing this behavior among students. Guidance Counselor 1 explained, "*So idleness ito yung mga bata na they come to school late. Late na but it seems they don't worry na late sila. Imbes na nagmamadali na papasok paikot-ikot lang sa paaralan,*" (These children come to school late and don't seem worried about it. Instead of hurrying, they just roam around the school). Similarly, Guidance Counselor 2 noted that tardiness often occurs during the first period, stating, "*Tardiness is second in a way, usually it is during their first period that they arrive late.*"

Absenteeism, reported by 87.5% of participants, was another prevalent issue. Many students missed classes without valid reasons, often lacking the motivation to attend. As Guidance Counselor 2 described, "*Usually sabi ko 'saan ka, bakit hindi ka pumupunta ng school?' 'Nasa bahay lang.' 'Na, why?' 'Doon lang ma'am.' 'O yun kaya sinabi ko talaga na they are not really motivated in coming to school.'*" (Usually, I ask them, 'Why didn't you go to school?' They would say, 'We're just at home.' So I told them that they were not really motivated to come to school.)

Cutting classes was also a notable concern, identified by 37.5% of participants. Guidance Counselor 3 highlighted the issue, saying, "*There are a lot of behavioral problems that I have encountered in our school.*"

And one of the most common is cutting classes or tardiness... For example, late dumating yung mga bata or cutting classes during their class, the student will ask permission or there are times hindi na nga humihingi ng permiso, lumalabas ng classroom and then hindi na bumabalik." (There are a lot of behavioral problems that I have encountered in our school. One of the most common is cutting classes or tardiness. For example, the student would arrive late or cut classes during their class, the student will ask permission or sometimes they don't ask permission anymore, they will go out of the classroom and won't come back.)

Disobedience to School Rules and Regulations

Disobedience to school rules and regulations encompasses a range of behaviors that violate the established policies and expectations set by the school. This primary theme highlights student actions that reflect a disregard for school standards, including improper conduct and non-compliance with appearance guidelines. Specifically, this theme includes behavioral problems such as **disobeying the rules on student decorum**, which was observed by 50% of the participants. Classroom Teacher 1 noted, *"Most of them were on the list for not having proper haircuts, and improper uniform wear was a frequent issue."* He further elaborated on the impact of these behaviors, observing, *"How they deal— the way they deal— they answer back to their teachers. Not only with me but also with other teachers. That was the problem... the most common one. How they answer back to their teachers."*

Bullying was another form of disobedience identified by 37.5% of participants. This behavior not only disrupts the school environment but also escalates into more severe conflicts. Guidance Counselor 3 explained, *"Behavioral problems like bullying can begin small but escalate into bigger issues like fights or physical confrontations."* Classroom Teacher 1 also shared an instance of bullying, stating, *"At times the child is irritated, he is bullying which leads to hitting -or throwing harsh and hurtful words. Usually it turned to physical hitting."*

These themes reflect significant behavioral challenges that guidance counselors and classroom advisers encounter, underscoring the need for effective strategies to promote adherence to school expectations and improve student attendance. The findings highlight the importance of addressing these behavioral issues early to prevent further academic and social consequences for junior high school students.

2. a. Feelings Involved In Dealing With The Student's Behavioral Problems

The shared experiences of guidance counselors and classroom advisers in addressing junior high school students' behavioral problems reveal the complex emotions they encounter while dealing with these issues. Two primary themes emerged from the participants' responses: *"Fulfillment"* and *"Disappointment."* Fulfillment was associated with positive changes observed in students, as reported by all eight (8) participants, and the active involvement of guidance counselors in the intervention process, noted by four (4) participants. Conversely, Disappointment arose from the lack of positive responses from parents, students, and other teachers during interventions, as experienced by all eight (8) participants, and the inability to prevent the negative consequences of students' misbehavior, as highlighted by six participants.

