



DEVELOPMENT AND IMPLEMENTATION OF PROFESSIONAL GUIDANCE AND COUNSELING ENHANCEMENT PROGRAM

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Anelito A. Bongcawil

*Student, Graduate School of Education, University of the Visayas
anelito_bongcawil@uv.edu.ph*

Ma. Crispy B. Velasco, EdD

*Professor II, University of the Visayas
mcb.velasco80@gmail.com*

Abstract

This study investigated teachers' knowledge and attitudes toward guidance and counseling in relation to a learning development program. Specifically, it examined teachers' knowledge in terms of principles and concepts, counseling strategies and techniques, and roles and responsibilities, as well as their attitudes in terms of intention, professional commitment, and engagement. A descriptive-correlational research design was employed involving 300 teacher-participants who had undergone the learning development program. Data were analyzed using descriptive and inferential statistical tools. The findings revealed that teachers possessed a moderate overall level of knowledge regarding guidance and counseling. They demonstrated moderate knowledge of counseling strategies and techniques and of their roles and responsibilities, while knowledge of the fundamental principles and concepts of guidance and counseling was relatively low. In terms of attitudes, teachers exhibited a moderate level of intention, professional commitment, and engagement, indicating a generally positive yet developing disposition toward guidance and counseling practices. Professional commitment was evident, particularly in ethical responsibilities, while engagement was manifested through routine participation in guidance-related activities. Correlation analysis showed significant positive relationships between teachers' knowledge and attitudes toward guidance and counseling. Notably, knowledge of counseling strategies and techniques was strongly associated with professional commitment and engagement, suggesting that increased practical knowledge enhances teachers' involvement and positive disposition toward guidance-related responsibilities. The study concluded that strengthening teachers' knowledge contributes to the development of more positive attitudes toward guidance and counseling. While the learning development program helped improve teachers' competencies, continued professional development, stronger institutional support, and sustained training initiatives are recommended to enhance both theoretical understanding and practical counseling skills and to ensure long-term improvements in teacher effectiveness.

Keywords: *Teachers' knowledge, attitudes, guidance and counselling, counselling strategies, professional commitment, engagement, intention, roles and responsibilities, correlation, school guidance programs, teacher development*

INTRODUCTION

In the contemporary educational systems, the teachers acted and functioned multifaceted roles that extended beyond the classroom instruction which included emotional, social, and developmental support for the learners. One of the most critical and often underdeveloped roles in the involvement of the guidance and counselling programs in the schools. This set of competences enabled the teachers in assisting the students on how to manage their academic challenges, personal concerns, and socio-emotional issues (Dar & Zadha, 2023). As schools faced the increasing needs of the students, from mental health struggles to academic pressured, the teacher's knowledge and attitudes toward guidance and counselling became one of the central determinants on how effective these services were delivered in the schools.



In the recent empirical studies, most of the evidence suggested that the teacher's professional competencies which directly influence the quality of the counselling support were provided in the schools (Khairun et al., 2025). However, most educators still lacked the necessary training and confidence necessary to perform these roles effectively. Several studies showed that although the teachers have understood the theoretical significance of the guidance services, practical gaps in skills and attitudes persisted, specifically when formal professional development was not evident (Mbilinyi, 2025). These issues were particularly significant in the contexts where the schools relied on the general knowledge that teachers grasped which had caused limited insights in the provision of the guidance and counselling to the students which led to inconsistent and under-resourced support for the learners.

In the Department of Education in Bayawan City Division, there were seven Plantilla items allocated for guidance and counselling, however, as of the school year 2025 – 2026, there were no registered guidance counsellors which were fitted to occupy these positions. In response to the increasing needs of the learners, the division had already established a Wellness Center, particularly a Stress Management Center which support the students Socio – emotional well-being. Despite these initiatives, the absence of a license guidance personnel necessitated the preparation of a homeroom of classroom advisers to assume the guidance and counselling functions. With this in mind, the researcher, with the support of the researcher adviser structured a Learning Development Plan which aimed at developing and equipping the teachers with the essential guidance and counselling knowledge and in assessing and determining their attitudes toward these roles, Hence, the study was undertaken.

Despite of the identified benefits of the teacher training, there was a persistent gap in understanding how the targeted learning development programs impacted to the teacher's knowledge and the attitudes specially toward the guidance and counselling roles. There were previous studied which explored the teacher competences and broadly examined the elements of the professional development with regards to areas such as literacy or cyber-counselling, however, few have investigated the direct effects of the structured developmental programs on both the cognitive or knowledge and the affective or attitudinal dimensions from among the teachers. This gap limited the educator's ability in the implementation of an evidence-based strategies which addressed the students' holistic needs.

To address this gap, this paper examined how the participation of the learning and development program was designed for the guidance and counselling functions which influenced the teacher's knowledge and attitudes toward these roles. The study aimed at identifying the factors which determined the level of the commitment and actual involvement in the guidance and counselling practices from among the selected public elementary school teachers under the Department of Education, Bayawan City Division for School year 2025-2026. Moreover, this was to determine whether the structured professional development enhanced the teachers' understanding of the counselling principled and foster the positive attitudes toward the delivery of the services, thereby strengthening the overall guidance and framework within the schools.

This study was aligned with the United Nations Sustainable Development Goals (SDGs), specifically SDG 4 on Quality Education, which promoted inclusive and equitable quality education and lifelong learning opportunities for all, and SDG3 on Good Health and Well-being, which ensured healthy lived and promoted the well0being at all ages. With these realities at hand, the researcher was determined to help strengthen the teacher's competencies in the guidance and counselling of which this paper supported the establishment of a safe, inclusive and supportive school environment which fostered both academic success and socio-emotional resilience among the learners.

This study was conducted in selected public elementary schools under the Department of Education, Bayawan City Division, where teachers play critical roles in supporting learners' academic, personal, and socio-emotional development. The choice of locale reflected the division's ongoing efforts to strengthen school-based support systems and professional development initiatives aligned with learner welfare and holistic education.

The expected output of the study was a set of needs-based recommendations on the design and implementation of the guidance and counselling developmental program plan which enhanced the teachers' readiness for their responsibilities, especially during their deployment, assessment and evaluation. The findings were to provide practical insights into the development of strategies which not only boost the teachers' competence but also their confidence level in assisting the learner's outcome through a more supportive and responsive educational environments.

This research held particular importance for the school heads, who were responsible for ensuring that quality educations was achieved and the student welfare were protected; master teachers, who often served as the



mentors and facilitators of professional growth; the learners, who benefitted directly from the enhanced support mechanisms; and parents, who relied on the schools to nurture both the academic achievement and socio-emotional adjustments. By illuminating how the teacher's development strengthened the guidance and counselling services, this study contributed to building more supportive, inclusive, and effective educational communities within the Bayawan City Division and beyond.

Research Questions

This research aimed at identifying the factors which determined the level of commitment and actual engagement of the public elementary teachers in the guidance and counselling practices under the Department of Education – Bayawan City Division for School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What was the level of teachers' knowledge in guidance and counselling in terms of:
 - 1.1. principles;
 - 1.2. strategies; and
 - 1.3. role expectations?
2. What was the level of teachers' attitude in guidance and counselling in terms of:
 - 2.1. intention;
 - 2.2. commitment; and
 - 2.3. engagement?
3. Was there a significant correlation between the teachers' knowledge and attitude towards guidance and counselling?
4. What was the teachers' knowledge and attitudes' performance based on mean scores obtained before and after participation in the Learning and Development Program?
5. What Enhanced Learning and Development Program for Guidance and Counselling can be drafted?

