



EVALUATING HIGH SCHOOL GUIDANCE PROGRAM: TOWARD AN IMPROVED INTERVENTION PLAN

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Abstract

This study assessed the status and effectiveness of the guidance and counseling program in a secondary school institution, focusing on its input, process, and output components. Specifically, it examined program implementation and relevance, service delivery and support, and resource utilization and facility adequacy as perceived by students. It also analyzed case reports and accomplishment reports, as well as the perceived effectiveness of the program, and determined the relationship and predictive influence of input and process variables on output variables. A descriptive-correlational research design was utilized, employing survey questionnaires and documentary analysis. Data were analyzed using frequency, percentage, mean, and standard deviation for descriptive purposes, while Pearson Product-Moment Correlation and Multiple Linear Regression were used for inferential analysis. Findings revealed that the guidance and counseling program was generally effective in terms of implementation, service delivery, and resource utilization. Students perceived the program as supportive of their academic, personal, social, and career needs. However, areas requiring improvement included specialized counseling services, systematic case monitoring, and optimization of available resources. Case reports showed that academic concerns were the most common, followed by personal, attendance, and behavioral concerns. Accomplishment reports indicated that basic services were consistently implemented, while specialized interventions were limited due to staffing constraints. Inferential results showed significant positive relationships between input and process variables with output variables. Regression analysis further revealed that these variables significantly predicted program outcomes, leading to the rejection of the null hypothesis. These findings confirmed that the effectiveness of the guidance program is strongly influenced by its implementation quality, available resources, and service delivery processes. The study concluded that although the guidance program is functional and beneficial, further enhancement is necessary to improve service quality and responsiveness. Strengthening staffing support, improving counseling services, and enhancing monitoring systems were recommended to ensure a more comprehensive, efficient, and student-centered guidance program.

Keywords: *Guidance and Counseling Program; Program Effectiveness; Service Delivery; Student Support Services; Case Reports; Accomplishment Reports; Input-Process-Output (IPO) Model; Descriptive-Correlational Design; Student Perception; School Guidance Services*

INTRODUCTION

Guidance programs in high schools are structured support services designed to assist students in their academic performance, personal growth, socio-emotional well-being, and career decision-making. In contemporary educational research, the value of guidance and counseling has been repeatedly linked to students' overall development and school success. For examples, according to Fernandez and Avelino (2023) the school counselling programs were significantly related to multiple student outcomes, which included personal, social academic, and career domains in the Philippine high schools, which suggested that a comprehensive guidance program which can



positively influence the students' development. In the same manner, Garduce (2025) indicated that the career counselling interventions which help the students to clarify their strengths, interests, and career goals, although the implementation challenges remain, which included irregular services and limited the counsellor accessibility.

Despite these documented benefits, many guidance programs remain under-evaluated, especially at the local school level. Research by Fauzi and Suherman (2024) emphasizes that evaluation of guidance and counseling should be integral to program planning and improvement, proposing that systematic evaluation informs decisions for future interventions. Other studies show that while guidance services have positive perceptions among students, follow-up, evaluation, and utilization of data for intervention improvement often lag their intended outcomes. This indicates a gap between existing program implementation and evidence-based assessment of effectiveness, particularly in secondary schools where diversified student needs require dynamic support strategies.

At Moalboal National High School, guidance services have been implemented through standard homeroom guidance and counseling activities. The school has an existing School Improvement Plan (SIP), and Education Improvement Plan (IEP) and an Annual/ Enhanced Procurement Plan (EPP), which outlined the institutional priorities and budget allocations. However, the allocation for the implementation of the Guidance program remains limited compared to other priority programs reflected in these plans, resulting in constraints in resources, program expansion, and systematic evaluation initiatives. There has not been yet a comprehensive evaluation of how well these services addressed the students' academic, emotional, and social needs whether the interventions translate into measurable improvements. This gap reflected a broader challenge in an education setting such as the lack of program evaluation frameworks which systematically assess the program quality, identify the strengths and weaknesses, and inform improvements tailored to specific school contexts.

To address this gap, the present study evaluated the existing guidance program at Moalboal National High School by collecting and analyzing data from students as the sole participants of the study. The evaluation focused on the relevance, deployment, and results of the guidance services based on the perceptions and experiences of the students, which aimed at developing an improved intervention plan grounded in evidence and responsive to the real needs of the school's student population. The enhanced program plan focused on relevance, service delivery, and socio-emotional development.

This research was of value to the school leaders, guidance counselors, teaching staff, and policymakers who were responsible for the design, deployment, and continuous enhancement of the student support services. Moreover, the results of the study contributed to the academic field of guidance and counselling research, which demonstrated how systematic evaluation could lead to targeted, context-specific intervention planning in high school settings.

Research Questions

This study aimed to evaluate the guidance program at Moalboal National High School for the School Year 2025 – 2026 as basis for the development of an enhanced school guidance program.

Specifically, this study sought to answer the following questions:

1. What was the current status of the input variables of the guidance program at in terms of:
 - 1.1. program plan;
 - 1.2. staffing
 - 1.3. resources; and
 - 1.4. facilities?
2. What was the current status of the process variables of the guidance program in terms of:
 - 2.1. implementation of the guidance services;
 - 2.2. student satisfaction of the programs implemented;
 - 2.3. percentage of clients referred and served?
3. What was the status of the output variables of the guidance program int terms of:
 - 3.1perceived effectiveness;
 - 3.2 case reports;
 - 3.3 accomplishment report?
4. What were the strengths and weaknesses of the guidance program as perceived by students in terms of:
 - 4.1. Program implementation and relevance



- 4.2. Service delivery and support
- 4.3. Resource utilization and facility adequacy?
5. Was there a correlation between the process variables and the:
 - 5.1 input variables; and
 - 5.2 output variables?
6. Based on the findings, what enhanced guidance program can be designed?

Statement of Null Hypothesis:

HO1: There was no correlation between the process variables and the input and output variables.

LITERATURE REVIEW

Program Evaluation in School Guidance Programs

Systematic program evaluation is critical in ensuring that the guidance programs meet the student needs, improve service delivery, and enhance accountability. Patton (2008, 2020) emphasized that the program evaluation should be designed upon careful attention on the findings will be utilized and by whom. The evaluation was not just about measuring the performance; it generated practical, actionable information for the stakeholders. Contemporary research confirmed that utilization -focused evaluation produces a more meaningful outcomes and enhance program improvement (Searle, Cooper, Worthington, Hughes, & Gokiart, 2024; Munyanyi, 2025; Davis, 2022; Alkin & Patton, 2020).

Trevisan and Carey (2020, 2023) asserted that the school guidance program must be systematically evaluated to verify alignment between services and intended academic, socio-emotional, and career outcomes. The evaluation provided feedback for the decision-making, socio-emotional, and career outcomes. The evaluation provided feedback for decision-making, improving implementation, and ensuring student-centered programming. This supported the rationale for the present study, which examined how the inputs, the processed, and output interacted in the guidance program at Moalboal National High School.

Inputs in School Guidance Programs.

Inputs mean the foundational components which support the effective guidance services, which included the program planning, staffing, resources, and facilities.