Fulfillment

Fulfillment in this context refers to the sense of satisfaction and accomplishment that guidance counselors and classroom advisers feel when they witness positive changes in students' behavior and recognize the impact of their interventions. This theme encompasses feelings of pride, joy, and validation in their professional roles, particularly when their efforts lead to successful student outcomes. For the **Positive Response and Changes** seen on students, participants expressed a deep sense of fulfillment when they observed positive changes in student behavior following their interventions. All eight participants highlighted instances where their efforts were met with gratitude from students. For example, Classroom Teacher 1 shared, *"Of course it's a good feeling to see them graduate. At least you see them on stage receiving their completion certificate."* Guidance Counselor 1 added, *"Positive feelings like I had done something for my students. They were not directly my students because they were not my advisory class. My role is different right."* Similarly, Guidance Counselor 2 noted, *"Happy feelings like for example the case was solved. There is fulfillment once we see our students that there is progress in our students, we were able to save them from dropping the class."* Classroom Teacher 2 felt fulfilled seeing tangible improvements, stating, *"before the student has failing marks then now his grades improved. It felt good when that happened. So that was one example of positive changes I saw."*

Guidance counselors' involvement was seen as crucial, providing expertise and additional support that classroom teachers valued highly. Four participants mentioned how collaboration with guidance counselors significantly enhanced their ability to address behavioral problems effectively. Classroom Teacher 3 shared, *"We had our own limitations right? We need the expertise of a guidance counselor. They know of strategies and methods to solve the problem and to ensure the safety of the child."* Guidance Counselor 3 expressed her appreciation for the collaboration, stating, *"Of course if it was referred to me -we were involved regarding the behavioral problems of course we were happy because at least our office can function. You would feel that the*

guidance and counseling office is functional because the adviser's problems about their students were referred to us." Also, Classroom Teacher 1 acknowledged the critical role of guidance counselors, saying, *"The guidance counselor gave you different tips or – other things on how to deal with the child. How to counsel him/her, how to talk to the child. They serve as our guide."*

Disappointment

Disappointment refers to the feelings of frustration and sadness that arise when guidance counselors and classroom advisers encounter obstacles in their efforts to support students. This theme captures the challenges of unresponsive parents, students, and teachers, as well as the broader systemic issues that impede effective intervention.

Lack of Positive Response from Parents, Students, and Other Teachers in the Intervention Process

Disappointment was commonly linked to the lack of cooperation from key stakeholders in the intervention process. All eight participants reported feeling let down when parents, students, or other teachers failed to engage positively. Classroom Teacher 2 expressed frustration, stating, *"Sometimes it's frustrating if you found out the child has no interest. Of course, it feels sad because you want to help them, but it was wasted. They don't have interest, sometimes the parents show no interest also."* Guidance Counselor 4 highlighted the impact of family dynamics, explaining, *"Our worries were even if how much help you gave them if the students or learners would not cooperate, definitely they would still be dropped. Our worries if you cannot help, they won't cooperate."* Guidance Counselor 3 added, *"It's disappointing on our part because we did everything we could then nothing had changed. Sometimes I am just thinking if I could be the parent of the child."*

Failure to Prevent the Negative Consequences of the Student's Misbehavior. This subtheme reflects the participants' disappointment in situations where their interventions did not prevent negative outcomes, such as dropouts or continued misbehavior. Six participants shared their struggles with this challenge. Classroom Teacher 1 articulated this feeling, saying, *"Of course our frustration of not gaining back the child as a class adviser I already have a drop-out case. So it is my failure as a classroom adviser."* Guidance Counselor 1 described her dismay when students with potential were not promoted due to inadequate intervention, noting, *"So I feel disappointed with that. Because I can observe that the student has a potential actually because even if you cannot notice it we know that every learner has a potential right?"* Classroom Teacher 2 echoed these sentiments, stating, *"Sometimes the students were not interested, because of the lack of support from their parents."*

The findings underscore the complex emotional landscape experienced by guidance counselors and classroom advisers in their roles. While they derive significant fulfillment from witnessing positive changes in their students, they also face substantial disappointment when key stakeholders do not respond as hoped. These insights highlight the critical need for comprehensive support systems that engage all parties involved to maximize the effectiveness of behavioral interventions in schools.