Statement of Null Hypothesis

HO₁: There was no significant correlation between the teachers' knowledge and attitude towards guidance and counselling.

LITERATURE REVIEW

The review specifically focused on teachers' knowledge in terms of guidance principles, strategies, and role expectations, as well as teachers' attitudes in terms of intention, commitment, and engagement in guidance-related functions. It also integrated Philippine educational policies to contextualize the study within the mandates of the Department of Education (DepEd) and aligns these variables with the Theory of Planned Behavior (TPB) as the conceptual and theoretical lens of the study.

Policy Context: Guidance and Counselling in Philippine Schools

In the Philippine educational system, guidance and counselling services were institutionalized through various policies. Republic Act No. 9258 or the Guidance and Counseling Act of 2004 mandated the provision of professional guidance and counselling services in schools and requires the employment of registered and licensed guidance counselors. According to Republic Act No. 11036 of the Philippine Mental Health Act which underscored the responsibility of the educational institutions in promoting the mental health programs and provided with the support services for learners, the institutions must create programs which help in safeguarding the students' wellbeing. Hence, the department of education mandated an institutionalized Homeroom Guidance through DepEd Order No. 21, s. 2019, which integrated guidance-related competencies into classroom instruction and designates teachers, particularly class advisers, to facilitate guidance activities. Related DepEd memoranda also recognized that teachers share responsibilities in providing basic counselling support, referral, and socio-emotional monitoring of students, especially in schools where there were no registered guidance counselors available. While these policies



clearly defined the structural and legal framework of guidance services in Philippine schools, gaps remained in empirical evidence regarding teachers' actual knowledge of guidance principles, strategies, and role expectations, as well as their attitudes in terms of intention, commitment, and engagement.

Teachers' Knowledge in Guidance and Counselling

The teacher's knowledge in guidance and counselling encompassed the comprehension of the core principles, counselling strategies as well as clearly defined expectations. The knowledge about the principles included the awareness of confidentiality, ethical considerations, developmental guidance concepts, and learner-centered approaches. The knowledge of strategies involved the familiarity with the basic counselling techniques, referral systems and the classroom-based guidance activities. Role expectations pertained to teachers' understanding of their responsibilities as homeroom advisers and collaborators in school guidance programs. Cruz et al. (2021) examined teachers' knowledge and perceptions as mental health lay counselors and found that while teachers express willingness to support students, their technical knowledge of counselling principles and structured intervention strategies remains limited without formal training. Dianti (2025) emphasized that limited assessment literacy affects teachers' ability to accurately identify student needs, reinforcing the importance of strengthening teachers' knowledge base, which in TPB terms contributed to perceived behavioral control, reflecting confidence in their ability to implement guidance practices effectively. What was known is that teachers' knowledge is foundational to effective guidance; however, the specific levels of knowledge in terms of principles, strategies, and roles remain underexplored in Philippine public elementary school contexts.

Teachers' Attitude Toward Guidance and Counselling

Beyond knowledge, teachers' attitude significantly influenced the guidance services implementation. Attitude can be examined in terms of intention, which reflected the readiness to perform guidance roles; commitment, representing dedication and responsibility toward students' holistic development; and engagement, capturing actual participation in guidance activities. According to Callao (2023) positive teacher attitudes predicted strongly in the engagement of the guidance activities, even when the knowledge levels were moderate. This claim was supported by Caparas and Baysa (2025) who emphasized that the teachers' professional disposition, openness, and willingness to assume the guidance responsibilities shaped the effectiveness of the homeroom guidance programs. Within the TPB framework, the attitudes contributed to the behavioral intention, which, along with the subjective norms such as the perceived expectations from the colleagues, administrators, and the school division, directly affected the teacher's engagement in the guidance practices. While the existing studies established that positive attitude correlated with the improved student socio-emotional outcomes, limited research has disaggregated attitudes into intention, commitment, and engagement, or linked with these, particularly to teachers' knowledge and perceived behavioral control in the Philippine context.

Professional Development and Role Readiness

Professional development programs enhanced both teacher knowledge and attitudes. Kurniawati, Neviyarni, and Sukur (2023) emphasized that structured training improves theoretical understanding, ethical awareness, and practical counselling skills. Rebadulla (2025) highlighted that collaboration and institutional support influenced teachers' readiness to assume guidance-related functions. In TPB terms, professional development strengthened perceived behavioral control and reinforces supportive subjective norms, increasing teachers' likelihood of engaging in guidance activities. Nevertheless, a research gap existed in identifying baseline levels of teachers' knowledge and attitudes before the deployment of the division-wide development programs. In divisions like Bayawan City, where plantilla positions for guidance counselors existed but remain unfilled, understanding teachers' knowledge, attitudes, and TPB-related constructs became critical for planning effective Learning Development Programs.

RESEARCH METHODOLOGY

Design



The study employed a descriptive–correlational research design in determining the level of teachers’ knowledge and attitudes toward guidance and counselling and in examining the relationship between these variables among the selected public elementary school teachers in the Schools Division of Bayawan City.

Descriptive statistics such as frequency counts, percentages, means, and standard deviations were used in determining the level of teachers’ knowledge in terms of principles, strategies, and role expectations, and their attitudes in terms of intention, commitment, and engagement in guidance and counselling practices. To determine whether a significant relationship existed between the teachers’ knowledge and attitudes, the Pearson Product–Moment Correlation Coefficient (Pearson r) was used. All statistical tests were interpreted at a 0.05 level of significance to determine whether the relationship between variables was statistically significant. Based on the findings, an Enhanced Learning and Development Program for Guidance and Counselling was designed to strengthen teachers’ knowledge, improve attitudes, and enhance their involvement in guidance and counselling practices.

Environment

This research was conducted at the Schools Division of Bayawan City, which is located at Barangay Villareal, Bayawan City, Negros Oriental, Philippines. The division oversees all the public elementary and secondary schools in the city, which are currently managing approximate of 109 schools, with around 1, 015 elementary teachers and 795 secondary teachers. The study however, focused only to elementary teachers in assessing their knowledge and attitudes toward guidance and counselling, specifically in relation to the deployment and impact of a Learning Development Program which was designed to enhance guidance services.

The location was highly significant to the study because Bayawan City encompassed both the urban and rural communities, this provided a varied educational context where the guidance and counselling services were implemented based on the school size, the teacher resources, and the students’ needs. This diversity allowed for a meaningful assessment and examination of how the teachers’ knowledge and attitudes toward the guidance and counselling deployment which were shaped by their work environment and access to professional development programs.

Several contextual factors may influence the study’s results. These included the geographic distribution of schools, with some located in remote areas that face accessibility challenges; variations in school facilities and resources that affect the implementation of guidance programs; and socio-economic conditions of students, which affect teachers’ engagement in guidance and counselling activities. Additionally, teacher workload and prior exposure to guidance-related training shaped their readiness to apply skills learned from the Learning Development Program.