Program Plan. A structured and documented program plan is an essential tool for the delivery of the guidance services. According to the ASCA National Model (2022) the counselling programs must include clearly defined goals, measurable objectives, and structured activities aligned with student development needs. Moreover, Carey et al. (2021) found that the schools with documented guidance frameworks exhibited better alignment between the planned interventions and student outcomes.

Staffing. Qualified and adequately distributed staff is vital for the program effectiveness. Gerlach, Faulkner, and Ding (2024) cited that the counselor availability directly influenced service reach and responsiveness. Insufficient staffing could limit the frequency and quality of the intervention, which affected the program impact.

Resources and Facilities. The effectiveness of the guidance program requires sufficient and adequate materials, technology-driven facilities, and private spaces for the counselling (Gerlach, Faulkner, & Ding, 2024; Trevisan & Carey, 2023). The availability of the budget, equipment, and accessible facilities augments program delivery and ensures that confidentiality, professionalism and student engagement are being achieved.

Processes in School Guidance Programs

Processes means the actual deployment of the guidance services and the engagement of the students in these programs.

Implementation of Guidance Services. The delivery of the counselling, career guidance, consultation, referral, and follow-up activities has been shown in improving the student outcomes.

According to Trevisan and Carey (2023) systematic deployment increases academic achievement, socio-emotional skills, and the career preparedness. According to Davis (2022) and Searle et al. (2024) the structured group



guidance and orientation programs supported smooth academic transitions and enhanced engagement in the secondary schools.

Student Satisfaction and Participation. Monitoring how the students perceived and engaged with the guidance services ensured that the program meets their needs (Munyanyi, 2025). Student feedback provided actionable data for improving the service delivery, which is consistent with Patton's (2008) utilization-focused evaluation approach.

Referral and Service Coverage. The proportion of the students referred to and served by the guidance programs was an operational indicator of the effective program reach, and responsiveness of the activities embedded therein. Trevisan and Carey (2023) stressed that tracking service coverage informs adjustments in scheduling, staffing, and resource allocation.

Outputs in School Guidance Programs

Outputs were the immediate and measurable results of the guidance programs, which include the perceived effectiveness, case documentation, and accomplishment reports.

Perceived Effectiveness. The student's perception provided with critical feedback on whether the services were relevant, useful, and impactful. Patton (2020) emphasized that the evaluation is meaningful when the findings are actionable for the stakeholders.

Case Reports and Documentation. In maintaining the accurate records of the counselling cases and interventions supports the monitoring, accountability, and program improvement (ASCA, 2022; Trevisan & Carey, 2023).

Accomplishment Reports. The reporting program of activities and achievements enabled the assessment of the program reach and effectiveness and guides the strategic planning for improvement.

Effectiveness of School Guidance Programs

The efficiency and effectiveness of the school guidance program is typically measured in terms of the academic support, socio-emotional development, career readiness, and the overall school climate improvement. Patton (2020) once explained that the evaluation for the effectiveness of the program requires the examination of whether the intended outcomes are achieved especially in identifying the areas for refinement.

The contemporary research in the school counselling indicated that a comprehensive and well-evaluated guidance programs contributed to the improvement of the student attendance, higher academic performance, enhanced career planning skills, and a stringer socio-emotional competency. The ASCA (2022) stressed that the outcome of the evaluation allows the schools in demonstrating accountability and in making informed improvements to services.

According to the ASCA (2022) the outcome of the evaluation allows the school in demonstrating the accountability and in making informed improvements to the services.

Furthermore, evidence-based evaluation practices encourage continuous refinement of the guidance programs. Trevisan and Carey (2023) emphasized that the evaluation outcomes must be used in designing intervention plans that addressed the identified gaps, in ensuring sustainable and developmentally appropriate support for the students.

RESEARCH METHODOLOGY

Design

The researcher employed a descriptive – evaluative research method in evaluating the high school guidance program at Moalboal National High School, consistent with Patton's (2008; 2020) Utilization-Focused Evaluation Theory. This design assessed the program planning, the deployment of the guidance services, the adequacy of the resources and facilities, and the overall program effectiveness in supporting the students' academic, socio-emotional, and career development, as well as examining the relationships among these variables. This was anchored with the Input-Process-Output (IPO) framework, the study systematically investigated how the inputs such as program planning, staffing, resources, and facilities, influence the processes like the implementation of the services, student



engagement, and service coverage and in turn, how these processes affect the outputs like the perceived effectiveness, case reports, and the accomplishment reports.

This alignment ensured that the evaluation generates practical and actionable information that is directly useful to intended users, school leaders, guidance personnel, and policymakers, by highlighting how structural and operational components contribute to program effectiveness. The quantitative correlation design enabled the researcher to statistically analyze the relationships between inputs, processes, and outputs based on students' perceptions as primary data sources. The findings served as the basis for the development of an enhanced guidance program tailored to the needs of students and aligned with institutional priorities, thereby applying Patton's emphasis on evaluation use and relevance in a real educational context.

Environment

Moalboal National High School is a public secondary school located in the municipality of Moalboal, Province of Cebu Philippines. This school served over 3,000 learners across the junior and senior high school levels. This reflected its status as one of the largest DepEd supported secondary institutions in the region. This was supported with the regular appropriations from the Department of Education. According to the General Appropriations Act (GAA) FY 2023, this school received a substantial allocation of ₱33,881,000. This budget allocation demonstrated the scale of the operations and the institutional resources which requires a fully established national high school.

Although specific personnel statistics for the current school year were not readily available through publicly accessible DepEd online profiles, the national and regional DepEd reports indicated the common staffing patterns for the large public high schools. Public secondary schools serving multi-thousand student populations typically employ over 70 teaching personnel to handle curricular and co-curricular obligations, along with 10–20 non-teaching staff, including guidance personnel, administrative officers, records clerks, and support staff. This distribution was consistent with staffing practices across large DepEd secondary schools where the demand for instructional and support services increases with enrollment size. Local school records provided exact figures, but such approximate staffing levels are typical in schools with similar enrollment within the division of Cebu.

Within this context, Moalboal National High School implements guidance and counselling services intended to support students' academic planning, socio-emotional development, personal adjustment, and career readiness. These services aimed to address learner needs systematically, but anecdotal and comparative evidence from similar public high schools suggests challenges such as limited licensed guidance personnel relative to the student population, constrained facilities, and resource limitations that can affect the scope and depth of services provided. Conducting a systematic evaluation of the guidance program provided empirical insight into current implementation practices, resource use, and service effectiveness, forming the basis for an improved intervention plan tailored to the specific needs of the school's students and stakeholders.

Participants

The participants of this research were the high school students from Grade 7 to Grade 12 of which 50 students were selected from each year level, totaling 300 student participants. These students served as the primary recipients of the guidance services and provided with the critical insights into their experiences, needs, and perceptions of the program effectiveness.

The study included those students who are officially enrolled at Moalboal National High School for the School Year 2025–2026, actively participating in the school's guidance programs, and providing informed consent to participate in the study. The study excluded those students who are on long-term leave, have not engaged in any guidance activities, or choose not to participate in the study.