2.b. Shared Processes of Guidance Counselors and Classroom Advisers in Addressing Junior High Students' Behavioral Issues

The findings highlight the shared processes of guidance counselors and classroom advisers in managing junior high students' behavioral issues. Key strategies include collaboration with students and parents, and consistent follow-up actions. The analysis identifies two primary themes: teamwork and ongoing monitoring, which are crucial for effectively addressing misbehavior and fostering positive student outcomes.

Collaboration Among Classroom Advisers, Guidance Counselors, Students, and Parents

The first theme, **Collaboration Among Classroom Advisers, Guidance Counselors, Students, and Parents**, encompasses communication, cooperation, and active involvement from all parties to address student misbehavior effectively. This collaboration is evident in various processes, including open communication between guidance counselors and classroom advisers. Guidance Counselor 1 emphasized the importance of communication by stating, *"Ang role ni classroom adviser is to witness any concern na gusto niyang ipaabot sa amin."* (The role of a classroom adviser is to witness any concern that they want to bring up to us.).

Guiding and Counseling Students is another crucial aspect of this collaboration. All eight participants reported involvement in guiding and counseling students, a process where both guidance counselors and classroom advisers work closely to provide individualized support. Guidance Counselor 2 noted, *"Unang-una hawak nila ang data. Ikalawa, mas kilala nila ang mga estudyante kaysa sa akin."* (First, they have the data. Second, they know the students better than I do.)

Conference Talks with Parents and Guardians are also a significant process in this collaboration, ensuring that parents are actively involved in their child's behavioral management. Classroom Teacher 2 highlighted the

role of parents, stating, *"Parents are involved in verifying the statements given by the students."* This involvement ensures a comprehensive approach, combining insights from the school and home environments.

Home Visitation extends this collaborative effort beyond the school setting. All eight participants reported conducting home visits when necessary, allowing them to engage with students and their families directly. Guidance Counselor 3 shared, *"We ask the students to really come over dito sa office and we have to convene together with the adviser."* (We ask the students to really come over to the office and convene together with the adviser.) This direct engagement provides additional insights into the students' situations and helps build a stronger support network.

Follow-up Actions After Interventions

The second theme, **Follow-up Actions After Interventions**, emphasizes the importance of continuous monitoring and support to ensure that students maintain positive behavioral changes. Monitoring Student's Academic Performance and Diligence in Attending Classes and Observing School Decorum is a critical process, as noted by Classroom Teacher 3, who stated, *"We monitor their attendance which is not perfect—they have absences but not as many compared to the previous absences they had."* This ongoing monitoring helps in tracking students' adherence to school expectations and allows for timely interventions when needed.

Collaborative Feedback on Student's Progress is another key process, where feedback is exchanged between classroom advisers and guidance counselors to keep all parties informed and aligned in their efforts. Guidance Counselor 4 highlighted this collaborative feedback, stating, *"Si adviser na man ang nandoon, si adviser na lang mag-inform sa amin."* (The adviser is the one present, and they are the ones who inform us.) This feedback loop is essential for ensuring that any adjustments to the intervention strategies are based on the most current observations of the student's progress.

The themes of collaboration and follow-up highlight the structured and proactive approaches taken by guidance counselors and classroom advisers to manage student behavior. These processes are characterized by open communication, consistent involvement of parents, direct engagement through home visits, and continuous monitoring and feedback, all aimed at fostering positive behavioral and academic outcomes for students.

2.c. Challenges encountered

The results from the thematic analysis reveal significant challenges faced by classroom advisers and guidance counselors when managing students' behavioral issues. These challenges are categorized into two main themes: unsupportive parents and uncooperative students, with specific thematic statements highlighting the barriers that hinder the effectiveness of interventions.