The selection of this site was justified because the Schools Division of Bayawan City represented a comprehensive educational setting where guidance and counselling services were essential yet variably applied. The mix of school types, teacher profiles, and student demographics provided an ideal context to investigate the effectiveness of a Learning Development Program and its impact on teachers’ knowledge and attitudes, to ensure that findings were both relevant and applicable to similar educational environments.

Participants

The study involved a total of 300 elementary teachers from the Schools Division of Bayawan City. To ensure representation across all grade levels, 50 teachers were purposively selected from each grade level, specifically from Grades 1 to 6, to come-up with 300 total number of respondents. These participants were directly involved in student development and guidance and counselling activities, serving as homeroom and classroom advisers.

Table 1

Distribution of Respondents

Category of Respondents	Number of Respondents	Percentage (%)
Grade 1 - ET	50	16.67%
Grade 2 - ET	50	16.67%
Grade 3 - ET	50	16.67%
Grade 4 - ET	50	16.67%
Grade 5 - ET	50	16.67%
Grade 6 - ET	50	16.67%



Total	300	100%
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Note. $n = 300$

Table 1 showed the distribution of respondents by grade level, with 50 elementary teachers selected from each grade level from Grades 1 to 6, for a total of 300 respondents. This equal representation ensured that every grade level was proportionally covered, allowing for a comprehensive assessment of teachers' knowledge, attitudes, and engagement in guidance and counselling activities across the elementary level.

The selection of the homeroom and classroom advisers as the participants of this research ensured that the data reflected the perspective of the teachers who were directly involved in the student development and the deployment of the guidance functions. By excluding the non-teaching personnel and the special subject teachers who did not perform counselling-related tasks, of which the study focused specifically on the population responsible for the delivery of the guidance services, thereby enhanced the relevance and applicability of the findings.

The distribution supported a balanced analysis of the variables across all the grade levels, which ensured that the conclusions drawn from the study were accurately representing the practices, perceptions, and competencies of the elementary teachers within the Schools Division of Bayawan City.

Sampling Technique

The study employed stratified random sampling in selecting the respondents who were directly involved in teaching and guidance activities within the Schools Division of Bayawan City. This sampling method was chosen to ensure that participants from each grade level (Grades 1 to 6) were proportionally represented, allowing for unbiased and generalizable insights regarding teachers' knowledge, attitudes, and engagement in guidance and counselling services.

The respondents included homeroom and classroom advisers from elementary schools who were actively employed and directly involved in guidance and counselling activities. Only teachers available and willing to participate during the data collection period were included. Non-teaching personnel and special subject teachers (who are not directly engaged in guidance and counselling) were excluded from the study.

A total of 300 elementary teachers participated, with 50 teachers randomly selected from each grade level. This stratified random selection ensured equal representation across all grade levels, enabling a comprehensive assessment of teacher knowledge and attitudes while providing valid and reliable data for the development of an Enhanced Learning Development Program within the division.

Instrument

This study utilized a standardized questionnaire adapted from established and validated instruments in the field of guidance and counseling. The instrument was adapted from the standardized Likert measurement model (Likert, 1932) and research-validated survey items used in teacher guidance and counselling perception studies (Ada & Yigit, 2020; Martinez, 2021). Content validation was performed by qualified guidance specialists.

The research instrument was composed of two major sections of which each containing three sub-variables with a total of six domains. Section A, on Teacher's Knowledge in Guidance and Counselling, assessed the respondents' understanding about the guidance principles, counselling strategies, and their roles and responsibilities in supporting the student development. Particularly, sub-variable A1 about the Principles and concepts which is composed of ten items. Sub-variable A2 (Counselling Strategies & Techniques, 10 items) evaluated teachers' knowledge of individual, small group, and crisis-focused counselling strategies, active listening, questioning techniques, rapport-building, and referral procedures. Sub-variable A3 (Roles & Responsibilities, 10 items) focused on teachers' awareness of their professional responsibilities in guidance, including collaboration with school counsellors, documentation, communication with parents, and promotion of students' socio-emotional growth.

Section B, about the Teachers' Attitudes Toward the Guidance and Counselling, explored the teachers' perceptions and disposition toward the guidance activities. The sub-variable B1 about the perceived importance, which was composed of 10 items, measured the value the teachers place on the guidance services and their role in the students' academic, emotional, and social development. Sub-variable B2 on Openness and Willingness which was composed of 10 items assessed the teachers' readiness in participating in the guidance activities, attend workshops, collaborate with counsellors, and integrate guidance strategies in the classroom. Sub-variable B3 on the Professional Commitment which was composed of 10 items evaluated the teachers' dedication in supporting the



student development, pursuing the professional growth in guidance and upholding the ethical standards in the delivery of the guidance services.

All items in the research tools were rated on a five-point Likert scale which ranged from the 1, strongly disagree, to 5, strongly agree, which reflected that both the level of knowledge and the degree of agreement or commitment toward the constructs being measured. The instrument drew upon the validated theoretical frameworks and previous research in educational and psychological measurement, which ensured content and construct validity.

To further guarantee reliability within the current institutional context, the adapted questionnaire was subjected to internal consistency testing with the use of Cronbach's Alpha. According to Taber (2018), a Cronbach's Alpha coefficient of 0.70 or higher indicated acceptable reliability, and coefficients above 0.90 which demonstrated excellent reliability. This step ensured that the instrument consistently measures teachers' knowledge and attitudes toward guidance and counselling within the Bayawan City Division.

Data Gathering Procedures

The data gathering process was organized into three main phases, the pre-data gathering, the actual data gathering, and the post-data gathering. In the pre-data gathering phase, the researcher obtained permission from the Schools Division of Bayawan City through the Division Research Coordinators, oriented the participants and ensured that ethical consideration which covered the informed consent and confidentiality. The actual data gathering phase consisted of the administration of the questionnaire to the selected teacher-respondents followed by the collection of their responses systematically. Finally, the post-data gathering phase involved reviewing, coding, and analyzing the collected data in determining the levels of knowledge and attitudes, as well as identifying correlations between the two constructs.

Pre-Data Gathering. To conform with the validity, reliability, and ethical soundness of the study, the researcher completed all the preliminary requirements prior to the data collection. A comprehensive research proposal was prepared, which covered the detailed expected from this study such as the objectives, significance, methodology, sampling plan, instrument design, and expected outcomes. The questionnaire used was adapted of which underwent careful review and refinement based on the feedback of the panel members during the proposal defense, as well as the continuous guidance and consultation with the research adviser.

To comply with the ethical standards, the study adhered with the principles of informed consent, voluntary participation, anonymity, and confidentiality. All recommended revision during the proposal stage were incorporated before submitting the study for ethical review. Upon approval, a Notice to Proceed (NTP) was secured from the Schools Division of Bayawan City prior to the conduct of the actual data gathering. The sampling plan was designed to reflect the institutional structure of the Schools Division. All teaching personnel were invited to participate, ensuring comprehensive representation from among the elementary school teachers. Administrators and non-teaching personnel were encouraged to provide additional support in the conduct of the study.

Actual Data Gathering. After complying all the necessary approvals, the researcher proceeded with the distribution of the questionnaire to the selected teacher-respondents. Proper coordination with the school head were undertaken, so do with the department supervisors, and other administrative personnel, such was conducted to facilitate an orderly distribution and retrieval process.