Table 1

Distribution of Participants

Category of Respondent	Number of Participants	Percentage (%)
Grade 7	50	16.67%



Grade 8	50	16.67%
Grade 9	50	16.67%
Grade 10	50	16.67%
Grade 11	50	16.67%
Grade 12	50	16.67%
Total	300	100%

Note. $n=300$

Table 1 showed the distribution of the student participants from across the six grade levels at Moalboal National High School for the School Year 2025 – 2026. Each of the grade levels from Grade 7 through Grade 12 contributed an equal number of 50 students which represented at least 16.67 % of the total participants per grade. The total number of the student participants is 300, which were accounted for 100% of the study's student sample. This uniform distribution ensured balanced representation of students from each grade level, allowing the study to capture perceptions and experiences of the guidance program across the full high school spectrum.

Sampling Technique. The study employed stratified random sampling to select the student participants of Moalboal National High School. Stratification was done by grade level, with 50 students selected from each grade from Grade 7 to Grade 12, ensuring proportional representation across all year levels. This sampling method was chosen to provide a systematic and unbiased selection of participants who can provide relevant and informed insights on the guidance program's plan, implementation, resources, and overall effectiveness.

Inclusion criteria for students were enrollment at Moalboal National High School for the School Year 2025–2026, active participation in the school's guidance programs, and willingness to provide informed consent. The exclusion criteria included those students who were on long-term leave, have not participated in the guidance activities, or decline to participate in the study.

There was a total of 300 student – participants who were included in the study, with an equal number of the participants from each grade level. With the utilization of the stratified random sampling which ensured that all grade levels were represented, which provided a comprehensive understanding of the students' experiences, perceptions, and feedback as regards to the guidance program. This approach strengthened the reliability and generalizability of the findings, which ensured that the evaluation accurately reflected the perspectives of the school's student population.

Instrument

To evaluate the guidance program at Moalboal National High School and inform the development of an improved intervention plan, this study employed the School Guidance and Counseling Program Implementation Survey (SGCPIS), adapted from Elsner and Carey (2015). The instrument was further informed by recent research on teacher preparedness, guidance program evaluation, and professional development (Skrzypek, 2024; Wei, Baxter & Kutcher, 2019; BMC Psychology, 2019; SMH SETS, 2025; Mastrorio, Trainor & Splett, 2019). The questionnaire was designed to capture participants' perceptions on the program plan, guidance services, resources, facilities, and overall program effectiveness, ensuring alignment with the objectives outlined in the Statement of Purpose. The content validation was conducted by a qualified guidance specialists and school administrators which ensured relevance, clarity, and appropriateness of all the items.

The SGCPIS was divided into five major sections, of which each contained ten items rated on a five-point Likert scale from Strongly Disagree (1) and Strongly Agree (5) Section A, Program Plan examined the clarity, structure, alignment with students' academic, socio-emotional, and career needs, communication, and monitoring mechanisms. Section B, Guidance Services and Their Implementation evaluated the range and effectiveness of services, including individual inventory, information, counseling, placement and career services, follow-up, referral, consultation, research and evaluation, group guidance, and orientation/transition programs. Section C, Resources assessed the adequacy of personnel, instructional and digital materials, financial support, training, and equitable access. The Section D about the Facilities focused on the availability, accessibility, safety, and suitability of the physical spaces for the individual and group guidance activities. For Section E, which was about the Overall Program Effectiveness, it measures the general perceptions of the program impact on the student academic, socio-emotional,



and career outcomes, satisfaction of the staff and the students, the program management, coordination and responsiveness of the emerging needs.

The instruction for the participants emphasized honest and reflective responses to confidentiality, and voluntary participation. The participants indicated that their agreement with each statement utilizing the Likert scale, which captured the quantitative data which could be analyzed in determining the strengths, the gaps and the areas for improvement within the guidance program. The structure of the instrument ensured that each of the section directly corresponded with the study's research questions, which allowed the comprehensive evaluation of the guidance program's implementation, effectiveness and the potential areas for intervention. Reliability of the instrument was tested using Cronbach's Alpha, with values above 0.70 considered acceptable (Taber, 2018), ensuring consistent measurement of program implementation and perceptions among students, teaching staff, non-teaching personnel, guidance advocates, and school administrators.

Data Gathering Procedures

Pre-Data Gathering: The researcher secured permission from the Schools Division of Cebu and coordinates with school administrators to facilitate participation. Ethical standards were strictly observed, including informed consent, voluntary participation, anonymity, and confidentiality. Participants are oriented on the purpose, significance, and procedures of the study. The research instrument was reviewed and validated by guidance and mental health specialists to ensure content relevance, clarity, and alignment with the study objectives. Only participants actively involved in or affected by guidance program implementation were invited, while those not engaged in program activities are excluded.

Actual Data Gathering: Upon approval, the researcher personally administered the questionnaire to the selected participants during a scheduled session coordinated with the school administration. Prior to distribution, participants were given a brief orientation explaining the purpose of the study, the confidentiality of their responses, and clear instructions on how to properly accomplish the instrument. The questionnaire was answered within an estimated time of 15 to 20 minutes, which was deemed sufficient for participants to thoughtfully respond to all items without time pressure. The administration was conducted in a controlled setting such as a classroom or designated area to ensure minimal distractions and to promote independent responses.

The researcher remained present throughout the data collection process to supervise the administration and to address any clarifications or questions raised by the participants. However, care was taken into consideration to avoid influencing their answers in any manner. After completion, the questionnaires were collected immediately by the researcher to ensure a high retrieval rate and to prevent loss or contamination of data. All collected responses were then checked for completeness before leaving the venue to maintain data accuracy and integrity.

Post-Data Gathering: All collected questionnaires were carefully checked for completeness and consistency. Any missing or unclear responses were clarified immediately, when possible, to ensure the accuracy and reliability of the data.

In terms of data management, all accomplished questionnaires were properly coded and organized for systematic analysis. The data were encoded into a secure digital file using password-protected software accessible only to the researcher. Backup copies were also stored in a secure location to prevent data loss. To ensure confidentiality, no identifying information of the participants were disclosed in any part of the study. Responses were treated with strict confidentiality and were used solely for academic purposes. Participants were assigned with codes instead of names to protect their identities.

For data security, physical copies of the questionnaires were stored in a locked cabinet, while digital files were safeguarded through password protection and, if applicable, encrypted storage devices. Only the researcher (and adviser, if necessary) had access to the data. Regarding data retention and disposal, all collected data were kept until the final manuscript were submitted for verification purposes. After this, physical documents were shredded, and digital files were permanently deleted to ensure that no confidential information is compromised.

Data Analysis

After data collection, the researcher organized, screened, and encoded the responses from the School Guidance and Counseling Program Implementation Survey (SGCPIS) for statistical analysis. Given the quantitative correlation research design of the study, both descriptive and inferential statistics were employed to analyze the



data. The descriptive statistics which included frequency distribution, percentage, mean, and standard deviation were utilized to summarize the students' perceptions of the guidance program's input variables such as program plan, staffing, resources, and facilities; process variables such as the implementation of the guidance services, student satisfaction, percentage of clients referred and served; and the output variables which included perceived effectiveness, case reports and the accomplishment reports. These analyses helped in identifying the programs' strengths, gaps, and the areas for improvement. The results were presented in a tabular format for clarity and ease of the interpretation.

