

Extent of Effects of Guidance Services on the Development and Performance of College Students in Tomas Claudio Colleges

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Abstract

This study aimed to determine the extent of effects of guidance services on the development and academic performance of college students in Tomas Claudio Colleges during the School Year 2024–2025. The respondents comprised 329 college students from second to fourth year, representing various programs, and were described in terms of age, sex, civil status, year level, sibling position, monthly family income, and parents' educational attainment and occupation. Respondents were selected through Slovin's formula using a simple random sampling technique. A researcher-made questionnaire-checklist was utilized to assess the perceived effects of guidance services on students' development, focusing on cognitive development, career orientation, moral development, and social development. Additionally, documentary analysis was conducted using students' average grades from the second semester of School Year 2023–2024 as an indicator of academic performance. Findings revealed that most respondents were 19–20 years old, female, single, second-year students, first-born, belonging to a family income bracket of Php 10,000–19,999, with college graduate parents of varied occupations. Students generally agreed that guidance services positively influenced their cognitive, moral, social, and career development. No significant differences were observed in students' perceptions based on age, sex, civil status, year level, sibling position, monthly family income, father's educational attainment, or parents' occupation, except for a significant difference in cognitive development based on mother's educational attainment. Academic performance was rated as Very Satisfactory (mean = 1.76), but no significant relationship was found between perceived effects of guidance services and academic performance. Challenges encountered included busy schedules, hesitancy to share personal concerns, and fear of disclosure. The study recommends enhancing guidance programs through targeted workshops on critical thinking, career exploration, values education, and social skills development, as well as adjusting student schedules to improve access to services. Further studies may explore additional variables and strategies to optimize guidance service outcomes.

Keywords: guidance services, college students, cognitive development, career orientation, moral development, social development, academic performance

1. Introduction

Education is a fundamental pillar of society, serving as a key instrument for achieving personal and collective goals. It equips individuals with critical skills such as decision-making, problem-solving, mental agility, and logical thinking, which are necessary for navigating life and contributing positively to society. Central to the success of students in educational institutions is the role of guidance and counseling services. Guidance counselors provide professional support to students, assisting them in cognitive, moral, social, and career development, while also addressing emotional and behavioral challenges (Republic Act No. 9258, Guidance and Counseling Act of 2004; CHED Memorandum Order No. 09 Series of 2013).

Despite the recognized importance of guidance services, challenges persist. In the Philippines, there is a shortage of licensed guidance counselors in educational institutions, resulting in limited access to professional services for students (Antonil, 2021; Luz, 2023). Tomas Claudio Colleges, for instance, has only one registered guidance counselor and one acting psychometrician attending to thousands of students, which may restrict the reach and effectiveness of guidance services. Students often face issues such as family problems, anxiety, depression, and difficulties in social adjustment, highlighting the need to evaluate the impact of available guidance services on student development and performance.

Several studies have examined the effects of guidance services on student outcomes. International studies indicate that guidance and counseling positively influence academic performance, social adjustment, and career maturity (Hrisyov & Kostadinov, 2022; Fajri et al., 2022; Hastin et al., 2022; Kurniawan et al., 2021). Similarly, local studies emphasize the

role of guidance in holistic development, career readiness, and students' psychological well-being (Pasco et al., 2023; Gonzales, 2021; Gipalen & Madrigal, 2020). However, most studies focus on high school students or general school populations, with limited research addressing college students in the Philippine context, particularly concerning the interplay between guidance services, academic performance, and personal development.

The present study addresses this gap by investigating the extent of the effects of guidance services on the development and performance of college students in Tomas Claudio Colleges. Specifically, it examines how these services influence cognitive, moral, social, and career development, while also identifying challenges encountered by students and the counseling office. Findings from this study aim to inform strategies to optimize guidance programs, enhance student well-being, and improve academic outcomes in higher education settings.