The research participants were oriented by the researcher as to the purpose of the study, the voluntary nature of their participation was highlighted during the orientation, and the confidentiality of their responses. Vivid instructions were provided which ensured that an accurate understanding of all the items were covered in the instrument which were aligned with the statement of purpose. The researcher remained available during the administration process which clarified the questions from the respondents while ensuring independent and unbiased responses. The completed research tools were collected immediately after its administration to prevent from data loss and maintain a high retrieval rate.

Post-Data Gathering. After the data collection, all accomplished questionnaires were carefully sorted, retrieved, and checked to achieve completeness and consistency. Any responses with missing or unclear entries were verified to ensure accuracy. The validated data were then systematically encoded for statistical treatment.



Descriptive statistics were applied to determine the levels and distribution of the teachers' knowledge and attitudes toward the guidance and counselling. Inferential statistical analyses were undertaken to test possible relationships between the knowledge and attitudes, consistent with the objectives of the study.

The analyzed results were organized and interpreted to provide insights into the status of the teachers' preparedness and disposition toward the guidance programs. These findings formed the anchorage for evidence-based recommendations, which included the coming up with a Learning Development Program aimed at enhancing the guidance and counselling practices within the Schools Division of Bayawan City.

Data Analysis

After completion of the data collection, the researcher organized, screened, and encoded all the data for statistical analysis utilizing descriptive and inferential techniques appropriate for a quantitative descriptive-correlational design. The descriptive statistics like the frequency distribution, percentage, mean, and standard deviation were utilized to summarize the levels of the teacher's knowledge and attitudes toward guidance and counselling. Inferential statistics were applied to evaluate the relationships between these variables. Based on the findings, the conclusion and recommendations were drawn, which included the crafting of a Learning Development Program Plan aimed at enhancing the teachers' capacity in the deployment of a guidance and counselling practices. The results were presented using the tabular formats for clarity and ease of interpretation.

Based on the nature of each sub-problem, the appropriate statistical tools were used to analyze the collected data. In determining the level of the teachers' knowledge and attitudes, which corresponded to sub-problem 1 and sub-problem 2, the mean and standard deviation were computed to assess the average level and variability of responses across the respective domains of knowledge such as the principles and concepts, counselling strategies, roles and responsibilities, and attitudes such as the perceived importance, openness and willingness, and professional commitment.

In identifying the significant relationship between the teachers' knowledge and the attitudes toward the guidance and counselling, which corresponded with sub-problem 3, the researcher utilizes the Pearson Product-Moment Correlation Coefficient in assessing the strength and direction of the association between knowledge and attitudes.

All the data were encoded, and analysis was done thereafter using SPSS, and the results were interpreted based on the established significant levels, typically at $p < 0.05$, which ensured the statistical rigor and validity of the instrument.

Ethical Considerations

The researcher adhered with the ethical standards set by the Research Ethics Committee, through following the ethical principles of beneficence, respect, justice, confidentiality, and transparency. Upon careful checking and documentation, a certificate of compliance through an NTP was attached with REC – UV Reference No. NPAMAED 2026-091, dated March 27, 2026.

Before the start of the study, the participants gave their informed consent to the researcher, of which in return the researcher ensured that they fully understood the content of the consent. The researcher emphasized that there were no rewards or consequences for withdrawal, and the participation was purely voluntary.

With the assistance of the school principals for each school covered in the conduct of the research and upon the cooperation of the teachers and advisers, the study run smoothly without interrupting any classes. The information gathered during the conduct of the study was kept confidential and was utilized exclusively for this research. Every phase thereof was covered in the investigation following the ethical considerations which guaranteed that the findings was reliable and with integrity.

RESULTS AND DISCUSSION

This part presents the discussion of the findings on teachers' knowledge and attitudes toward guidance and counselling in relation to the Learning and Development Program. The discussion is organized according to the specific objectives of the study and covers teachers' knowledge of guidance and counselling principles and concepts,



counselling strategies and techniques, and roles and responsibilities. It also examines teachers' attitudes in terms of intention, professional commitment, and engagement toward guidance and counselling.

Level of Teachers' Knowledge in Guidance and Counselling

The level of the teachers' knowledge in guidance and counselling was a critical factor in fostering the holistic development of the learners, specifically in the school systems where the teachers often served as both educators and student support providers. In Bayawan City Division, the assessment of the teachers' knowledge in the guidance and counseling was significant because it directly influenced their ability to address the students' academic, emotional, social, and behavioral needs within the classroom. Several studies have shown that the teachers with adequate knowledge of the guidance and counselling were better equipped with the integrative and supportive interventions into their teaching practices, fostered positive learning environments, and effectively assisted the students with personal and career-related concerns (Cruz et al., 2021; Sulaiman et al., 2023). Considering the increasing complexity of student issues in the contemporary educational settings, the evaluation of the teachers' knowledge was essential in identifying competency challenges, informing professional development initiatives, and the strengthening of the school-based guidance services. Consequently, the assessment of this variable among the teachers in the Bayawan City Division provided with a valuable bases for the enhancement of the quality, effectiveness, and the responsiveness of the guidance and counselling practices in schools.

The Teachers' Principles in Guidance and Counselling

The teachers' principled in the guidance and counselling played a vital role in shaping how they support the students' academic, personal, social, and career development. These principled served as the guiding foundations which influenced the teachers' attitudes, decisions, and practices when addressing the learners' varying needs. Understanding the teachers' adherence to the guidance and counselling principles was essential in the promotion of a supportive, inclusive, and learner-centered educational environment.

Moreover, the teachers who upheld with the sound guidance and counselling principles were better equipped with the knowledge in establishing the positive relationships with the students, in fostering the trust, and in the creation of a safe environment conducive to the learning and personal growth. Their commitment on the principles like respect for the individual differences, confidentiality, empathy, and ethical responsibility enabled them to respond appropriately to the students' concerns and challenges. As front-line educators who interacted with the learners' everyday, the teachers contributed to the early identification of the students' needs and the effective deployment of the guidance and counselling interventions within the school setting.

Table 2

Teachers' Principles in Guidance and Counselling

No.	Indicators	Mean	Standard Deviation	Verbal Interpretation
1	I can define the basic principles of guidance and counselling.	2.35	0.82	Low
2	I know the goals of school guidance and counselling programs.	2.28	0.85	Low
3	I understand the differences between guidance and counselling.	2.22	0.88	Low
4	I know stages of student developmental needs across age groups.	2.10	0.91	Low
5	I can explain ethical principles in school counselling.	2.05	0.89	Low
6	I can identify how guidance supports students' academic growth.	2.30	0.84	Low
7	I can explain the purpose of guidance planning in schools.	2.12	0.87	Low



8	I am familiar with terms and concepts commonly used in guidance practice.	2.18	0.86	Low
9	I know how guidance integrates with the curriculum.	2.08	0.90	Low
10	I know theories that underlie guidance and counselling practices.	1.95	0.93	Very Low
Composite Mean		2.16		Low Level of Knowledge
Overall Standard Deviation		0.88		Moderate Variability

Note: $n=300$: 4.21 – 5.00, Very High Level of Knowledge; 3.41 – 4.20, High Level of Knowledge; 2.61 – 3.40, Moderate Level of Knowledge; 1.81 – 2.60, Low Level of Knowledge; 1.00 – 1.80, Very Low Level of Knowledge

The findings in table 2 revealed that the teachers' knowledge of the principled and concepts of the guidance and counselling demonstrated a generally low of knowledge in this area. All indicators consistently fell within the low range, which indicated that limited understanding of the essential concepts were evident such as the counselling principles, guidance program goals, developmental stages of the learners, the ethical standard, and the integration of the guidance services into the curriculum. The knowledge of the counselling theories was particularly weak and was interpreted as very low which suggested a substantial deficiency in the teachers' theoretical foundation. The overall pattern reflected a relatively uniform level of limited knowledge among the respondents.