The theme of **Unsupportive Parents** encapsulates the difficulties arising from parents who either do not support their children's education or actively hinder intervention efforts. One of the issues identified within this theme is parents who let their children work for the family. This issue was highlighted by Guidance Counselors 1 and 3, who observed that some parents prioritize immediate financial needs over their children's education. Guidance Counselor 1 shared, *"Parents often say, 'wala akong magagawa ma'am kung gusto niya talagang magtrabaho.'" (I can't do anything if my child wants to work).* This response illustrates the conflict between family survival needs and educational goals, creating a significant barrier to the student's academic engagement and success. Additionally, a lack of willingness from parents to go along with the intervention process was a recurring challenge reported by six participants, including Guidance Counselors 2, 4, 5, and Classroom Teachers 1 and 2. Guidance Counselor 2 expressed frustration over repeated attempts to engage parents without success, stating: *"First di ba parents call. hindi nagre-reply sa ano namin- sa letter... no response at all."* (Initially, we call the parents, but they don't respond to our letters... no response at all). This lack of engagement from parents not only reflects a deficiency in parental support but also poses a substantial challenge for educators, as the absence of cooperation severely undermines the effectiveness of any strategies designed to assist the students.

The second theme, **Uncooperative Students**, addresses the challenges posed by students who are unwilling to change their behaviors or participate in the intervention processes. A significant challenge noted by five participants, including Classroom Teachers 3, 4, and Guidance Counselors 3, 6, and 7, was the students' lack of interest in changing their misbehavior. Classroom Teacher 3 observed, *"We are really focused if he would really change or if he would really commit to doing the promises he wrote."* However, Guidance Counselor 6 added that inconsistency in students' commitment often results in minimal progress, as reflected in the statement *"...kasi kung minsan ningas cogon lang."* (...because sometimes they are not consistent). This inconsistency highlights the difficulty in maintaining students' commitment to behavior change. Moreover, the students' lack of willingness to engage with the intervention process was another significant barrier encountered by five participants, including Guidance Counselors 1, 3, 5, 6, and Classroom Teacher 2. Guidance Counselor 3 reported, *"Ah meron pa yung student na ayaw magsubject sa sa ano to sa changes yun bang gusto niyang gawin parin yung ginagawa niya."* (Ah, there was this student who did not want to conform to the changes expected of

him; he continued doing what he wanted). This resistance not only impedes progress but also adds an additional layer of difficulty for educators striving to guide these students towards positive behavioral changes.

These themes underscore the significant obstacles that classroom advisers and guidance counselors face in addressing student behavioral issues. Both parental support and student cooperation are crucial for the success of interventions, and their absence complicates the efforts of educational professionals considerably, often limiting the scope of their interventions and making it more difficult to achieve the desired improvements in student behavior.

IV. DISCUSSION

The transition from adolescence to adulthood during secondary education is a critical period characterized by academic, social, and emotional challenges. The rise in mental health issues such as anxiety, depression, and stress—intensified by the COVID-19 pandemic—has emphasized the need for effective school-based interventions to support adolescent well-being (Jalem, Cuevas, & Cimafranca III, 2024). However, the effectiveness of these interventions varies significantly, highlighting the importance of understanding the role of educators, particularly guidance counselors and classroom advisers, in managing behavioral problems within school settings. This study was conducted to explore the shared experiences of guidance counselors and classroom advisers in managing behavioral problems among junior high school students. With growing concerns about how student behavior affects academic outcomes and the overall school environment, it is crucial to understand the common challenges faced by educators. The study aimed to identify prevalent behavioral issues, the emotional responses of educators, the processes they employ, and the challenges they encounter in addressing these problems. By doing so, the research seeks to inform the development of more effective strategies for managing student behavior and supporting the well-being of both students and educators.