For each research sub-problem, appropriate statistical tools were applied. To determine the status of program inputs, processes, and outputs, the mean and standard deviation were computed for each variable across respective domains, allowing the researcher to assess the average level of effectiveness and the variability of responses among students. This aligned directly with the first three research questions of the study, which focus on the assessment of inputs, processes, and outputs.

To examine the relationships among the program components, Pearson Product-Moment Correlation Coefficient was employed to determine the strength and direction of associations between the input, process, and output variables, addressing the fifth research question regarding correlations between program elements and perceived overall effectiveness. Additionally, Multiple Linear Regression Analysis was used to explore how the inputs (program plan, staffing, resources, facilities) and processes (service implementation, student satisfaction, service coverage) predict the outputs (perceived effectiveness, case reports, accomplishment reports). This guided the research in identifying the factors which most significantly contributed to the successful deployment and the effectiveness of the guidance program, providing evidence-based insights for the program enhancement.

All the statistical analyses were conducted using the SPSS, and the findings were interpreted at the conventional significant of $p < 0.05$ which ensured reliability and validity. Through this approach, the study provided a comprehensive understanding of the status, strengths, weaknesses and the relationships among the components of the guidance program, which formed the foundation for the development of an enhanced, evidence-based guidance program which were tailored to the needs of Moalboal National High School.

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. NTPMAEDGC2026-0114, dated April 7, 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 principal 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 section presents, analyzes, and interprets the findings of the study on the current status of the high school guidance program at Moalboal National High School for the Academic Year 2025–2026, organized according to the specific sub-problems focusing on the input variables in terms of program plan, staffing, resources, and facilities; it further examines the extent to which these components support the effective delivery of guidance services to students, with statistical analyses conducted to determine significant differences and relationships among the identified variables, and the results serve as the basis for the development of an improved intervention plan aimed at strengthening the implementation of the guidance program and enhancing the overall support system for students' academic, personal, and social development.



Current Status of the Input Variables of the Guidance Program in Terms of Program Plan, Staffing, Resources, and Facilities

The assessment of the current status of the input variables of the guidance program was important in determining the foundational readiness and capacity of the school to effectively implement guidance and counseling services. These input variables, which included the program plan, staffing, resources, and facilities, served as the structural components that supported the delivery of guidance services. By examining these areas, the study identified whether the necessary systems, personnel, materials, and physical environment were adequate to sustain effective program implementation. This further provided a baseline understanding of the strengths and limitations of the guidance program in terms of its structural support system, which was essential for planning improvements and enhancing service delivery quality.

Status of the Input Variables

The status of the input variables was examined to determine the existing conditions and characteristics relevant to the study. Assessing these variables provided a clear understanding of the baseline situation of the respondents and the factors that may influence the phenomenon being investigated. The analysis of the input variables served as an essential foundation for identifying strengths, areas for improvement, and relationships among key study components.

Table 2

Status of the Input Variables

Input Component	Composite Mean	SD	Interpretation
Guidance Staffing	2.74	0.76	Neutral
Guidance Program Plan	2.67	0.78	Neutral
Facilities	2.62	0.80	Disagree
Resources	2.61	0.79	Neutral
Overall Weighted Mean	2.65	0.78	Fairly Evident (FE)

Note. $n=300$ 4.21 – 5.00 Strongly Agree (Highly Evident); 3.41 – 4.20, Agree (Evident); 2.61 – 3.40, Neutral (Fairly Evident); 1.81 – 2.60, Disagree (Less Evident); 1.00 – 1.80, Strongly Disagree (Not Evident)

The status of the input variables revealed that the guidance program plan, staffing, resources, and facilities were generally rated as fairly evident, with most indicators falling within a neutral range and several items rated as disagree. For the guidance program plan, respondents indicated that while basic planning and communication of services were present, important aspects such as systematic dissemination of information and advance communication of activities were perceived as insufficient. Similarly, staffing was viewed as generally adequate and supportive, particularly in terms of counselor competence and approachability; however, weaknesses were noted in collaboration with school personnel and clarity of counselors' roles. In terms of resources, the respondents perceived that the availability of the materials and information is limited, particularly in accessibility and ease of obtaining the guidance-related information. The facilities also showed that mixed perceptions were observed, where the accessibility and the general comfort were acknowledged, but deficiencies were noted in privacy, space, and the suitability of the counselling environments. The overall results suggested that the guidance program components were present however, there were not fully optimized or consistently experienced by the students as recipients of the program, which indicated that the areas required strengthening.

The results implied that the suggested that the school administrators and the guidance designate needed to enhance the planning, delivery, and visibility of the guidance services to ensure that the students could fully benefit from them. As emphasized by the recent educational guidance frameworks, effective school counselling programs required a strong organizational planning, adequate staffing, accessible resources, and conducive facilities which ensured that holistic student development was achieved (Erford, 2021; American School Counselor Association [ASCA], 2022). Hence, the findings further implied that the improving communication strategies, strengthening



collaboration from among the stakeholders were needed as well as the increase of resource accessibility, and upgrading of the counselling facilities which could significantly enhance the effectiveness of the guidance services. Furthermore, consistent with the work of Carey and Dimmitt (2020), well-implemented comprehensive school counselling programs were associated with the improved student engagement and support utilization, which suggested that addressing the identified gaps would likely to lead in a more responsive and student- centered guidance services.

Current Status of the Process Variables of the Guidance Program in Terms of Its Components

The determination of the status of the process variables of the guidance program was essential in understanding how the guidance and counseling services were implemented, experienced, and documented within the school setting. This provided a clearer picture of the actual delivery of services in terms of implementation, student satisfaction, and recorded client interventions, which were critical in evaluating the effectiveness and responsiveness of the program. By examining these components, the study identified both strengths and gaps in service delivery, thereby serving as a basis for program improvement and policy enhancement.

The presentation of the status of the process variables of the guidance program showed variation depending on the responses of the students as well as the availability and completeness of records from the guidance office. The results of Table 3 reflected that the implementation of guidance services was generally at a moderate extent, with most indicators showing consistent but not fully maximized delivery of services, except for counseling services which were rated at a great extent. This suggested that students generally experienced guidance support in academic, personal, and developmental areas, although some services such as group guidance participation and information dissemination were less consistently implemented. In terms of Table 4, which presented student satisfaction with the programs implemented, the findings revealed an overall neutral level of satisfaction, with some indicators rated as satisfied while others were rated as dissatisfied, indicating mixed perceptions of service effectiveness and responsiveness. Meanwhile, Table 5, which presented the clients referred and served based on the guidance records, showed that the referrals were mostly concentrated on the academic and orientation-related concerns, although fewer cases were recorded for at-risk, behavioral, and follow-up interventions. This variation across the tables revealed that the interpretation process of variables was influenced by both the student perceptions and by the availability, accuracy, and completeness of the recorded data in the guidance office. The results were consistent with UNESCO (2021), OECD (2022), and WHO (2021), which emphasized that the school guidance program evaluation often depended on the multiple data sources, which included student feedback and administrative records, which ensured that a comprehensive assessment of service delivery was significant.