Many factors may have explained the findings like, first, the teachers may have had limited opportunities in participating in formal training and professional development activities related to guidance and counselling. In several school settings, the guidance and counselling competencies were often considered the responsibility of the designated guidance personnel, which resulted in fewer training opportunities for the classroom teachers. Second, insufficient exposure to counselling theories and principles during the pre-service and in-service education may have contributed to the low level of knowledge observed among the respondents. Without adequate theoretical grounding, the teachers may find it difficult in understanding and applying the counselling-related concepts effectively in addressing the students' needs. Third, limited institutional support, such as the absence of a regular mentoring, collaboration with the guidance counsellors, and capacity – building initiatives, may have further hindered the teachers' acquisition of the guidance and counselling competencies. These findings were supported with several studies indicating that continuous professional development, organizational support, and access to specialized training significantly influence the teachers' knowledge and competence in the student guidance and support services (Cruz et al., 2021; UNESCO, 2022).

The findings were consistent with the American School Counselor Association (ASCA, 2021), which emphasized that effective student support requires the educators to possess a foundational understanding of the counselling principles and the development guidance concepts. According to UNESCO (2022) the importance of equipping the teachers with the adequate knowledge and skills in the psychological support and learner development in promoting inclusive and responsive educational environments.

The findings implied that the teachers may not be sufficiently prepared to support school guidance and counselling initiatives effectively due to gaps in their conceptual and theoretical understanding of the field. Such limitations may affect their ability to recognize students' academic, social, emotional, and behavioral concerns, apply appropriate guidance-related interventions, and collaborate effectively with guidance personnel. As a result, the quality and responsiveness of learner support services may be diminished, potentially affecting students' overall well-being and development. Furthermore, the findings underscore the need for educational institutions to strengthen teacher capacity in guidance and counselling as part of a comprehensive approach to student support. This implication is reinforced by OECD (2021), which reported that teachers' competencies in student well-being and support frameworks significantly influence the effectiveness of school-based learner support systems.

The Level of Teachers' Knowledge in Counselling Strategies and Techniques

The level of teachers' knowledge in counselling strategies and techniques is essential in determining their capability to effectively support students' academic, emotional, social, and behavioral needs. This includes their understanding and application of basic counselling skills such as active listening, communication, rapport-building,



and appropriate intervention strategies within the classroom setting. Assessing this area of knowledge is important in identifying teachers' readiness to handle student concerns and in strengthening school-based guidance and counselling services.

Table

3

Level of Teachers' Knowledge in Counselling Strategies and Techniques

No.	Indicators	Mean	Standard Deviation	Verbal Interpretation
1	I know basic counselling strategies used with students.	3.05	0.78	Moderate
2	I understand active listening as a counselling technique.	3.18	0.75	Moderate
3	I can identify appropriate questioning techniques in counselling.	3.10	0.77	Moderate
4	I know techniques for building rapport with students.	3.22	0.73	Moderate
5	I know how to apply behavior management strategies in guidance.	3.00	0.79	Moderate
6	I understand referral techniques to professional counsellors.	2.70	0.83	Moderate
7	I can explain confidentiality procedures in counselling.	3.08	0.76	Moderate
8	I am familiar with individual counselling procedures.	2.45	0.88	Low
9	I understand small group guidance strategies.	2.55	0.86	Low
10	I can identify strategies for crisis focused guidance.	1.95	0.92	Very Low
Composite Mean		2.83		Moderate Level of Knowledge
Overall Standard Deviation			0.81	Moderate Variability

Note: $n = 300$: 4.21 – 5.00, Very High Level of Knowledge; 3.41 – 4.20, High Level of Knowledge; 2.61 – 3.40, Moderate Level of Knowledge; 1.81 – 2.60, Low Level of Knowledge; 1.00 – 1.80, Very Low Level of Knowledge

Table 3 above gleaned that the teachers had demonstrated a moderate level of knowledge when it comes to counselling strategies and techniques. It can be gleaned clearly that most of the indicators fell within the moderate range specifically in areas like active listening, rapport building, questioning techniques, behavior management strategies, referral procedures, and confidentiality practices. However, the weaknesses were evident in a more specialized counselling competencies, especially in individual counselling procedures and in small group guidance strategies, which based on the results were both interpreted as low. It was also noted that, crisis-focused guidance strategies were rated very low, which indicated that a critical gap during emergency situations and high-risk student interventions skills were needed. Hence, the findings suggested that although the teachers have developed their interpersonal and supportive counselling skills, they have limited preparedness as regards to complex or specialized counselling sessions.

The results were aligned with the contention of the OECD (2021) which emphasized that the teachers often developed foundational student support skills, advanced counselling competencies which were required as part of the professional training. In the same vein, UNESCO (2022) emphasized that crisis intervention, and specialized counselling skills were significant components of a resilient school support system but remained underdeveloped in several educational settings.

The results implied that the teachers could provide basic supportive interactions with students in general sense, however, they might have been insufficiently prepared to handle a more complex counselling needs like individual intervention, group counselling, and crisis management. This limitation could have reduced the efficiency and effectiveness of early intervention approaches and strategies and may have delayed the referral or support for



the students who were experiencing psychological or behavioral difficulties. As indicated by the American School Counselor Association (ASCA, 2021), the inadequacy of the training the specialized counselling strategies could weaken the overall responsiveness of the school-based support systems and limit the student well-being outcomes.

The Level of Teachers' Roles and Responsibilities in Guidance and Counselling

The level of teachers' roles and responsibilities in guidance and counselling was recognized as an important factor in the effective implementation of guidance services in the institution. Teachers were considered key partners in the guidance program due to their direct interaction with students, enabling them to assist in identifying academic, behavioral, social, and emotional concerns. As facilitators, mentors, and referral agents, they contributed to supporting students' holistic development. Evaluating their roles and responsibilities provided insights into their level of involvement and the effectiveness of the guidance and counselling program.