2. Materials and methods

2.1 Research Design

The study used the descriptive research approach, with a questionnaire-checklist as the study's instrument to collect necessary data

2.2 Research Setting

The study was conducted in Tomas Claudio Colleges located at Sitio Taghangin, Barangay San Juan, Morong Rizal

2.3 Respondents

The respondents of the study were the college students from second year to fourth year and they were described in terms of age, sex, civil status, year level, sibling position, monthly family income, parents' educational attainment and parents' occupation. These consist of 329 students in different courses and year level for the School Year 2024-2025. They were chosen using Slovin's formula employing simple random sampling technique

2.4 Research Instruments

The study employed a researcher-made questionnaire-checklist to collect data, divided into four parts. Part I gathered respondents' profiles, including age, sex, civil status, year level, sibling position, monthly family income, and parents' educational attainment and occupation. Part II assessed the perceived effects of guidance services on students' cognitive development, career orientation, moral development, and social development using a 40-item scale ranging from 1 (Very Low Extent) to 5 (Very High Extent). Part III measured the extent of problems encountered by students as recipients of guidance services through a 10-item scale ranging from 1 (Never Encountered) to 5 (Always Encountered). Part IV utilized documentary analysis to determine academic performance based on students' grades during the second semester of School Year 2023–2024, categorized from Outstanding (1.0–1.7) to Did Not Meet Expectations (below 3.0). To ensure validity, the instrument was reviewed by statisticians, professorial lecturers, registered guidance counselors, and the Dean of the Graduate Studies Program, and their feedback was incorporated into the final version of the instrument.

2.5 Data Collection

The study was conducted in the following manner. Proposed title was submitted to the research director of the college. Upon approval a letter was sent to the office of the President, sought permission to conduct the study. When permission to conduct the study has been approved, preparation of Chapters 1 to 3 followed. It follows formulation of test questionnaire and was content validated by experts. The distribution of the questionnaire checklist followed guided by the Data Privacy Act of 2012. The retrieved questionnaire were collated and processed through the Statistical Package for Social Sciences (SPSS). Data were analyzed and interpreted based on the sub-problems. Summary of findings, conclusion and recommendations were formulated. It was subjected to anti-plagiarism test.

2.6 Data Analysis

The study employed various statistical tools to analyze and interpret the data. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. Weighted mean was applied to assess the extent of effects of guidance services on students' development and the problems encountered in accessing these services. One-way analysis of variance (ANOVA) determined significant differences in perceived effects of guidance services across respondent profiles. Frequency, percentage, mean, and standard deviation were used to evaluate academic performance, while correlation analysis examined the relationship between the extent of guidance services and academic performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents in Terms of the Selected Variables

The table shows that majority of the respondents are 19-20 years old at 28.6% while only 0.9% are 17-18 years old. Majority of them are female at 61.7% while 38.3% are male students. As to their civil status, first in rank at 98.2% are still single while last in rank at 1.8% are married. In terms of their year level, most of them at 42.6% are second year while 26.4% are in their fourth year level. Likewise, as to their sibling position, 39.8% are first born while 7.0% of them are only child. In terms of their monthly family income, most of the families earn Php 10, 0000 - Php 19, 9999 at 23.1% while 6.4% have Php 40, 000 - Php 49, 999 monthly family income. As to their parents' educational attainment, most of their parents are college graduates at 31.9% and 34.7% while few of them at 0.6% are Master's Degree holders for their fathers and at 0.9% are Doctorate Degree holders for their mothers. Moreover, in terms of their parents' occupation, they have different occupations, the father at 33.4% and the mother 42.6% for others, while few of them at 2.4% for the fathers' occupation in teaching at 0.9% on the mothers' occupation related to peace and order.

Table 1.1: Frequency, Percentage and Rank Distribution of the Respondents in Terms of the Selected Variables

