



DETERMINANTS OF EFFECTIVE GUIDANCE AND COUNSELLING SERVICE IMPLEMENTATION IN A HIGHER EDUCATION

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Abstract

This study examined the effectiveness of guidance and counseling services in Higher Education Institutions (HEIs), with a focus on Cebu Roosevelt College. It assessed key areas such as policy implementation, availability of resources, and the delivery of counseling programs. A descriptive-quantitative research design was used to evaluate the competence of the guidance designate, level of administrative support, adequacy of resources, and overall effectiveness of counseling services. The same approach was applied to determine students' perceptions of the factors influencing effective guidance service delivery. The findings showed that while counseling services are generally available, their level of effectiveness varies. Strengths were observed in the provision of personal-social, emotional, and career guidance support. However, several areas for improvement were identified, including inconsistent policy implementation, limited resources, insufficient use of technology, and the need for continuous professional development of counseling personnel. The study concluded that the effectiveness of guidance and counseling services is strongly influenced by clear institutional policies, sufficient resources, and the competence of counseling staff. To enhance service quality, it is essential to align policies with CHED guidelines, strengthen monitoring and evaluation systems, and provide ongoing training for counselors. Based on these findings, it is recommended that HEIs institutionalize standardized policies, improve supervision mechanisms, and ensure adequate allocation of financial, physical, and technological resources. Strengthened collaboration among administrators and counselors is also necessary to improve program delivery and expand support services.

Keywords: Guidance and Counseling Services, Higher Education Institutions (HEIs), Counseling Effectiveness, Policy Implementation, Counselor Competence, Student Support Services, Career Guidance, Emotional Wellness, Resource Allocation, Professional Development

INTRODUCTION

The Higher Education Institutions, including the Cebu Roosevelt Memorial College were increasingly challenged to respond with the rapid educational, technological, and societal changes especially during the post-pandemic landscape. The institutions were expected to maintain the instructional quality as well as to strengthen the institutional systems which ensured a sustainable, stakeholder engagement and continuous improvement. This study examined the specific academic or organizational concern within the Cebu Roosevelt Memorial Colleges, which focused on the generation of a data-driven insights which guided through an institutional enhancement strategy.

This research centered with the analysis on the identified institutional variable such as the instructional effectiveness, stakeholder engagement, quality assurance practices, student performance mechanisms and other related constructs, within the realm of a private higher institutions in Northern Cebu. It can be noted that contemporary educational research underscored the significance of an adaptive leadership, resilience, and systematic evaluation in the higher education institutions in navigating the complex environments.



Recent scholarly works emphasized that institutional agility and evidence-based decision – making were significant factors in adapting strategies for the improvement of a guidance and counselling program. As UNESCO (2021) emphasized, the higher education systems must strengthen internal quality mechanisms to sustain a responsive program based on the emerging global demands. In the same vein, OECD (2020) highlighted the role of data-informed governance for the improvement of the institutional performance and student outcomes. Fullan (2020) stressed that sustainable educational reform required a consistent and coherent systems in planning for a structured intervention strategies rather than isolated improvements. These contemporary principles positively affirmed that the institutions must engage in the systematic assessment and evaluation of a structured innovation to achieve a long-term effectiveness.

Despite the growing body of international and national research on educational quality and institutional improvement, there remains a contextual gap in localized empirical studies which focused on the private higher education institutions in developing urban areas like Bogu City, Cebu. Most of the literature concentrated on large universities in Metropolitan regions, leaving smaller institutions underrepresented in academic discourse. Consequently, limited data-driven frameworks existed which are tailored in the operational realities, resources, and stakeholder dynamics of institutions like Cebu Roosevelt Memorial Colleges.

This research sought to address the identified gap by conducting a contextualized investigation within the actual institutional environment. Through a systematic data collection and analysis, this paper aimed at identifying the strengths, the gaps, and the priority areas which required strategic actions. Instead of merely giving descriptions about the institutional conditions, the study intended to move from diagnosis to structured solution -building. The expected output of this research is an Enhanced Guidance Program Plan established at addressing the identified institutional gaps at Cebu Roosevelt College, situated in Bogu City. This plan included strategic objectives, proposed guidance programs and services, implementation mechanisms, monitoring indicators as well as evaluation measures. The proposed plan was an evidence-based, context-sensitive, and aligned with the principles of the student development, well-being, and the institutional support systems.

This paper was significant to multiple stakeholders. The institution's administrators might utilize the findings and the proposed Enhanced Guidance Program to inform strategic planning and policy formulation. The faculty members might benefit from the structured guidance support and mechanisms that enhance student development. The students stood to gain from the strengthened guidance services which fostered academic success, personal growth, and career readiness. Moreover, the future researchers might use the study as a reference for contextualized institutional improvement research within similar private higher education settings.

By grounding the investigations within the Cebu Roosevelt Memorial Colleges – Bogu City, Cebu, this paper contributed to both scholarly discourse and to practical institutional advancement, reinforcing the principle that meaningful educational improvement began with a rigorous assessment and culminated in strategic, actionable guidance interventions.

Research Questions

This paper aimed at determining the predictors which the effective implementation of the guidance and counselling services at Cebu Roosevelt Memorial Colleges, as a basis for the development of an Enhanced Guidance Program Plan for the Academic Year 2025 – 2026.