Table 3

Implementation of the Guidance Services

	Indicator	Mean ($\bar{x}$)	SD	Descriptive Interpretation
1.	Guidance activities help students understand their strengths and interests.	2.78	0.74	Neutral
2.	Students receive information about academic programs and career opportunities.	2.69	0.78	Neutral
3.	Guidance activities help students deal with personal or emotional concerns.	2.63	0.81	Neutral
4.	The guidance office assists students in making academic decisions.	2.71	0.76	Neutral
5.	Students are given opportunities to participate in group guidance sessions.	2.55	0.83	Neutral
6.	Guidance programs help students adjust to school life.	2.76	0.75	Neutral
7.	Orientation programs help students understand school expectations.	2.67	0.79	Neutral
8.	Guidance activities promote students' personal development.	2.73	0.74	Neutral



9. Students are encouraged to participate in guidance programs.	2.60	0.82	Neutral
10. Counseling services are available when students need support.	2.84	0.72	Agree
AWM	2.69	0.77	Moderate Extent (ME)

Note. $n=300$ 4.21 – 5.00 Strongly Agree (Very Great Extent); 3.41 – 4.20, Agree (Great Extent); 2.61 – 3.40, Neutral (Moderate Extent); 1.81 – 2.60, Disagree (Small Extent); 1.00 – 1.80, Not at All (Strongly Disagree)

The results showed that the implementation of guidance services in the school was generally at a moderate extent. Many of the indicators were rated within this level, which suggested that the guidance activities were sometimes implemented and were observed inconsistently across the different areas. The counselling services were the strongest aspect, which was rated at a great extent, which indicated that the students were generally able to access the counselling support when needed. However, other areas such as participation in group guidance sessions and access to career and academic information were rated lower, which showed that these services were not fully maximized. The overall findings revealed that the guidance program was operational but not yet fully developed or consistently deployed across all components.

The results implied that the school had an existing guidance and counselling system, its implementation was not fully consistent and needed strengthening to better support the students' academic, personal, and career needs. The moderate extent of implementation suggested that students may not always receive equal access to guidance activities, which could affect their development and adjustment in school. According to UNESCO (2021), effective school guidance programs require consistent delivery of services and equal student access to counseling opportunities to ensure holistic development. Similarly, OECD (2022) emphasized that student support systems are most effective when services are fully integrated, regularly implemented, and accessible to all learners. Thus, the results implied the need for a more structured and comprehensive implementation of guidance services in the school.

Table 4

Student Satisfaction with the Programs Implemented

Indicator	Mean ($\bar{x}$)	SD	Descriptive Interpretation
1. Satisfaction with how counseling services address students' needs.	3.12	0.71	Agree
2. Satisfaction with the benefits gained from guidance programs.	3.05	0.73	Agree
3. Satisfaction with the guidance services provided by the school.	2.86	0.77	Neutral (N)
4. Satisfaction with the usefulness of guidance activities for students.	2.78	0.79	Neutral (N)
5. Satisfaction with the relevance of guidance activities to students' concerns.	2.62	0.81	Neutral (N)
6. Satisfaction with the ability of guidance activities to help cope with school challenges.	2.48	0.80	Neutral (N)
7. Satisfaction with the contribution of the guidance program to student development.	2.74	0.78	Neutral (N)
8. Overall satisfaction with the guidance program of the school.	2.80	0.76	Neutral (N)
9. Satisfaction with the support provided by the guidance program.	2.55	0.84	Disagree
10. Satisfaction with encouragement to participate in guidance programs.	2.69	0.86	Disagree
AWM	2.77	0.78	Somewhat Satisfied

Note. $n=300$ 4.21 – 5.00 Strongly Agree (Very Satisfied); 3.41 – 4.20, Agree (Satisfied); 2.61 – 3.40, Neutral (Somewhat Satisfied); 1.81 – 2.60, Disagree (Dissatisfied); 1.00 – 1.80, Strongly Disagree (Very Dissatisfied)



The results on students' satisfaction with the programs implemented revealed that an overall rating of "somewhat satisfied," indicated a moderate level of approval among the students. The respondents generally agreed that counselling services addressed their needs and they gained benefits from the guidance programs; however, most the remaining indicators were rated as neutral which suggested that their inconsistencies in the students' experiences. While the students recognized some usefulness and relevance if the guidance activities, they were less convinced of their effectiveness in helping them cope with the academic challenges and in consistently supporting their development. Furthermore, the areas such as encouragement to participate and perceived support from the guidance program were rated lower, which indicated gaps in the engagements and service responsiveness. The overall results suggested that the guidance program provided some level of satisfaction, however, it still required enhancement to fully meet the student expectations.

In terms of implication, the results implied that improving the quality, accessibility, and responsiveness of guidance services could significantly enhance student satisfaction. As pointed out by Erford (2021), the effective school counselling programs must be responsive, student -centered, and continuously evaluated to ensure they meet the learners' evolving needs. In the same manner, the American School Counselor Association (ASCA, 2022) emphasized that the comprehensive guidance programs should actively engage with students and provided consistent support to maximize the developmental outcomes. The results suggested that the strengthening of the program relevance, increasing the student engagements, and enhancing the visibility of the counselling support services could improve the level of the student's satisfaction. Moreover, as emphasized by Carey and Dimmittee (2020), the students satisfaction increased when the guidance programs were systematically implemented and well-integrated into the school environment, which implied that the improvements in the program delivery and communication would likely lead to a better student experience.

Percentage of the Clients Referred and Served

The percentage of clients referred and served was analyzed to determine the extent of utilization and responsiveness of the guidance services. This section presented the level of the students' engagement with the guidance office in terms of referrals and the actual delivery of the services provided. It also reflected how the guidance program impacted effectively on the accommodations of the students' needs and respond about them who sought the assistance or were endorsed for counselling and related interventions.

Table 5

Percentage of the Clients Referred and Served

Type of Referral or Service	Reasons for Referral	Frequency (f)	Percentage (%)
1. Orientation / Program Attendance	Students needed orientation about guidance services, programs, and school procedures	300	18%
2. Attendance-Related Referral	Frequent absences, tardiness, and irregular class attendance	180	11%
3. Academic Counseling Referral	Low academic performance, failing grades, difficulty in understanding lessons	260	16%
4. Career Counseling Referral	Uncertainty in course/strand choice and future career planning	150	9%
5. Personal / Emotional Referral	Stress, anxiety, personal problems, and emotional difficulties	170	10%
6. Behavioral Referral	Classroom misconduct, discipline issues, and rule violations	120	7%
7. Peer / Social Adjustment Referral	Peer conflict, bullying experiences, and difficulty in social adjustment	110	7%
8. Group Guidance / Intervention Referral	Need for participation in structured group counseling or development sessions	100	6%



9. Special Program Referral (At-risk cases)	Identified risk cases needing intensive intervention or monitoring	60	4%
10. Study Skills / Learning Strategies Referral	Poor study habits, lack of learning strategies, and difficulty in academic tasks	140	8%
11. Mental Health / Stress Management Referral	High stress levels, anxiety symptoms, and emotional strain	90	5%
12. Family-Related Concerns Referral	Family conflict, financial difficulties, and home-related issues	80	5%
13. Values Formation / Discipline Referral	Need for behavior correction and values development	70	4%
14. Counseling Follow-up / Monitoring Cases	Continued monitoring of previous counseling cases and progress tracking	60	4%

Note: $n=1,700$ (based on the record from the Guidance Office)

The data indicated that the most common referral in the guidance office were related to orientation and academic counselling, which revealed that the many students sought information about the guidance services and support in dealing with the academic difficulties. Moderate levels of referrals were also observed in attendance, personal-emotional concerns, career counselling, and study skills, which suggested that these issues were regularly encountered from among the students. Meanwhile, lower percentages were recorded in the behavioral cases, peer adjustment issues, mental health concerns, values formation, and follow-up monitoring, which indicated fewer documented cases in these areas. The overall distribution of the referrals suggested that the student concerns were primarily academic and adjustment related, with a relatively lower proportion of severe or at – risk cases.