Age	Frequency	Percentage	Rank			
17 - 18 years old	3	0.9	6			
18 - 19 years old	60	18.2	3			
19 - 20 years old	94	28.6	1			
20 - 21 years old	89	27.1	2			
22 - 23 years old	53	16.1	4			
24 years old and above	30	9.1	5			
Total	329	100.0				
Sex						
Male	126	38.3	2			
Female	203	61.7	1			
Total	329	100.0				
Civil Status						
Single	323	98.2	1			
Married	6	1.8	2			
Total	329	100.0				
Year Level						
Second Year Level	140	42.6	1			
Third Year Level	102	31.0	2			
Fourth Year Level	87	26.4	3			
Total	329	100.0				
Sibling Position						
First	131	39.8	1			
Second	86	26.1	2			
Third	42	12.8	4			
Fourth and above	47	14.3	3			
Only child	23	7.0	5			
Total	329	100.0				
Monthly Family Income						
Php 50, 000 above	43	13.1	5			
Php 40, 000 - Php 49, 999	21	6.4	6			
Php 30, 000 - Php 39, 999	51	15.5	4			
Php 20, 000 - Php 29, 999	72	21.9	2			
Php 10, 0000 - Php 19, 9999	76	23.1	1			
Php 10, 000 below	66	20.1	3			
Total	329	100.0				
Parents' Educational Attainment	Father			Mother		
Doctorate Degree	-	-	3	0.9	9	
Master's Degree Holder	2	0.6	8	17	5.2	5
Master's (with units)	3	0.9	7	10	3	7
College Graduate	105	31.9	1	114	34.7	1
College Undergraduate	86	26.1	2	61	18.5	3
High School Graduate	78	23.7	3	83	25.2	2
High School Undergraduate	25	7.6	4	20	6.1	4
Elementary Graduate	10	3	6	11	3.3	6
Elementary Undergraduate	20	6.1	5	8	2.4	8
Total	329	100.0	329	100.0		
Parents' Occupation	Father			Mother		

Administrative	11	3.3	8	18	5.5	5
Business/Entrepreneur	32	9.7	5	52	15.8	2
Farming	15	4.6	7	5	1.5	7
Laborers	56	17.0	2	16	4.9	6
OFW	41	12.5	3	45	13.7	4
Peace and Order	20	6.1	6	3	0.9	8
Transportation	36	10.9	4	-	-	
Teaching	8	2.4	9	50	15.2	3
Others	110	33.4	1	140	42.6	1
Total	329	100.0		329	100.0	

3.2. Extent of Effects of Guidance Services on the Development of College Students as Perceived by Themselves With Respect to Cognitive Development, Career Orientation, Moral Development, and Social Development

As shown in the composite table, it obtained a composite mean of 4.12 verbally interpreted as Agree (High Extent). First in rank is moral development with an overall mean of 4.24, second in rank is social development at 4.10, third in rank is career orientation at 4.09 and last in rank is cognitive development at 4.03. All the aspects are verbally interpreted as Agree (High Extent). This means that the college students agree that the guidance services provided by the school have assisted them in their cognitive development, career orientation, moral development, and social development. It could be deduced from the findings that guidance services are essential to supporting the overall well-being of college student. These guidance services provide a safe space for students to discuss issues related to mental health, stress, and emotional struggles, which are often part of the college experience. Likewise, through offering counseling and programs, guidance services help students manage personal problems which also helps them develop healthy coping mechanisms and build resilience. This emotional support contributes to a more balanced life, allowing students to better handle the demands of college while also taking care of their mental health. This implies that college students agree that the guidance services provided by the school have been beneficial in supporting them. In terms of cognitive development, these services offer resources like study skills and academic counseling, all of which help students strengthen their critical thinking abilities and approach their studies with more effective strategies. In addition, guidance programs emphasize moral development, encouraging students to reflect on ethical principles and the importance of honesty, integrity, and responsible decision-making. Through activities that focus on empathy, cooperation, and effective communication, students also experience enhanced social development, gaining skills essential for building positive relationships and working well with others. This relates with the statement of Domingo (2023) that the implementation of innovative guidance and counseling strategic development framework in higher education provides opportunities for students to develop themselves, improve academic achievements, and prepare to achieve their careers in the future.

Table 2: *Extent of Effects of Guidance Services on the Development of College Students as Perceived by Themselves With Respect to Cognitive Development, Career Orientation, Moral Development, and Social Development*

Aspects	Overall $\bar{W\bar{X}}$	Verbal Interpretation	Rank
Cognitive Development	4.03	Agree (High Extent)	4
Career Orientation	4.09	Agree (High Extent)	3
Moral Development	4.24	Agree (High Extent)	1
Social Development	4.10	Agree (High Extent)	2
Composite $\bar{W\bar{X}}$	4.12	Agree (High Extent)	

3.3. Significant Difference on the Extent of Effects of Guidance Services on the Development of College Students as Perceived by Themselves With Respect to the Cited Aspects in Terms of Their Profile