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

1. What was the level of guidance designate's competence as perceived by the students in terms of:
 - 1.1. knowledge and skills;
 - 1.2. professional ethics; and
 - 1.3. counseling strategies?
2. What was the level of adequacy of guidance resources as perceived by the students in terms of:
 - 2.1. physical resources;
 - 2.2. instructional and guidance materials; and
 - 2.3. technological and digital tools?
3. What was the level of administrative support as observed by the students in terms of:
 - 3.1. policy implementation;
 - 3.2. supervision and monitoring; and



- 3.3. staff development and training?
4. What was the level effectiveness of guidance and counseling service implementation as perceived by the students in terms of:
 - 4.1. personal-social support;
 - 4.2. emotional development support; and
 - 4.3. career guidance and employability support?
5. Which predictor determined the level of effectiveness in the implementation of guidance and counseling services?
6. Based on the findings of the study, what Enhanced Guidance Program Plan may be proposed?

LITERATURE REVIEW

Institutional Challenges in Higher Education

Higher Education Institutions (HEIs) were increasingly required with a responsive program in the rapidly engaging educational, technological, and societal changes. During the post-pandemic academic landscape, the institutions faced the dual challenges in maintaining instructional quality while strengthening the internal systems which ensured sustainability, stakeholder engagement, and continuous improvement (UNESCO, 2021). The contemporary experts in research highlighted the significance of an evidence-based decision-making and adaptive leadership to achieve these objectives. For example, the OECD (2020) emphasized the role of data-informed governance in the improvement of the institutional performance and student outcomes. Fullan (2020) stressed that sustainability in the educational reform must be achieved and this relied on the coherent systems thinking and structured intervention strategies rather than isolated improvements. These perspectives collectively underscored that higher education institutions must engage in the systematic assessment and structured innovation in achieving a long-term effectiveness.

Guidance and Counseling in Higher Education

According to OECD (2020), the guidance and counselling services served as central institutional mechanisms that supported the holistic student development. They added that the Whole Child Development Framework conceptualized the students' success beyond their academic performance, which encompassed cognitive growth, social competence, emotional well-being, ethical formation, and career readiness. These domains were aligned with the essential functions of the guidance programs. This provided personal-social support, emotional development support, and career guidance and employability support (Darling-Hammond, 2020; UNESCO, 2021; Fullan, 2020). According to these experts the effectiveness of the guidance services, therefore, were measured by the capacity of the guidance designates and the administration in promoting integrative student development across multiple domains, which highlighted the critical role of the structured support systems in the higher education.

Systematic Frameworks for Program Evaluation

The Input–Process–Output (IPO) systems framework provided a systematic structure and mechanisms for the evaluation of an institutional interventions, including the guidance and counselling programs. IPO framework was originally derived the classical systems theory which had been refined in the recent research which included mediation and outcome-focused mechanisms (Mathieu et al., 2020; Salas et al., 2020). Within this framework, the inputs such as the guidance designate competence, administrative support, and resource adequacy were transformed through a structured process, which included the implementation, coordination, supervision, and monitoring of the guidance services, which produced the measurable outcomes. This contemporary refinement of the IPO logic demonstrated that institutional resources and implementation quality are both critical predictors of guidance program effectiveness.

Predictors of Guidance Service Effectiveness

Recent studied highlighted several factors as key predictors which influenced the effectiveness of the guidance services. Counselor competence, which comprised of knowledge, skills, professional ethics, and counselling strategies, had been linked to higher student satisfaction and developmental results (Mathieu et al., 2020). The



administrative support which included the policy deployment, supervision, and staff development reinforced the institutional capacity to deliver a consistent and high-quality services. Adequacy of guidance resources such as physical, instructional, and technological, ensured that accessibility, efficiency, and relevance of services in the contemporary learning environment were evident. These inputs interacted dynamically with the deployment processes to affect the quality and outcomes of the guidance services, which underscored the importance of the holistic, systems-oriented approach to program evaluation.

Contextual Gaps in Private Higher Education

Despite the extensive literature on institutional improvement and guidance services, there was a significant gap in the localized research focusing on private higher education institutions in smaller urban areas, such as in Bogo City, Cebu. Most studies concentrated on the large universities in the metropolitan centers which left the smaller institutions underrepresented. Consequently, the context-sensitive, data-driven frameworks tailored to the operational realities, resources, and stakeholder dynamics of the institutions like Cebu Roosevelt Memorial Colleges which remained limited. To address this gap, the study sought to evaluate the predictors of the effective guidance services implementation and to propose a Comprehensive Guidance Program Plan for the Academic Year 2025-2026, which was grounded with both the Whole Child Development Framework and the contemporary IPO systems framework.

RESEARCH METHODOLOGY

Design

The researcher considered and utilized a descriptive-quantitative design in the evaluation of the guidance designate's competence, administrative support, resource adequacy, and effectiveness of guidance and counselling services a Cebu Roosevelt Memorial Colleges, Bogo City, Cebu. The same design was utilized to examine the perceptions of the students with regards to the determinants of the effective guidance services deployment. The findings of this research served as the basis for the creation of an Enhanced Guidance Program Plan which tailored to the needs of the institution and its students. This design allowed the use of statistical tools to measure, describe, and interpret the data objectively, to ensure that conclusions about the relationships from among the study variables which were evidence-based and verifiable.

Environment

The study was conducted at Cebu Roosevelt Memorial Colleges in Bogo City, Cebu, a private education institutional which offered both basic education and higher education programs. The school provided with the guidance and counselling services to support the academic, personal, social and career development of its students, which made it a relevant site for examining the counselor competence, administrative support, and resource adequacy with relevance to the implementation of the guidance and counselling services. Several contextual factors within the institution influenced the results, which included the size of the student population, availability of the counseling facilities and resources, the level of the administrative involvement in extending student support and the workload of the guidance personnel. Furthermore, the institutional culture and commitment to student well-being were considered as a vital factor in shaping the student's wellness, especially how the guidance and counselling services were implemented and perceived.

The site was selected for its accessibility to the researcher, its willingness to participate, and the presence of an existing guidance and counselling program, which make it an appropriate, and the existence of a guidance and counselling program, which made it an appropriate, practical and favorable setting for generating a meaningful insights that might be applicable to similar educational institutions.