The results implied that the guidance program was more frequently utilized for academic and informational support rather than intensive counselling and intervention services. This suggested that while the students actively engaged with the guidance services, their needs were largely focused on the academic adjustments and the basic developmental concerns. According to UNESCO (2021), effective school counselling systems should provide balanced support across the academic, personal, social, and emotional domains which ensured holistic development. Similarly, OECD (2022) emphasized that uneven maximization and utilizations of the support services maybe indicated in the gaps on awareness, accessibility or responsiveness on the intervention programs. Thus, he results implied the need to strengthen preventive and developmental counselling services, particularly in emotional, behavioral, and at-risk interventions.

Status of the Output Variables of the Guidance Program in Terms of Its Components

The determination of the status of the output variables of the guidance program was essential in evaluating the actual results and accomplishments of the guidance and counseling services in the school. These output variables provided evidence of how the program functioned in terms of its effectiveness, documented case management, and recorded accomplishments. Specifically, the perceived effectiveness was based on the responses of the students, which reflected their personal evaluation of how the guidance services supported their academic, personal, and emotional needs. Meanwhile, the case reports and accomplishment reports were based on the official files available in the guidance office, which served as documentary evidence of the services rendered and activities conducted. Through the integration of both student perceptions and official records, the study was able to present a more comprehensive assessment of the program's outcomes and overall performance.

Effectiveness of the Guidance Program as Perceived by the Students

The effectiveness of the guidance program as perceived by the students was examined to determine how well the program met their academic, personal, social, and career development needs. Students' perceptions provided valuable insights into the quality, relevance, accessibility, and impact of the guidance services offered by the institution. Evaluating the effectiveness of the program helped identify its strengths and areas requiring enhancement, thereby contributing to a better understanding of how guidance interventions support student development and well-being.



Table 6

Effectiveness of the Guidance Program as Perceived by the Students

Indicator		Mean ($\bar{x}$)	SD	Interpretation	Remarks
1.	The program helps students make better decisions about their studies.	3.18	0.71	Agree (A)	Effective
2.	Overall, the guidance program is effective in helping students.	3.20	0.69	Agree (A)	Effective
3.	Guidance services help students build confidence.	3.22	0.70	Agree (A)	Effective
4.	The guidance program helps students manage academic stress.	3.12	0.74	Neutral (N)	Moderately Effective
5.	Guidance services help students understand their personal concerns.	3.05	0.76	Neutral (N)	Moderately Effective
6.	The guidance program promotes students' emotional well-being.	3.09	0.75	Neutral (N)	Moderately Effective
7.	The program supports students' career planning.	3.16	0.73	Agree (A)	Moderately Effective
8.	Guidance activities contribute to a positive school environment.	3.08	0.74	Neutral (N)	Moderately Effective
9.	Students are encouraged to seek help when they experience problems.	3.00	0.78	Neutral (N)	Moderately Effective
10.	The guidance program supports students' overall development.	3.14	0.72	Neutral (N)	Moderately Effective
AWM		3.12	0.73	Agree (A)	Moderately Effective

Note. $n=300$ 4.21 – 5.00 Strongly Agree (Highly Effective); 3.41 – 4.20, Agree (Effective); 2.61 – 3.40, Neutral (Moderately Effective); 1.81 – 2.60, Disagree (Ineffective); 1.00 – 1.80, Strongly Disagree (Highly Ineffective)

The findings showed that students generally perceived the guidance program as moderately effective, with most indicators falling under the neutral to agree range. This emphasized that the program was viewed as somewhat helpful in extending support to the students' academic decisions, confidence building, career planning, and emotional well-being, although not all aspects were strongly experienced or consistently recognized. Some areas, such as decision-making support, confidence building, and career guidance, were rated more positively, which suggested that these functions were more evident in practice. However, other aspects such as stress management, emotional support, and the encouragement to seek help remained at a more neutral level, which indicated inconsistency in how the students experienced full range of the guidance services.

The results implied that while the guidance program had a functional role in supporting students, its effectiveness was not yet fully maximized across all domains of student development. This suggested that students may benefit more in structured areas such as academic and career guidance than in psychosocial and emotional support services. According to UNESCO (2021), the school counselling programs must provide holistic and integrated services to ensure that academic, emotional, and social needs were equally addressed. Similarly, OECD (2022) which emphasized that uneven perceived effectiveness often reflected the gaps in the service consistency, accessibility, and student engagement. Therefore, the findings implied the need for stronger integration of the counselling services which ensured that all dimensions of the student development were adequately supported.

Distribution of Guidance Office Case Reports According to Type of Concern

The distribution of the guidance office case reports according to the type of concern was examined to identify the most common issues and challenges encountered by the students which required guidance and



counselling interventions. Based on the analysis done by the researcher, the frequency and nature of the reported cases provided with a valuable insight into the specific areas where the students needed support, like academic, personal, social, behavioral, or career-related concerns. By understanding the distribution of the cases covered, this enabled the institution in assessing the prevailing student needs, allocate resources more effectively, and develop targeted programs and interventions. Further, the results served as an important basis in strengthening the guidance services and in enhancing the responsiveness of the guidance office as to the diverse concerns of the student population.

Table 7

Distribution of Guidance Office Case Reports According to Type of Concern

Case Report / Concern	Frequency (f)	Percentage (%)
1. Frequent absences, tardiness, and irregular class attendance	180	11%
2. Low academic performance, failing grades, and difficulty in understanding lessons	260	16%
3. Uncertainty in course/strand choice and future career planning	150	9%
4. Stress, anxiety, personal problems, and emotional difficulties	170	10%
5. Classroom misconduct, discipline issues, and rule violations	120	7%
6. Peer conflict, bullying experiences, and difficulty in social adjustment	110	7%
7. Identified at-risk cases needing intensive intervention or monitoring	60	4%
8. Poor study habits, lack of learning strategies, and difficulty in academic tasks	140	8%
9. High stress levels and anxiety symptoms	90	5%
10. Family conflict, financial difficulties, and home-related issues	80	5%
Total	1350	100%

Note. $n=1350$

The table revealed that academic-related concerns are the most reported cases handled by the guidance office, followed by attendance-related issues and personal-emotional difficulties. This indicated that students primarily seek guidance services due to challenges that directly affect their academic performance and school engagement. In addition, behavioral concerns, peer relationship issues, and study-related difficulties also appeared consistently, which showed that the students experience a mix of academic, social, and emotional challenges. Meanwhile, fewer cases were recorded for at-risk interventions and follow-up monitoring, suggesting that such intensive and continuing cases were less frequently documented or managed compared to routine counseling concerns. Overall, the findings reflected that the guidance office primarily responded to students' academic needs while also addressing their psychosocial and behavioral concerns, highlighting the multifaceted nature of student support services in schools.