The result shows the test for the significant difference on the extent of effects of guidance services on the development of college students as perceived by themselves with respect to cognitive development, career orientation, moral development, and social development in terms of their age, sex, civil status, year level, sibling position, monthly family income, father's educational attainment, and parents' occupation. It could be noted that the obtained p-values are all higher than 0.05 level of significance. Hence, the null hypothesis is accepted. However, when they are grouped according to their mother's educational attainment with respect to cognitive development, the obtained p-value is lower than .05 level of significance, thus, the null hypothesis is rejected. Findings indicate that students' age, sex, civil status, year level, sibling position, monthly family income, father's educational attainment, and parents' occupation have nothing to

do with their perceptions about the extent of effects of guidance services on their development with respect to their cognitive development, career orientation, moral development, and social development. On the other hand, significant difference exists when they are grouped according to their mother's educational attainment with respect to cognitive development. Findings imply that students' age, sex, civil status, year level, sibling position, monthly family income, father's educational attainment, and parents' occupation are not contributory on their perceptions about the extent of effects of guidance services on their development. Their perceptions are more into their personal experiences, individual needs, and the relevance of the guidance provided, rather than their personal characteristics. A student might find guidance services helpful regardless of their family's financial situation or educational background. Also, students may develop similar attitudes towards the impact of guidance services based on their distinctive interactions and the specific support they receive. Meanwhile, mother's educational attainment can profoundly influence her children's learning environment and cognitive skills. Educated mothers are more likely to engage in activities that promote intellectual growth, such as reading to their children, encouraging curiosity, and providing educational resources. This is in contradiction with the citation of Pasco et al. (2023) that age is significantly correlated to the readiness of guidance designates and advisers in implementing homeroom guidance program along with supervision and assessment of learners' development.

Table 3: *Significant Difference on the Extent of Effects of Guidance Services on the Development of College Students as Perceived by Themselves With Respect to the Cited Aspects in Terms of Their Profile*

Aspect	F-value	p-value	Ho	Verbal Interpretation
Age				
Cognitive Development	0.822	0.534	Accepted	Not Significant
Career Orientation	0.614	0.689	Accepted	Not Significant
Moral Development	0.590	0.708	Accepted	Not Significant
Social Development	0.435	0.824	Accepted	Not Significant
Sex				
Cognitive Development	0.000	0.984	Accepted	Not Significant
Career Orientation	0.818	0.366	Accepted	Not Significant
Moral Development	3.724	0.054	Accepted	Not Significant
Social Development	0.718	0.397	Accepted	Not Significant
Civil Status				
Cognitive Development	0.002	0.965	Accepted	Not Significant
Career Orientation	0.533	0.466	Accepted	Not Significant
Moral Development	0.026	0.871	Accepted	Not Significant
Social Development	1.228	0.269	Accepted	Not Significant
Year Level				
Cognitive Development	0.276	0.759	Accepted	Not Significant
Career Orientation	0.026	0.974	Accepted	Not Significant
Moral Development	0.657	0.519	Accepted	Not Significant
Social Development	0.262	0.770	Accepted	Not Significant
Sibling Position				
Cognitive Development	0.394	0.813	Accepted	Not Significant
Career Orientation	1.468	0.212	Accepted	Not Significant
Moral Development	1.201	0.310	Accepted	Not Significant
Social Development	1.064	0.375	Accepted	Not Significant
Monthly Family Income				
Cognitive Development	1.289	0.268	Accepted	Not Significant
Career Orientation	0.669	0.647	Accepted	Not Significant
Moral Development	0.725	0.605	Accepted	Not Significant
Social Development	0.427	0.830	Accepted	Not Significant
Fathers' Educational Attainment				
Cognitive Development	1.009	0.425	Accepted	Not Significant
Career Orientation	1.525	0.158	Accepted	Not Significant
Moral Development	0.902	0.505	Accepted	Not Significant
Social Development	1.120	0.350	Accepted	Not Significant
Mothers' Educational Attainment				
Cognitive Development	2.014	0.037	Rejected	Significant
Career Orientation	1.135	0.337	Accepted	Not Significant
Moral Development	1.547	0.131	Accepted	Not Significant
Social Development	1.010	0.432	Accepted	Not Significant
Fathers' Occupation				
Cognitive Development	1.189	0.305	Accepted	Not Significant
Career Orientation	1.322	0.231	Accepted	Not Significant
Moral Development	1.003	0.433	Accepted	Not Significant
Social Development	1.401	0.195	Accepted	Not Significant