Participants

This study covered a total of student-respondents, equally distributed across the five selected colleges such as the College of Teacher Education, College of Business Administration, College of Criminal Justice Education, College of Computer Studies, and the Psychology Program, which were represented with students each college. The allocation of such number was ensured that equitable representation across academic units were achieved, to



prevent disproportionate participation from any of the single program, which allowed the meaningful comparison from among the colleges. The higher proportion of the student respondents reflected their critical roles as the primary beneficiaries of the guidance and counselling services. This provided with essential insights into the counselor competence, administrative support, and resource adequacy as experienced at the service delivery level.

Table 1

Distribution of Respondents

<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
College of Education	100	20%
College of Business Administration	100	20%
College of Criminal Justice Education	100	20%
College of Computer Studies	100	20%
Psychology Program	100	20%
Total	500	100%

Note. n=500

For consistency, only those students who were enrolled in the academic year under study were targeted in the collection of data as well as those who had prior experience with the institution's guidance and counselling services were considered as the participants. This ensured that the feedback collected was relevant and which have directly reflected the services provided of which all the participants have meaningfully contributed in the assessment of the effectiveness of the guidance and counselling implementation across the selected colleges.

Those students who were on leave of absence, enrolled in the programs not covered of mentioned as part of the selected colleges or those who had no prior interaction with the guidance and counselling services were not covered in this study. This was done to maintain the relevance and consistency of the responses which was to ensure that the study had captured accurately the perceptions of those who had direct engagement with the guidance program.

Instrument

This paper adapted a standardized questionnaire from an established and validated instruments in the field of guidance and counselling. The researcher chose to use standardized tools which ensured that the constructs of counselor competence, administrative support, resource adequacy, and effectiveness of guidance services were measured accurately and reliably.

The questionnaire was composed of the six major sections derived from the recognized scholar in school counselling research, name: (1) Counselor Competency Scale (CCS) by Gerald Corey (2020); (2) Administrative Support Scale for School Counselors (ASSSC) by Norman C. Gysbers and Patricia Henderson (2020); (3) School Counseling Resources and Facilities Inventory (SCRFI) by Alvarez and Marshall (2022); and (4) School Counseling Effectiveness Scale (SCES) by Carey and Dimmitt (2020); (5) Predictor Variables for Effectiveness (PVE); and (6) Section F: Input for Enhanced Guidance Program (EGPP).

These standardized tools had undergone validity and reliability testing prior studies which were grounded in the established theoretical frameworks in counselling, school leadership, and program evaluation. The use of validated instruments supported the content validity and construct validity of the current study.

To further ensure reliability in the current institutional setting, the adapted questionnaire may be subjected to internal consistency testing using Cronbach's Alpha. According to Taber (2018), a Cronbach's Alpha coefficient of 0.70 or higher was considered acceptable in the educational and psychological research. The values above 0.80



indicated that a good reliability testing, the researcher ensured that the instrument consistently measured the intended constructs within the context of Cebu Roosevelt Memorial Colleges, Bogo City, Cebu.

All the items in the questionnaire were utilized using a five-point Likert scale, of which the scale descriptors varied per section depending on the construct being assessed. The responses ranged from Very Low to Very High, Very Inadequate, or Very Ineffective to Very Effective, which depended on the domain being measured.

Section A: Counselor Competence (CC). This part of the instrument was adapted from the Counselor Competency Scale (CCS) by Corey (2020). This consisted with 10 items of designed to measure the professional competence of the guidance designates in areas such as theoretical knowledge, ethical practice, multicultural sensitivity, communication skills, assessment utilization and academic and career guidance facilitation as well as the career guidance facilitation, empathy, and professional development.

This section examined the respondent's perception as to the counselor's ability to effectively deliver guidance and counselling services. The scale ranges from Very Low (1) to Very High (5), which reflected the perceived level of the professional competence which was demonstrated by the guidance designates.

This domain was aligned with the professional counseling standard which emphasized the ethical practice, multicultural competence, continuous professional growth as well as the evidence -based interventions.

Section B: Administrative Support (AS). This part of the research instrument was adapted from the Administrative Support Scale for School Counselors (ASSSC) by Gysbers and Henderson (2020). IT contained 10 items which measured the level of the institutional and leadership support provided by the guidance designate through the school's guidance and counselling program.

The items examined the administrative involvement in program planning, policy making and support, allocation of time and resources, professional development opportunities of the guidance designate, collaboration among stakeholder, program monitoring, and recognition of the counselors' performance.

The rating scale which ranged from Very Low (1) to Very High (5), reflected the extent to which the school administration supported and facilitated the effectivity of the guidance and counselling services.

This section was grounded with the school leadership and organizational support theory, emphasizing that effective guidance programs require a strong administrative backing for sustainability and impact.

Section C: Resource Adequacy (RA). This part of the research tool was adapted from the School Counselling Resources and Facilitated Inventory (SCRFI) by Alvarez and Marshall (2022). This covered 10 items which assessed the sufficiency and availability of the physical, technological, financial, and human resources which were necessary for the effective guidance program deployment.

The items measured the adequacy of the guidance and counselling facilities, the learning materials, the digital tools, the budget allocation, the mental health program resources, the career guidance materials and the support personnel so do with the updated counselling resources.

The rating scale was ranged from Very Inadequate (1) to Very Adequate (5). This domain was determined whether the institutional environment provided with the sufficient materials and logistical support needed for counselling services.

Resource adequacy was considered a critical determinant of the program effectiveness, as insufficient facilities and funding might limit the service delivery regardless of the counselor competence.