Common Behavioral Problems Manifested by Junior High School Students as Observed by Guidance Counselors and Classroom Advisers

The study identified two primary behavioral problems among junior high school students: lack of diligence in attendance and disobedience to school rules and regulations. The lack of diligence in attendance, including tardiness, absenteeism, and cutting classes, was frequently highlighted by guidance counselors and classroom advisers as a major concern that disrupts the educational process. These behaviors indicate a broader disengagement from academic responsibilities and present significant challenges for maintaining classroom order and ensuring consistent student learning.

The findings align with existing literature, which identifies poor attendance as a common issue among adolescents that is often associated with lower academic performance and increased risks of dropping out (Mardia, 2022; Ramadhoni et al., 2020). The behaviors observed by the educators in this study, such as students arriving late without urgency or skipping classes altogether, reflect a lack of motivation and commitment to their education. These behaviors are not only symptomatic of individual disengagement but are also influenced by external factors like family environment, socio-economic conditions, and the overall school climate (Nurhasanah & Farozin, 2019; Alcantara, 2024). Addressing these issues requires comprehensive strategies that include personalized support and interventions designed to engage students and foster a sense of responsibility.

Disobedience to school rules and regulations, including improper conduct, violations of dress codes, and bullying, was another significant behavioral problem observed by educators. This finding is consistent with previous research that highlights similar infractions among junior high school students, which can disrupt the school environment and lead to more severe disciplinary issues if not addressed promptly (Harahap et al., 2023). Educators noted that such behaviors often reflect underlying issues such as resistance to authority and a lack of respect for school norms, which can negatively affect peer relationships and the overall school atmosphere.

The identification of these common behavioral problems highlights the need for targeted interventions that address both individual and systemic factors. To tackle attendance-related issues, approaches like positive reinforcement, personalized student engagement, and strategies to make school attendance more attractive can be effective. For disobedience to school rules, consistent policy enforcement along with restorative practices can help students understand the consequences of their actions and promote adherence to expectations. Collaborative efforts among guidance counselors, classroom advisers, and parents, guided by Dillenbourg's Collaborative Learning Theory, are essential in developing structured and supportive interventions. By implementing these tailored strategies, schools can better help students meet behavioral standards, ultimately enhancing their academic success and social development.

Shared Experiences Of Guidance Counselors And Classroom Advisers In Addressing Junior High School Students With Behavioral Problems

A. Feelings Involved in Dealing with the Student's Behavioral Problems

Guidance counselors and classroom advisers experience a range of emotions when addressing behavioral

problems among junior high school students. Two primary emotional responses identified were feelings of fulfillment when witnessing positive changes in students and disappointment when interventions did not achieve desired outcomes. The sense of fulfillment felt by educators is often linked to successful interventions and the visible improvement in students' behavior, aligning with research that underscores the emotional rewards of teaching and mentoring (De Leon, 2024). This emotional satisfaction validates their professional efforts, as noted in studies where educators derive joy and pride from their roles when they see positive student outcomes (Catubig et al., 2024). On the other hand, disappointment arises when there is a lack of cooperation from parents, students, or other teachers, reflecting the broader systemic issues in educational environments (Salvador et al., 2024). This duality of emotions highlights the emotional investment required in managing student behavior and the significant impact of stakeholder engagement on the success of interventions. These findings underscore the need for comprehensive support systems that enhance educator resilience and provide emotional backing, especially in challenging cases. By fostering a supportive environment where educators can share their emotional experiences and seek collaborative solutions, schools can enhance the effectiveness of behavioral interventions.

B. Processes Followed in Handling Student Misbehavior

The study identified key processes used by guidance counselors and classroom advisers in managing student misbehavior, with a strong emphasis on collaboration, communication, and ongoing monitoring of students. The collaborative efforts among educators, students, and parents were frequently highlighted as critical to addressing behavioral problems effectively. This approach is supported by Dillenbourg's Collaborative Learning Theory, which emphasizes joint problem-solving and shared responsibility (Dillenbourg, 1999). Research shows that when guidance counselors and classroom advisers work closely, integrating open communication and involving parents in the intervention process, it results in more holistic and sustainable outcomes (Geltner & Clark, 2005; Arrieta et al., 2021). Additionally, consistent follow-up actions, such as monitoring academic performance and attendance, are crucial in ensuring that interventions lead to long-term behavioral change (Ramadhoni et al., 2020). The findings highlight the effectiveness of structured and proactive approaches that include all stakeholders in the intervention process. Schools should continue to prioritize these collaborative strategies, which align with the principles of Dillenbourg's Collaborative Learning Theory, to build comprehensive support networks that address the multifaceted nature of student misbehavior.