Mothers' Occupation				
Cognitive Development	1.642	0.123	Accepted	Not Significant
Career Orientation	1.386	0.210	Accepted	Not Significant
Moral Development	1.262	0.269	Accepted	Not Significant
Social Development	0.730	0.646	Accepted	Not Significant

3.4. Level of Academic Performance of the Respondents as Revealed By Their Average Grade During the Second Semester of School Year 2023-2024

The table reveals that the highest percentage of 52% indicates that the college students have Outstanding academic performance. Second in rank at 34%, have Very Satisfactory performance, followed by 12% with Satisfactory performance and last in rank at 2% have Fairly Satisfactory performance. None of the students obtained Did Not Meet Expectations. The highest grade obtained is 1.06 while the lowest grade is 3.0. Moreover, the mean score is 1.76 and a standard deviation of 0.397 was obtained. The standard deviation indicates the spread or variability of the scores around the mean. Since the standard deviation is relatively low, it suggests that the scores are fairly close to the mean, with little variability. This means that majority of the students' academic performance is at the above average level since they are in Very Satisfactory criterion. Moreover, no one among the students has the rating of Did Not Meet Expectations and there are students who have Outstanding performance. Students' engagement in guidance services offered by the Tomas Claudio Colleges has something to do with their academic performance. Likewise, it can also be seen that all students are meeting at least their minimum academic requirements, and it also indicates that there are students with exceptional academic achievement within the group. Findings imply that the students' engagement in the guidance services at Tomas Claudio Colleges appears that there was no direct impact in their academic performance because it depends on their individuality. Guidance programs support students in different areas such as personal development, study habits, and goal setting, which can positively influence their academic success. Through participating in these services, students may gain the skills and motivation necessary to perform at satisfactory or even outstanding levels. Thus, the presence of a supportive guidance program may contribute to the overall performance and the lack of students falling below expectations. This is in relation to the study of Bizuneh (2022) that positive mental health can be achieved through improving positive academic self-concept, belief in counseling service effectiveness..

Table 4: Level of Academic Performance of the Respondents as Revealed By Their Grades

Grade	Verbal Interpretation	f	%	Rank
1.0 - 1.7	Outstanding	172	52	1
1.8 - 2.2	Very Satisfactory	111	34	2
2.3 - 2.6	Satisfactory	39	12	3
2.7 - 3.0	Fairly Satisfactory	7	2	4
Below 3.0	Did not meet expectations	-	-	-
Total		329	100	
Highest Grade			1.06	
Lowest Grade			3.0	
Mean			1.76 – Very Satisfactory	
Standard Deviation			0.397	

3.5. Significant Relationship Between the Extent of Effects of Guidance Services on the Development of College Students and Their Level of Academic Performance

As depicted from the table, the hypothesis is accepted on the significant relationship between the perceived extent of effects of guidance services with respect to cognitive development, career orientation, moral development, and social development and students' academic performance since the obtained p-values are higher than 0.05 level of significance. This means that there is no significant relationship on the extent of effects of guidance services on the development of college students with respect to cognitive development, career orientation, moral development, and social development and their level of academic performance. The r-values are nearly zero, signifying an extremely weak or nonexistent linear relationship between these skills and the outcome. Consequently, the null hypothesis stating there is no significant correlation is accepted for each aspect. The verbal interpretation further affirms that none of the correlations are significant. This implies that the absence of a significant relationship between guidance services and students' academic performance in areas like cognitive development, career orientation, moral development, and social development may suggest that these aspects of guidance support are not directly influencing students' grades. Academic performance is often influenced by many factors, including study habits, prior knowledge, and individual motivation, which might not be directly

impacted by guidance services. Although guidance programs provide valuable resources for personal and developmental growth, the skills they acquire may not change into immediate academic improvement measurable by grades. This is in contrast with the findings of Hrisyov and Kostadinov (2022) that guidance and counselling is positively and significantly related to academic performance. The guidance and counselling increase by one unit, the academic performance will increase by 0.489 units while holding other factors that influence academic performance constantly.