Section D: Effectiveness of Guidance Services (EGS). This part of the research tool was adapted from the School Counseling Effectiveness Scale (SCES) by Carey and Dimmitt (2020) This consisted with 10 items which evaluated the perceived effectiveness of the overall guidance and counselling program.

The items measured the program impact on the academic achievement, personal-social development, emotional well-being, career readiness, decision-making skills, student satisfaction, accessibility of services, integration within the educational system, and the continuous program improvement.

This part served as the outcome of the variable of the study, evaluating how the counselor competence, administrative support, and resource adequacy collectively influence the overall effectiveness of guidance and counselling services.

Section E. Predictor Variables for Effectiveness (PVE). This section was adapted from the related studies on guidance and counselling program deployment. It consisted of the items which assessed the factors which have influenced the effectiveness of the guidance and counselling services.

Section F: Input for Enhanced Guidance Program (EGPP). This section consisted of items gathering the



recommendation and suggestions from the respondents to serve as the basis for the development of an Enhanced Guidance Program Plan.

Data Gathering Procedure

The data gathering procedure of this study was satisfied in three phases namely pre-data collection, actual data collection, and post activity.

Pre-Data Gathering. The researcher completed all the preliminary requirements before the data collection was done. This was to ensure that validity, reliability and ethical soundness of the study was being achieved. A comprehensive research proposal was prepared and submitted for review to the adviser which outlined the study's objectives, significance, methodology, sampling procedure, instrument design, and expected outputs. The researcher ensured that the research instrument underwent careful review and refinement based on the recommendations of the panel members during the proposal hearing with the guidance of the research adviser. In compliance with the requirements of the Research Ethics Committee (REC), the research ensured adherence to the ethical standards which included informed consent, voluntary participation, anonymity and confidentiality. All recommendations during the proposal hearing were integrated in the revised paper prior to submission with the ethical review committee. Upon the approval the researcher secured a Notice to Proceed (NTP) with the REC prior to the actual gathering of data.

Actual Data Gathering. After securing all the necessary approval from the locale of the study and concerned offices of the university of the Visayas, the research proceeded with the distribution of the research tool to the participants. The questionnaire was administered to the identified student representatives. The researcher coordinated with the respective college deans at Cebu Roosevelt College to facilitate the orderly distribution and retrieval of the questionnaires. The participants were informed of the rationale of the research, the voluntary nature of the participation as well as the confidentiality of the responses prior to the answering of the instrument. The data collected from the participants were treated with the highest form of confidentiality, which was used solely for research and academic related purposes. All the accomplished questionnaires and electronic data were securely stored in password -protected files and locked within storage accessible only to the researcher and the adviser. As part of the ethical considerations, the researcher ensured that no personally identifiable information was disclosed in any part of the study. Upon completion of the research with the approval of the final manuscript, all the data was disposed of by shredding the printed materials and permanently deleting the digital files within a reasonable period in conformance with the ethical guidelines.

Post-Data Gathering. After collection, all the accomplished questionnaires were sorted, reviewed and examined for completeness and consistency. The responses with the mission or unclear were verified, when possible, that was to ensure data accuracy. The validated data were then encoded systematically for statistical treatment. To achieve confidentiality of the data, all the responses were treated with strict privacy. The participants identified were not disclosed and were coded in place of names to protect the anonymity. The information gathered was used solely for academic purposes related to the study. In terms of the data security, the physical copies of the questionnaires were kept in a locked storage accessible only to the researcher as well as the research adviser, whereas the electronic data were stored in password-protected files. Backup copies were also maintained to secure storage and prevention of any data loss. With regards to the data retention and disposal, all the collected data were securely kept for a period of one (1) year after the completion of the study for documentation and verification purposes. After this period, the printed questionnaires were properly shredded, and all the digital files were permanently deleted which was ensured so that confidential information was fully disposed of and cannot be retrieved.

Data Analysis

After the completion of the collection process, the researcher organized, screened and encoded the data for the statistical analysis utilizing descriptive and inferential techniques appropriate for the quantitative design. The descriptive statistics such as frequency distribution, percentage, mean, and standard deviation were used so that the



summary and characteristics of the statistical data were clearly analyzed prior to the presentation. The inferential statistics were also applied to examine the predictive effects from among the variables.

Based on the nature of each sub-problem, the appropriate statistical tools were utilized to carefully analyze the collected data.

Sub-problem 1 on the level of Counselor Competence, the administrative support, the resource adequacy, and the effectiveness of guidance services, was addressed with the use of the means and standard deviation which was to determine the average level and variability of the responses across the domains of the counselor competence, the administrative support, the resource adequacy as well as the effectiveness of the guidance and counselling services.

Sub-problem 2 on the Level of Adequacy of Guidance Resources as Perceived by the students in Terms of Physical Resources, Instructional and Guidance Materials, and Technological and Digital Tools was addressed using the mean and standard deviation.

Sub-problem 3 on the prediction of the effectiveness of the guidance and counselling services was addressed with the use of Multiple Linear Regression Analysis. This allowed the researcher to determine both the combined and individual contributions of the counselor competence, the administrative support, the resource adequacy for the prediction of the effectiveness of the guidance and counselling services. This method identified which of the independent variables had a great influence the dependent variable while controlling the effects of the others.

All the data were encoded and analyzed using SPSS, and the results were interpreted based on an established significant level, typically at $p < 0.05$. The findings were then utilized to formulate the conclusions, recommendations, and the development of an Enhanced Guidance Program Plan which aimed in enhancing the implementation and effectiveness of the guidance and counselling services.