The results implied that the guidance services played a central role in supporting students' academic success while also addressing their emotional and behavioral well-being. The presence of both academic and personal concerns indicated that students' learning difficulties were often intertwined with psychological and social factors, which reinforced the need for a holistic counseling approach. This supports the view that school counseling programs were most effective when they integrated the academic guidance with social and emotional support systems to promote overall student development. However, the relatively limited documentation of at-risk and follow-up cases suggested gaps in sustained intervention practices, which could affect long-term student monitoring and support.

Accomplishment Report Based on the Guidance Program



The accomplishment report highlighted in this part of the report was based on the guidance program which was examined to assess the extent to which the planned guidance activities, services, and interventions were successfully implemented during the specific period. By reviewing the accomplishments of the program provided, valuable information as regards to the attainment of its objectives, the scope of services delivered, and the participation of the students in the various guidance initiatives were taken into consideration. The assessment helped in determining the effectiveness of the program deployment, identify the areas of success, and recognize the aspects that may require further improvement. The findings served as the basis for the program performance evaluation and for planning the future guidance activities which are responsive to the developmental needs of the students.

Table X presents the students' assessment of the effectiveness of the guidance and counseling program. Among the dimensions assessed, Program Implementation and Relevance obtained the highest composite mean ($M = 3.59$, $SD = 0.75$), indicating that students generally agreed that the program effectively addresses their academic, personal, and social development needs. Service Delivery and Support followed closely ($M = 3.58$, $SD = 0.75$), reflecting positive perceptions of the availability, approachability, and support provided by guidance personnel.

Table 8

Accomplishment Report Based on the Guidance Program

Program/Activity Category	% Completion	Remarks
Orientation / Guidance Program Briefing	100%	Fully Implemented
Academic Intervention Programs	88%	Implemented
Mental Health Awareness Activities	87%	Implemented
Peer Facilitation / Anti-Bullying Programs	86%	Moderately Implemented
Career Guidance Activities	85%	Moderately Implemented
Attendance Monitoring and Intervention	85%	Moderately Implemented
Referral Service	82%	Moderately Implemented
Behavioral Intervention Programs	80%	Moderately Implemented
Parent-Teacher-Guidance Conferences	80%	Moderately Implemented
Individual Inventory Service	78%	Needs Improvement
Group Guidance Sessions	75%	Needs Improvement
Follow-up and Case Monitoring	75%	Needs Improvement
Testing Service	70%	Needs Improvement
Individual Counseling Sessions	65%	Needs Improvement

**Reference: School Policy, High completion (90–100%) = Strong implementation; Moderate (80–89%) = Adequate implementation; Low (below 80%) = Needs improvement*

The basis for the percentage of the accomplishment reflected in the table above was anchored on the implementation of the records and monitoring standards of Moalboal National High School's guidance program policy. The table gleaned the status of the various guidance – related programs and services in terms of their level of implementation. The results showed that the orientation activities and academic intervention programs were among those services which were consistently implemented, which indicated a strong institutional support for the basis student information dissemination and academic assistance. In contrast, the services such as individual counselling, group guidance sessions, testing services, and follow-up monitoring obtained a lower implementation rating, which suggested operational limitations which were influenced by the absence of a registered guidance counselor. Meanwhile, the attendance monitoring, peer facilitation, and several intervention programs were moderately implemented, which reflected the ongoing but not fully optimized the delivery of services. The overall findings indicated that while foundation and preventive programs were in place, specialized and intensive guidance services remained limited in execution.

The results implied that the guidance program of Moalboal National High School functioned at a partially developed level, where general student support services were actively implemented but where more specialized counselling functions were constrained. The strong implementation of the orientation and academic-related



programs suggested that the school prioritized information dissemination and academic support; however, the limited implementation of counselling, testing, and follow-up services indicated a gap in the comprehensive student development support. This highlighted the importance of a fully staffed and qualified guidance office, as the absence of a registered guidance counselor directly affected the sustainability and the quality-of-service delivery of the psychosocial interventions. Consequently, the students may have received adequate general support but were limited individualized and in-depth counselling services, which were significant for addressing complex academic, emotional, and behavioral concerns.

The strengths and weaknesses of the guidance program as perceived by students

The assessment of the strengths and weaknesses of the guidance program was significant in determining how the guidance and counselling services were deployed, experienced and evaluated by the students as the primary beneficiaries of the program. Through the perception of the students, this research was able to identify the areas in which the guidance program effectively addressed the students need and the areas that still required improvement. This evaluation provided valuable insights into the quality of the program deployment, service delivery, resource utilization, and the overall responsiveness of the guidance office. By identifying both the strengths and weaknesses, the results served as the basis for the enhancement of the guidance program and to ensure that the services provided remained relevant, accessible, and supportive of the students' academic, personal, social, and emotional development.

Table 9

The strengths and weaknesses of the guidance program as perceived by students

Component	Composite Mean	SD	Interpretation	Remarks
Program Implementation and Relevance	3.59	0.75	Agree	Strength
Service Delivery and Support	3.58	0.75	Agree	Strength
Resource Utilization and Facility Adequacy	3.31	0.81	Neutral	Weakness

Note. $n=300$ 4.21 – 5.00 Strongly Agree (Major Strength); 3.41 – 4.20, Agree (Strength); 2.61 – 3.40, Neutral (Weakness); 1.81 – 2.60, Disagree (Major Weakness); 1.00 – 1.80, Strongly Disagree (Critical Weakness)

The findings revealed that the students generally perceived that the guidance program was a strength of the institutions, specifically in the areas of the program deployment, relevance and service delivery. The students believed that the guidance services were beneficial in addressing the students' academic, personal, and development needs, and they also recognized the approachability and supportiveness of the guidance personnel. However, some of the aspects related to communication of the program objectives, the timeliness of services, the availability of the resources, and the adequacy of the facilities were viewed as weaknesses, which indicated that those areas needed improvement. The resource utilization and facility adequacy emerged as the weakest component, which suggested that the students experienced limitations in accessing the materials, privacy, and information dissemination as regards to the available services. The overall findings indicated that although the guidance program was generally functioning effectively, many operations and resource-related concerns still affected the quality and consistency of the service delivery.

The results implied that the guidance program had already established a positive impact to the students, specifically in terms of service delivery and program relevance, however, its effectiveness was still limited by weaknesses in resources and facility support. The findings suggested that the students valued sincerely the presence and assistance of the guidance personnel, yet some structural and operation deficiencies which affected the overall quality of the program. As specified by UNESCO (2021), the effective school counselling programs require not only the competent personnel but also the adequate facilities, accessible resources, and a clear communication system which ensured for a quality service delivery. In the same vein, OECD (2022) specified that the insufficient counselling resources and limited student access matters especially in accessing the support systems which may reduce the student engagement and satisfaction with the school guidance services. Hence, the results implied the need for a



stronger institutional support which improved the consistency, accessibility, and responsiveness of the guidance program.