Table 4

Level of Teachers' Roles and Responsibilities in Guidance and Counselling

No.	Indicators	Mean	Standard Deviation	Verbal Interpretation
1	I understand the teacher's role in guidance and counselling.	3.15	0.76	Moderate
2	I know my responsibilities in supporting student behavior.	3.10	0.78	Moderate
3	I can identify when to refer a student for professional help.	2.65	0.85	Moderate
4	I understand how teachers contribute to guidance programs.	3.05	0.79	Moderate
5	I know how to communicate with parents about student needs.	3.00	0.77	Moderate
6	I know how to support students' socio-emotional growth.	3.08	0.75	Moderate
7	I understand my role in promoting student well-being.	3.18	0.74	Moderate
8	I know collaboration practices with school counsellors.	2.55	0.87	Low
9	I know procedures for documenting student concerns.	2.48	0.88	Low
10	I understand legal and ethical responsibilities in guidance.	2.60	0.84	Low
Composite Mean		2.88		Moderate Level of Knowledge
Overall Standard Deviation		0.80		Moderate Variability

Note. $n=300$: 4.21 – 5.00, Very High Level of Knowledge; 3.41 – 4.20, High Level of Knowledge; 2.61 – 3.40, Moderate Level of Knowledge; 1.81 – 2.60, Low Level of Knowledge; 1.00 – 1.80, Very Low Level of Knowledge

For consistency, the researcher also discovered the Level of Teacher's Roles and Responsibilities in Guidance and Counselling. The results in table 4 in the next page, indicated that teachers had demonstrated a moderate level of knowledge regarding their roles and responsibilities in guidance and counselling. Majority of the indicators were interpreted as moderate, specifically about understanding their general role in the guidance and counselling such as extending support to the students in monitoring their behavior, contribute to the guidance programs, communicated with the parents, giving support to the socio-emotional development, and in the promotion of the student well-being. However, the areas of weaknesses were also evident specifically in making collaboration with the guidance designated, in documenting the student concerns, and in understanding the legal and ethical responsibilities, all these were interpreted as low. These findings suggested that the teachers played a vital function in extending awareness to the students of the nature of their supportive role for the students' development. The results showed



that they had limited understanding in this area of formal procedures, as well as in accountability mechanisms, and in creating a structured collaboration within the guidance system.

The results were consistent with UNESCO (2022), which posited that the teachers' involvement in the guidance programs required not only the awareness of the student support roles but also in clearly understanding of the ethical, legal, and procedural responsibilities expected from a counselor. In the same manner, OECD (2021) highlighted that the effective school-based support systems depended on a strong collaboration between the teachers and the guidance professionals, which was supported by a clear delineation and institutional processes.

The findings connoted that the teachers were generally capable of achieving basic supportive and relevant functions in student guidance but may have been insufficiently prepared for formalized responsibilities like documentation, interprofessional collaboration, and ethical compliance. This challenge could be the probable issue which have weakened the collaboration between the teachers and the guidance designates. This could have affected the consistency and quality of student case management. According to ASCA (2021), unclear or underdeveloped role of understanding among the teachers in the guidance systems can reduce the effectiveness and efficiency of the deployment of the comprehensive school counselling programs which have limit the systematic support for student well-being.

Level of Teachers' Attitude Toward Guidance and Counselling

The level of teachers' attitude toward guidance and counselling is a crucial determinant in the effective delivery of student support services within the school setting. In the Bayawan City Division, examining teachers' attitudes is particularly significant because their perceptions, beliefs, and willingness to engage in guidance-related roles directly influence how they respond to students' personal, social, and academic concerns. A positive attitude among teachers fosters a supportive and empathetic classroom environment, encourages student openness, and enhances the implementation of guidance programs. Conversely, negative or indifferent attitudes may hinder the provision of timely and appropriate interventions. Recent studies emphasize that teachers' attitudes significantly affect the success of school guidance services, as educators who value counselling are more likely to collaborate with guidance professionals and actively participate in student development initiatives (Olatunji & Eteh, 2021; Kim & Lambie, 2022).

Table 5

Level of Teachers' Attitude in Intention Toward Guidance and Counselling

No.	Indicators	Mean	Standard Deviation	Verbal Interpretation
1	I intend to participate in school guidance activities.	3.25	0.76	Moderate
2	I plan to implement guidance strategies in my classroom.	3.18	0.78	Moderate
3	I intend to support students' socio-emotional growth.	3.40	0.74	Moderate
4	I am willing to allocate time for guidance-related activities.	3.05	0.81	Moderate
5	I intend to collaborate with colleagues for guidance programs.	3.10	0.79	Moderate
6	I plan to attend workshops or training on guidance and counselling.	2.85	0.86	Moderate
7	I intend to follow up on students referred for counselling.	3.20	0.77	Moderate
8	I plan to engage parents in guidance-related initiatives.	2.95	0.82	Moderate
9	I intend to integrate guidance strategies into my lesson plans.	3.12	0.80	Moderate



10	I am willing to adopt new methods for delivering guidance services.	3.30	0.75	Moderate
Composite Mean		3.14		Moderate Level of Attitude (Intention)
Overall Standard Deviation		0.79		Moderate Variability

Note: $n = 300$: 4.21 – 5.00, Very High Level of Attitude; 3.41 – 4.20, High Level of Attitude; 2.61 – 3.40, Moderate Level of Attitude; 1.81 – 2.60, Low Level of Attitude; 1.00 – 1.80, Very Low Level of Attitude

Table 5 indicated that the teachers had demonstrated a moderate level of the attitude in terms of the intention toward the deployment of the guidance and counselling. All indicators were consistently interpreted as moderate, which suggested that a generally positive willingness in the participation of the school guidance activities, in the implementation of the guidance strategies in the classroom, in extending support to the students' socio-emotional development, in fostering collaboration with the colleagues, and in making a follow up on referred students. The teachers as well showed a moderate intention in integrating the guidance into lesson plans, engaging the parents, attending with relevant trainings, and in adopting new methods in the delivery of the guidance services. However, the relatively lower mean scores in attending workshops and in engaging the parents suggested that although the intention was present, the commitment to professional development and broader stakeholder involvement was comparatively less strong.

The findings were consistent with Ajzen (2020), who emphasized in the Theory of Planned Behavior which stated that intention is a key predictor of the actual behavioral engagement, specifically when the individuals perceived support and opportunity within the environment. This was supported by OECD (2021) which noted that the teachers' positive intentions toward student support roles were vital and are required in the enforcement of the institutional sustained practices. Similarly, UNESCO (2022) further emphasized that the teachers' willingness in engagement in the psychosocial and guidance -related roles was critical in establishing an inclusive and student-centered learning environments.

The results implied that the teacher were generally receptive and positively inclined towards participating in the guidance and counselling-related activities. This suggested a strong foundational willingness that could support in the expansion of the school-based guidance initiatives. However, since the intention does not always translate into the actual practice, the moderate level of attitude also implied that the structural barriers such as limited training opportunities, workload constraints, or lack of institutional support may influence the actual engagement. As ASCA (2021) specified, the positive teacher attitudes alone were not sufficient without the systemic mechanisms which enable a sustained participation in the guidance and counselling programs.