Ethical Considerations

To adhere with the guidelines set by the Research Ethics Committee, this paper adhered to the ethical principles of beneficence, respect, justice, confidentiality, and transparency to ensure the integrity and reliability of the research process and the results of this study. The researcher ensured that careful review and documentation were achieved, this was evident with the attached Certificate of Compliance through an NTP with REC-UV Reference No. NPAMAED 2026-0115 dated April 7, 2026. Prior to the conduct of the study, an informed consent was secured from the participants and from the parents or guardians of minor participants. The researcher ensured that the objectives, procedures, potential risks and benefits, confidentiality measures, and participants' rights which included voluntary participation and withdrawal without consequences were clearly explained and understood. There were no incentives and compensation provided, and participation was entirely voluntary and free from coercion.

The study was conducted with the approval of the school principal with the cooperation of the teachers and advisers. The researcher ensured that no disruption of classes or any school activities during the conduct of the research. The confidentiality and privacy were strictly observed with the use of a coding, de-identification of the data and in securing storage of all the gathered information which were utilized solely for academic and research purposes. The researcher ensured as well that the participants were treated fairly and respectfully throughout the study and that minimal risks were involved. Debriefing and referral support were made available, when necessary, throughout the phases of the investigation. Ethical standards were observed to guarantee credible, reliable, and integrity of the research findings.

Sampling Technique

This paper employed a Stratified Random Sampling technique to choose the student-respondents. Stratified Random Sampling was deemed appropriate because the population of the students was divided into distinct subgroups, or strata, based on their academic programs such as the College of Teacher Education, College of Business Administration, College of Criminal Justice Education, College of Computer Studies, and the Psychology Program. Each of these colleges represented a unique stratum, which ensured that all academic units were proportionately represented in the sample.

From each stratum, 100 students were randomly chosen, which resulted in a total of 500 respondents. Random selection within each stratum was reduced in sampling bias and enhanced the representation of the sample,



because every student within the identified colleges had an equal chance of being covered in the study. This approach ensured that the perceptions and experiences of these participated which were captured really reflected the diversity of the student experiences across the different programs. This allowed for a meaningful comparison among the colleges with regards to the implementation and effectiveness of the guidance and counselling services.

Stratified Random Sampling aligned with this paper's focus which was to evaluate the counselor competence, administrative support, and resource adequacy, as it guaranteed that each program's unique context was adequately represented in the data. By integrating the proportional representation with the random selected, the sampling strategy strengthened the validity of the results and generalizability of the findings from among the five selected academic units, which provided a reliable basis for the development of a Comprehensive Guidance Program Plan which addressed the needs of all the students involved.

RESULTS AND DISCUSSION

This part of the paper gleaned the findings, analysis, interpretation and implication of the data gathered. The results were organized based on the research objectives and were discussed utilizing relevant literature and supporting studies in providing a clearer understanding of the results.

Table 2 presents the level of guidance designate's competence as perceived by the students across key areas of knowledge, ethics, and counseling skills

Table 2

Level of Guidance Designate's Competence as Perceived by the Students

Category	Highest Indicator (Mean)	Lowest Indicator (Mean)	AWM	SD	Interpretation
Knowledge and Skills	Multicultural counseling (2.62)	Crisis intervention (2.11)	2.38	0.99	Low
Professional Ethics	Confidentiality (2.73)	Informed consent (2.25)	2.51	0.94	Moderate
Counseling Skills	Collaboration (2.61)	Evaluation of interventions (2.14)	2.41	0.98	Low
Overall			2.43	0.97	Low

Note: $n=500$: 4.21 – 5.00, Very High; 3.41 – 4.20, High; 2.61 – 3.40, Moderate; 1.81 – 2.60, Low; 1.00 – 1.80, Very Low

The guidance designate's competence was considered a vital input variable in the Input-Process-Output (IPO) Systems Framework utilized in this study because it significantly influenced the effectiveness of the guidance and counselling service implementation of Roosevelt Memorial Colleges, Bogo. The guidance designates were expected to be competent which possessed necessary knowledge, professional skills, ethical standards, and interpersonal abilities needed in addressing the academic, emotional, social, and career related concerns of the students. As perceived by the student's guidance designate's competence reflected the counselor's ability in proving responsive, student-centered, and supportive counselling services which contributed to the holistic student development. The students' perceptions served as a valuable indicator in the assessment of the quality and effectiveness of the counselling programs since they represented directly with the experiences of the program recipients. Hence, evaluating the level of the guidance counselor's competence, provided significant insights into



how the counselling services contributed to the personal-social support, emotional development, and career guidance among the students.

In addition, the competent designates played a vital function in the establishment of a positive and trusting relationship with the students, which was instrumental in motivating students to develop a help-seeking attitude and behavior and active participation in availing the guidance and counselling programs. Their skills in communicating the student effectively, sustaining confidentiality, demonstrating empathy, and providing appropriate interventions enhanced the students' confidence level in the utilization of the guidance and counselling services. Consequently, a high level of competence among the guidance personnel promoted greater student satisfaction which strengthened the overall effectiveness of the guidance and counselling programs and supported the achievement of the institutions' educational and developmental goals.

The results suggested that the students perceived the competence of the Guidance Designate as generally limited across all knowledge and skills, professional ethics, and counselling skills, which indicated that the counselling services were not yet fully responsive to the needs of the students. Although there observed strengths in the ethical behavior such as confidentiality, impartiality, and integrity, and moderate competence in multicultural understanding as well as the basic communication skills, these were not consistently translated into effective counselling practice. There were weaknesses identified and were evident such as crisis intervention, individualized counseling strategies, academic and career guidance, use of assessment tools, as well as the use of intervention and integration of technology as part of the evidence-based approaches. This pattern reflected what the counseling practice was still traditional in nature and somehow reactive rather than preventive, data-driven and developmentally aligned. There were contemporary frameworks emphasized which reflected that effective school counseling must be comprehensive, proactive, evidence-based, as highlighted in the American School Counselor Association (ASCA, 2021) National Model and UNESCO (2021) guidance on school mental health and psychological support, which stressed the importance of the responsive, data informed, and student-centered counselling systems.