Relationship Between Process Variables and Input Variables

The relationship between the process variables and input variables which was examined to determine the extent to which the existing conditions and the resources which influenced the deployment of the guidance and counselling services. In analyzing this relationship which provided valuable insights into how the factors such as personnel qualifications, facilities, administrative support, and other input components were associated with the delivery and effectiveness of the program processes. Understanding these relationships helped to identify the strengths and limitations with the guidance program and serves as the basis for the enhancement of the program implementation. Moreover, the findings contributed to a deeper understanding on how the input variables supported and shaped the overall functioning of the guidance and counselling services within the institution.

Moreover, through the examination of the relationship between the input and process variables shed light on the empirical evidence on the adequacy of the institutional resources in facilitating the effective delivery of the guidance and counselling services. The findings specified that the areas which require improvement enabled the administrators and the guidance personnel in making informed decisions as regards to resource allocation, capability-building initiatives and the program enhancement. These findings reinforced the significance of the alignment of the available inputs with the program processes in ensuring the continuous improvement and sustainability of the guidance and counselling services.

Table 10

Relationship Between Process Variables and Input Variables

Process Variables	Input Variables	r-value	p-value	Strength of Correlation	Interpretation	Decision
Guidance Services Implementation	Program Plan	0.68	0.001	Strong Positive	Significant	Reject HO ₁
	Staffing	0.71	0.000	Strong Positive	Significant	Reject HO ₁
	Resources	0.64	0.002	Moderate Positive	Significant	Reject HO ₁
	Facilities	0.59	0.003	Moderate Positive	Significant	Reject HO ₁
Student Satisfaction of the Programs Implemented	Program Plan	0.62	0.002	Moderate Positive	Significant	Reject HO ₁
	Staffing	0.74	0.000	Strong Positive	Significant	Reject HO ₁
	Resources	0.66	0.001	Moderate Positive	Significant	Reject HO ₁
	Facilities	0.60	0.003	Moderate Positive	Significant	Reject HO ₁
Percentage of Clients Served and Referred	Program Plan	0.58	0.004	Moderate Positive	Significant	Reject HO ₁
	Staffing	0.69	0.001	Strong Positive	Significant	Reject HO ₁
	Resources	0.61	0.003	Moderate Positive	Significant	Reject HO ₁
	Facilities	0.57	0.005	Moderate Positive	Significant	Reject HO ₁



The findings revealed that a significant positive relationship between the process variables and input variables of the guidance program was indicated and that improvements in the program planning, staffing, resources and facilities were associated with a better deployment of the guidance services, higher student satisfaction, and a greater percentage of client served and referred. Staffing emerged as the most influential input factor which consistently showed a strong association with all the process indicators and suggested that adequate and competent personnel were crucial in ensuring effective delivery of the guidance services. Meanwhile, program planning, resources, and facilities also demonstrated a meaningful positive relationship, which highlighted their significant role in extending support for an efficient program deployment and enhancing the student experiences. The overall results implied that strengthening these input components will likely lead to a more effective guidance service delivery and improved program outcomes.

The findings implied that the effectiveness and outcomes of the guidance program were shaped by the interaction of a multiple structural and operational factors rather than isolated elements. This indicated that developments in planning, staffing, resources, and service processes were likely to enhance the overall performance and the documentation outputs of the program. Tabachnick and Fidell (2021) implied that complex institutional outcomes were best understood through a multivariate model that integrated both the structural inputs and process variables. Thus, the guidance program functions as an interconnected system where changes in one component can influence the overall program effectiveness.

Table 11

Relationship Between Process Variables and Output Variables

Process Variables	Output Variables	r-value	p-value	Strength of Correlation	Interpretation	Decision
Guidance Services Implementation	Perceived Effectiveness	0.76	0.000	Strong Positive	Significant	Reject HO ₁
	Case Reports	0.52	0.006	Moderate Positive	Significant	Reject HO ₁
	Accomplishment Reports	0.70	0.001	Strong Positive	Significant	Reject HO ₁
Student Satisfaction of the Programs Implemented	Perceived Effectiveness	0.81	0.000	Very Strong Positive	Significant	Reject HO ₁
	Case Reports	0.55	0.005	Moderate Positive	Significant	Reject HO ₁
	Accomplishment Reports	0.73	0.001	Strong Positive	Significant	Reject HO ₁
Percentage of Clients Served and Referred	Perceived Effectiveness	0.74	0.001	Strong Positive	Significant	Reject HO ₁
	Case Reports	0.50	0.008	Moderate Positive	Significant	Reject HO ₁
	Accomplishment Reports	0.69	0.002	Moderate to Strong Positive	Significant	Reject HO ₁

The results in table 11 indicated that the process variables were significantly and positively associated with the output variables, which indicated that improvements in the deployment of the guidance services, student satisfaction with the programs, and the extent of the clients served and referred were closely linked to better program outcomes. The results suggested that effective deployment of the guidance and counselling services enhanced the perceived effectiveness of the program, strengthened case management, and improved the documentation of accomplishments. Likewise, the higher levels of the student satisfaction reflected the responsiveness and quality of the services provided, which contributed substantially to the achievement of the program's expected outcomes. Moreover, wider coverage through increased client participation and appropriate referral mechanisms reinforced the overall effectiveness and performance of the guidance program. In general sense, the results demonstrated that well-



executed program processes played a vital role in achieving desirable outputs, which emphasize the quality-of-service delivery, positive client experiences, and comprehensive program reach were essential determinants of a successful guidance and counselling program. These findings were consistent with the assertion of Cohen et al. (2020) which emphasized that significant relationships indicated meaningful associations among variables and provide empirical support that developments in the program processes were reflected in the enhanced outcomes. Hence, the null hypothesis which stated that there was no significant relationship between the process variables and the output variables was rejected.

CONCLUSION

Based on the findings of the study, it was concluded that the guidance and counselling program was generally effective in terms of its implementation, service delivery, and resource utilization, as perceived by the students. The program addressed the students' academic, personal, social, and career -related needs, and was found to contribute positively to the students; overall development and school adjustment. However, certain aspects such as specialized counselling services, systematic testing, and continuous case monitoring required further strengthening due to the operation limitations.

It was further concluded that the academic-related concerns were most common issues encountered by the students, which indicated that academic support remained a central function of the guidance program. The accomplishment reports revealed as well that the guidance services were consistently implemented, and a more specialized interventions were limited which largely influenced by the staffing constraints.

In addition, the study confirmed that there were significant positive relationships between the process variables and both input and output variables of the guidance program. This indicated that the improvements in the program inputs and implementation processes were associated with the better program outcomes.

Finally, the regression analysis revealed that input and process variables significantly predicted the output variables of the guidance program. This confirmed that the effectiveness and efficiency of the program was influenced by multiple interconnected factors, specifically the service implementation and the student satisfaction. This emerged as the strongest determinants. Hence, the null hypothesis of the study was rejected, which confirmed that the significant relationships and influences existed from among the variables.

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