C. Challenges Encountered in Managing Student Behavioral Problems

Guidance counselors and classroom advisers reported facing significant challenges in managing student behavioral problems, primarily related to unsupportive parents and uncooperative students. The lack of parental support poses a substantial barrier to effective behavioral interventions, as parental involvement is crucial for reinforcing school-based strategies (Garbacz et al., 2019; Alcantara, 2024). Educators often struggle when parents do not engage with the intervention process or prioritize immediate financial needs over their child's education, reflecting broader socio-economic challenges (Nurhasanah & Farozin, 2019). Additionally, student resistance to behavior change is another significant challenge, with educators noting that uncooperative attitudes and inconsistent commitment hinder progress (Mababa & Fabella, 2023). This resistance is often exacerbated by the absence of supportive family dynamics and effective communication channels. Addressing these challenges requires a multifaceted approach that includes strengthening school-family partnerships and providing educators with additional training on engaging resistant students. By focusing on strategies that build student engagement and foster intrinsic motivation, schools can improve the effectiveness of behavioral interventions.

CONCLUSION

This study highlights the critical role of guidance counselors and classroom advisers in managing behavioral problems among junior high school students. The findings identified two primary behavioral issues: lack of diligence in attendance and disobedience to school rules and regulations. These behaviors are not only disruptive but also indicative of broader disengagement from academic responsibilities, influenced by factors such as family environment, socio-economic conditions, and school climate. Effective management of these problems requires targeted interventions that address both individual and systemic factors, including positive reinforcement, personalized engagement, and restorative practices. The importance of collaborative efforts among educators, students, and parents, guided by Dillenbourg's Collaborative Learning Theory, is underscored as a crucial strategy for developing structured and supportive interventions that enhance students' academic success and social development.

The shared experiences of guidance counselors and classroom advisers reveal a complex emotional landscape, with feelings of fulfillment linked to successful interventions and disappointment associated with uncooperative stakeholders. These emotional responses highlight the need for comprehensive support systems that enhance educator resilience and foster a collaborative environment for sharing experiences and finding solutions. The study also emphasizes the importance of structured processes, including open communication, ongoing monitoring, and collaboration among all stakeholders, as essential elements in effectively addressing student

misbehavior.

Despite the proactive strategies employed by educators, significant challenges persist, particularly regarding unsupportive parents and uncooperative students. These challenges underscore the need for a multifaceted approach that strengthens school-family partnerships and equips educators with the skills to engage resistant students. By focusing on building student engagement and fostering intrinsic motivation, schools can enhance the effectiveness of behavioral interventions and create a more supportive educational environment.

LIMITATIONS

This study has several limitations. First, it relied primarily on qualitative data from the perspectives of guidance counselors and classroom advisers, which may not fully capture the complexities of the behavioral issues from the students' and parents' viewpoints. Additionally, the study's scope was limited to a specific group of educators, which may affect the generalizability of the findings to other educational contexts or regions.

Future research should include perspectives from students and parents to provide a more comprehensive understanding of the factors contributing to behavioral problems and the effectiveness of interventions. Longitudinal studies could also assess the long-term impact of these interventions on student behavior and academic outcomes. Expanding research to diverse school settings and populations would enhance the applicability of the findings and support the development of tailored strategies to address the unique needs of different student groups. Furthermore, exploring the impact of specific intervention programs, such as SEL or CBT, on both behavioral and academic outcomes could provide deeper insights into the most effective approaches for managing student behavior in junior high school settings.

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