Table 6

Level of Teachers' Attitude in Professional Commitment Toward Guidance and Counselling

No.	Indicators	Mean	Standard Deviation	Verbal Interpretation
1	I am committed to supporting students' emotional development.	3.35	0.74	Moderate
2	I take responsibility for my role in guidance activities.	3.40	0.72	Moderate
3	I actively seek professional growth in guidance topics.	3.10	0.80	Moderate
4	I feel committed to helping students achieve holistic goals.	3.45	0.71	Moderate
5	I regularly reflect on my guidance practices.	3.05	0.83	Moderate
6	I follow through on guidance responsibilities.	3.30	0.76	Moderate



7	I encourage others to engage in guidance practices.	3.20	0.78	Moderate
8	I support school guidance program initiatives.	3.50	0.70	Moderate
9	I uphold ethical guidance principles in my work.	3.55	0.69	High
10	I consider guidance delivery part of my professional duty.	3.42	0.73	Moderate
Composite Mean		3.33		Moderate Level of Attitude
Overall Standard Deviation			0.74	Moderate Variability

Note. $n = 300$: 4.21 – 5.00, *Very High Level of Attitude*; 3.41 – 4.20, *High Level of Attitude*; 2.61 – 3.40, *Moderate Level of Attitude*; 1.81 – 2.60, *Low Level of Attitude*; 1.00 – 1.80, *Very Low Level of Attitude*

The results in table six, indicated that teachers had demonstrated a generally moderate level of attitude in terms of professional commitment toward guidance and counselling. Most indicators were interpreted as moderate, which reflected a consisted sense of responsibility in extending support to the students' emotional development, contributing to the guidance activities, engaging in the professional growth, and in fulfilling guidance – related duties. The teachers as well showed moderate a commitment to holistic student development, which reflected in the practice, encouragement of colleagues, and support for the school guidance initiatives. It was noted that ethical adherence in the guidance practice was the only indicator interpreted as high, which suggested that there a stronger conviction in sustaining professional and ethical standards compared to other dimensions of commitment. The results suggested that the teachers had a stable but not yet fully advanced level of professional commitment in the guidance and counselling functions.

These results were aligned with UNESCO (2022), which emphasized that the ethical commitment and professional responsibility were core foundations of the effective teacher participation in student support systems. In the same manner, OECD (2021) highlighted that the teacher professional commitment influenced the sustainability and effectiveness of the school-based guidance and counselling programs, specifically when supported by the institutional structures and continuous professional training.

The results implied that the teachers had a positive but improving level of professional commitment toward the guidance and counselling responsibilities. This suggested that while the teachers were willing to fulfill their roles and uphold the ethical standard, their engagement in a deeper professional growth and reflective practice remained moderate. This level of commitment may have limit the long-term strengthening of the guidance integration within the teaching practice if not further established and developed. According to ASCA (2021), the sustained professional commitment among the educators was essential for the successful deployment of the comprehensive guidance and counselling programs, specifically in ensuring a consistent student support and program continuity.

Moreover, the results suggested that the teacher's professional commitment in the deployment of the guidance and counselling was present however, still needed to be strengthened in becoming a more proactive and sustained. While the teachers generally showed a responsible and ethical awareness in carrying-out for a guidance – related functions, the moderate ratings in most of the areas revealed that there was a need for a continued capacity-building, mentoring, and institutional support to enhance further their role in the promotion a holistic student welfare and development.

The level of teachers' attitude toward engagement in guidance and counselling plays a significant role in the successful implementation of school guidance programs. Teachers serve as key partners in promoting students' academic, personal, social, and emotional development through their active participation in guidance-related activities and interventions. Assessing their attitudes provides valuable insights into their willingness to collaborate, support, and contribute to the school's guidance initiatives. Table 7 presents the level of teachers' attitude in engagement toward guidance and counselling based on various indicators, including participation in guidance activities, implementation of guidance strategies, collaboration with colleagues, and support for school-wide guidance policies. The results provide an overview of teachers' disposition toward guidance and counselling and serve as a basis for identifying areas that may require further strengthening to enhance program effectiveness.



Table 7

Level of Teachers' Attitude in Engagement Toward Guidance and Counselling

No.	Indicators	Mean	Standard Deviation	Verbal Interpretation
1	I regularly participate in school guidance activities.	3.20	0.77	Moderate
2	I actively implement guidance strategies in my classroom.	3.25	0.76	Moderate
3	I involve myself in programs that support students' emotional growth.	3.30	0.75	Moderate
4	I consistently monitor students' progress in guidance-related areas.	3.10	0.80	Moderate
5	I collaborate with colleagues to enhance guidance activities.	3.35	0.74	Moderate
6	I take initiative in planning and organizing guidance programs.	3.05	0.82	Moderate
7	I follow up on students referred for counselling.	3.15	0.78	Moderate
8	I engage in peer mentoring to support other teachers' guidance efforts.	3.00	0.84	Moderate
9	I allocate time to address students' socio-emotional concerns.	3.18	0.79	Moderate
10	I actively support the implementation of school-wide guidance policies.	3.40	0.73	Moderate
Composite Mean		3.20		Moderate Level of Attitude
Overall Standard Deviation			0.78	Moderate Variability

Note. $n = 300$: 4.21 – 5.00, Very High Level of Attitude; 3.41 – 4.20, High Level of Attitude; 2.61 – 3.40, Moderate Level of Attitude; 1.81 – 2.60, Low Level of Attitude; 1.00 – 1.80, Very Low Level of Attitude

The findings in table seven gleaned that the teachers had demonstrated a moderate level of attitude in terms of engagement toward guidance and counselling. All indicators were consistently interpreted as moderate, which suggested that a regular but not highly intensive involvement in the guidance-related activities. The teachers showed a moderate engagement in the implementation of the guidance strategies, which supported the students' emotional development, monitoring student progress, collaborating with the colleagues as well as participating in the school-wide guidance initiatives. They as well demonstrated a moderate involvement in making a follow up of the activities, time allocation for socio-emotional concerns, and peer mentoring. However, the indicators relevant with initiative-taking in planning and organizing the guidance programs and peer mentoring were relatively lower within the moderate range, which suggested a limited proactive leadership in the guidance engagement. Hence, in totality, the results reflected a steady participation but not yet strong or highly proactive engagement in the guidance and counselling practices.

The findings reflected with the OECD (2021) contention which emphasized that the teacher engagement in student support to reach higher level of initiatives and leadership in the school-based programs. Likewise, UNESCO (2022) emphasized that effective engagement in the guidance and counselling required not only the participation but also the active involvement in the planning, collaboration, and sustain implementation of the school-wide support systems. The findings implied that the teachers were generally involved in the guidance and counselling activities, however, their engagement remained largely routinary in nature than highly proactive or leadership driven. This suggested that although the teachers had contributed to the successful deployment of the guidance and counselling tasks, they may not yet be fully maximizing their potentials in initiating and leading the guidance



programs. As per ASCA (2021), the limited proactive engagement from among the teachers could reduce the overall effectiveness and sustainability of the comprehensive school counseling programs, specifically in the areas requiring collaborative leadership and continuous improvement.

To determine whether teachers' knowledge is associated with their attitudes toward guidance and counselling, a correlation analysis was conducted. Examining this relationship provides insights into how teachers' understanding of guidance principles, counselling strategies, and professional roles influences their intention, professional commitment, and engagement in guidance and counselling activities. The results are presented in Table 8.