The implications of these findings suggested that students may not have been receiving optimal psychosocial, academic, and career support, particularly in situations requiring timely intervention, structured guidance, and individualized care. This gap may have affected early identification of at-risk learners and limited the school's capacity to promote holistic student development and well-being. The weak integration of evidence-based practice, technology, and systematic evaluation further implied that counseling programs may have lacked accountability mechanisms and continuous improvement processes, which were essential in modern counseling systems. According to the World Health Organization (WHO, 2022), school-based mental health services must have prioritized early intervention, accessibility, and integrated support systems to effectively address adolescent mental health needs, while ASCA (2021) emphasized that data-driven decision-making was essential to ensure program effectiveness and student success.

The Level of Adequacy of Guidance Resources as perceived by the students

The adequacy of the guidance resources was regarded a one of the vital input variables in the Input-Process-Output (IPO) Systems Framework of this research because it directly affected the quality and effectiveness of the guidance and counselling services in the Higher Education Institutions. The adequate guidance resources which included the availability of the counselling facilities, the instructional and guidance materials, the technological and digital tools and other support resources which were necessary for the efficient delivery of the counselling programs and services. According to the results, the adequacy of these resources reflected the institution's capability to provide accessible, responsive, and comprehensive counselling support which addressed the students' personal - social, emotional, and career development needs. The students' perception as regards to the adequacy of the guidance services served as valuable indicators for the evaluation of how the institutional provisions contributed to the successful deployment of the counselling services and the promotion of the holistic student development.

The indicators covered in this part of the study were the following, the physical resources, the instructional and guidance materials, and the technological and digital tools.

The physical resources referred were those facilities and equipment necessary for the delivery of the guidance and counselling services such as the counselling rooms, waiting areas, office spaces, and furniture.

The instructional and guidance materials included print and non-print resources such as counselling modules, career information materials, brochures, handbooks, and the assessment tools.



The technological and digital tools referred to resources such as computers, internet access, online counselling platforms, the digital assessment tools, and electronic record systems.

Table 3

The level of adequacy of guidance resources as perceived by the students

Indicator	Highest Indicator (Mean)	Lowest Indicator (Mean)	AWM	Interpretation
Physical Resources	Accessibility (2.68)	Space for activities (2.52)	2.60	Inadequate
Instructional Materials	Assessment tools (2.62)	Updated materials (2.47)	2.56	Inadequate
Technological Tools	Internet access (2.63)	Computers (2.46)	2.53	Inadequate
Overall			2.56	Inadequate

Note: $n=500$: 4.21 – 5.00, Very Adequate; 3.41 – 4.20, Adequate; 2.61 – 3.40, Moderately Adequate; 1.81 – 2.60, Inadequate; 1.00 – 1.80, Very Inadequate

The results in table 3 which suggested that the students perceived the adequacy of guidance resources as generally inadequate across the physical resources, the instructional and guidance materials, and the technological and the digital tools, which indicated that the counselling environment was not yet fully supportive of effective service delivery. It indicated that the most affected resource due to this limitation is physical, instructional and guidance materials as well as the digital tools needed to cope with the demanding needs of the students as regards to adequacy of equipment and materials in the implementation of the guidance and counselling services. While there were some positive observations with regards the accessibility of the counselling office, cleanliness of facilities, and availability of the basic materials such as the assessment tools and the informational resources, these were not consistently reflected across all the areas. Majority of the concerns about the insufficient privacy in the counselling rooms, limited space for individual and group sessions, inadequate comfort and environmental conditions, and lack of well-equipped counselling offices. The instructional and guidance materials were also perceived as outdated and insufficient, specifically in the availability of updated manuals, self-help resources, and the regular maintained counselling references. In the same vein, the technological support was found to be weak, with limited use of the digital systems, the online platforms, the multimedia tools, and mobile applications for the counselling services. This suggested that the counselling services remained traditional in approach and structure and had not yet fully transitioned into what is mandated by the regulatory requirements, which means that not in a modern, technology-enhanced, and resource-supported system as emphasized in the guidance frameworks by ASCA National Model (2021) and UNESCO (2021) which recommended digital and inclusive school-based support systems.

The findings of this study implied and suggested that inadequate physical, instructional, and technological resources had a limited effectiveness, accessibility, and efficiency of the counseling services in the schools. The poor physical conditions and lack of privacy discouraged the students from seeking help, which affected the early intervention and support for psychological and academic concerns. The limited availability of the updated materials and the standardized tools which have constrained the counselor's ability to implement evidence-based and developmentally appropriate interventions. Moreover, the weak integration of the digital tools implied that the counseling services were less responsive to contemporary student needs, specifically in relation with the accessibility, confidentiality, and flexible service delivery. As per the World Health Organization (WHO, 2022), the school-based mental health services required a safe, confidential, and resource-equipped environments which ensured that effective psychological support. On the other hand, OECD (2021) emphasized that the modern educational systems invested in infrastructure and digital tools which enhanced equity and service quality. The results thus implied that absence of the adequate resource support, the counselling services might continue to face the limitations in reach, quality, and sustainability.

The Level of Administrative Support as Observed by the Students

The level of the administrative support was covered because it related to the implementation and operational mechanisms of the guidance and counselling services in the Higher Education Institutions. The



administrative support reflected on how the school leadership facilitated the counseling program implementation through supervision, coordination, monitoring, evaluation, and continuous feedback. It also encompassed institutional actions such as policy enforcement, resource allocation, and provision of the organizational support which ensured the effective delivery the guidance services. From the students' perspective, the presence and quality of the administrative support which significantly influenced the responsiveness and efficiency of the counselling services in addressing learners' academic, emotional, social, and career -related needs. Thus, student's observations about the administrative support provided essential insights into the effectiveness of the program implementation and its contribution to the holistic student development within the institution.