Table 5: *Significant Relationship Between the Extent of Effects of Guidance Services on the Development of College Students and Their Level of Academic Performance*

Aspects	r-values	p-values	H ₀	Verbal Interpretation
Cognitive Development	-0.049	0.377	Accepted	Not Significant
Career Orientation	-0.049	0.378	Accepted	Not Significant
Moral Development	-0.034	0.537	Accepted	Not Significant
Social Development	-0.036	0.511	Accepted	Not Significant

3.6. Extent of the Problems Encountered by the Respondents as Recipients of Guidance Services

As depicted in the table, with respect to the problems encountered by the respondents as recipients of guidance services, the overall weighted mean obtained is 2.97 interpreted as Sometimes. Majority of the items are interpreted Sometimes with first in rank is the item "Students' busy schedule" weighted mean of 3.56 interpreted as Often, followed by item "Believe they don't want to cause trouble for anyone" with obtained weighted mean of 3.58 with verbal interpretation of Sometimes. Meanwhile, last in rank is item "Negative perception towards guidance and counseling office." with 2.47 weighted mean interpreted as Seldom. This means that college students sometimes encounter problems with guidance services, such as having busy schedules, not wanting to cause trouble for anyone, and fearing that their issues might be revealed. The institution may need to adjust the availability of guidance services to accommodate students' busy schedules more effectively, and more efforts may be needed to encourage help-seeking behaviors and educating students on the value of guidance services. This implies that college students may encounter problems when it comes to accessing guidance services. One common issue is their busy schedules, as students often have multiple responsibilities and these commitments can make it challenging for them to find time to seek help, even when they may need it. Moreover, guidance services may be overlooked as students prioritize their academic and personal demands, leading to unaddressed issues and increased stress. Some students may avoid seeking guidance because they worry about causing trouble or inconveniencing others. These concerns can create a barrier to accessing the help they need, leaving students to manage their challenges alone, which can negatively impact their mental and emotional well-being. This is somewhat in relation with the citation of Cambri (2022) that university students despite having busy schedules sought for guidance and counseling services as ascertained by their diverse counseling needs.

Table 6: *Extent of the Problems Encountered by the Respondents as Recipients of Guidance Services*

Problems Encountered	W $\bar{X}$	Verbal Interpretation	Rank
1. Negative perception towards guidance and counseling office.	2.47	Seldom Encountered	10
2. Students are not aware of guidance services.	2.92	Sometimes Encountered	7
3. Lack of parental support.	2.50	Sometimes Encountered	9
4. Hesitant to share the problems with the guidance counselor.	3.13	Sometimes Encountered	4
5. Believe they don't want to cause trouble for anyone.	3.28	Sometimes Encountered	2
6. Afraid that their issues might be revealed.	3.16	Sometimes Encountered	3
7. Perceived that counselors are not approachable.	2.74	Sometimes Encountered	8
8. Students' busy schedule.	3.56	Often Encountered	1
9. Perception that they are weak in seeking help from others.	2.95	Sometimes Encountered	6
10. Students have misconception in guidance and counseling.	3.00	Sometimes Encountered	5
Overall W$\bar{X}$	2.97	Sometimes Encountered	

4. Conclusion & Recommendations

The study concluded that most profile variables of students—including age, sex, civil status, year level, sibling position, monthly family income, father's educational attainment, and parents' occupation—did not significantly influence their perceptions of the effects of guidance services on their development. However, mother's educational attainment was found to have a contributory effect on students' cognitive development. Additionally, guidance services were not found to have a significant relationship with the students' academic performance.

In light of these findings, the study recommends that school administrators enhance academic support through targeted workshops on critical thinking, study skills, and problem-solving, as well as expand career exploration resources. Guidance counselors should provide programs that develop social skills, teamwork, moral values, and ethical decision-making, alongside regular feedback sessions. Schools may also review student schedules to improve access to services, implement researcher-made action plans, and conduct parallel studies exploring additional variables to further optimize guidance service delivery.

Compliance with ethical standards

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