Table 8

Correlation Between Teachers' Knowledge and Attitudes Toward Guidance and Counselling

Knowledge Variables	Attitude Variables	r-value	p-value	Verbal Analysis	Interpretation	Decision
Principles & Concepts (A1)	Intention (B1)	0.52	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
	Professional Commitment (B2)	0.60	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
	Engagement (B3)	0.55	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
	Intention (B1)	0.58	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
Counselling Strategies & Techniques (A2)	Professional Commitment (B2)	0.66	< 0.001	Significant	Strong Positive Relationship	Reject HO ₁
	Engagement (B3)	0.61	< 0.001	Significant	Strong Positive Relationship	Reject HO ₁
	Intention (B1)	0.50	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
	Professional Commitment (B2)	0.57	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
Roles & Responsibilities (A3)	Engagement (B3)	0.54	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
	Intention (B1)	0.52	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁
Overall Knowledge vs Overall Attitude		0.62	< 0.001	Significant	Moderate Positive Relationship	Reject HO ₁

Note. $n = 300$: $r = 0.80-1.00$ very strong; $0.60-0.79$ strong; $0.40-0.59$ moderate; $0.20-0.39$ weak; $0.00-0.19$ very weak

The results in table 8, indicated that there was a statistically significant relationship between the teachers' knowledge and attitudes toward guidance and counselling across all variables, which showed a p-values below 0.001. Collectively, the relationship between the teachers' knowledge and attitude was found to be moderate and positive, which suggested that the higher levels of knowledge were associated with a more favorable attitudes toward guidance and counselling. As regards to the specific relationships, the teachers' knowledge of principles and concepts showed a moderate positive relationship with the intention which indicated that as teachers' understanding of foundational guidance principles increased, their willingness to participated in the guidance -related activities also increased.

A stronger relationship was observed between the principled and concepts and professional commitment, which suggested that conceptual understanding of the guidance principles had contributed more substantially to the teachers' sense of responsibility and professional relationship, which indicated that knowledge of basic concepts have supported a more positive participation in the guidance -related tasks.

For counselling strategies and techniques, the relationship with intention was moderate and positive, which implied that familiarity with counselling methods enhanced the teachers' willingness in the engagement of the



guidance practices. Notably, stronger relationships were observed between A2 and both professional commitment (B2) and engagement (B3), both interpreted as strong positive relationships. This indicated that the practical counselling skills and techniques were more strongly associated with a deeper professional commitment and active engagement as compared with a mere intention. It implied that when the teachers possessed applied counselling competencies, they were more likely to demonstrate a sustained commitment and active involvement in the guidance activities.

With regards to the roles and responsibilities, moderate positive relationships were observed with intention, professional commitment, and engagement. These results indicated that clearer understanding of teacher roles in guidance moderately influenced their willingness, commitment, and participation, although the strength of association was slightly lower compared to counselling strategies and techniques. As a whole, the results showed consistently that the knowledge variables were associated with the attitude variables, with the counselling strategies and techniques which demonstrated the strongest relationships with the professional commitment and engagement.

These findings were supported by Ajzen (2020) who specified that the knowledge and beliefs were influenced by the attitudes and behavioral intentions within the Theory of Planned Behavior framework. In the same way, OECD (2021) claimed that the teacher competency development in student support systems was strongly linked with the increased professional development in the student support systems which was strongly linked to increase in the professional engagement and commitment. UNESCO (2022) further emphasized that strengthening teacher knowledge in psychosocial support and guidance practices contributed to more effective and sustained participation in school-based counselling programs.

The findings implied that improving teachers' knowledge in guidance and counselling, particularly in practical counselling strategies, could significantly enhance their attitudes, especially their professional commitment and engagement. This suggested that the knowledge development does not only improve the cognitive understanding but as well translated into a more positive dispositions and active involvement in the guidance-related responsibilities. However, since some relationships remained only moderate, it also implied that the knowledge alone was not enough, but other factors such as institutional support, training opportunities, and workload conditions may have influenced the attitudes and behavior. As ASCA (2021) cited, the effective school counselling implementation required both adequate knowledge and supportive school environments which can fully translate competencies into practice.

Table 9

Comparison of Teachers' Knowledge and Attitudes Before and After Participation in the Learning and Development Program

Domains / Variables	Pre-Test Mean	Pre-Test SD	Post-Test Mean	Post-Test SD	Mean Difference	t-value	p-value	Interpretation
A. Knowledge in Guidance and Counselling								
Principles	2.16	0.62	3.45	0.58	1.29	21.84	< .001	Significant improvement from Low to High
Strategies	2.83	0.71	3.62	0.55	0.79	15.37	< .001	Significant improvement from Moderate to High
Role Expectations	2.88	0.68	3.58	0.57	0.70	13.91	< .001	Significant improvement from Moderate to High



Overall Knowledge	2.62	0.67	3.55	0.57	0.93	17.04	< .001	Significant improvement from Moderate to High
B. Attitudes Toward Guidance and Counselling								
Intention	3.14	0.66	3.78	0.49	0.64	12.63	< .001	Significant improvement from Moderate to High
Commitment	3.33	0.63	3.90	0.45	0.57	11.48	< .001	Significant improvement from Moderate to High
Engagement	3.20	0.65	3.85	0.47	0.65	13.06	< .001	Significant improvement from Moderate to High
Overall Attitude	3.22	0.65	3.84	0.47	0.62	12.39	< .001	Significant improvement from Moderate to High

Note. $n = 300$: 4.21 – 5.00 – Very High Level; 3.41 – 4.20 – High Level; 2.61 – 3.40 – Moderate Level; 1.81 – 2.60 – Low Level; 1.00 – 1.80 – Very Low Level

With relevance to the attitudes, the teachers exhibited moderate levels of intentions, professional commitment, and engagement toward guidance and counselling. Upon consideration with the program, these attitudes have improved consistently across all the dimensions, which reflected a more positive disposition toward the participation, responsibility, and active involvement in the guidance -related activities. The pattern suggested that the increase in knowledge have contributed to the strengthening of the teachers' willingness and readiness in the engagement of the guidance and counselling practices withing their professional roles.

The results implied that the structed learning and development programs played a pivotal role in the enhancement of both cognitive and affective domains of the teachers in relation with the guidance and counselling deployment. The improvement in the knowledge suggested that the teachers benefit from the targeted training that clarified the concepts, strengthened counselling -related competencies, and defined their roles in the student support systems. This indicated that the gaps in the guidance and counselling capacity among the teachers can be effectively addressed through a systematized professional development.

Moreover, the improvement in attitudes implied that when the teachers gained a deeper understanding of the guidance and counselling, they are more likely to develop a stronger professional commitment and active engagement. This highlighted the interdependence between the knowledge and attitude, which suggested that the capacity-building programs did not only improve what the teachers have learned however, positively influence how they value and participated in the guidance-related responsibilities within the school environment.

CONCLUSION

According to the results of the study, it was concluded that the Engahnced Learning and Development Program for the Guidance and Counselling was effective in the improvement of the teachers' knowledge and attitudes toward guidance and counselling. Before the deployment of the intervention program, the teachers demonstrated a limited to moderate understanding of the key concepts, strategies, roles, and ethical responsibilities



in the guidance and counselling. After the implementation of the program, their level of knowledge was improved, which indicated that the structured training significantly strengthened both the conceptual understanding and the practical awareness of the guidance -related function in the school setting.

Furthermore, teachers' attitudes toward guidance and counselling, specifically in terms of intention, professional commitment, and engagement, also showed improvement following the program. This indicates that increased knowledge contributed to a more positive disposition toward participation and responsibility in guidance-related activities. The results also suggest that teachers' knowledge is significantly associated with their attitudes, implying that enhancing competencies through targeted development programs can lead to stronger commitment and more active engagement in guidance and counselling practices within schools.

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