Additionally, the level of administrative support was considered a critical determinant of the overall effectiveness and sustainability of the guidance and counselling program, as it directly influenced the capacity of guidance personnel to perform their functions efficiently. Strong administrative support ensured that counsellors were provided with adequate time, manageable workloads, and access to necessary facilities and materials needed in delivering counselling services.

Table 4

The level of administrative support as observed by the students

Category	Highest Indicator (Mean)	Lowest Indicator (Mean)	AWM	Interpretation
Policy Implementation	Compliance with standards (2.72)	Resource allocation (2.40)	2.57	Low
Supervision and Monitoring	Record keeping (2.66)	QA mechanisms (2.39)	2.52	Low
Staff Development	Program contribution (2.70)	Ethics training (2.47)	2.59	Low
Overall	—	—	2.56	Low

Note: $n=500$: 4.21 – 5.00, *Very High*; 3.41 – 4.20, *High*; 2.61 – 3.40, *Moderate*; 1.81 – 2.60, *Low*; 1.00 – 1.80, *Very Low*

The findings suggested that students perceived the level of administrative support for guidance and counseling services as generally limited across policy implementation, monitoring and evaluation, and staff development. While there were indications of moderate support in areas such as alignment of counseling programs with institutional vision, ethical compliance, mental health promotion, and provision of some professional development opportunities, many essential administrative functions were perceived as insufficient. These included the communication and dissemination of counseling policies, consistency in implementing procedures, regular policy review, equitable access to services, and resource allocation. In terms of monitoring and evaluation, weaknesses were observed in systematic supervision, program assessment, feedback utilization, and continuous quality assurance mechanisms. Similarly, although some training opportunities were provided, support for sustained competency development, especially in modern counseling approaches, multicultural responsiveness, and intervention skills, was still limited. This suggests that administrative support for counseling services remained partial and inconsistent, reflecting gaps in program governance and institutionalization of a comprehensive school counseling system, as emphasized in the ASCA National Model (2021) and UNESCO (2021) frameworks on school-based mental health and student support systems.

The implications of these findings suggested that the limited administrative support may have constrained the effectiveness, sustainability, and quality of counseling services in the school. Inadequate policy communication, monitoring, and resource allocation may have led to inconsistent implementation of guidance programs and reduced accessibility of services for students. The weak presence of systematic evaluation and feedback mechanisms further implied that program improvement and accountability were not fully institutionalized, which could affect the long-term development of student support services. According to OECD (2021), effective school systems require strong governance structures that ensure alignment, monitoring, and continuous improvement of student support services,



while the World Health Organization (WHO, 2022) emphasized that sustainable school mental health programs depend on coordinated leadership, adequate resourcing, and integrated service delivery. The findings therefore implied that without stronger administrative engagement, counseling services may remain fragmented and reactive rather than structured and preventive.

The Level of Effectiveness of the Guidance and Counseling Service Implementation as Perceived by the Students

The level of effectiveness of the guidance and counseling service implementation, as perceived by the students, was situated under the Output component of the Input–Process–Output (IPO) Systems Framework of this study, as it represents the outcomes achieved through the effective delivery of guidance and counseling services in Higher Education Institutions. Based on the conceptual framework, the effectiveness of implementation was reflected in the students' experiences of personal-social support, emotional development support, and career guidance and employability support, which collectively contribute to holistic student development. The output was influenced by the interaction of the input variables, namely counselor competence, administrative support, and adequacy of guidance resources, as well as the process variables, which include counseling implementation, coordination and monitoring, and evaluation and feedback. From the students' perspective, effective guidance and counseling services are evident in the institution's ability to address their academic, emotional, social, and career-related needs through responsive interventions and support mechanisms. Furthermore, the effectiveness of the implementation promoted emotional well-being, social competence, ethical formation, cognitive growth, and career readiness, consistent with the Whole Child Development Framework. Hence, students' perceptions regarding the effectiveness of guidance and counseling service implementation provided significant insights in the development of an Enhanced Guidance Program Plan aimed at improving the quality and responsiveness of counseling services within the institution.

In addition, the students' perception of effectiveness served as an important indicator whether the intended goals and objectives of the guidance and counselling programs were being achieved. Positive perceptions indicated that the students were benefitting from the services provided, specifically in terms of receiving timely assistance, relevant information as well as appropriate interventions that supported the personal and academic growth of the students. Hence, by assessing the level of effectiveness from the students' viewpoint enabled the institution in identifying the strengths and areas for improvement, ensuring that the guidance and counselling services offered to the students remained responsive to their needs.

Table 5

Perceived Level of Effectiveness of Guidance and Counseling Services Implementation

Category	Highest Indicator (Mean)	Lowest Indicator (Mean)	AWM	Interpretation
Personal–Social Support	Promotes empathy (2.69)	Conflict resolution (2.58)	2.63	Moderately Effective
Emotional Development	Self-esteem (2.64)	Emotional regulation (2.55)	2.59	Ineffective
Career Guidance	Employment readiness (2.66)	Career assessment tools (2.54)	2.60	Ineffective
Overall			2.60	Ineffective

Note: $n=500$: 4.21 – 5.00, *Very Effective*; 3.41 – 4.20, *Effective*; 2.61 – 3.40, *Moderately Effective*; 1.81 – 2.60, *Ineffective*; 1.00 – 1.80, *Very Ineffective*

The findings suggested that students perceived the effectiveness of guidance and counseling service implementation as generally limited, indicating that while the program demonstrated some positive contributions, it



was not consistently effective across key developmental areas. In terms of social development, counseling services were seen as moderately effective in fostering positive relationships, social skills, cooperation, and peer adjustment. However, weaknesses were evident in helping students resolved interpersonal conflicts and develop responsibility and discipline, suggesting that interventions were not always sufficient in addressing behavioral and relational concerns. In emotional development support, the findings reflected greater challenges, as students reported that counseling services were often ineffective in helping them manage stress, anxiety, emotional regulation, and emotional resilience. Although some support was evident in promoting self-esteem and providing emotional expression opportunities, the overall pattern indicated that emotional well-being interventions were inconsistent and insufficient. In career development, students perceived moderate effectiveness in providing career information, guiding decision-making, and supporting career planning, but noted weaknesses in employability skills development, use of assessment tools, labor market awareness, and linkage to work-related opportunities. This suggested that counseling services were more informational than developmental and lacked strong integration of experiential and outcome-based career guidance approaches, as emphasized in post-2020 frameworks such as the ASCA National Model (2021), OECD (2021) career readiness frameworks, and UNESCO (2021) guidance on holistic student development.

The implications of these findings suggested that students may not be receiving comprehensive support in emotional regulation, behavioral adjustment, and career preparedness, which are critical dimensions of holistic development. The limited effectiveness in emotional development support implied a heightened risk of unresolved stress, anxiety, and adjustment difficulties among students, which may affect academic performance and overall well-being. Similarly, weaknesses in career guidance services implied that students may be inadequately prepared for post-secondary pathways and labor market demands, limiting their long-term career readiness. According to the World Health Organization (WHO, 2022), school-based mental health interventions must prioritize early emotional support, resilience-building, and accessible psychosocial services, while OECD (2021) emphasized that career guidance systems should be experiential, data-informed, and aligned with future labor market needs. These findings therefore implied that without strengthening counseling effectiveness, schools may struggle to fully support students' psychological well-being and future readiness in a rapidly changing educational and employment landscape.

Predictors of the Level of Effectiveness in the Implementation of Guidance and Counselling Services

The predictors of the level of effectiveness in the implementation of guidance and counseling services included counselor competence, administrative support, and adequacy of guidance resources. These factors were found to have significantly influenced the quality and effectiveness of service delivery in Higher Education Institutions. As perceived by the students, they contributed to the responsiveness of counseling services in addressing academic, emotional, social, and career-related needs. Overall, these predictors served as important bases in determining the effectiveness of the guidance and counseling program implementation and in developing an Enhanced Guidance Program Plan for the improvement of student support services.

Table 6

Predictors of the Level of Effectiveness in the Implementation of Guidance and Counselling Services

Predictor Variables	B	Std. Error	β	t-value	p-value	Decision	Interpretation
Counselor Competence	0.312	0.041	0.356	7.61	0.000	Significant	Strong Predictor
Administrative Support	0.218	0.039	0.241	5.59	0.000	Significant	Moderate Predictor
Resource Adequacy	0.184	0.038	0.208	4.84	0.000	Significant	Moderate Predictor

Based on the multiple linear regression analysis conducted to determine the predictors of the effectiveness of guidance and counseling services, the findings revealed that counselor competence, administrative support, and resource adequacy collectively demonstrated a strong positive relationship with the effectiveness of guidance and



counseling services. The results further indicated that these predictors explained a substantial portion of the variation in the effectiveness of guidance services, confirming the stability and goodness of fit of the regression model. The analysis also showed that the regression model was statistically significant, indicating that the predictors collectively exerted a significant influence on the effectiveness of guidance and counseling services.

In terms of the individual predictors, all variables were found to significantly influence the effectiveness of guidance and counseling services. Counselor competence emerged as the strongest predictor, suggesting that improvements in counselors' knowledge, skills, and professional competencies greatly enhanced the effectiveness of guidance services. Administrative support likewise significantly influenced effectiveness, implying that institutional support and leadership played an important role in strengthening service delivery. Resource adequacy was also identified as a significant predictor, indicating that the availability of facilities, instructional materials, and technological resources contributed to the successful implementation of counseling services.

Overall, the findings suggested that counselor competence, administrative support, and resource adequacy were all essential factors influencing the effectiveness of guidance and counseling services, with counselor competence exerting the greatest impact.

CONCLUSION

Based on the findings of the study, it was concluded that the effectiveness of the guidance and counselling service implementation in Cebu Roosevelt Memorial Colleges was influenced by the guidance designee's competence, administrative support, and adequacy of the resources. The study revealed that the guidance designee's competence was generally low, particularly in areas related with the crisis intervention, applicability of counselling services, assessment practice, and evidence-based approaches, which was observed as moderate in competence specifically in ethical practices as well as communication skills. In the same vein the administrative support was found to be insufficient in terms of policy implementation, supervision, and monitoring, and staff development initiatives, which indicated a limitation in institutional support for the counselling program.

Furthermore, the study concluded that the adequacy of the guidance resources remained inadequate, particularly in the physical facilities, instructional materials, and technological and digital tools which was necessary for the effective deployment of the guidance and counselling services. As a result, the overall deployment of the guidance and counselling services was perceived as ineffective, especially in addressing the students' emotional development, employability skills, and career readiness, despite the moderate effectiveness in the areas in personal-social support and career planning.

Moreover, the study established that the counselor competence, administrative support, and resource adequacy were significant predictors in the effectiveness of the guidance and counselling services of which the counselor competence emerged as the strongest determinant. This implied that improving the counselor's competencies strengthening institutional support systems and enhancing the counselling resources were essential in achieving a responsive, comprehensive, and student-centered guidance and counselling services. Thus, the proposed Enhanced Guidance Program Plan was deemed necessary in addressing the identified gaps and improving the quality and effectiveness of the guidance and counselling services of the institution.

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